PSYC 431 Section 002 – Psychopathology
Spring 2022

Instructor: Megan Janushanis MA, LPC
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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 5 pm Monday through Friday).
Office Hours: By appointment for a virtual meeting
Class Hours and Location: Mondays 5 pm – 7:50 pm, AH 0401

Required Materials/Textbooks:

- Durand, V. M., & Barlow, D. H. (2016). *Essentials of Abnormal Psychology (7th Ed.)*. Boston, MA: Cengage Learning.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: American Psychiatric Publishing.
    - *DSM-5* is available online for free to SIUE students. To access *DSM-5*, visit https://login.libproxy.siue.edu/login?url=http://dsm.psychiatryonline.org
      If prompted, enter your SIUE e-ID and password to log in.
- Other readings as assigned (posted on Blackboard)

Course Description:

This course will provide and overview of psychopathology including symptomology, diagnosis, treatment for disorders, research and history behind the development of our current mental health infrastructure and clinical practice. This course is taught by a full-time clinician in the field who will provide real world knowledge of understanding psychopathology and implementation of foundational skills.

Course Objectives:

1. Understand and identify major characteristics of common mental health disorders and how their psychosocial functioning is impacted by such disorders.
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. Understand how clinicians screen and/or assess individual for mental health disorders and develop treatment plans.
5. Understand the biopsychosocial theoretical perspective for common mental health disorders.

Exams: (100 points each)
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 and short open-ended question formats.

Case Studies: (25 points each)
There will be 4 case studies in which students will read a description of a patient and determine the symptoms, diagnosis, and list an evidence-based treatment for this diagnosis. You will give a justification using evidence from the description to support your choice of diagnosis. Case studies will be listed on blackboard upon the completion of each chapter. Format below:

> **Diagnosis***:* full DSM-5 diagnosis(s) including their F codes (example: Generalized Anxiety Disorder F41.1), 1 extra credit point earned for additional Z codes used. There can be multiple diagnoses (no more than 2 "F code" diagnoses)

> **Justification:** describe the symptoms and use of description that led you to the conclusion of your diagnosis using DSM-5. Answer the question *"why this diagnosis and not another diagnosis?"* and *"How does the diagnosis I have chosen meet the criteria for the DSM-5?"*

> **Treatment recommendations***:* Provide your recommended evidence- based treatment using the in-class discussions, slides/book material, or research. This should include a specific modality and can also include additional resources to help provide treatment such as support systems, medications, etc.

SUBMISSION FOR CASE STUDIES:
- Submit a 1-2 page APA formatted paper
- APA includes a title paper, appropriate headers, in-text citations for references, a references page. You do not need to include an abstract.
- Points break down:
    o 5 pts Diagnosis
    o 7.5 pts Justification
    o 7.5 pts Treatment Recommendations
    o 5 pts APA formatting

APA formatting: please refer to Purdue Owl for APA 7 formatting guidance and examples.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Points and Course Grades:

Exam 1:	100 Points
Exam 2:	100 Points
Exam 3:	100 Points
Case Studies (1-4):	100 (25 points each)
Total points possible:	400 points

Course Grades:
A: 360 - 400 points
B: 320 – 359 points
C: 280 – 319 points
D: 240 – 279 points
F: < 239 points

Extra Credit:
Extra credit may be earned on case studies by listing additional Z codes from the DSM-5 that are relevant to the patient described (1 point per case study). Additional extra credit will be given on exams.

Late Assignments, Exam reschedules and Final Grades:
Instructor will allow for late assignments to be turned in. Late assignments will be deducted 1 letter grade per day that the assignment is late (up to 5 days). If you need an extension for assignments due to illness or emergency, please contact the instructor prior to the assignment due date or as soon as you are able if an emergency happens.

If you need to reschedule an exam due to illness or an emergency, it is your responsibility to reach out to the teacher to schedule the Exam within 1 week of the original exam date (exams may be taken early by request or later than 1 week if the situation permits). Exams missed without a reschedule in the time permitted will result in a final grade of 0/100 or an option to write an essay exam alternative.

Final grades will be posted **May 6th.** This instructor will round grades according to normal rounding rules (89.5 = A, 89.4 = B). Please keep track of your grades via blackboard throughout the semester to anticipate your final grades. If you are dissatisfied with your performance throughout the semester, please contact the instructor prior to the final case study and final to discuss options for improving grades.

Graduate Students:
Graduate students taking the course will be required to turn in an additional paper

"Mental Health in the Media" Case Study Paper: (100 points)

There will be a 3-4 page paper in which students will pick a character from media whom they believe suffer from mental health problems (e.g. character from TV, movies, books, etc.). From this character, you will create a case study analysis providing the following information:

- **Intake Information (1.5 page max):**
  - Description of the character
  - Background information (psychological or psychosocial dysfunction problems, and environment they are in).
  - Description of symptoms.
  - Answer the question: is this a disorder?
- **Diagnosis:**
  - Provide a diagnosis (DSM-5, F codes and Z codes) based of the description of symptoms you provide (a diagnosis cannot be given based on symptoms that are not provided in the description section).
  - Describe how their symptoms meet the criteria for the diagnoses you provide.
  - Give an explanation/justification for the diagnosis.
- **Treatment planning:**
  - Describe an evidence- based treatment that would benefit this person.
  - Description of possible use of medication, ways to improve their support systems or environment, and any additional modalities to benefit the person.
  - Provide goals for the patient to accomplish in treatment.
  - Should find the treatment recommendations from an empirically, peer-review journal.
- APA formatted and will require sources for the diagnosis and treatment planning. Additionally, provide a source in APA format for the media used to find the character described.

Self-Care:
Please be aware of your mental health needs should you feel the content of this course should trigger vicarious trauma or something related to your own mental health through discussing examples of psychopathology in clinical case studies. Please reach out to the instructor or counseling services for help if needed.

"Vicarious trauma is a process of change resulting from empathetic engagement with trauma survivors. Anyone who engages empathetically with survivors of traumatic incidents, torture, and material relating to their trauma, is potentially affected, including doctors and other health professionals."

SIUE counseling services
Phone: 618-650-2842
https://www.siue.edu/counseling/

Attendance:
There is no formal attendance policy for this course due to the COVID-19 pandemic and current health concerns. However, testing and assignments are heavily based on lecture in class and in

class materials discussed (less so on book work). Therefore, if you miss a class for any reason, it is the student's responsibility to reach out to the instructor or a fellow student to catch up on materials. Please feel free to reach out for an in-person or online meeting with the instructor to ask questions or get a summary on important things missed in class.

EXPECTATIONS & POLICIES

- Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know.
- Complete assigned reading as scheduled. Most of the reading in this course will come from the text; however, I will occasionally provide you with supplemental reading material on Blackboard. I will not cover all text material in lectures, so it is important for you to keep up with the reading.
- Turn in assignments by the deadline listed on the syllabus. Late assignments drop a letter grade for each day they are late, starting with the day the assignment is due (e.g., an assignment turned in one hour late drops one letter grade). In cases of emergencies and/or illness exceptions may be made. So please talk to me if illness or an emergency interferes with your ability to turn in an assignment on time.
- Unless otherwise noted you will turn in all assignments through Blackboard. Please submit all assignments as Word documents.
- It is your responsibility to check Blackboard and be sure to check your email—including your SIUE email—for any course-related announcements.
- If you must miss an exam because you are involved in a University-sponsored activity (e.g., member of a sports team, etc.) you may take an exam early. To do this you must notify use at least one week prior to the exam to arrange a test date.
- 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.
- 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.

PSYCHOLOGY DEPARTMENT POLICY ON WITHDRAWALS 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 https://www.siue.edu/registrar/class/dropping.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.

PSYCHOLOGY DEPARTMENT POLICY ON PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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.

PSYCHOLOGY DEPARTMENT POLICY ON WRITING

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 (https://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 the grading process and return the paper to you (see below for the specific policy for this class).

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

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

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, 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.

TENTATIVE Course Schedule:

Week	Topic and Lectures	Readings and Tasks
1/10	Introduction and Syllabus Review CHAPTER 1:What is a psychological disorder CHAPTER 2: An Integrative Approach to Psychopathology	Read: Chapter 1
1/17	Martin Luther King Jr. Holiday – No Class	
1/24	CHAPTER 2: An Integrative Approach to Psychopathology (finish lecture) CHAPTER 3: Clinical Assessment and Research in Psychopathology Diagnosis using the DSM, ICD	Read: Chapter 2 & 3

1/31	CHAPTER 4: Anxiety Disorders	Read: Chapter 4
2/7	CHAPTER 4:Trauma and Stressor-Related Disorders, Obsessive-Compulsive and Related Disorders	Read: Chapter 4 **Case Study #1 Due 2/11 11:59 pm**
2/14	**Exam 1**	
2/21	CHAPTER 5: Dissociative Disorders, Somatic Symptom and Related Disorders Loewenstein, R. J. (2018). Dissociation debates: Everything you know is wrong. *Controversies in Psychiatry*, *20*(3), 229–242. https://doi.org/10.31887/dcns.2018.20.3/rloewenstein	Read: Chapter 5 & Article (check blackboard)
2/28	CHAPTER 6: Mood disorders, suicide *Discuss Mental health in the Media Paper*	Read: Chapter 6 **Case Study #2 Due 3/4 11:59 pm**
3/7	No Class – Spring Break	Enjoy!
3/14	CHAPTER 8: Eating Disorders CHAPTER 9: Sexual dysfunction and Paraphilias	Read: Chapter 8, 9
3/21	CHAPTER10: Substance-Related Disorders	Read: Chapter 10 **Case Study #3 Due 3/25 11:59 pm**
3/28	**Exam 2**	
4/4	CHAPTER 11: Personality Disorders	Read: Chapter 11
4/11	CHAPTER 12: Schizophrenia	Read: Chapter 12 *Graduate Student Paper Due 4/11 at 11:59 pm*
4/18	CHAPTER 13: Neurodevelopmental and Neurocognitive Disorders/ Problems related to wellbeing	Read: Chapter 13 **Case Study #4 Due 4/22 11:59 pm**
4/25	CHAPTER 14: Mental Health Services – Legal and Ethical Issues	Read: Chapter 14

5/2	**Exam 3**	

This schedule is subject to change based on the class feedback on chapters, discussions in each chapter to ensure students are effectively learning.