

**PSY 303 (04): Adult Psychopathology**  
**9:00-9:50, 2302 ASH**  
**Winter 2019**

**Instructor:** Mary Bower Russa, Ph.D.

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**Office Hours:** M, W 11:00-12:00; F 12:00-1:00

You may stop by at any time during my office hours and I will be happy to talk with you. If you wish to meet with me and are unable to come during office hours, please let me know so that I can arrange another time to meet with you. Email is also a good way to reach me.

If there is any student in this class who has special needs because of learning, physical or other disability, please contact me and Disability Support Services (DSS) at 616-331-2490. If you have a 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.

**Text:** Durand, V.M & Barlow, D.H. (2016). **Essentials of Abnormal Psychology** (7th edition). Boston, MA: Cengage Learning.

**Description:** This course is intended as an overview of Abnormal Psychology for advanced undergraduate students. Introductory Psychology (PSY 101) is a prerequisite for taking this course. The course will provide a description and analysis of a wide range of adult problems for which people may seek professional treatment (via counselors, psychiatrists, or clinical psychologists). Special emphasis will be placed on understanding the complex interplay of biological, cognitive, and social/cultural factors that may lead to the development of these various types of problems. Evidence based treatments will also be discussed. Because this course focuses on problems of adulthood, if your interest is primarily in children, you may wish to consider PSY 324, Developmental Psychopathology, as an alternative to this course. However, be sure to check the requirements for your particular program.

**Learning Objectives:**

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 a range of 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.
6. Explain and evaluate competing view on a series of controversial topics in the area of Psychopathology.

Students are expected to complete the assigned readings in the text before class, attend class, and participate in class discussions. Grades will be based on:

- 1) Three noncumulative examinations (50 points each). These exams will include multiple choice and short essay items drawn from the text, lecture, and class discussion.
- 2) A case analysis (50 points). This will be comprised of both a section completed in pairs and a group section. You will be given more information on the case analysis as the semester progresses, but your attendance on the day of the group work is mandatory. BE AWARE that failure to work with your partner/group and make a quality contribution to the final group product will result in an individual reduction in your grade on this activity.
- 3) Critical writing on two controversial topics (you pick two of the three controversial topics listed on the syllabus). Assigned readings and specific questions to which you must respond for each of the three topics can be found via course E-reserve. Each critical writing is worth up to 10 points based on quality. Everyone is expected to read the controversial topic material and to attend on controversial topic days; the material covered in readings and in class discussion is testable material, whether or not you choose to write on that particular topic. Critical writing assignments will be collected at the end of class on the day the topic is listed on the syllabus for discussion—you must attend the class discussion for that topic in order to get credit for the written assignment.
- 4) An optional research paper (50 optional points): Students who feel that they do not test well or who wish to explore a topic in more depth or a topic that is not covered in lecture may complete an optional research paper on a topic of their choice. You should consult with me regarding your chosen topic in advance. Students who choose to do the research paper are still required to take the 3 examinations and do the critical writing and case analysis; however, for those who choose to do the paper, the paper will be worth an additional 50 points. PLEASE BE AWARE that while writing a good or excellent paper could significantly improve your grade if your test scores are somewhat mediocre, completing a mediocre or poor paper could also lower your final grade.

In sum, then, for those who opt not to do a paper, the total points available will be as follows: 3 exams (50+50+50), one case study analysis (50), and two critical writings (10+10) for a total of 220 points.

For those who opt to do the paper, the total points available will be as follows: 3 exams (50+50+50), the case study analysis (50), two critical writings (10+10), and an optional paper (50) for a total of 270 points.

Grades will be assigned according to the following formula:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
65-69%	D+
60-64%	D
59%	F

Based on the actual distribution of final grades these criteria might be relaxed, but not stiffened. Please be aware if you are taking this course credit/no credit that GVSU considers a grade of C- to be NO CREDIT. Because of this, if you choose the credit/no credit option and you receive a C- or below in the class, you WILL NOT get credit for the class.

You are responsible for attending all examinations and make-ups generally will not be given. In the event of extreme circumstances that will prevent you from attending an examination, you should contact me before the examination, unless this is impossible. I reserve the right to require appropriate documentation before scheduling of a make-up examination.

**Absences:** I do not take attendance, but participation in class will enhance your understanding of the material, and you are responsible for all material covered in class. Lectures will parallel (but not simply duplicate) text, and information from classroom discussions and video clips may also appear on examinations. *Therefore, if you miss a lecture, I strongly advise you to obtain notes from at least two different classmates.*

***I will NOT accept any early or late assignments, and I will NOT accept assignments via email unless there are truly extenuating circumstances. Critical writings are due in class on the day they are discussed in class. Case study write ups and optional papers are due in class on the due dates listed (see syllabus).***

**Academic dishonesty:** If I have evidence of any form of academic dishonesty (cheating on an exam, giving or receiving information about what is asked in the exam, or any other form of cheating such as plagiarism), you will receive a failing grade in that activity and other consequences as dictated by GVSU policy. Plagiarism is presenting work, ideas or words that are not your own as though they were your own—this includes work of other students or work that is in a published source (the textbook, a journal article). To avoid plagiarism be sure to do your own work, and put information in your own words or use quotes, with appropriate reference to the original source from which you got the information or ideas.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

## Tentative Lecture Syllabus

DATES	TOPICS	READINGS
1/7	Introduction to the Course	
1/9, 1/11	Historical Context Integrative Approach Biological Factors	Chapter 1 Chapter 2
1/14	<b>MARTIN LUTHER KING DAY—NO CLASS, ATTEND CAMPUS ACTIVITIES</b>	
1/16, 1/18, 1/21	Integrative Approach Behavioral and Cognitive Factors	Chapter 2
1/23, 1/25, 1/28	Integrative Approach Cultural and Social Factors Life-Span Approach: Equifinality	Chapter 2
1/30	<b><u>Controversial topic #1: Does Research Confirm that Violent Video Games are Harmful to Minors ?</u></b>	E-reserve
2/1, 2/4	Research Methods, Assessment, Diagnosis	Chapter 3
2/6	<b>Exam 1 (Chapters 1,2,3)</b>	
2/8, 2/11, 2/13	Physical Disorders and Health Psychology	Chapter 7
2/15, 2/18, 2/20, 2/22,	Anxiety, Trauma Related and OCD Panic Disorder, Phobia, PTSD, OCD	Chapter 4
2/25, 2/27, 3/1	Mood Disorders Depression	Chapter 6
3/2-3/10	<b>SPRING BREAK</b>	
3/11	Bipolar Illness Suicide	Chapter 6
3/13	<b>PAIRS PORTION OF GROUP ACTIVITY DUE</b>  Work on group activity in class	

3/15	<b><u>Controversial topic #2: Are Energy Drinks with Alcohol Dangerous Enough to Ban ?</u></b>	E-reserve
3/18	Substance Related. Addictive and Impulse Control Disorders (read text mostly on own— minimal lecture)	Chapter 10
3/20	<b>Exam 2 (Chapters 7,4,6,10)</b>	
3/22, 3/25	Eating Disorders	Chapter 8
3/27	Eating Disorders (Sleep disorders on own, basics only)  <b>GROUP ACTIVITY DUE</b>	Chapter 8
3/29, 4/1	Schizophrenia and Psychotic Disorders  Personality Disorders (text on own)	Chapter 12  Chapter 11
4/3, 4/5	Schizophrenia and Psychotic Disorders  <b>OPTIONAL PAPERS DUE 4/5</b>	Chapter 12
4/8, 4/10, 4/12	Somatic, Related, and Dissociative Disorders (DID)	Chapter 5 (pp. 187-194)
4/15	<b><u>Controversial Topic #3: Should Individuals with Anorexia Nervosa Have the Right to Refuse Life Sustaining Treatment?</u></b>	E-reserve
4/17, 4/19	Legal Issues and Ethical Issues Competency to Stand Trial (CST) Mental State at Offense (MSO)	Chapter 14
Tues. April 23 8-9:30 AM	<b><u>Final Exam (Chapters 8,5 (portion), 12,11,14)</u></b>	<b><u>Room 2302 ASH</u></b>