**Instructor:** Taylor Rogers, MA, LPC  
**Email:** thess@siue.edu

Students are welcome to reach out via email at any time, however, please note that I do not typically respond to emails outside of business hours (8 am to 4:30 pm Monday through Friday).

**Virtual Office Hours:** Wednesdays from 4:30-5:30 pm  
The Zoom meeting ID for office hours can be found on the Announcements page on Blackboard. I am happy to meet with students outside of office hours to answer class-related questions. Please email me to set up a virtual meeting.

**Required Materials/Textbooks:**

- Other readings as assigned (posted on Blackboard)

**Course Description:**

Welcome to Psychopathology! Here a few things to know about this class:

- This class is an asynchronous, online course – all activities will occur via Blackboard.
- You will learn about common mental health disorders, their etiology, course, general treatment considerations, and diagnostic procedures.
- This course is being taught by a practicing clinician and therefore course material and lectures will have a heavy emphasis on common mental health disorders seen in general counseling practice.
- Learning activities will include online lectures, PowerPoint slides used in lectures, assigned reading (textbook, articles), videos, exams, and case studies. All course
materials can be found on Blackboard. The textbook can be purchased online or rented through Textbook Services.

Course Objectives:

1. Understand and identify major characteristics of common mental health disorders as well as understand difficulties related to wellbeing.
2. Understand the history of diagnosing mental health disorders, the current diagnostic classification system (DSM-5), as well as the strengths and limitations of the DSM-5.
3. Gain knowledge of the etiologies, prevalence rates, and treatment approaches for mental health disorders.
4. Gain knowledge of how clinicians screen and/or assess for mental health disorders.
5. Understand the biopsychosocial theoretical perspective for common mental health disorders.

Learning Activities and Points:

1. Exams (100 points each; 3 exams; 300 total)
   There will be three exams throughout the course of the semester. Exams will not be cumulative (they will only cover material since the last exam). Each exam will cover lecture topics, assigned readings, and will be multiple choice format.
   - Exams are open-book and open-note but must be completed within 90 minutes (unless you have been granted extended exam time by ACCESS)
   - Exams must be completed in a single sitting
   - You MUST take the test by the Sunday of the week it is due (i.e., before 11:59 pm Sunday that week). The only exception is the week of finals. Exam #3, your final exam, will be due by Friday 12/17 at 11:59 pm.
   - You cannot make up a missed test so please plan accordingly.
     - If you must miss an exam because of a personal/family emergency (e.g. death in the family) you will only be eligible for a make-up exam if you notify me immediately and provide documentation for the event that caused you to miss the exam.
   - PLEASE contact me before you request ITS for any test resets.

2. Case Study Analysis (50 points each; 2 case studies; 100 total)
   There will be two case study analyses throughout the course of the semester.
   - Each case study analysis should be written in paper format, using APA style, and should be approximately 3-5 pages long (double spaced, 12 size font, Times New Roman, 1 inch margins).
   - You will submit your papers by the due date (i.e., before 11:59 pm Sunday that week).
   - The class will be provided with a chosen case study for each paper (description of a specific client and their presenting concerns). Read the case study carefully and in your paper address the following:
o Does this person appear to have a mental health disorder according to the general definition of mental health disorders we learned during week one? Please justify your answer. (10 points)

o Describe the types of psychological problems the client appears to be struggling with (i.e., whether problems in cognition, emotion, and/or behavior), and provide examples of each of the psychological problems (i.e., examples of cognitive problems, examples of emotional problems, examples of behavioral problems). (5 points)

o What are the mental disorder symptoms and what diagnosis do you believe this person meets criteria for? Please justify by using criterion from the DSM-5. (15 points)

o List the evidence-based psychological treatments (therapy interventions) for this disorder. You may include psychotropic medications used to treat the disorder though this is not a requirement. Please discuss at least two empirical articles’ findings to support that the psychological treatments you have listed are evidence-based (10 points)

o Writing quality / APA style for your citations and references. (10 points)

o Late papers will result in a 2-point deduction per day.

3. Video Quizzes (20 points each; 5 quizzes; 100 total)
   You will watch videos throughout the course of the semester and will take a quiz for each. There will be five video quizzes throughout the semester, all posted on Blackboard. The quiz will cover the content of the video(s).
   - Some weeks will have more than one video (i.e. two shorter videos). Please make sure to watch both videos as quizzes will cover content both videos.
   - You CANNOT make up a missed quiz. Therefore, please plan accordingly.
   - You must finish the quiz in single seating.
   - You will have 30 minutes to complete the quiz (unless you have been granted extended exam time by ACCESS).
   - You MUST take the quiz by the Sunday of the week it is due (i.e., before 11:59pm Sunday that week). Please see the course schedule for the quiz due date.
   - PLEASE contact me before you request ITS for any test resets.

   **Video Quiz #1 (1 video)**
   It’s “Just” Anxiety Documentary by Susan Polis Schutz
   https://youtu.be/PxuM-WgotHw

   **Video Quiz #2 (3 videos)**
   Trauma and the Nervous System
   https://youtu.be/ZdIQRxwT1I0

   ACES
   https://youtu.be/ccKFkcfXx-c
What is C-PTSD
https://youtu.be/NeQ8bgUAnFg

**Video Quiz #3 (2 videos)**
How to Spot the 9 Traits of Borderline Personality Disorder by MedCircle
https://youtu.be/to5qRLRSS7g

BPD vs. CPTSD: How to Spot the Differences
https://youtu.be/87UhglE4-qU

**Video Quiz #4 (2 videos)**
Schizophrenia vs. Schizotypal vs. Schizoid Personality Disorder by MedCircle
https://youtu.be/Nt9A8OTb-Is

Tedx Talks: I Am Not A Monster: Schizophrenia
https://youtu.be/xbagFzcyNiM

**Video Quiz #5 (2 videos)**
TEDxSFU Talk: Why are so many autistic adults undiagnosed? by Kip Chow
https://youtu.be/RcSCi-XDyeU

ADHD in Adulthood: The Signs You Need to Know by MedCircle
https://youtu.be/-8J4wI9eUe4

**Final Grade:**

You can earn a total of 500 points. Your grade will be assigned based upon a 90% (A), 80% (B), etc., grading system. I do not curve or round.

- **A:** 450-500 points
- **B:** 400-449 points
- **C:** 350-399 points
- **D:** 300-349 points
- **F:** <300 points

**Course Policies and Procedures:**

*Blackboard*

This course will use Blackboard (https://bb.siue.edu) as the primary communication hub for our class. Announcements, updates, grades, and other important course information will be posted to Blackboard. We will also use email to communicate and will use Zoom for virtual office hours.

*ITS Support*

If you encounter technical issues, please contact the ITS Help Desk first. They are available 24/7. Please call them for assistance at 618-650-5500. Please remember to contact me first before requesting a test or quiz resets.
Class “Attendance” and Expectations

Although this class is not in-person, I want to encourage you to treat this class as though it is in-person (i.e. set aside regular times each week to complete work for this course). In order to be successful in this class, I recommend spending, on average, 3-6 hours a week watching video lectures, viewing assigned videos, studying for exams, and reading the textbook. The exams you take will pull from material discussed in lectures and information found in the textbook. Taking notes while watching lectures and reading the textbook will likely help you to understand the material in the course. Even though we will not meet in-person, please do not hesitate to email me with questions. I will also be available to meet with you via Zoom during specified office hours.

The topics in this class are often complex and highlight the struggles and experiences of many people in our society. My expectations are for each student to be respectful and professional towards me, other students, and the material covered in class. In turn, you can expect that I will treat you with respect and will act professionally in our interactions.

Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Diversity and Inclusion

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub https://www.siue.edu/csci is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEEdwardsville&layout_id=10.
University COVID-19 Policies:

*Health and Safety*

The measures outlined below are *required* and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: [https://www.siue.edu/policies/Covid.shtml](https://www.siue.edu/policies/Covid.shtml)

*Classrooms, Labs, Studios, and Other Academic Spaces*

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

*General Health Measures*

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](https://www.siue.edu/policies/Covid.shtml), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19...
diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.

- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

**Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

**Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

**Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

**Department of Psychology Policies:**

*Department of Psychology Policy on Incomplete Grades and Withdrawal*

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer
term. When students discontinue attending class and do not withdraw from a course, they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

Department of Psychology Policy on Plagiarism

Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that Undergraduate Handbook 18 clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Department of Psychology Statement on Writing

As a student in psychology courses, you will be expected to display university level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for your psychology courses should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one
of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop grading and return the paper to you with a sanction described in his or her syllabus. Your psychology instructors may have additional writing policies for their classes.

**Writing Center**

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. To make an appointment with a Writing Tutor email us at wcenter@siue.edu, or schedule your own appointment online. For more information, please call our front desk (618-650-3717), visit our website (https://www.siue.edu/lss/writing-center/index.shtml), or stop by our main location – 1244 Student Success Center.

**Additional Support**

**Academic and Other Student Services**

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

**Cougar Care**

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.
Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time
**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and Lectures/Videos to Watch</th>
<th>Readings and Tasks</th>
</tr>
</thead>
</table>
| 1 (Week of 8/23) | Lecture: Introduction and Syllabus Review  
Lecture: What is a psychological disorder | Read: Chapter 1 |
| 2 (Week of 8/30) | Lecture: An Integrative Approach to Psychopathology | Read: Chapter 2, Smart and Smart (2006) article |
| 3 (Week of 9/6) | Lecture: Clinical Assessment and Research in Psychopathology  
Lecture: Diagnosis using the DSM, ICD | Read: Chapter 3, Buckley (2014) article |
| 4 (Week of 9/13) | Lecture: Anxiety Disorders | Read: Chapter 4 (pages 115-143)  
**DUE:** Video Quiz #1 |
| 5 (Week of 9/20) | Lecture: Trauma and Stressor-Related Disorders  
Lecture: Obsessive-Compulsive and Related Disorders | Read: Chapter 4 (pages 144-161)  
**DUE:** Video Quiz #2 |
| 6 (Week of 9/27) | Exam 1 | |
| 7 (Week of 10/4) | Lecture: Somatic Symptom and Related Disorders  
Lecture: Dissociative Disorders | Read: Chapter 5 |
| 8 (Week of 10/11) | Lecture: Mood Disorder – Unipolar  
Lecture: Mood Disorder – Bipolar  
Lecture: Suicide | Read: Chapter 6  
**DUE:** Case Study #1 |
| 9 (Week of 10/18) | Lecture: Eating Disorders  
Lecture: Sleep-wake Disorders | Read: Chapter 8 |
<p>| 10 (Week of 10/25) | Lecture: Substance-Related Disorders | Read: Chapter 10 |
| 11 (Week of 11/1) | Exam 2 | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Personality Disorders</td>
<td>Chapter 11</td>
<td>DUE: Video Quiz #3</td>
</tr>
<tr>
<td>13</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
<td>DUE: Video Quiz #4, DUE: Case Study #2</td>
</tr>
<tr>
<td>14</td>
<td>Neurodevelopmental and Neurocognitive Disorders, Problems related to wellbeing</td>
<td>Chapter 13</td>
<td>DUE: Video Quiz #5</td>
</tr>
<tr>
<td>15</td>
<td>Psychological Treatments, Mental Health Services – Legal and Ethical Issues</td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Exam 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.