

**PSYCHOPATHOLOGY**

PSY 309, CRN 35140

Spring 2023

**Lecture Time:** Mondays and Wednesdays, 10:00-11:20 am

**Location:** McKenzie Hall 129

**Professor:** Ahmar Zaman, Ph.D

**Email:** azaman@uoregon.edu

**Office Hours:** Wednesdays 11:20 AM – 11:50 AM; Wednesdays 3:30 PM – 5:00 PM or by office/Zoom appointment

**Office Location:** 421 Straub Hall

<b>GEs:</b>	<b>Contact:</b>	<b>Office Hours</b>	<b>Location</b>
Kellyn Blaisdell	kblaisd2@uoregon.edu	Mondays: 9am-10am; 12pm-1pm	Lewis Integrative Science Building (LISB) 424
Alexis Adams-Clark	aadamscl@uoregon.edu	Tuesdays 2-4pm	Straub 394

**COURSE DESCRIPTION and OBJECTIVES**

This social science course will expose you to contemporary models and methods in mental health research, and different characteristics and contributions to mental health in children and adults. This course meets the Social Science General Education requirement because it offers a representative cross-section of key issues, theoretical perspectives, and tools and methods used in psychopathology research. Course completion will provide 4 credits toward your degree, which is approximately 120 hours of work total, or 12 hours a week.

By the end of this course, you should be able to:

- Understand and critique contemporary models and methods in mental health research and practice
- Identify biological, psychological, social, and cultural characteristics and contributions to mental health
- Understand key treatments for various disorders and become familiar with techniques used in clinical practice
- Understand common research designs used in the field of psychopathology (ex. RCTs) •
- Become a mental health advocate for yourself and others!

Mental health challenges are unfortunately very common in college students, so the content of this course is highly relevant to you and those around you. I hope that you are able to take advantage of all that this class has to offer!

### **COURSE MODALITY**

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate

absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

### **COURSE MATERIAL**

**Textbook:** Sue, D., Sue, D. W., Sue, S. & Sue, D. M. (2022). *Understanding Abnormal Behavior* (12th Edition). Boston, MA: Cengage.

The textbook can be rented or purchased in print or digital formats from the Duck Store, Cengage, or other online retailers. UO Library Reserves has one print copy of the 12th edition textbook. Optionally, Cengage also offers a digital platform, called “Mindtap”, that includes mobile access to digital and audio versions of the textbook and example quizzes. Renting/purchasing the previous edition of the textbook is an option, but quiz questions will be based on the current edition. The previous and current editions are very similar and the chapter numbers are the same, but there is updated content in the new edition and different page numbering.

#### **Articles (Additional Resources):**

Devendorf A, Bender A, Rottenberg J. Depression presentations, stigma, and mental health literacy: A critical review and YouTube content analysis. *Clin Psychol Rev.* 2020 Jun;78:101843. doi: 10.1016/j.cpr.2020.101843. Epub 2020 Mar 6. PMID: 32304914.

Hofmann, S. G., & Hinton, D. E. (2014). Cross-cultural aspects of anxiety disorders. *Current Psychiatry Reports*, 16(6), 450. <https://doi.org/10.1007/s11920-014-0450-3>

Asarnow JR, Berk MS, Bedics J, Adrian M, Gallop R, Cohen J, Korslund K, Hughes J, Avina C, Linehan MM, McCauley E. Dialectical Behavior Therapy for Suicidal Self-Harming Youth: Emotion Regulation, Mechanisms, and Mediators. *J Am Acad Child Adolesc Psychiatry.* 2021 Sep;60(9):1105-1115.e4. doi: 10.1016/j.jaac.2021.01.016. Epub 2021 Feb 1. PMID: 33539915.

**Videos (Additional Resources):**

Anderson, K. (Director), & Baier, C. (Producer). (2017). *Unstuck: An OCD kids movie*. United States: New Day films. Retrieved from: <https://uoregon.kanopy.com/product/unstuck-ocd-kids-movie>

Burke Harris, N. (2014). *How childhood trauma affects health across a lifetime*. United States: TED. Retrieved from: [https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)

Dere, J. (2015). *Challenges and rewards of a culturally-informed approach to mental health*. Canada: TEDx. Retrieved from: <https://www.youtube.com/watch?v=VrYmQDiunSc>

Farquhar, R. (Director), Barry, T., & Walia, E. (Producers). (2021). *Nadiya: Anxiety and me*. United Kingdom: Raw Factual Ltd. Retrieved from: <https://www.dailymotion.com/video/x78lo0j>

Gauvain (Director, Producer). (2019). *Alastair Campbell: Depression and me*. United Kingdom: Silverfish Films. Retrieved from: <https://vimeo.com/329310575>

Holt, S. (Director, Producer), & Crawford, J. (Producer). (2018). *Addiction*. United States: Holt Productions. Retrieved from: <https://video-alexanderstreet-com.libproxy.uoregon.edu/watch/addiction3?context=channel:pbs>

Klein, L. (Director), Blush, D., Cautherley, J., Norton, K., & Dileva, P. (Producers). (2017). *The “S” word*. United States: MadPix Films. Retrieved from: <https://gooddocs.net/apps/downloads/orders/libacq%2540uoregon.edu/39126067>

Koskoff, H. (Director, Producer). (2002). *The culture of emotions: A cultural competence and diversity training program*. United States: The Fanlight Collection. Retrieved from <https://docuseek2-com.libproxy.uoregon.edu/fn-emo>

McAdams, C. J. (2018). *The social brain in anorexia nervosa*. United States: Brain & Behavior Research Foundation. Retrieved from: <https://www.bbrfoundation.org/event/social-brain-anorexia-nervosa>

Redfield Jamison, K. (2012). *Descent into madness*. United States: Big Think. Retrieved from: <https://www.youtube.com/watch?v=LhzbAzSPWQ4>

Rosenstein, P. (Director). (2020). *The mysteries of sleep*. United States: Public Broadcasting Service. Retrieved from: <https://video-alexanderstreet-com.libproxy.uoregon.edu/watch/mysteries-ofsleep/details?context=channel:nova-1lr>

Roth, A. (2019). *America’s hidden mental health crisis*. United States: Oregon Humanities Center. Retrieved from: <https://www.youtube.com/watch?v=qA-S39TuMF8>



Syllabus

Valie, A. (Producer). (2002). The war within: Treating PTSD. United States: Columbia Broadcasting System. Retrieved from: <https://video-alexanderstreet-com.libproxy.uoregon.edu/watch/the-war-within>

### GRADES, ASSIGNMENTS, and QUIZZES

There are a maximum of 100 possible points for the course, distributed as follows:

Assignment	Points Per Item	Total Possible Points
Class Engagement: Weekly Responses	3 points per week	27
Quizzes x 5 (lowest grade is dropped)	10 points each	40
Essays x 3	11 points each	33

Please review the Psychology Department's [grading standards](#).

A	95.0+
A-	92.50 - 94.99
B+	89.50 - 92.49
B	85.50 – 89.49
B-	83.00 – 85.49
C+	80.00 – 82.99
C	77.00 – 79.99
C-	73.00 – 76.99
D+	70.00 – 72.99
D	65.00 - 69.99
D-	60.00 - 64.99
F	<60.00

### Ungraded Assignments

#### **Assigned Readings and Multimedia:**

There are assigned readings and multimedia content for each class meeting. Usually, this will include reading one textbook chapter or research article (~30 pages) and watching one or two films (30-90 min). This material has been selected to introduce you to contemporary models and methods in mental health research; and biological, psychological, social, and cultural characteristics and contributions to mental health. Material from assigned text readings, articles, and multimedia will be included on quizzes.

Readings and review of assigned material should be completed before each class because the main purpose of class time is to promote understanding of, and engagement with, the course material beyond what you can achieve through independent study. Class discussion and other activities will build from the assigned material for that day. You will find it difficult to fully participate if you have not completed the assigned readings and film screenings beforehand.

### Individual Graded Assignments

#### **Quizzes:**

You will complete five quizzes during the term. They will be done on Canvas and are considered open-book, open note. Quizzes are designed to assess your knowledge of contemporary models and methods in mental health research, and contextual and contributing factors to mental health. Each quiz will cover all of the assigned material (text, articles, multimedia, lecture) for one unit of the course – they are not cumulative.

- You must complete them independently, or else that is considered cheating. The quiz will open at 12:01 am and remain open until 11:59pm. While you can start the quiz during this window, once you begin, you only have 30 minutes to take the quiz. Please do not take the quiz during class - it is not advantageous to you and might be distracting for others).
- The material you are responsible for on the quiz is all the material covered since the last quiz (or for Quiz 1, since the first day of class)
- I suggest that you study for quizzes by identifying and taking notes on key concepts from lectures and assigned material. I do not create study guides for quizzes.

#### **Essays:**

You will write three 500-750 word essays for this course that are each worth 11 points. The essays are designed to promote critical thinking and written communication, and help you apply research and clinical techniques used in the mental health field. Essays should be submitted via the Canvas Assignments portal. Grading will be based on essay content and writing quality. Prompts for the essays will be posted closer to the date of the assignment. Essays will be graded using a rubric, which will be posted.

#### **Canvas Weekly Responses:**

You will complete a canvas response post, once a week. Each post should be approximately 150-200 words in length and discuss points from the lecture, readings, and/or the videos. Once you post, please consider reading other students' posts. I will occasionally reference students' post in class to promote discussion (so keep that in mind when responding).

- More details will be provided on canvas but roughly each post will receive a score between 0- 3 (in 0.5 increments). To receive a 3, the post must be thoughtful, reference class, text, or video material, and be well written.
- There are no re-grades for discussion posts.
- Required weekly posting begins in week 2.
- Discussion posts are required weekly for weeks 2 through 10.
- **Discussion Posts for each week are always due on Sunday at 11:59pm**

**COURSE POLICIES****Absences.**

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss multiple classes will be able pass this course.

We know our UO community will still be navigating COVID-19, and some students will need to isolate and rest if they get COVID. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success. Students with COVID are encouraged to seek guidance and resources at UO's COVID-19 Safety Resources webpage.

**Classroom Community/Classroom Behavior:****All members of the class (both students and instructor) can expect to:**

*Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and posting thoughtful posts on canvas.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Guidelines for using Canvas Discussion:**

- Use subject lines that clearly communicate the content of your post
- Write concisely and be aware that humor or sarcasm does not always translate in writing.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).

- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
- If you reply to someone's post, be considerate. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.

**Course Website:** Lecture slides and videos, links to supplemental readings and multimedia, and other course content will be available on Canvas. You will also use Canvas to submit course assignments and take quizzes. To access our course Canvas site, log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone (541-346-4357) or by live chat on the Live Help webpage.

### **Late or Missed Work/ Grade Disputes**

My policy on late work is developed such that no single assignment is worth more than 11% of your grade.

- The essay prompt will be available for ~2 weeks. The submission portal closes at 11:59pm on the day it is listed as due. Essays that are submitted late up to 48 hours will be accepted with the highest grade possible set to 8/11. Late essays that are submitted between 2-4 days late will be accepted with the highest grade possible set to 6/11. Anything turned in past 4 days late will be accepted with the highest grade between set to 2/11 with a possibility of receiving a 0.
- Further, there are no regrades for this course because there are systematic inequities in who is likely to request regrades, we do not have the capacity to regrade multiple students' essays, and regrades almost never result in a grade improvement. That said, you are encouraged to discuss essays with me before you submit the assignment, and we are happy to provide feedback on ideas or drafts of student essays or assignments during student drop-in hours. We can also help you generate ideas for how to improve your performance on future assignments.
- For the quizzes, your lowest quiz score will be dropped. Because of this, there are no make-up quizzes.
- You must post to the canvas discussion board once a week. Late posts will be only be accepted within 24 hours with the highest possible grade set to 1.5/3

**Correspondence:** *Treat email to university faculty and staff as professional correspondence -- include a salutation (e.g., "Dear Dr. Zaman" or "Dear Professor Zaman"), brief message in complete sentences, and sign-off with your name (e.g., "Sincerely, Star Student").* Want more tips for emailing professors? Don't expect to receive a reply to unprofessional emails or requests for information provided in the syllabus or assignment prompts. I will do my best to respond to



emails within 72 hours. Please include “PSY 309” in the subject line of your emails to help me keep track of them.

**Office Hours:** I encourage you to attend office hours with me or GEs to ask questions about course content, learn more about research in the department, talk about professional development and career plans, and build relationships.

**Requests for Letters of Recommendation:** I frequently write letters of recommendation for students’ applications to graduate/medical schools, scholarships, study abroad programs, and the Psychology Peer Lab Leader program. Doing well in this course is necessary, but not sufficient, for me to write a strong letter of recommendation, and your course performance should not be the only basis for my evaluation. If you think you might want a letter from me, then keep track of your accomplishments in this course and help me get to know you as an individual (e.g., by attending office hours).

### UNIVERSITY POLICIES

**Accessible Education:** The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

**Academic Conduct:** Please familiarize yourself with the [University of Oregon’s classroom conduct code](#). I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. In addition, you will receive a zero on any quiz or assignment in which you cheat or plagiarize, and you may fail the course.

**Diversity and Inclusion:** The University of Oregon does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status, gender identity, or other factors as stated in the University’s Title IX policy. For more information about policies, procedures, and practices, see the [Office of Civil Rights Compliance](#).

**Religious Observances:** The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious

obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

**Academic Disruption:** In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**Staying Safe in Classes:** As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe. To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with vaccination policy
- Wash hands frequently
- Complete daily self-checks
- Stay home/do not come to campus if feeling symptomatic

**Mandatory Reporter:** I am a [designated reporter/assisting employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](http://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO's [How to Get Support](#) webpage. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

**Mental Health Services:** Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

**University Health Services** helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Canvas and Internet Support:** If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu). If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options, visit the Information Services web page on going remote.

**Library Services:** UO Libraries has subscriptions to psychology research databases, including PsycNet and Pubmed, that you can use to find original research articles. UO Libraries also provides access to the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), the Publication Manual of the American Psychological Association (APA Style Guide), and ebooks on graduate training in psychology. Have a library resource question? You can Ask a Librarian by chat, email, phone, or text.

**Writing Assistance:** I strongly encourage you to submit drafts of your essays to the UO Online Writing Lab (OWL). The OWL offers personalized writing feedback within 24 hours (they recommend that you submit work at least 48 hours before the due date). This is particularly important if English is not your native language or if your writing skills are weak for other reasons. The Tutoring and Academic Engagement Center also offers synchronous and asynchronous tutoring on writing and science.

**Basic Needs:** Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the UO Basic Needs Resource page for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

**Dean of Students Services:** The Office of the Dean of Students (541-346-3216) has resources to help you with basic needs (e.g., food and housing insecurity) or personal crises (e.g., serious illness or injury, unexpected life events) that can interfere with your academic work. You can find resources for food, housing, healthcare, childcare, transportation, technology, finances, and

legal support through the UO Basic Needs Resource Guide. The Dean of Students also offers drop-in hours Monday through Friday from 9 am-4 pm.

*Students who have extended absences due to crisis, serious injury or illness can follow a process with the Dean of Students to have an “Emergency Academic Notification” email sent to instructors. For students who follow this process, the Office of the Dean of Students will notify the student’s faculty members by email that the student is experiencing an emergency and steps the faculty member can take.*



Week	Date	Topic	Text Reading, Video, and/or Article	Quiz, Essay, and/or Assignment Dates  (Essays are always due Sunday at 11:59pm of Weeks 2-10; Quizzes occur on Mondays)
1	4/3	Syllabus & Intro to Psychopathology	Syllabus <i>The Culture of Emotions (59 min)</i>	
	4/5	Defining Mental Health and Mental Disorder	Chapter 1 – Abnormal Behavior	Essay 1 Prompt Opens
2	4/10	Defining Mental Health and Mental Disorder  Understanding and Treating Mental Health	Chapter 1 & Chapter 2	
	4/12	Understanding and Treating Mental Health	Chapter 2  Article: Depression presentations, stigma, and mental health literacy: A critical review and YouTube content analysis	
3	4/17	Assessment and Classification of Mental Disorders	Chapter 3 TEDx talk by Dr. Jessica Dere (18 min)	<b>Quiz 1 (Covers Weeks 1 and 2)</b>
	4/19	Assessment and Classification of Mental Disorders	Chapter 3	<b>Essay 1 due by 11:59 pm on 4/19</b>
4	4/24	Research Methods	Chapter 4	



	4/26	Anxiety and Obsessive-Compulsive And Related Disorders	Chapter 5  Nadiya: Anxiety and Me (59 min)	Essay Prompt 2 Opens
5	5/1	Trauma and Stressor Related Disorders	Chapter 6  The War Within: Treating PTSD (13 min)	<b>Quiz 2 (Covers Weeks 3 and 4)</b>
	5/3	Trauma and Stressor Related Disorders	Chapter 6	
6	5/8	Depressive and Bipolar Disorders	Chapter 8  Alastair Campbell: Depression and Me (65 min)  Kay Jamison: Descent into Madness (6 min)	
	5/10	Depressive and Bipolar Disorders	Chapter 8	<b>Essay 2 due by 11:59 pm on 5/10</b>
7	5/15	Suicide	Chapter 9  The S Word (62 min)  Article: Dialectical Behavior Therapy for Suicidal Self-Harming Youth: Emotion Regulation, Mechanisms, and Mediators.	<b>Quiz 3 (Covers Weeks 5 and 6)</b>



	5/17	Eating Disorders	Chapter 10 The Social Brain in Anorexia Nervosa (64 min)	
8	5/22	Substance-Related and Other Addiction Disorders	Chapter 11 Addiction (53 min)	Essay Prompt 3 Opens
	5/24	Schizophrenia Spectrum Disorders	Chapter 12	
9	5/29	Memorial Day Holiday		
	5/31	Personality Psychopathology	Chapter 15	<b>Quiz 4 (Covers Weeks 7 and 8)</b>
10	6/5	Disorders of Childhood and Adolescence	Chapter 16 TED talk by Dr. Nadine Burke Harris (16 min)	
	6/7	Disorders of Childhood and Adolescence	Chapter 16	<b>Essay 3 Due by 11:59 pm on 6/7</b>
Finals Week	6/12			<b>Quiz 5 (Covers weeks 9 and 10)</b>