

PSYC-431 ONLINE Psychopathology Course

Instructor Information

Professor: Dr. Eunyoe Ro

Virtual Office Hours: Tues & Wed 10am-11am.

- Virtual office hours will be held via zoom. Link: <https://siue.zoom.us/j/95983471506>
- I am also happy to schedule a virtual meeting with you outside of my office hours. Just email me to request a meeting.

Email: ero@siue.edu (reply within 24 ~ 48 hours)

Course Description:

Welcome to Psychopathology! Here are a few things you need to know about this class.

- This is an ONLINE course, that is, all activities will occur via Blackboard.
- In this course, you will learn about common mental disorders and their etiology, course, treatment, and diagnostic procedures.
- Learning activities will include online lectures, quizzes, case studies, and group discussions.
- All online course material can be found on Blackboard, including lectures slides and lecture video links.

Helpful Information:

- If you encounter technical issues, please contact the ITS Help Desk first. They are available 24/7 and please CALL them for assistance.
PHONE: 618-650-5500
- This course has a **GENERAL Discussion Board Forum** (go to BB Discussion), in addition to class topic discussion forums. Please subscribe!
 - TO SUBSCRIBE: click on “General Discussion Board” forum and then click on “Subscribe” gray tab). This way, you will receive emails when something is posted on here. This may save you from emailing me with your questions that may have been answered already.
 - You can post specific inquiries about the course (e.g., schedule, course content, assignments, etc.) here.
 - You may create your own thread if you wish!
 - I am going to check this discussion board regularly and answer questions you may have.

Minimum Technical Skills:

- Opening files from Blackboard.
- Creating Microsoft word files and uploading them.
- Using Blackboard features such as Discussion Board and uploading papers to Assignment folders.
- Information about technical support is available via the following web site:
<http://www.siue.edu/its/bb/>

Required Material:

- Durand, V. M., & Barlow, D. H. (2016). *Essentials of Abnormal Psychology* (7th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. (*****You can access the DSM-5 online via Lovejoy Library website. Go to the library's website <https://www.siue.edu/lovejoy-library/> and search "DSM Library" under "Search Everything."**).

Course Goals and Objectives:

Learning Goals	Objectives	Learning Activities
Goal 1: Understand and identify major characteristics of common mental disorders according to DSM or ICD. (ACATE j.k.1.)	Objective 1.1: Describe characteristics of each disorder (i.e., learn diagnostic characteristics) and identify differences in symptoms across various disorders (i.e., learn differential diagnoses).	Quizzes, Discussions
<i>SIUE Art therapy SLO 1. Demonstrate breadth and depth of knowledge in the discipline</i>	Objective 1.2: Explain disorder characteristics using common language so that lay people may understand.	Discussions, Reaction Papers
Goal 2: Understand the history of mental disorder classification system (i.e., Diagnostic and Statistical Manual of Mental Disorders-5 th Edition: DSM-5) and critically evaluate its strengths and limitations.	Objective 2.1: Identify characteristics of various versions of the classification system.	Quizzes, Discussions
	Objective 2.2: Understand the strengths and weaknesses of the DSM-5	Quizzes, Discussions
Goal 3: Gain knowledge of common mental disorders' psychological treatment approaches.	Objective 3.1: Describe the use of the diagnostic process in various treatment approaches. (ACATE j.s.1)	Discussions, Reaction Papers & Case studies (grad students)
<i>SIUE Art Therapy SLO 3. Demonstrate an ability for analytical thinking in the discipline</i>	Objective 3.2: Understand empirical treatment approaches commonly used for symptoms. (ACATE j.s.3)	Discussions, Reaction Papers & Case studies (grad students)

Learning Activities and Points in Class

(1) Syllabus Quiz (0 points)

- There will be a syllabus quiz.
- This is not a graded activity; however, you cannot view the class content until you pass the syllabus quiz with a perfect score.
- You will be given 3 attempts.
- You must finish the quiz in single seating.
- You are given 5 minutes to answer the questions.

(2) Quiz (150 points)

- There will be a quiz each week, which you should take after studying that week's material.
- Each quiz will be 50 points and will add up to be 150 points (50 points x 3 weeks).
- Each quiz has 20 questions (worth 2.5 points each).
- Not everyone receives the same questions.
- This is an open-book exam but time limited (30 minutes).
- You must finish the quiz in single seating.
- **You MUST take the test by the Sunday of each week (i.e., before 11:59pm Sunday each week).**
- **You CANNOT make up a missed quiz. Therefore, please plan accordingly.**
- **PLEASE contact me before you request ITS for any test resets. If you reset a test without my permission, I will deduct 10 points off of each test you've done so.**

(3) Reaction Papers (2 papers X 10 points each = TOTAL 20 points)

You need to watch two videos over the course of the three weeks and submit reaction papers (a word document only!) via Assignment folders by 11:59pm of due date.

Week 1 video (Reaction paper #1 due 12/23/21, THURSDAY):

ElynSaks YOUTUBE? Does she have a mental disorder?

<https://www.youtube.com/watch?v=f6CILJA110Y>

Reaction Paper 1 Grading Criteria

Please answer the following questions.

- Based on our lecture on "What is a Mental Disorder?" how do can you justify that Elyn Saks has a mental illness? Please explain by addressing the following questions (**These questions are based on Lecture 1! Please study it before answering.**):
 - o The types of psychological problems Elyn suffered from (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). (3 points)
 - o Whether or not her symptoms caused her psychosocial impairment and/or distress, and provide evidence supporting your claims (3 points).
 - o Whether or not her symptoms are a normal reaction Please justify. (2 point)

- Writing quality (2 pts)
- General Information
 - o 1-2 pages max.
 - o You don't have to cite/reference the video.
 - o Late papers will receive a 2-point deduction per day.

Week 2 video (Reaction paper #2 due 12/30/21, THURSDAY):

Historical Treatment of Mental Disorder: Part1

<https://www.youtube.com/watch?v=oswUssXzFIY>

Video Reaction Paper 2 Grading Criteria

- Please write two **important** things you've learned from the film (4 points). Please use bullet points to write the two aspects in full sentences.
- Please explain why you think the two things you listed above would be important to know in a paragraph (4 points). Please use separate paragraphs for each point.
- Writing quality (2 pts)
- General Information
 - o 1-2 pages max.
 - o You don't have to cite/reference the videos.
 - o Late papers will receive a 2-point deduction per day.

(4) Article Reaction Paper (20 points)

You need to read the article posted on Blackboard and submit a reaction paper answering the following questions (a word document only!) via Assignment folders by 11:59pm of due date **(Due 1/6/22, THURSDAY).**

Article Reaction Paper Grading Criteria

1. What is a p-factor? Please explain using your own words (no direct quotes). (3 points)
2. Did learning about the p-factor change your views about our current understanding of mental disorders in any way? If yes, how? If not, why so? (5 points)
3. What are some potential advantages that the concept of p-factor will bring to mental disorder research and treatment? (5 points)
4. What are some potential disadvantages that the concept of p-factor will bring to mental disorder research and treatment? (5 points)
5. Writing quality (2 pts)
6. General Information
 - a. 2 pages max.
 - b. You don't have to cite/reference the article.
 - c. Late papers will receive a 2-point deduction per day.

(5) Discussion Participation (30 points x 3 weeks= TOTAL 90 points)

Each week you are to respond to the below two discussion questions (i.e., same questions each week). Below questions are already posted on the Discussion post. You should reply to each question and post your response.

1. Using the knowledge/concepts you've learned in this week's chapters, **tell us how you can apply that knowledge to a real-world issue** (e.g., stigma, inequity in treatment, etc.). Please come up with something unique. That is, if two people have already said that they find a particular topic interesting/useful, discuss a different topic that you found useful.
2. Identify another concept (or concepts) from this week's chapters **that you didn't fully understand**, explaining in detail what you do and don't understand.

Therefore, this is what you need to do each week:

1. **Discussion Question Responses:** Everyone should post a response to BOTH questions #1 and #2 by Wednesday each week (5 points each x 2 questions = 10 points).
2. **Discussion Activity:** You should respond to another student's question #1 AND question #2 posts by Friday each week (10 points x 2 questions = 20 points). Late postings will not be graded. You will be graded based on the quality of your responses.
 - a. For question #1, you can state responses such as your general reaction, discussion of the idea's utility, implications, etc. You should not simply echo other students' responses.
 - b. For question #2, you should explain to the student the concept that they are having trouble understanding. You cannot simply echo other students' responses.

Grading criteria for Discussion Activity are as follows (both quantity/quality):

A participation	18-20 points
B participation:	16-17 points
C participation:	14-15 points
D participation:	12-13 points
F participation:	0-11 points

"A" participation

- You are prepared for the discussion (e.g., it is clear that you have read the material).
- Your contributions are relevant to the assigned readings and/or the themes of the course.
- You read your colleagues' comments carefully and your comments take their contributions into account.

"B" participation

- You are mostly, if not fully, prepared for most of your discussions.

- Your contributions are generally relevant to the assigned readings and/or the themes of the course.
- You normally read your colleagues' responses and your comments take their contributions into account.

"C" participation

- You are at least partially prepared for discussions.
- While you may add interesting observations to the discussions, your engagement is inconsistent.
- Your comments often do not take other students' contributions into account.

"D" participation

- You are rarely prepared for discussions.
- You rarely participate.
- Your comments exist in isolation of the larger topic.

"F" participation

- You are not participating with any degree of reliability.

(6) **FOR GRADUATE STUDENTS ONLY:** Case Study Report (55 points)

- Please submit via Assignment Folder.
- Deadline: Due at the end of the 3rd week (i.e., **Saturday, 1/8/21**)

Paper Requirements: Please select a book, movie/tv show character with a mental disorder. You should write a short class paper including the following information. Please put each bullet points under some clear heading so that I know which question you are answering.

- Does the person have a mental disorder according to what we've learned in week 1 (similar question to your Week 1 Video Reaction Paper)? Please justify (15 points).
 - Psychological problems (cognitive, emotional, behavioral)?
 - Distress/psychosocial impairment?
 - Abnormal reaction or not?
- If yes, what is the *DSM-5* diagnosis? Please list the symptoms that justify the diagnosis (15 points).
- List of evidence-based psychological treatments for this disorder (NOT medications). Please briefly discuss at least two empirical articles' core results/findings to support that there have been scientific investigations. You must cite/reference these articles in APA format (10 points).
- List of community- and/or nation-wide resources / organizations for individuals or families of this disorder. This can be treatment centers, research funding sources to further study this disorder, or support groups (5 points).
- Writing quality and correct APA style citation and references (10 points). I am only expecting a correct APA style with in-text citations and references.
- Late reports will receive a 2-point deduction per day.

- There is no page/ length requirement. Spelling and grammar are expected to be graduate-student level. Please proofread. Please submit your case study via Assignment folder. This is not a group project. Shared work will be subject to charges of plagiarism.

- (7) **FOR GRADUATE STUDENTS ONLY:** Graduate students should read the article posted on Blackboard (Graduate student folder) and write a reaction paper (45 points)
- a. Please submit via Assignment Folder.
 - b. Deadline: Due at the end of the 3rd week (i.e., **Saturday, 1/8/21**)

Paper Requirements: Please read the posted article and answer the following questions. Please put each bullet points under some clear heading so that I know which question you are answering.

- Please state two important points you've learned from this article (10 points) and explain why there are important. (10 points)
- How may the article influence you in your future clinical work? (10 points)
- How may the article influence you in your future research work? (10 points)
- Writing quality (5 points)
- Late papers will receive a 2-point deduction per day.
- There is no page/ length requirement. Spelling and grammar are expected to be graduate-student level. Please proofread. Please submit your case study via Assignment folder. This is not a group project. Shared work will be subject to charges of plagiarism.

Final Grade

All Possible Grades:

Syllabus Quiz = 0
 Lecture Quizzes = 150 (50 x 3)
 Video Reaction Paper = 20 (10 x 2)
 Article Reaction Paper = 20
 Discussion Question Responses = 30 (10 x 3)
 Discussion Activity = 60 (20 x 3)

Case Study = 55 (ONLY GRADUATE STUDENTS)
 Reaction Paper = 45 (ONLY GRADUATE STUDENTS)

TOTAL POSSIBLE POINTS: UG = 280 points; G = 380 points

FINAL GRADE:

A = 90% or above; B = 80% or above; C = 70% or above; D = 60% or above; F = below 60%
***** I will not curve or round in grading.**

General Classroom Rules and Expectations:

- You have to regularly check your SIUE email (i.e., once a day).
- You will be using a number of Blackboard tools for this course, such as assignment folder and discussion boards. You can access discussion boards by clicking "Tools" on the left-hand column.

- General rules for using Discussion Board
 - a. Your posts will be easier to read if made short and to the point.
 - b. *Asterisks* or “Quotation Marks” surrounding a word can be used to make a stronger point.
 - c. Be careful when using humor (or sarcasm) online. Please remember that other people cannot read your facial expression. Using emoticons appropriately might help convey emotional tone of your post 😊.
 - d. TYPING EVERYTHING IN CAPS IS CONSIDERED SHOUTING ONLINE.

Class Policies

**** Class Environment**

It is important to recognize that the online discussion board is an environment that requires respect for all participants. Therefore, students are expected to conduct themselves in a considerate manner.

Please visit <http://www.albion.com/netiquette/corerules.html> for appropriate Netiquette. These explanations offer a set of general guidelines for cyberspace behavior. It may not cover all different circumstances; however, it covers some basic principles that you may use.

**** Statement on Disabilities**

If you have a documented disability that requires academic accommodations, please go to Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in the Student Success Center, Room 1270; you may contact them to make an appointment by calling (618) 650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information.

**** Department of Psychology Policy on Withdrawal and Incomplete Grades**

All withdrawals must be completed by the end of the 1st day of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer/winter 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.

**** 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.siu.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.siu.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.siu.edu/education/psychology/plagiarism.shtml>

**** 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 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.

If you feel you need help with your writing:

- You are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>).
- For resources more specific to psychology, please use the Psychology Writing Resources Page <http://www.siu.edu/education/psychology/faculty/writing-resources.shtml>

**** 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 their front desk (650-2045), visit their website (siue.edu/lss/writing), or stop by their main location – SSC 1254 (inside the Academic Advancement Center).

WEEK 1 (12/20/21 – 12/26/21)

This first week, our learning goals are to understand mental disorder's (1) general definition, (2) etiological models, (3) classification history, and (4) psychological treatment models.

Learning activities:

- (1) Watch lecture videos and take quiz (All due by the end of the week, i.e., SUNDAY).
- (2) Other on-line activities & DUE dates
 - a. Watch video 1 and submit a reaction paper #1 (DUE THURSDAY).
 - b. Respond to Discussion Questions. Your responses are DUE WEDNESDAY.
 - c. Post discussion activity. Your activity responses are DUE FRIDAY.

Topics	Readings	Assignments
○ What is a mental disorder? ○ Current diagnostic systems. ○ Etiological Models	Textbook Ch 1, 2, & 3	• Quiz <u>(Must be taken by Sunday!)</u> • Video Reaction Paper • Discussion Responses • Discussion Activity

WEEK 2 (12/27/21 – 1/2/22)

During this second week, the learning goal is to study (1) INTERNALIZING disorders (e.g., depression, anxiety).

Learning activities:

- (1) Watch lecture videos and take quiz (All due by the end of the week, i.e., SUNDAY).
- (2) Online activities & DUE dates
 - a. Watch video 2 and submit reaction paper #2 (DUE THURSDAY).
 - b. Respond to Discussion Questions. Your responses are DUE WEDNESDAY.
 - c. Post discussion activity. Your activity responses are DUE FRIDAY.

Topics	Readings	Assignments
• Internalizing Disorders ○ Mood Disorders (Depression, Bipolar) ○ Anxiety Disorders (Panic, Phobia, Posttraumatic Stress Disorder, Obsessive-Compulsive Disorder, Generalized Anxiety Disorder)	Textbook Ch 4, 6	• Quiz <u>(Must be taken by Sunday!)</u> • Video Reaction Paper • Discussion Responses • Discussion Activity

WEEK 3 (1/3/22 – 1/9/22)

During this final week, the learning goals are to study (1) externalizing disorders (e.g., substance use), (2) oddity disorders, and (3) other disorders (e.g., personality disorder)

Learning activities:

- (1) Watch lecture videos and take quiz (All due by the end of the week, i.e., SUNDAY)
- (2) Online activities & DUE dates
 - a. Read the article posted and submit a reaction paper (DUE THURSDAY).
 - b. Respond to Discussion Questions. Your responses are DUE WEDNESDAY.
 - c. Post discussion activity. Your activity responses are DUE FRIDAY.
 - d. Case Study Paper and Reaction Paper (DUE SATURDAY) * GRAD students ONLY!

Topics	Readings	Assignments
• Externalizing Disorders ○ Substance Use Disorder • Oddity/Thought Disorders ○ Schizophrenia • Personality Disorder • Eating Disorder	Textbook Ch 8, 10, 11, & 12	• Quiz (<u>Must be taken by Sunday!</u>) • Article Reaction Paper • Discussion Responses • Discussion Activity • GRAD STUDENTS: Case Study Paper & Reaction Paper