**Psychopathology**

PSYC 331-001, Fall 2024

MWF 11:30-12:20

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Instructor: [Dr. Steve Davis](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/) (he/him)

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Office Hours: MWF 12:30-1:30 or by appointment (note that I usually work off-campus on TTh)

**Overview**

 Welcome to Psychology 331! My primary goal for this course is for you to learn about the diagnosis, causes, and treatment of what is generally recognized as disordered behavior, as well as the major controversies that exist around these issues. You will be expected to think critically about the research evidence regarding various explanations and treatments of mental disorders, and to develop clinical rationale for diagnostic choices you might make as a treatment provider. As part of this training, you will become familiar with the major assessment index for mental health providers in the US (the DSM-5). I also hope that this class will stimulate you to reflect upon the ethical issues concerning our society's perception of and care for people with mental disorders.

**From the Catalog**

 Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.

 **Prerequisite**: PSYC 101

 **Outcomes**: Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of “mental disorders”, factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues.

**Required Textbook and Other Reading**

 Burke, B.L., Wrona, M.C., Trost, S.E., deRoon-Cassini, T.A., & Bernstein, D.A. (2024). [*Psychopathology – A Modern Approach, 3rd edition*](https://www.academicmediasolutions.com/burke-psycholpathology-3e)*.* Academic Media Solutions.

 *I also have assigned articles and other selected readings throughout the term to supplement the text. These will be available to you by email, through the Sakai resources page or electronically through the syllabus (ctrl/click to follow links).*

**SOME CAMPUS RESOURCES AVAILABLE TO YOU**

[**Student Academic Services**](http://www.luc.edu/sas)

 [**LUC PSYC Dept. Student Page**](https://www.luc.edu/psychology/undergraduate/)

[**Writing Center**](http://www.luc.edu/writing)(x88468)

[**Career Development**](http://www.luc.edu/career)(x87716)

[**Wellness Center**](http://www.luc.edu/wellness)(x82530)

 [**Academic Calendar**](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml)

 [**University Calendar (of events)**](http://lucweb.luc.edu/newsevents/public/calendar.cfm)

[**Student Success Resources**](https://www.luc.edu/ace/resources/studentsuccessresources/)(compiled by the LUC ACE program)

[**“Optimizing Learning in College: Tips from Cognitive Psychology”**](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})(Putnam, et al., 2016)

**A BIT ABOUT MY TEACHING PHILOSOPHY**

As I see it, my job is to provide you with **opportunities** to learn. What you choose to do with those opportunities is up to you. I believe in treating my students like adults, recognizing that their values and priorities might be very different than mine, and respecting their right to make their own choices. For example, while I **strongly** suggest that you attend all classes (and I have designed this course based on the assumption that you’ll do so), I do not keep track of student attendance. My assumption is that, if you are absent from class, that means that you have a conflicting priority for that day that is more pressing (to you) than coming to class. I am in no position to judge your priorities, and I certainly don’t want to put myself in that position. Therefore, unless your absence inconveniences me or your classmates (e.g., if you are going to be absent on the day of an exam), I do not need to know your reasons. **However, all choices have natural consequences, and class attendance is a strong predictor of class performance. Students who have multiple absences from class won’t learn as much or do as well on exams**. You’ll also have fewer opportunities to participate in class discussion (which is graded, see below) and activities. However, again, if these are not your priorities, it is certainly not my place to judge your decisions. Note that, if you are absent from a class, it is your responsibility to obtain notes from a classmate. You can read more about my teaching philosophy throughout this syllabus and [here](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/).

**HOW TO DO WELL IN THIS COURSE**

Despite respecting your freedom to make your own choices (see preceding paragraph), I really do want you to succeed in this class. I hope that you learn a lot and enhance your critical thinking skills, and that you earn a grade that reflects this. Here are some tips to help you accomplish these goals (Also see handout on “Tips for doing well in a Davis class” and [Putnam, et. al. (2016)](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})).

**Complete assigned readings before class.** Even if you don’t fully understand the readings on your own, you’ll get more out of our class time together if you’ve at least attempted to do the readings. If study/discussion questions have been assigned for a reading, read with an eye toward trying to answer those questions. You also can use the general questions provided in the “Class Participation” section of this syllabus to read more actively (vs. passively).

**Come to class.** Seriously, you can’t expect to learn the material if you aren’t there. We’ll be discussing some complex ideas in this course, which might be difficult for you to learn on your own. Even relying on a classmate’s notes isn’t as helpful as being there yourself. Exams in this course are based almost entirely on material discussed in class. You won’t do well on them if you don’t attend.

**Pay attention in class.** Try to minimize distractions. If you’ve gone to the effort of showing up, don’t waste that effort by texting/emailing/etc. during class.

**Use good note-taking strategies.** In your notes, you should try to create an organized outline of the lecture. Use class outlines provided as a starting point for this. The very task of imposing an organization on class material forces you to actively engage with the material, leading to deep learning. Do NOT try to transcribe everything that I say in complete sentences in paragraph form! (One reason that handwritten notes are preferable is that students generally type faster than they write, so they are not as deliberate about what they put in their notes when typing). More tips on effective notetaking are available [here](https://libguides.luc.edu/workshops/note_taking).

**Try to engage actively in class.** While taking good notes is one way of staying engaged in class, I also would encourage you to speak up. Ask questions if something seems confusing. Offer your opinion about the ideas being presented. You’ll learn more and enjoy the class more.

**Study effectively for exams.** Focus on your notes, but don’t just passively read and reread your notes. Try to anticipate what questions might be on the exam (based on what we focused on in class) and quiz yourself (or each other) on those questions. Allocate enough time to study before an exam.

**Don’t procrastinate.** Use effective [time management](https://www.luc.edu/media/lucedu/ace/pdfs/TimeManageTips.pdf) to spread your workload out over the semester. There is too much course material for you to try to learn it all the night before an exam.

**EVALUATION**

 Your final grade will be based upon several different measures of performance in this course. These measures include exams, role play recordings and evaluations of those recordings, and class participation. The relative weights and a description of each requirement are listed below.

**Class Participation (50 points)**

 This course is an upper-level course and will be run in a **discussion** format. Your active participation is essential for the course to succeed. I therefore expect you to prepare for class discussions by completing all readings and assignments *on time* and spending some time *before class* contemplating those readings. Because we will spend class time primarily in discussion and group activities, your classmates’ learning as well as your own depends upon your commitment to preparing for class. There is quite a bit of reading for this course, so try to keep up (Note that students should spend about 6 hours/ week outside of class working on a 3-credit hour course). I will be keeping track of student contributions to class discussions. Your participation grade is largely based on the number of on-topic contributions that you make to class discussion, rather than on any kind of evaluation of the “quality" of your contributions, so please feel free to speak up! (Note however that, just as I expect you to challenge my ideas and those of your classmates, you should be prepared for us to challenge your ideas as well. This is how learning happens). Pop quizzes may be used from time to time to ensure that students are coming to class prepared.

 You can prepare for discussion by asking yourself the following questions as you read:

* What is the main message that the author is trying to communicate?
* What arguments does the author make in order to support that message? Are those arguments logically sound?
* How good is the quality of the evidence used by the author? Does the author provide enough detail to be able to evaluate that quality?
* What was my emotional reaction to this reading, if any? Why do I think that I reacted this way?
* What examples can I think of that either support or contradict the point(s) that the author is making? Are my examples good evidence?
* What are the implications of the author’s ideas for interventions, policy, attitude change, social justice, etc.?
* What from this reading can I apply to myself or to people around me?
* How does this reading reinforce or contradict ideas that I have learned about in other classes?

**Exams (400 points)**

 There will be four exams scheduled during the term. These exams will cover materials presented in class as well as material assigned in the text and other readings. Each of these exams will consist of multiple choice, short answer, and essay questions, and each will count 100 points toward your final grade. DO NOT MISS A SCHEDULED EXAM!! Only in an extreme case (which you will be asked to document) will alternative arrangements be made for a make-up exam, and I must be aware of your absence **PRIOR** to the exam. Unfortunately, failure to adhere to this policy will result in no credit, and no possibility of a make-up.

**Role-Play Interview and Write-up (150 points)**

 During this course, each of you will have the opportunity to participate in two 30-minute role-play diagnostic interviews with a partner in the class. In one of these interviews, you will be playing the client; in the other you will be playing the clinician. These interviews will be recorded, and the recordings submitted with your write-up.

 **Playing the Client -**

 **Client proposal (25 points).** Everyone in the class should select a mental disorder that you would like to portray. Please limit your selection to a SPECIFIC disorder discussed in Ch. 4-8 of your textbook. After you have done this, prepare a brief description of your client, to be turned in by the beginning of class on the date due (the **"client proposal "**). One of the primary purposes of this paper is to ensure that you are prepared to respond to any questions that the clinician may ask you. Do **not** write this paper up as a psychological evaluation. Your description must include several specific sections (to be discussed in class).

 **Playing the Clinician -**

During class, you will be presented with models of how to conduct an initial interview, and of how to write a formal psychological report. In class, you will be paired up with a classmate. That classmate will play the clinician who will interview you as a client, and you will play the clinician who will interview that classmate as a client. Each pair is to arrange a time outside of class to do the role-plays (two separate interviews). Before the interview, you will be told only the setting of the interview and some basic identifying information about your client. Your task is to obtain the information you need in order to write up a psychological evaluation in a 30-minute session. The interview itself should follow the format discussed in class, and in the body of the interview, you should administer a mini mental status exam. You will probably want to spend most of your time in phase 2 and phase 3 of the interview. I will **not** be grading you on the quality of your interview performance. Rather, your grade will be based largely on how you **use the information you obtain** in writing up your evaluation, and how thoughtfully you reflect on your performance in a reflection paper.

After you have completed both interviews, take some time to "debrief" one another. In particular, each person should give the other feedback on what it was like to be interviewed, and what were the strengths and weaknesses of the interviewer's style. What suggestions might you have for the interviewer? What seemed like awkward moments? What went more smoothly? What skills were used well or poorly? Make your feedback **constructive** and **supportive**.

 **Clinician's tasks following the interview**

 **Psychological evaluation (100 points)**

 After the interview, you are to write up a psychological evaluation (including diagnosis using DSM-5 diagnostic categories) on your client using the format discussed in class. Use ONLY information obtained during the interview (along with identifying information and setting) in writing up this evaluation. Your grade will largely be based upon how well you integrate the information you obtained into a coherent report and a defensible diagnosis. Again, you will not be graded on how well you obtained information.

 **Reflections on interviewing process (25 points)**

On separate pages (2 full pages), comment on how the interview (in which you were the clinician) went. How well were you able to adhere to the guidelines discussed in class? What interfered? What worked well? What didn't? Why? What did you learn about yourself and about conducting interviews? How did your use or misuse of specific skills affect the role play client? What would you do differently if you were redoing this assignment and why?

**Extra Credit**

If you choose, you may earn up to six extra credit points by ANALYZING (not just summarizing) examples of course-related research or theory from the popular press (newspapers or magazines, not journals). There are at least two ways you can earn extra credit points, by analyzing cartoons and/or by analyzing articles describing psychopathology research. I welcome other creative ideas you may have for analyzing course concepts in the media, but I strongly suggest you clear such ideas with me ahead of time. All extra credit is due by the last day of class (not the final) and should be emailed to the instructor.

**Cartoons** (up to 3 points each). Find a cartoon from a newspaper or magazine that was published during the current term, and that illustrates a concept discussed in class. Type up a brief summary (3-5 sentences) of how the **main point** of the cartoon illustrates the concept and submit the summary with the cartoon.

**Articles** (up to 3 points each). Find an article from a newspaper or magazine (not a professional journal) that was published during the current semester, and that **discusses research** pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include the article's main point **and a critical evaluation of the research** presented (e.g., does the research, as reported, support the conclusions)? Does the article mistake correlation for causation? Idiographic conclusions from nomothetic research? Adequacy and representativeness of the sample? Biased experimenters? What other information would you need to evaluate the research properly?) Submit both the article and your discussion.

**General Policies**

**Late assignments**. All assignments are due at the beginning of class time. Any papers submitted more than 5 minutes after class has started will be considered late. Assignments will be penalized 10% for each calendar day late.

**Professional Communication.** Students are expected to maintain professional standards in all oral and written communication. In class, students are expected to show respect for the perspectives of others, to stay on task, and to present differing points of view politely. Please make an effort to address classmates at all times by using their chosen modes of address (including preferred names and gender pronouns). No emailing, texting, social media use, etc. is permitted during class (cell phones should be turned off before class). Similarly, while not forbidden, I would discourage you from using laptops to take notes, as [research suggests](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96698291&site=ehost-live) that longhand notes are more helpful, and that non-academic laptop use is both tempting and negatively related to performance ([Ravizza, 2017](http://journals.sagepub.com/doi/abs/10.1177/0956797616677314)). Written assignments are expected to be typed, double-spaced and stapled, grammatically correct, well-organized, and proofread for typos and clarity. Clearly unprofessional papers will be returned ungraded.

**Academic Honesty.** The highest standard of academic honesty is expected from all students. Any form of academic dishonesty, such as plagiarism or cheating, will not be tolerated, and may be grounds for an automatic grade of 0 on exams or assignments, and may result in a failing grade for the course. *Students are responsible for knowing Loyola University’s* [*Code of Academic Integrity*](https://catalog.luc.edu/academic-standards-regulations/undergraduate/)*!* Please refer to the Code of Academic Integrity or ask the instructor if you have questions about what constitutes academic dishonesty. Ignorance of the definition of “plagiarism” is not an excuse.

### **Requests for Accommodation.** Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. For more information about registering with SAC or questions about accommodations, please contact [SAC](https://www.luc.edu/sac/) at 773-508-3700 or SAC@luc.edu.

###  **LUC Course Drop Policy.** Please see the [academic calendar](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml) for a list of relevant dates. Note that the last date to withdraw with a grade of W is November 1.

**COVID Policy.** The University has decided that mask use in the classroom is optional this semester. I would encourage you to consider the risks and advantages of going maskless in class in order to make a good decision for yourself. For my part, I won’t be wearing a mask during class since (a) I believe that when I’m speaking (which happens a lot in class!) students find me much easier to understand without a mask (an important advantage) and (b) I’m at the front of the room, where I’m pretty well distanced from students (a mitigated risk). However, these same risks and advantages of going maskless probably don’t apply to your situation in the classroom, since you’ll be closer to your fellow students and (probably) won’t be speaking as much as me. Therefore, I would strongly encourage you to consider wearing a mask during class, as well as keeping some physical distance from your fellow students whenever possible.

**Psychology Department Diversity Statement.** The Department of Psychology at Loyola University Chicago believes that our department is best served when students, faculty, and staff reflect and celebrate the diversity of society at large. An integrated academic community is characterized by a broad range of perspectives. As such, our Department is committed to advocating for and supporting the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socioeconomic backgrounds, physical and mental abilities, and residency statuses. In the context of this course, students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social and racial justice.

**Honoring Student Religious Observances.** Loyola faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student’s academic work. See the University statement on this topic [here](https://www.luc.edu/academicaffairs/homenews/honoringstudentreligiousobservances.shtml).

**Notice of My Reporting Obligations as a “Responsible Campus Partner.”** As a Loyola instructor, I am a Responsible Campus Partner (“RCP”) under Loyola’s [**Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation**](https://www.luc.edu/comprehensivepolicy/) (available at [**www.luc.edu/equity**](http://www.luc.edu/equity)). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (including sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the [**Office for Equity & Compliance**](http://www.luc.edu/equity) ("OEC"). As the University’s [**Title IX**](http://www.luc.edu/titleix) office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected. As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect ([**https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/**](https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/)). The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Additionally, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at **equity@luc.edu** or 773-508-7766. If you ever wish to speak with a **confidential** resource regarding gender-based violence, I encourage you to call [**The Line**](https://www.luc.edu/wellness/gender-basedviolence/advocacyline/) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- *without* generating a report or record with the OEC. More information about The Line can be found at [**luc.edu/wellness**](https://www.luc.edu/wellness/).

**Summary**

 The relative weight given to each course requirement is listed below.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** |  Final course grades will be assigned as follows: |
| Four Exams @ 100 points each | 400 |  **A** | = 92.0 - 100%  | or 552-600 points  |
| Role Play Assignments  | 150 |  **A-** | = 90.0 - 91.9% | or 540-551 points |
| Class Participation |  50 |  **B+** | = 88.0 - 89.9% | or 528-539 points |
| **TOTAL** | **600** |  **B** | = 82.0 - 87.9% | or 492-527 points |
|  |  |  **B-** | = 80.0 - 81.9% | or 480-491 points  |
|  |  |  **C+** | = 78.0 - 79.9% | or 468-479 points |
|  |  |  **C** | = 72.0 - 77.9% | or 432-467 points  |
|  |  |  **C-** | = 70.0 - 71.9% | or 420-431 points |
|  |  |  **D+** | = 68.0 - 69.9% | or 408-419 points |
|  |  |  **D** | = 60.0 - 67.9% | or 360-407 points |
|  |  |  **F** | = < 60% | or at or below 359 points |

## **Tentative Daily Course Schedule**

## (Note that I am likely to adjust this schedule several times during the semester,

## based on how long we spend discussing various readings. This is a feature of the course, not a bug.

## Readings without links are generally available in the Resources tab of the course Sakai page.)

## **Week 1 (beginning August 26) – What is a “mental disorder”?**

## M Davis, S. (2019). De-emphasizing specific disorders in the abnormal psychology course.

## (recommended – read syllabus, [Putnam](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)}), my [teaching philosophy](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/), “Tips for doing well in a Davis class.”)

W No reading

F Burke Ch. 1, pp. 1-5

Widiger, T. A. & Sankis, L. M. (2000). [Adult psychopathology: Issues and controversies.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=3076150&scope=site&custid=s8448101) ***Annual* *Review* *of***

***Psychology****, 51*, 377-404. (read section 1, “Construct of Psychopathology”)

**Week 2 (beginning September 2) – The Problem of Pseudoscience in Clinical Psychology**

M **No Class – Labor Day**

 W Wallis, C. (2022). [Rethinking autism therapy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=160014730&scope=site&custid=s8448101). *Scientific American, 327*(6), 25.

Burke Ch. 2, pp. 79-83.

Lilienfeld, S.O. (1998). [Pseudoscience in contemporary clinical psychology: What it is and what we can do about it?](http://www.apa.org/divisions/div12/tcp_journals/Tcp_51_4.pdf) *The Clinical Psychologist, 51*(4), 3-9.

 Arkowitz, H.; Lilienfeld, S.O. (2006)*.*[**Do Self-Help Books Help?**](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=23687714&scope=site&custid=s8448101) *Scientific American Mind*, *17(5*), 78-79.

Also, poke around the website [quackwatch](http://www.quackwatch.org/01QuackeryRelatedTopics/mhindex.html) mental help index

*Opportunity -* [*Job, Internship, and Service Fair*](https://lucweb.luc.edu/newsevents/public/calendar_detail_jmd.cfm?eventid=125024&siteid=0&month=9&year=2024&day=4&range=d&audience=0&view=mw&skin=default) *(Damen MPR, 1-4)*

F No new reading

**Week 3 (beginning September 9) – Cultural Factors and Neuroscientific Explanations**

M Lilienfeld, S.O.; Arkowitz, H. (2009). [**Foreign Afflictions.**](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=44925306&scope=site&custid=s8448101) *Scientific American Mind*, *20(6*), 68-69.

 *"DSM-5 Excerpts: Cultural Considerations”*

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.* Washington, DC: American Psychiatric Association.

W Burke Ch. 2, 47-62, 76-79

F Widiger & Sankis (2000). (read section 2, “Models of Etiology and Pathology”)

 Markowitz, J.C. (October 14, 2016). There’s such a thing as too much neuroscience. *New York Times.*

**Week 4 (beginning September 16) - Genes, Evolution, and Dimensions**

M Higgins, E.S. (2008). [The new genetics of mental illness](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=32576073&scope=site&custid=s8448101). *Scientific American Mind, 19*(3), 40-47.

 Jones, D. (2020). [Rethinking mental health](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=141339356&scope=site&custid=s8448101). *New Scientist, 245*(3266), 34-38.

 Plomin, R. (2019). [In the nature-nurture war, nature wins](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=134792292&scope=site&custid=s8448101). *Scientific American Mind, 30*(2), 39-40.

Maccoby, E.E. (2000). [Parenting and its effects on children: On reading and misreading behavior genetics](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=3076137&scope=site&custid=s8448101).

*Annual Review of Psychology, 51*(1), 1-27. (read “Overview”)

W Ravilious, K. (2011). [Different minds](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=67133520&scope=site&custid=s8448101). *New Scientist, 212*(2837), 34-37.

Conway, C.C., et. al, (2021). [Rethinking the Diagnosis of Mental Disorders: Data-Driven Psychological](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=150036841&scope=site&custid=s8448101)  Dimensions, Not Categories, as a Framework for Mental-Health Research, Treatment, and Training. *Current*  *Directions in Psychological Science. 30*(2), 151-158.

F **Exam 1**

**Week 5 (beginning September 23) - Epidemiology and Classification**

M Burke Ch. 1, pp. 6-45

Reuben, A. & Schaefer, J. (2017). [Mental Illness Is Far More Common Than We Knew](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=125670035&scope=site&custid=s8448101). *Scientific American Mind.*  *28*(6), 39-42.

W Widiger & Sankis (2000). (read section 3, “Domains of Psychopathology”)

Martin, R.C. (2020). I[ncluding Maladaptive Anger in Psychology Courses.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=140353841&scope=site&custid=s8448101) *Teaching of Psychology, 47*(1),

102-107.

F Hofmann, S.G., Curtiss, J., & McNally, R.J. (2016). [A complex network perspective on clinical science](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477452&scope=site&custid=s8448101).  *Perspectives on Psychological Science, 11*(5), 597-605.

**Week 6 (beginning September 30) - Classification, Clinician Biases, and Stigma**

M Rosenhan, D.L. and Spitzer, R.L. (1982). Do diagnostic labels hinder the effective treatment of persons with mental disorders? In J. Rubinstein and B.D. Slife (Eds.) *Taking Sides: Clashing Views on Controversial*  *Psychological Issues., 2nd Ed.,* Guilford, Connecticut: The Dushkin Publishing Group, Inc.

Gullo, M.J. & O’Gorman, J.G. (2012). [DSM-5 task force proposes controversial diagnosis for dishonest scientists](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=83329472&scope=site&custid=s8448101). *Perspectives on Psychological Science, 7*(6), 689.

W Bowes, S.M., Ammirati, R.J., Costello, T.H., Basterfield, C., & Lilienfeld, S.O. (2020). [Cognitive biases,](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=147448584&scope=site&custid=s8448101)  heuristics, and logical fallacies in clinical practice: A brief field guide for practicing clinicians and supervisors. *Professional Psychology: Research and Practice, 51*(5), 435-445.

F Corrigan, P.W. & Kosyluk (2014). Mental illness stigma: Types, constructs, and vehicles for change. In P.W. Corrigan (Ed.) *The Stigma of Disease and Disability: Understanding Causes and Overcoming Injustices* (pp. 35- 56), APA.

Haslam, N. & Kvaale, E.P. (2015). [Biogenetic explanations of mental disorder](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=110479069&scope=site&custid=s8448101). *Current Directions in*  *Psychological Science, 24*(5), 399-404.

**Week 7 (beginning October 7) - Treatment and Prevention**

M **No Class – Midsemester Break**

W Burke Ch. 2, pp. 63-76, 83-85.

Miller, G. (2012). [Why is mental illness so hard to treat](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=82472901&scope=site&custid=s8448101)? *Science, 338*(6103), 32-33.

F Davis, S. “Community Psychology – An Introduction.”

**Client Proposal due**

**Week 8 (beginning October 14) - Schizophrenia**

M **Exam 2**

W Burke, Ch, 4

F Jones, D. (2017). [Delusional you](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=126236470&scope=site&custid=s8448101). *New Scientist, 236*(3152), 40-43.

Kring, A.M. & Caponigro, J.M. (2010). [Emotion in schizophrenia: Where feeling meets thinking](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=54363225&scope=site&custid=s8448101). *Current*  *Directions in Psychological Science, 19*(4), 255-259.

**Week 9 (beginning October 21) - Schizophrenia and Mood Disorders**

M Gottesman, I.I. (1991). The Hard Road Back. In *Schizophrenia Genesis: The Origins of Madness.* New York: W.H. Freeman and Company. 54-59.

Kurtz, M.M. (2013). [A social salve for schizophrenia](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=85603589&scope=site&custid=s8448101). *Scientific American Mind, 24*(1), 62-67.

W Burke Ch. 5, pp. 175-184, Ch. 6, pp. 209-221

F Burke Ch. 5, pp. 184-193, Ch. 6, pp. 221-252

**Week 10 (beginning October 28) - Mood and Anxiety Disorders**

M Hidaka, B.H. (2012). [Depression as a disease of modernity: Explanations for increasing prevalence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=77730881&scope=site&custid=s8448101). *Journal of*  *Affective Disorders, 140*(3), 205-214.

W Wilson, C. (2023). [Rethinking depression](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=161356881&scope=site&custid=s8448101). *New Scientist, 257*(3422), 38-41.

F Burke Ch. 7

**Week 11 (beginning November 4) Anxiety and OCD-Related Disorders**

M Burke Ch. 8

**W** **Boyer**, P. & Liénard, P. (2008)*.* [Ritual Behavior in Obsessive and Normal Individuals: Moderating Anxiety and](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=33334391&scope=site&custid=s8448101)  Reorganizing the Flow of Action.***Current Directions*** *in Psychological Science, 17*(4), 291-294.

**Moses,** E.B.; **Barlow**, D.H. (2006). [A New Unified Treatment Approach for Emotional Disorders Based on Emotion](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=21072884&scope=site&custid=s8448101)  Science. *Current Directions in Psychological Science, 15*(3), 146-150.

Arkowitz, H. & Lilienfeld, S.O. (2013). [Can herbs ease anxiety and depression](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=88169362&scope=site&custid=s8448101)? *Scientific American Mind, 24*(3), 72-73.

Temming, M. (2018). [Scared of heights? Try virtual therapy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=130808422&scope=site&custid=s8448101). *Science News, 194*(3), 15.

F no new reading

**Week 12 (beginning November 11) - Stress Disorders**

M Burke Ch. 9

**Evaluation/Reflection due**

W no new reading

F **Exam 3**

**Week 13 (Beginning November 18) - Personality Disorders**

M Burke Ch. 16

Bower, B. (2013). [‘Borderline’ is code for ‘difficult.’](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=90180348&scope=site&custid=s8448101) *Science News, 184*(6), 17.

W no new reading

F Polaschek, D.L.L. (2014). [Adult criminals with psychopathy: Common beliefs about treatability and change have](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=98673367&scope=site&custid=s8448101)  little empirical support. *Current Directions in Psychological Science, 23*(4), 296-301.

Herpertz, S.C. & Sass, H. (2000). [Emotional deficiency and psychopathy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=11818784&scope=site&custid=s8448101). *Behavioral Sciences & the Law, 18*(5), 567-580.

**Week 14 (beginning November 25) - Personality Disorders**

M no new reading

W-F **Thanksgiving**

**Week 15 (beginning December 2) - Legal Issues**

M Burke Ch. 17, pp. 630-648

**W** **Goodman-Delahunty**, J. (2000)*.* [Psychological Impairment Under the Americans With Disabilities Act: Legal](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=3169018&scope=site&custid=s8448101)  Guidelines. *Professional Psychology: Research & Practice*, *31(2*), 197-205.

F no new reading

**Final Exam – Monday December 9, 1-3**

**Writing Rules**

I have noticed that several common writing mistakes appear repeatedly in students’ papers. In order to help you avoid these mistakes, I have listed them for you below. Please remember that in all papers you submit, clarity and organization count!

\* Words to use correctly:

 affect is a verb (except when used as a noun meaning “emotion”)

 effect is a noun (except when used as a verb meaning

 “to cause or accomplish” as in “to effect change”)

 their possessive form of they, used to describe something they have

 they’re contraction of “they are”

 there any other use of the word. There is, over there, etc.

 too also, or in excessive quantity (too much)

 two 2

 to any other use of the word.

 it’s it is

 its any other use of the word, including the possessive form

 empathic not “empathetic”

 should/would/could HAVE not should/would/could OF

\* Don’t use sentence fragments. Each word group that you punctuate as a sentence should contain a grammatically complete and independent thought that can stand on its own.

\* Writing should be formal (i.e., don’t use slang expressions), but don’t try to make it overly formal by using “big words” when ordinary words will do.

\* Don’t make broad generalizations that you can’t back up with a source or reason, unless they are truly common knowledge, or unless you make clear in some way that you are just stating your opinion. (Students sometimes begin papers with statements like, “Since the earliest days of mankind, people have wondered how the mind works.” Unless you are prepared to show me cave paintings illustrating this claim, don’t write it.)

\* Paragraphs should be at least two sentences long.

\* Proofread your paper even after using spell checking programs, to make sure that words like “from” don’t come up as “form,” etc.

\* I also strongly suggest you have a friend or classmate proofread your paper to make sure that it makes sense to other people and to catch grammatical and organizational mistakes. Also, you should not assume any prior specific knowledge on the part of your audience; having someone else read your paper will help you catch this.

**Some Other Interesting Readings on Mood Disorders**

Andrews, P.W. & Thomson, Jr., J.A. (2010). [Depression’s evolutionary roots](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=47241288&scope=site&custid=s8448101). *Scientific American Mind, 20*(7), 56- 61.

Greenberg, P.E. (2021). Major Depressive Disorders Have an Enormous Economic Impact. *Scientific American*  *Mind. 32*(4), 32-33.

Arkowitz, H. & Lilienfeld, S.O. (2014). [Is depression just bad chemistry](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=94382485&scope=site&custid=s8448101)? *Scientific American Mind, 25*(2), 66-67.

Anderson, S. (2019). [The psychobiotic revolution](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=138433825&scope=site&custid=s8448101). *New Scientist, 243*(3246), 34.

Nolen-Hoeksema, S. (2001). [Gender differences in depression](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=6590581&scope=site&custid=s8448101). *Current Directions in Psychological Science,*  *10*(5), 173-176.

Plant, E. A. & Sachs-Ericsson, N. (2004). [Racial and ethnic differences in depression: The roles of social support](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=12316225&scope=site&custid=s8448101)  and meeting basic needs. *Journal of Consulting and Clinical Psychology, 72* (1), 41-52

Vaughan, A. (2019). [Why is pollution linked to schizophrenia and depression](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=138322693&scope=site&custid=s8448101)? *New Scientist, 243*(3245), 14.

Arkowitz, H. & Lilienfeld, S.O. (2007). [The best medicine](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=27094181&scope=site&custid=s8448101)? *Scientific American Mind, 18*(5), 80-83.

Lilienfeld, S.O. & Arkowitz, H. (2014). [The truth about shock therapy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=95539851&scope=site&custid=s8448101). *Scientific American Mind, 25*(3), 70-71.

Wilson, C. (2018). [The drugs don’t work](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=132139918&scope=site&custid=s8448101). *New Scientist, 240*(3198), 34-38.

Shapiro, E. (2019). [A humble solution to global depression](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=134571135&scope=site&custid=s8448101). *Time Magazine, 193*(6/7), 30.

Wong, S. (2017). [Reopen your mind: Psychedelic drugs are transforming the way we think about mental illness,](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=126368272&scope=site&custid=s8448101)  says Sam Wong. *New Scientist, 236*(3153), 28-31.