PSYC-531: Advanced Psychopathology
AH0201
Thursdays 12:30 pm -3:20 pm

Instructor Information
Professor: Eunyoe Ro, Ph.D.
Office: Alumni Hall Room 0131
Phone: 618-650-5708
Email: ero@siue.edu
Office Hours: Please email me to set up a virtual meeting as that would be easier this semester than in-person.

Course Information
Welcome! This course is designed to introduce a number of different topics in psychopathology, such as common mental disorders and their symptoms, etiology, course, treatment methods, and diagnostic procedures. As this is a graduate course, you are not only expected to retain important factual information about these disorders but also to understand major research findings surrounding each topic. Students are expected to participate in meaningful discussion based on their thorough reading/understanding of the class material as well.

Course Objectives
After successfully completing this course, you are expected to:
• Understand mental disorder classification systems (e.g., Diagnostic and Statistical Manual of Mental Disorders) and critically evaluate strengths and limitations.
• Understand and identify major characteristics of common mental disorders.
• Understand comprehensive structure of psychopathology and its research.
• Gain knowledge of common mental disorder’s psychological treatment approaches.
• Better understand how psychopathology research is conducted and learn to critically evaluate studies.

Required Texts and Readings

Required Text

Recommended Text
• The Resource Center has copies of the DSM-5. You can also get online access via Lovejoy Library. Go to the library’s website https://www.siue.edu/lovejoy-library/ and search "DSM Library" under “Search Everything.”
Course Requirements and Grading Criteria

Grades will be based upon performance on the following activities.

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<tr>
<th>Graded Activity</th>
<th>Points</th>
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<tr>
<td>Exam</td>
<td>100</td>
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<tr>
<td><strong>Discussion Questions and Responses:</strong></td>
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<td>For each class, you are expected to submit 2 discussion questions per week based on the reading of textbook chapter(s). If you have one assigned chapter for the week, two questions should come from that chapter. If you are assigned two chapters for the week, one question should be generated from each chapter. Two things need to be done: (1) You should type your discussion question onto an excel spreadsheet by Tuesday 3pm each week so that everyone will have a chance to read them before class (the Google sheets link will be sent to you via email). (2) Everyone is expected to choose 2 questions submitted by others, answer them, and be prepared to discuss your responses in class. Please email me your answers, too, which I will count as a submission (DUE before class on Thursday). Each discussion question submission is worth 4 points, and your answer submission is worth 6 points (10 x 10 weeks = 100 points). You are not required to submit discussion questions for the assigned articles or the case studies; however, I do expect that you read them and are prepared to discuss the material in class. You are also welcomed to weave in what you’ve read in the articles to your discussion questions and answers.</td>
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<td><strong>Research Proposal:</strong></td>
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<td>Based on the topics/disorders learned in class, you will design and present a research project. Two requirements: a. Please explore symptoms using transdiagnostic dimensional approach. b. Please design a project with diversity issues in mind. Topic Discussion (50 points): a. What is your research about? What is your general hypothesis? (15 points) b. Provide literature supporting your general (not specific) hypothesis. (15 points) c. How is/are the transdiagnostic dimensional aspect of your study? (10 points) d. How will you address diversity issues in your study? (10 points) Final Presentation (100 points): a. Explain your research topic and hypotheses (overall, specific). (20 points) b. Provide background literature supporting your hypotheses. (20 points)</td>
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<td>c. Explain your research methods: participants, measures, procedure. (20 points)</td>
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<td>Discussion (10 points x 2 = 20 points): You are expected to listen to your peers’ presentations and ask questions and/or provide feedback.</td>
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**In-class Discussion Lead:**

**Articles:** Every student should read the assigned class articles. However, we will have students lead class discussions on the articles for the week. This involves (1) summarizing articles for students in class as needed (and understand the material), and (2) coming up with discussion questions. You will present twice throughout the semester (30 points x twice = 60 points). Handouts or ppt slides would be helpful.

**Case Studies:** Students will also lead discussion on case studies which will be provided by the instructor. Discussion leaders should be prepared to talk about the case and corresponding DSM-5 diagnosis as well as any further questions about the case. Again, every student should have read the case study provided and be prepared to discuss (30 points).

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<td>90</td>
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<td><strong>TOTAL</strong></td>
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**Course Expectations:**

**Assignments/ Papers**

All assignments must be typed, 12-point font. Late assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case-by-case basis.

**Other Noteworthy Points**

- Please note that while you are welcome to share your life experiences you are not required to share personal information regarding mental disorder history, history of abuse and neglect, psychological treatment, or relationships with parents, peers, or partners.
- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can set up an appointment or email me.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates and impede my ability to cover the material in an efficient manner.

**COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)**

**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

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


Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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**

Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
o Fatigue
o Muscle or body aches
o Headache
o New loss of taste or smell
o Sore throat
o Congestion or runny nose
o Nausea or vomiting
o Diarrhea

**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](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](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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

**Departmental Policies**

**Department of Psychology Policy on Withdrawal and Incomplete Grades**
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. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see [http://www.siue.edu/policies/1j1.shtml](http://www.siue.edu/policies/1j1.shtml)). The granting of a grade of I (Incomplete) is not automatic. It 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 coursework before the deadline for grade submission. 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.

**Statement 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 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. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

**Students Needing Accommodations**

It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). 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.

**Department of Psychology Writing Policy**

As a student in this course, 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 this course 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/is/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 the grading process and return the paper to you (see below for the specific policy for this class).
The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

**Writing Center Information**
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. For more information, or to schedule a 30 minute consultation, please call our front desk (650-2045), visit our website (siue.edu/lss/writing), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).
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<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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| 1  | 8/25 | • Introduction  
                  • Syllabus and semester overview  
                  • General topic articles discuss | |
| 2  | 9/1  | • CH1. Mental disorder definition; Diagnostic system  
                  • Diagnostic systems article | Please skim DSM-5 Preface, Introduction, and Use of the Manual sections.  
                  Article Presenters (3): |
| 3  | 9/8  | • CH2. Depression + case  
                  • P factor articles | Article Presenters (3):  
                  Case Discussion (1): |
| 4  | 9/15 | • CH3. Generalized Anxiety Disorder  
                  • Transdiagnostic approach articles  
                  • Homework for next week? (TBD: latent construct related) | Article Presenters (2): |
| 5  | 9/22 | • CH4. Panic Disorder and Phobias + case  
                  • HiTOP Introduction + discussion | No articles  
                  Case Discussion (1): |
| 6  | 9/29 | • CH6. Posttraumatic Stress Disorder + case  
                  • HiTOP articles | Article Presenters (2):  
                  Case Discussion (1): |
| 7  | 10/6 | • CH5. Obsessive-Compulsive Disorder + case  
                  • Intersectionality articles | Article Presenters (2):  
                  Case Discussion (1): |
| 8  | 10/13| Research Topic Prep Day (no class) | |
| 9  | 10/20| • Research Topic Discussion – this will be an “idea sharing and giving feedback” session. | |
| 10 | 10/27| • CH9. Personality Disorders + case  
                  • Personality and psychopathology articles | Article Presenter (2):  
                  Case Discussion (2): DSM+ AMPD |
| 11 | 11/3 | • CH8. Substance Use Disorder + case  
                  • HiTOP articles: clinical utility + revision | Article Presenters (3):  
                  Case Discussion (1): |
<p>| 12 | 11/10| • CH11.12 Schizophrenia + case | Article Presenters (3): |</p>
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<tr>
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<th>Event Description</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>13</td>
<td>Emotion regulation + stress generation articles</td>
<td>11/17</td>
<td>Case Discussion (1):</td>
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<tr>
<td></td>
<td>• CH7. Eating Disorder + case</td>
<td></td>
<td>Case Discussion (2):</td>
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<td></td>
<td>• CH10. Bipolar Disorder + case</td>
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<td>14</td>
<td>Thanksgiving Break</td>
<td>11/24</td>
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<tr>
<td>15</td>
<td>Research Project Presentations + Discussions</td>
<td>12/1</td>
<td>5 presenters (20 mins present+10 mins discuss)</td>
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<tr>
<td>16</td>
<td>Research Project Presentations + Discussions</td>
<td>12/8</td>
<td>5 presenters (20 mins present+10 mins discuss)</td>
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<td>Exam posted Thurs 12:30 pm and due 3:30 pm</td>
<td>12/15 (TBD)</td>
<td>Most likely a take-home exam.</td>
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Additional Required Readings

**Week 1: General Topic**


**Week 2: What is a mental disorder?; Diagnostic system** (Presentations Start; Discussion Questions Start)


**Week 3: Depression**

Case Study 1: Major Depressive Disorder

P factor


(Optional)


**Week 4: GAD**

Transdiagnostic approach


(Optional)


**Week 5: Panic and Phobias**  
Case Study 2: Panic + GAD

**Week 6: PTSD**  
Case Study 3: PTSD

HiTOP introduction


(Optional)


**Week 7: OCD**  
Case Study 4: OCD

Intersectionality


(Optional)


**Week 8: Reading Day No class.**

**Week 9: Research proposal discussion**

**Week 10: Personality Disorder**

Case Study 5+6: BPD [both DSM-5 Section II and the AMPD diagnostic criteria]

DSM-5 Alternative Model in Section III


(Optional)


**Week 11: Substance Use Disorders**

Case Study 7: Substance Use Disorder


(Optional Clinical Utility)


(Optional HiTOP and revision)


**Week 12: Schizophrenia**

Case Study 8: Schizophrenia


**Week 13: Bipolar Disorder + Eating Disorder**  
Case Study 9+10: Bipolar Disorder + Bulimia

**Week 14 is Thanksgiving Break**

**Weeks 15 & 16. Research Project Presentations and Discussion**