PSYCHOPATHOLOGY SYLLABUS

**COURSE DESCRIPTION:**

 Psychological functioning is best understood through reliance on and integration of multiple levels of analyses that arise from a variety of disciplines. The Developmental Psychopathology approach draws on diverse scientific fields such as lifespan psychology, clinical psychology, psychiatry, neuroscience, epidemiology, sociology, neuroendocrinology and genetics. This course will be considering inter-related domains of human function which exert transactional effects on mental health. Development in one area influences development in the others. The goal of this class is to provide a comprehensive understanding concerning the mutually influencing processes that underlie maladaptation as well as adaptation. This course will provide a review of a broad spectrum of psychopathological conditions as defined in the DSM. This review will include the etiology of the main disorders. The emphasis of this review will be on comparing and contrasting different theoretical etiological perspectives, as well as reviewing the empirical literature in support of these theoretical perspectives. As an upper-level course, this material will be at an advanced level and presumes mastery of the content of an undergraduate Abnormal Psychology course.

**Prerequisites:** , GENERAL PSYCHOLOGY, ABNORMAL PSYCH

**Course Learning Objectives**

Upon successful completion of this course, the student should:

1. Be able to identify the various conceptualizations of psychopathology
2. Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology
3. Be able to apply theoretical perspectives in reviewing each of the psychopathological conditions covered in the course
4. Recognize the processes underlying continuity and change in patterns of both adaptive and maladaptive behavior
5. Build a foundation of psychopathological knowledge to apply in formulating intervention strategies to treat or prevent a broad

 spectrum of psychopathological conditions.

1. Develop a deeper understanding and appreciation of the humanity of those suffering from mental disorders

REQUIRED TEXT(S):

* Abnormal Psychology Workbook
* Sue, et.al. (2014). *Understanding Abnormal Behavior 11th Ed.* Houghton-Mifflin

Useful Additional Texts

* Diagnostic and Statistical Manual (DSM) current Edition American Psychological Association

## COURSE ASSIGNMENTS:

Evaluation will be based upon performance in the following areas:

~~Class project ‘Mental Health Awareness’ 00%~~

~~Discussion questions 20%~~

Mid-term Exam (key concepts) 25%

Work book completion incl. disorder chart 50%

Final Exam 25%

~~Class Project ‘Mental Health Awareness’: Students will research mental health needs and then devise a way to improve mental health awareness on campus. This project must be approved by the professor and must be completed by midterm.~~

Mid-term Exam: The student will be tested on key terminology.

~~Discussion Questions: Questions must be completed each week~~

Work book Completion including Disorder Chart: The workbook is completed throughout the semester and the disorder chart summarizes student’s learning and beliefs about developmental psychopathology.

Final Exam: The final exam will cover questions pertaining to and summarizing material covered throughout the course.

**Statement on Confidentiality and Emotional Safety:**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the PSYCHOLOGY Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and APS in their code of ethics.

**Statement on Academic Integrity:**

Students are reminded of ACADEMIC integrity as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

**Statement on Class Decorum:**

Please turn off (or set on vibrate) all cell phones. Please do not text during class, nor use lap tops for non- class- related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. LATE attendance and early departure from class are recorded. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

POLICIES:

All DCC grading, attendance, conduct and technology policies are adhered to in this class.

**ex. Disorder chart**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Disorder | Age of Onset | Prognosis | Key Causes | Primary Etiology | Key Terms/concepts |
| Anxiety |  |  |  |  |  |
| Trauma Disorders |  |  |  |  |  |
| Depression |  |  |  |  |  |
| PD |  |  |  |  |  |
| Sexual Disorders |  |  |  |  | Memory RecoveryCultural NormsSexualitySex in the Media |
| Substance and Addictive disorders |  |  |  |  | Use ConsequencesCultural DifferencesMotivational Interviewing |
| Somatic and Dissociative Disorders |  |  |  |  |  |
| Schizophrenia Spectrum disorders |  |  |  |  |  |
| Externalizing and Internalizing |  |  |  |  | ADHDAutism SpectrumI Wet the BedParenting & Self EsteemLearning DisordersIntellectual Development Disorder |
| Eating disorders |  |  |  |  |  |
| Gender Dysphoria |  |  |  |  |  |

This syllabus is subject to change at the professor’s discretion.