

JOHN CARROLL UNIVERSITY
CG 570 PSYCHOPATHOLOGY – 3 Credits
Hybrid Course
Summer 2015
May 11, 2015- June 11, 2015

LOCATION: Dolan- E120
TIME: MWF (6:00 p.m. – 8:40 p.m.)
May 11, May 22, June 3 and June 10

INSTRUCTOR

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Office hours: By Appointment Only
Location: TBA

COURSE DESCRIPTION

This will be a hybrid course made up of both in person lectures and online material. There will be four in person meetings that are required to attend, **May 11, May 22, June 3 and June 10.**

This course provides a review of concepts, theory, and research in psychopathology and human mental distress. In addition, we will explore various theoretical approaches to the causes and treatments of psychopathology. The goal of the course is increased knowledge of the nature of various mental disorders and what is known about their causes and risk factors, an appreciation of important issues in psychopathology, and development of the ability to think clearly and critically about these issues. Methods of instruction include lectures, group discussion, student papers, videos, and quizzes. Students will be responsible for completing reading and assignments before class so they are prepared to participate in discussion and activities both online and in person.

COURSE OBJECTIVES

1. Introduce standard assessment practices for the diagnosis of mental disorders (CACREP II.G.7.a,d,e,f,e,CMHC, D1, G1-4).
2. Foster competence in the use of the DSM-5 for the classification of psychopathology (CMHC, K1).
3. Provide an overview of the symptoms, demographic features, and typical progression of major forms of psychopathology (CMHC, C2).
4. Balance a scientific, diagnostic approach to psychopathology with a humane appreciation for the "real life" experiences of people who suffer from mental disorders (CMHC, K1-5, L1-3).
5. Address several constructs that complicate, but significantly enhance, the study of human mental distress:
 - the importance of the context in which disordered behavior occurs (CMHC, C8,).
 - the continuum between psychological normality and abnormality, (CMHC, G1)

- the advantages and limitations of the DSM-IV-TR diagnostic system (CMHC H1, K4)
 - the historical and cultural relativism of diagnosis (CMHC, D2, E2, E5, H1)
 - the connection between mind and body (CMHC, G3, G4)
 - the multiple causality of psychopathology (CMHC, D5)
6. Review the major theoretical approaches to the causes and treatment of psychopathology: humanistic-existential, cognitive, behavioral, psychodynamic, sociocultural, and biological (CMHC, K1-5).
 7. Review the research methods used to advance scholarship in the field of psychopathology (CMHC, J1-3).
 8. Develop classification and assessment skills through in-class discussions, student papers, and multiple-choice examinations (CMHC, G1, G4)

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of the diagnostic features and DSM-5 classification of the major forms of psychopathology as evidenced by class discussion, examinations, and papers,(CMHC, L1-3).
2. Develop an understanding of the major theoretical explanations of the etiology of various forms of psychopathology as demonstrated by class discussions, examinations and papers (CMHC, C2, D1).
3. Develop an understanding of the major theoretical approaches to the treatment of various forms of psychopathology as demonstrated by class discussions, examinations and papers (CMHC, A1).
4. Develop an appreciation for the impact of mental illness on its sufferers and those around them, as evidenced by class discussion (CMHC, C8).
5. Demonstrate an ability to frame the diagnosis of individual psychopathology within the appropriate situational and sociocultural contexts, as evidenced by papers and class discussion (CMHC, C7).
6. Enhance familiarity with the dominant research methods used to advance knowledge in the field of psychopathology, as demonstrated by class discussion and examinations, (CMHC, J1-3).
7. Develop an understanding of broad constructs (e.g., the historical and cultural relativism of diagnosis, the connection between mind and body, etc.) that influence the definition, classification, explanation, and/or treatment of mental disorders, as evidenced by class discussion, papers, and examinations (CMHC, E1-6).

COURSE POLICIES

- All assignments must be completed.
- Assignments will be penalized **10% per day for** lateness. Exceptions will be granted only if the student has consulted with the instructor twenty-four hours before the assigned due date of the assignment and established a new, specific, due date.
- **Prompt, regular attendance and participation on online activities** is expected. If a student is going to be considerably late or absent to an in class lecture, the instructor should be notified.

- Since this class has only four in class meetings, attendance is crucial. Any absence must be excused by teacher. Ten points will be deducted from your point total for every absence.
- **When in class---All cell phones should be turned off.** There will be no texting during class.
- The instructor reserves the right to alter the syllabus with appropriate advanced notice.
- In accordance with John Carroll policy, incompletes will be given following the policy stated in the Graduate Bulletin: <http://www.jcu.edu/graduate/bulletin08-10/policies/policies.htm>
- Plagiarism will be dealt with according to the policies stated in the Graduate Bulletin: <http://www.jcu.edu/graduate/bulletin08-10/policies/policies.htm>
- Students are expected to use their John Carroll email address and Blackboard, so please check them regularly.
 - All students are expected to exhibit the professional dispositions outlined by their professional organizations: ACA, ASCA or NASP and their code of ethics. This includes, but is not limited to, being in class on time, accepting feedback, conducting oneself professionally and maintaining confidentiality. Students who fail to uphold these dispositions may lose points for class participation and, if the violation is serious enough, be reported to their Program Director.

REQUIRED TEXTS

Kring, A.M, Johnson, S.L., Davison, G.C., Neale, J.M. (2014) Abnormal Psychology Thirteenth Edition. Wiley.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

I may also post articles to read on blackboard.

EVALUATION CRITERIA & PROCEDURES

Your final grade will be calculated based on a semester total of 450 points. The points are determined as follows:

A = 450-430	B- = 374-360	D+ = 314-304
A- = 429-405	C+ = 359-347	D = 303-287
B+ = 404-395	C = 346-331	D- = 286-270
B = 394-375	C- = 330-315	F = 270 and below

- **PAPER ONE (worth 100 points)**
 - A written response to a feature-length film, to be determined in class. The paper should be between three and four pages in length, double-spaced, 12 point font, with margins between 1 and 1.25 inches. Paper due at the beginning of class.

- The paper topic is as follows: One of the many controversies about diagnosing psychopathology has to do with where psychopathology is “located” – is it in individuals, in relationships, in families, or in broader social structures? What are the shortcomings of your position?
- **PAPER TWO (worth 100 points)**
 - The second writing assignment (6-9 pages) is a psychological evaluation of a film character that you will pick in the first week of class. Good examples include, but are not limited to: Robert DeNiro in Taxi Driver, Jessica Lange in Blue Sky, Jennifer Jason Leigh in Georgia, Ray Liotta in Goodfellas, Michael Douglas in Wall Street, Jack Nicholson in As Good as it Gets, Jack Nicholson in One Flew Over the Cuckoo’s Nest You are responsible for accessing the film and viewing it. Write up the character as if you were in a treatment setting and you were assigned the evaluation. Sometimes you will need to make up aspects of his/her background and extra symptoms.
- **QUIZ (4 at 50 points each = 200)**
 - Each quiz consists of multiple choice, short answer questions, and case studies for you to diagnose based on what you have learned from lecture and assigned readings. They are not cumulative. Contact me in advance if you will not be able to attend a quiz and need to arrange a make-up. If you do not attend a quiz and do not contact me in advance, you will need to provide proof of an emergency in order to take a make-up.
- **PARTICIPATION (50 points)**
 - Class discussion will be based on the material presented in lecture and the weekly readings. Please read appropriate sections so you can be an *active participant* in class discussions in class and online.

DATE	TOPIC	READING
May 11	Introduction/ History/Movie	Chapter 1
	Assessment and Diagnosis	Chapters 2, 3
	Etiology and Treatment	Chapters 4, 5
	Psychopharmacology, Practice and Ethics- Quiz 1	Chapters 6, 7, 8
	Infancy, Childhood and Adolescence	Chapter 23
	Delirium, Dementia, Amnesia, Cognitive Disorders	Chapter 10
	Substance-Related Disorders	Chapter 11
	Schizophrenia	Chapter 12
	Mood Disorders- Quiz 2	Chapter 13
	Anxiety Disorders	Chapter 14
	Somatoform, Factitious, Dissociative Disorders- Quiz 3	Chapters 15, 16, 17

	Sexual and Gender Identity	Chapter 18
	Eating, Sleep, Adjustment Disorders	Chapters: 19, 20, 24
	Last Class- Personality Disorders	Chapter 22
	Final Quiz- Wrap up	

STUDENTS WITH DOCUMENTED DISABILITIES

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities. Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the office of Services for Students with Disabilities at (216) 397-4967 if you have any questions or to set up an appointment to meet with the coordinator, Allison West. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience

Statement on Mutual Respect, Discrimination and Bias:

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability. Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. “Bias” is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person’s identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability.

All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>.

Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu or (216) 397-4455. For more information about University policies and community standards for appropriate

conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.

Academic Honesty and Ethical Behavior

Academic honesty and ethical behavior, expected of every student, are essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion. Material taken from the work of others must be acknowledged properly.

Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of all of the instructors involved. Penalties appropriate to the severity of the infraction may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university. (JCU Graduate Bulletin 2010)

Bottom Line: **ACADEMIC DISHONESTY IS PROHIBITED!!**