

Syllabus
Psychopathology - PYC 303
Section 03: Winter 2022
Course Credits: 3.0

Time: Wednesdays 6:00 – 8:50 PM
Location: 2310 Au Stable Hall (ASH)
Final Exam: Wednesday, April 27th 2022
Instructor: Sylvia Malcore, Ph.D.
Office Phone: (616) 331-8520 and on campus dial is 1-8520 (since voice mail will be checked infrequently, preferred method of contact is by email).
E-Mail: malcores@gvsu.edu
Office Hours: Wednesday 5:00 p.m.-6:00 p.m. (before class) or by appointment. I am also able to meet virtually by request.
Office: Au Sable Hall (ASH) 2109-Please note: I am only in the office one day per week.

Required Text

Sue, D., Sue, D., Sue D. M., & Sue, S. (2022). *Understanding abnormal behavior* (12th Edition). Cengage Learning. ISBN: 9780357711248

Course Description

This is an undergraduate level class. Per GVSU course catalog, “The study of a wide range of psychological disorders that affect people, especially adults. The detailed analysis of the symptoms, effects, etiology, and treatments of selective psychological disorders. Offered every academic year. Prerequisite: [PSY 101](#).”

Course Overview

This course is intended as an overview of Adult Abnormal Psychology for undergraduate students. The course will provide a description and analysis of a wide range of mental disorders for which people seek professional treatment. Emphasis will be placed on understanding the complex interplay of biological, cognitive, and social/cultural factors that lead to the development of these various disorders. Evidence based treatments will also be considered.

Course Objectives:

Every course at Grand Valley State University has certain core learning objectives, described in the “Syllabus of Record” for the course. Upon successful completion of this course, students will be able to:

1. Describe the current system of classifying psychological disorders.
2. Decide when you or someone you know may need evaluation by a professional by using the diagnostic criteria of specific psychological disorders.
3. Identify and explain the biological, psychological, social, and cognitive factors underlying etiology and maintenance of selected psychological disorders.
4. Explain major theoretical models and their contribution to the understanding of psychological disorders.

5. Explain how the research process and research findings influence the conceptualization and treatment of psychological disorders.

The following goals of the course further elaborate on the objectives stated above:

1. **To understand the scope of the field of abnormal psychology (e.g., definition of “abnormal,” history of the field, biopsychosocial model of risk).**
2. **To know the major categories of psychological disorders, including how disorders are assessed and diagnosed.**
3. **To know the epidemiology of psychological disorders, factors influencing their development, prevention and intervention efforts.**
4. **To explore and be able to think critically about how abnormal psychology is portrayed in the media and popular culture, including but not limited to the role of stigma in mental illness.**

Course Grades

Your final grade for the course will be based upon exams and brief papers. Exams are not cumulative. Grades at the .5 mark (e.g., 85.5) will be rounded up.

1. Exam 1 (20%) 100 points
2. Exam 2 (20%) 100 points
3. Exam 3 (20%) 100 points
4. Exam 4 (20%) 100 points
5. Brief papers (20% total, each worth 25 points)

Grading Policy

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
60 – 66	D
0 – 59	F

Attendance

It is strongly recommend that you attend all classes, take notes, and participate in class. While I will not formally take attendance for grades, the classroom experience will cover important topics and provide for additional learning opportunities.

Participation

Please come to all classes ready to engage as an active learner in class discussions and activities. Please treat everyone in the classroom with respect. Please limit electronic devices to classroom needs unless absolutely necessary. Please note, since this class only meets weekly we will have lectures on exams dates (with the exception of the final exam).

Course Communication

1. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates.
2. My policy is to try to respond to your email within **2 business days**, which means within 48 hours on weekdays and by 5pm on Tuesday if you send me an email on Friday or over the weekend. I generally will not check or respond to emails after 5pm or on weekends.
3. For questions best answered face to face, I will ask you to attend my office hours or set up an alternate time to meet with me.
4. Please draft emails to me carefully and considerately, keeping in mind that you are speaking with an instructor and not a friend and therefore should be professional in your communication. I will also respond professionally, as I believe these exchanges are important for professional development.
5. In the spaces below, please take down two students' contact information in your class. Please contact the other students **FIRST** if you have a question about the course (e.g., finding a particular assignment, not understanding a specific direction, venting about class, etc.). If they can't answer your question, then reach out to me.

Name: _____ Email/Phone:

Name: _____ Email/Phone:

6. If conflicts for the class occur, please communicate with this me as soon as possible.

Exams

1. Make-up exams are considered only under the most extreme circumstances and final determination will be made by instructor.
2. The exams are not cumulative and may be based on information from the text and classroom.

3. Efforts will be made to have time in class before the exam to review. I also welcome any questions from students to assist in preparing for the exam.

Assignments

Each paper should consider and attempt to incorporate learning objectives when appropriate. When discussing your understanding of the article, please incorporate information from class (e.g., lectures, book). **At least one** course objective (1-5) is to be explicitly discussed when presenting your understanding of material from the article. In other words, why would I ask you to read this article?

Paper 1: Read assigned article. Complete a 1-2 page paper that summarizes the article and present your understanding of the article. Follow grading criteria below. Due week 3, January 26th.

Fabiano, F., & Haslam, N. (2020). Diagnostic inflation in the DSM: A meta-analysis of changes in the stringency of psychiatric diagnosis from DSM-III to DSM-5, *Clinical Psychology Review, 80*, 1-12. <https://doi.org/10.1016/j.cpr.2020.101889>

Paper 2: Read the assigned article. Complete a 1-2 page paper that summarizes the article and present your understanding of the article. Follow grading criteria below. Due week 7, February 23rd.

Gatchel, R. J. (2004). Comorbidity of chronic pain and mental health disorders: The biopsychosocial perspective. *American Psychologist, 59*(8), 795-805. <https://doi.org/10.1037/0003-066X.59.8.795>

Paper 3: Read the assigned article. Complete a 1-2 page paper that summarizes the article and present your understanding of the article. Follow grading criteria below. Due week 12, March 30th.

A-Tjak, J. G. L., Morina, N., Topper, M., & Emmelkamp, P. M. G. (2021). One year follow up and mediation in cognitive behavioral therapy and acceptance and commitment therapy for adult depression. *BMC Psychiatry, 21*(41), 1-17. <https://doi.org/10.1186/s12888-020-03020-1>

Paper Grading Criteria for assignments 1-3 above.

General (e.g., 1-2 pages in length, double spaced, spelling/grammar, APA citation of article):

_____/5

Introduction (e.g., at least three sentences introducing the topic/article):

_____/5

Body of paper:

Summarize and present your understanding of the article (e.g., findings, opinions of authors).

At least one course objective (1-5) is to be explicitly discussed when presenting your understanding of material from the article. The course objectives can be found on the first and second pages of the syllabus. In other words, why would I ask you to read this article?

Provide at least one example in which article content/topic is connected to information that has been covered in class.

_____/10

Contains a conclusion paragraph (e.g. at least three sentences about the topic, take-home message, and conclusion)

_____/5

Total

_____/25

Paper 4-Final Paper

The **final paper** is generally considered pass-fail if completed on time (full points 25-worth 5% of class grade). However, if a student does not hand in a paper that is consistent with the instructions, grade can be adjusted per judgment of the instructor.

Paper 4: Reflection Paper; 1-2 pages. Please discuss 1-3 take away messages from the class. Meaning, when you reflect back on the class: what did you learn, what surprised you or did not surprise you? At least one course objective (1-5) should be explicitly discussed. Due week 13, April 13th.

All written papers should be submitted on due date unless prior arrangements are made with instructor (Note: arrangement will then generally be made for accepting assignment early if appropriate). Late papers can be subject to an automatic 5 point deduction per late day. Papers need to be double spaced, 12 pt font.

Selected scholarly journal for papers 1-3 are available full text through GVSU.

Registrar - Last Day to Drop

Last day to drop with a “W” is March 11th, 2022 before 5:00 p.m. through myBanner. With additional approval it is April 23rd before 5 p.m. Please see website for more information: <https://www.gvsu.edu/registrar/course-dropadd-and-refund-schedule-103.htm>

Changes to the Syllabus

The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement, or through GVSU e-mail.

PYC 303 Course Schedule

Date	Week	Lecture Topic/Activity/Assignments	Chapter
12-January	1	Introduction/Review Syllabus Lecture: Chapter 1-Abnormal Behavior and Chapter 2-Understanding and Treating Mental Disorders	1 and 2
19-January	2	Lecture: Chapter 3-Assessment and Classification of Mental Disorders and Chapter 4-Research Methods for Studying Mental Disorders	3 and 4
26-January	3	Due: Paper #1 Lecture: Chapter 5 - Anxiety and Obsessive-Compulsive and Related Disorders Exam review	5
2-February	4	EXAM 1 (Chapters 1, 2, 3, 4, and 5) Lecture: Health Psychology	
9-February	5	Chapter 6-Trauma-and Stressor-Related Disorders	6
16-February	6	Lecture: Chapter 7-Somatic Symptom and Dissociative Disorders	7
23-February	7	Due: Paper #2 Lecture: Chapter 10-Eating Disorders Exam review	10
2-March	8	EXAM 2 (Chapters 6, 7, 10 and week 4 lecture) Lecture: Chapter 11-Substance-related and other addictive disorders	11
9-March	9	No Class-Spring Break	
16-March	10	Lecture: Chapter 8-Depressive and Bipolar	8 and 9

		Disorders and Chapter 9-Suicide	
23-March	11	Lecture: Chapter 13-Neurocognitive and Sleep-Wake Disorders and Chapter 14-Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders	13 and 14
30-March	12	Paper #3 Due Lecture: Chapter 12-Schizophrenia Spectrum Disorders Exam review	12
6-April		EXAM 3: (Chapters 8, 9, 11, 12, 13, 14) Lecture: Chapter 17-Law and Ethics in Abnormal Psychology	17
13-April	13	Paper # 4 Due Lecture: Chapter 15-Personality Psychopathology	15
20-April	14	Lecture: Chapter 16-Disorders of Childhood and Adolescence Exam review	16
27-April	FINAL EXAM	EXAM 4 (Chapters 15, 16, 17) Time: 6:00-7:50 p.m.	

Note regarding Psychopathology

Psychopathology is a course that many students may be drawn to when considering the discipline of psychology. This could be for both academic and personal reasons. I ask that student(s) refrain from sharing any personally identifying information in class. Furthermore, while this class will provide lots of rich content, it is not a replacement for appropriate clinical training. This is an undergraduate level course. My role is to be your instructor and ethically not be in a therapeutic relationship with my student(s). GVSU has a counseling center (616) 331-3266 which can provide resources if you have any concerns.

Copyright Information

Please follow all rules regarding any copyrighted material used in the class.

Student Resources

GVSU has a number of student resources available. Including, but not limited to academic support and wellness. <https://www.gvsu.edu/sudentaffairs/student-resources-29.htm>

University Policies

"This course is subject to the GVSU policies listed at <https://www.gvsu.edu/coursepolicies/>." (See *University Policies SG 3.04.C* for more details.). Some of the syllabus information has been taken from GVSU resources.

Disability Support Resources

If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (215 CON) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Standards of conduct ([gvsu.edu/studentcode](https://www.gvsu.edu/studentcode)) are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

Academic Integrity

Integrity of Scholarship and Grades

Truth and honesty: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.

5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

Plagiarism

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code.

Campus Emergencies

In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](https://gvsu.edu/emergency) (gvsu.edu/emergency).

Learning Resources

See the "Help & Support" section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](https://gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](https://gvsu.edu/dsr/) (gvsu.edu/dsr/).

Face Coverings

With regards to Face coverings, classroom will follow GVSU policy. Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together website. Students who are not able to wear a face covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

Financial Hardships

GVSU remains committed to supporting you because of the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, and textbooks) that a student could not otherwise pay out of pocket. Please visit the GVSU [Special Circumstance & Financial Hardship Requests](#) webpage for more information.

Library

Each department has a designated librarian to support your research needs. Samantha Minnis is our liaison librarian for Psychology. Her email is minniss@gvsu.edu and she is available for online consultations via Google Meet, Zoom, or email. You can also check out the [Psychology Subject Guide](#), which is a great place to start your library research.