

**PSYCH 517-400: Psychopathology  
Summer 2018**

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Course Meets: MW 3:00-4:40PM  
Office Hours: by appointment via email

**COURSE DESCRIPTION**

Psychopathology offers students a comprehensive view of psychopathology that incorporates several different theoretical approaches, including but not limited to: biological, social, psychological, cognitive, and neuropsychological. The course also takes an applied approach, which means that students will learn about differential diagnosis.

**PREREQUISITES**

Graduate standing; MA in Applied Clinical Psychology student.

**INSTRUCTIONAL OBJECTIVES:**

1. Describe several different methods for defining abnormal behavior.
2. Familiarize you with the current diagnostic system used by mental health professionals in the U.S. and the five axes of the DSM-5.
3. For each of the disorders included in the DSM-5, identify the symptoms and theories about etiology.
4. Provide you skills and experience to conduct a diagnostic assessment when a client presents for services.
5. Locate the use of the diagnostic system in its current and historical context by discussing relevant theory and empirical findings regarding specific clusters of diagnoses, how and to whom diagnostic labels are typically applied, and the benefits and costs of employing diagnostic labels
6. Understand the cultural dimensions of psychopathology.
7. Think and write critically about the etiology, classification, and diagnosis of psychopathology.

**TEXT AND ASSIGNED READINGS:**

Maddux, J. E., & Winstead, B. A. (2016). *Psychopathology: Foundations for a contemporary understanding* (4th ed.). New York: Lawrence Erlbaum Associates.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: American Psychiatric Press.

**RECOMMENDED TEXTS**

Barlow, D. H. (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5<sup>th</sup> ed.). New York: Guilford Press.

Hersen, M. & Turner, S. M. (2003). *Psychopathology and Diagnosis* (4th ed.). Hoboken, NJ: Wiley.

**Course Website and Communication Plan**

My primary way of communicating to everyone will be through Canvas. I will post any announcements regarding class or assignments on Canvas. Please check each day before class for any announcements. Additional materials, such as course syllabi, readings, homework, discussion boards, quizzes, and/or other material will be made available on the web site throughout the semester. In addition, I will post the grades to the web site grade book.

The site address is <https://psu.instructure.com>. Look for the course in which you are enrolled. You will need a valid Penn State Access Account in order to gain access to the site. Please see me if you need additional help and I will walk you through the validation procedure. You may also call the campus computer consultants at 814-898-6415 or email them at [bditHELP@psu.edu](mailto:bditHELP@psu.edu). Helpdesk staff assists with computing questions and computer hardware/software problems.

Please utilize your Penn State email account when contacting me via email. Make sure the class number and section number, as well as your last name, are in the subject line. If you do not include these in the subject line I may overlook the email. I generally receive about 100 emails a day and have an active junk filter on my email, so please follow these instructions.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it! Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Canvas account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you are not checking your Penn State email and/or Canvas account on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

I intend to be in the course space 1-2 times per day during the work week and once during the weekend. Assignments and discussions should be graded within three business days after the final due date. I will attempt to respond to emails (sent via PSU email) within two business days of receiving them. Please exercise Internet etiquette – be courteous and respectful when you are communicating with me and with other students. Some of the material and discussion topics addressed in the course may be controversial or personal to some. I believe that lively intellectual debate is not only appropriate but essential for a good understanding of abnormal psychology. However, given the prevalence of career concerns, there is a good chance that everyone in this class knows someone struggling with work-related concerns. Be mindful of this fact when you are posting your responses and comments. Personal attacks or put-downs will not be tolerated and will be graded as an automatic 0 and removed from the course space.

### **COURSE POLICIES**

1. Students are expected to login to the course space regularly, read the assigned material prior to the assigned dates, and be prepared to discuss readings in online discussion boards. **Reading the assigned materials is a critical element of actively participating in the course.**
2. No late work will be accepted. “My computer/disk isn’t working” is **not** an acceptable excuse. I see it as the new “My dog ate my homework.” There are enough computers on this campus that you should be able to find one from which you can submit work as long as you plan ahead. Save your work early, often, and in multiple locations.
3. You must use Microsoft Word and save your work in Word files for electronic submissions when you are asked to submit work as an attachment. You must then submit the work as an attachment to the correct Dropbox in Canvas on time. Email is NOT an acceptable form of submission. If you cannot do this from home, you must use computers in the labs on campus, so prepare accordingly.

### **INSTRUCTIONAL METHODOLOGY:**

This course primarily involves in-class meetings, which will include lectures, discussions, and in-class meetings. Some course requirements will be completed outside of class, including several interviewing activities. It is your responsibility to make appropriate arrangements for these activities. Participation is expected, and mandatory in all components of class.

## **GRADING AND ASSIGNMENTS**

Note: I do not assign grades to students; students earn grades. As such, you are the person responsible for ensuring that you obtain the grade that you desire in this class, not me. Your performance both in-class and on assignments allows you to earn a certain grade in this class. This course is designed in such a way that your attendance, preparation, and work outside of class will earn you a favorable grade.

**PARTICIPATION:** Attendance and participation are expected. This course is largely discussion-based, and you will learn the most when you are engaged, and actively interacting with the material and with one another. Participation grades will suffer when students are not present, and are not engaged with the material. Participation is often what “makes or breaks” a student’s grade at the end of the semester, when they are hovering between two grades, or between pass and fail. I have a very clear idea of who participates and who does not. I understand that practicing newly learned interviewing and counseling techniques in front of peers can seem daunting. However, the best way to overcome this anxiety is to practice, practice, practice (i.e., participate, participate, participate). Note: To earn all 10 points you must consistently participate in class. Also, missing more than 2 classes will drastically affect your participation grade (potentially rendering it to 0). A total of 20 participation points can be earned.

**DIAGNOSTIC REPORTS (DR):** Over the course of the semester you will complete five (5) diagnostic reports. You will be provided a case history. From this case history you will complete a 1-2 page typed diagnostic report. The report will contain the reason for the referral; history of the presenting problem; the social, occupational, medical, family, and psychological history; the diagnostically relevant information; observations; and a multiaxial diagnosis. Each diagnostic report will be worth 30 points, for a total of 150 points. The case histories will be accessible and you will submit the diagnostic reports through Canvas.

**TERM PAPER:** Each student will write a 10-page (text) typed term paper in APA format over the course of the semester. Each student will select a specific disorder (to be approved by the instructor) for study. The term paper will begin with a definition and diagnostic description of the selected disorder. Then, the score of the problem (e.g., prevalence/incidence rates) will be discussed. Next, the etiology of the disorder will be presented. Relevant literature (including recent studies) will be discussed. The discussion of etiology must include a consideration of possible biological, cultural, social, and interpersonal factors. Where appropriate, gender and minority related biases/problems will be discussed. The paper should close with a discussion of diagnostic limitations and possible future developments for improving diagnosis. Term papers are worth 50 points.

**FINAL EXAM:** You will complete a final exam worth 90 points. The exam will consist of 90 multiple choice questions. The final exam will be completed online through Canvas. You may retake the final exam five times during the availability period days. Your highest score will be recorded. I strongly encourage you to take the quizzes early and frequently! Do not wait until the last minute in order to give yourself enough time to retake them if you are not happy with your scores. You can begin the exam from any location that has access to Canvas and you will have 90 minutes to complete the exam. Please note that once you begin you cannot stop and restart, so please make sure you are in a location that is conducive to exam-taking. Please see the class schedule for exam availability and due dates. The exam will be open at midnight the day it opens and close at 11:59 pm on the end date.

**Final Grades:** Final grades will be calculated as follows: Participation (20 points); Diagnostic Reports (150 points); Term Paper (50 points); and Final Exam (90 points) = 310 points total.

### Grading System

Numerical Grade	Letter Grade
93% and above	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
70-76.9%	C
60-69.9%	D
Below 60%	F

### General Expectations and Information

First, you can expect this course to be challenging, interesting, and at times demanding. This course is designed to include different activities for learning and hence may challenge everyone in different ways. Though the tried and true standard of textbook reading will be necessary, it will not alone be sufficient to succeed in this course.

Second, please expect that some topics covered in the course will invoke new or difficult thoughts and/or feelings. Remember to be respectful of others thoughts, opinions, and experiences. That being said, it is expected that students do not engage in the perpetuation of stereotypes, discrimination, prejudice, or other forms of bias and intolerance. Please see your instructor if you have further questions or concerns regarding this expectation.

*Preparation for Class.* Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously completing the reading assignments before the start of class. While doing the assigned readings, actively search for the information relevant to the learning objectives. Then, come to class prepared to discuss what you have learned and to ask any questions you might have. The preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, in some cases there won't be 'right' or 'wrong' answers, just points of view). So, do not be afraid to be wrong.

Note that during class meetings we probably will not have time to discuss all the material, or all aspects of those learning objectives that we do discuss. Therefore, I will focus our class time on what I think is most difficult or likely to be misunderstood or on providing additional information not available in the readings. Note that you are responsible for all information relevant to the learning objectives that is presented in the assigned readings (even if we do not discuss it during class meetings) and/or in class (even if it is not mentioned in the readings). Exams will include questions from the reading, lecture, and assignments. Therefore, if you feel confused or uncertain about any material (whether or not it is discussed in class) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class and/or by coming to see me during office hours.

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. If you are having problems in the course, do

not wait too long to talk with me, come early in the semester while there is still time to improve. Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or send an email.

### **The Learning Environment**

Please cooperate with me and your fellow students to create an environment that fosters learning and communication. We all should be respectful in our behavior and comments, and should eliminate disruptions that might be distractions. Disruptions to the learning environment include (but are not limited to): talking while others are speaking, reading newspapers, magazines, or unrelated course material in class, use of personal electronic devices during class (e.g., iPods, text messaging, etc.), eating disruptively in class, or otherwise behaving rudely. Use, or the ringing/buzzing, of cell phones or other electronic devices is particularly disruptive. Please turn off these devices and store them out-of-sight before class begins. If you feel the need to text your friend during our class time, please step out in the hallway to do it. I reserve the right to answer texts and phone calls that occur during scheduled class hours.

No late work will be accepted. “My computer/disk isn’t working” is **not** an acceptable excuse. I see it as the new “My dog ate my homework.” There are enough computers on this campus that you should be able to find one from which you can submit work as long as you plan ahead. Save your work early, often, and in multiple locations.

### **Academic Dishonesty**

This course will strictly adhere to the University policies regarding individual academic integrity, and students are expected to conduct themselves professionally at all times, demonstrating the highest levels of respect for the instructor and the other students at all times. Academic integrity comes under two general headings: behavior toward the instructor and other students, and general integrity. The University defines academic integrity very clearly at: [psbehrend.psu.edu/intranet/faculty-and-staff/faculty-resources/academic-integrity/academic-integrity](http://psbehrend.psu.edu/intranet/faculty-and-staff/faculty-resources/academic-integrity/academic-integrity)

All students are expected to visit, review, and know the contents of this important University site. Dishonesty in any form will not be tolerated. Any violation of academic integrity will receive academic and possibly disciplinary sanctions, including the possible awarding of an XF grade which is recorded on the transcript and states that failure of the course was due to an act of academic dishonesty. All acts of academic dishonesty are recorded so repeat offenders can be sanctioned accordingly.

An iStudy for Success! module (<http://tutorials.istudy.psu.edu/academicintegrity/>) has been created that addresses the issues of academic integrity, plagiarism, and copyright in the Penn State community. The content of this module has been reviewed by the Academic Integrity committees at various colleges and locations throughout the Penn State community as well as by Judicial Affairs, and is appropriate for use in all courses to address academic integrity and related issues and consequences.

Additionally, students are expected to abide by the Penn State Principles, to act appropriately, and to be considerate of other students at all times. This means behaving in ways that are non-disruptive, and are conducive to a vibrant learning environment. Failure to observe these policies or violation of any section of University Policy is punishable by receiving a failing grade, suspension from class, or other actions as outlined in University policies.

### **Receiving Assistance**

If you have any special needs resulting from learning, sensory, or physical disability please see me during the first week of the semester so that we can discuss possible accommodations. I will hold all such matters in

confidence and will provide any reasonable assistance. The Penn State Office of Disabilities can also be helpful in these circumstances. Call (814) 898-6111 to schedule an appointment.

### **I Stand for State.**

Because I know reducing the number of people on this campus who get hurt by interpersonal violence requires everyone doing their part, I pledge to be an active bystander, support survivors of violence and proactively reinforce campus prevention activities. Ask me how you can get involved too. My classroom and office are safe places. Please know you will be supported and heard if you have experienced any form of violence. If you or someone you know experience stalking, partner violence, sexual assault, or other forms of power-based violence, please know you are not alone. There are resources that can help:

- Health and Wellness: 814-898-6217
- Personal Counseling: 814-898-6504
- Student Affairs and Residence Life: 814-898-6111
- Police Services: 814-898-6101 (non-emergency)
- Crime Victim Center: 814-455-9414
- SafeNet: 814-455-1774

### **Educational Equity/Report Bias**

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage (<http://equity.psu.edu/reportbias/>).

### TENTATIVE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
May 7	Thinking About Psychopathology	Chapters 1-3
May 9	Clinical Assessment & Decision Making	Chapters 4-6
May 14	Anxiety Disorders	Chapter 9
May 16	Obsessive Compulsive Disorders	
May 17		Diagnostic Report #1 Due
May 21	Trauma, Somatization, and Dissociative Disorders	Chapters 10, 15, & 16
May 23	Mood & Eating Disorders, Gender Dysphoria	Chapters 11, 23, & 24
May 24		Diagnostic Reports #2-3 Due
May 28	MEMORIAL DAY – NO CLASS	
May 30	Personality Disorders, Substance Abuse, Sexual Dysfunction, Schizophrenia	Chapters 12-14, 17
May 31		Term Paper Due
June 4	Childhood Disorders	Chapters 19-22 Diagnostic Reports #4-5 Due
June 6		Final Due