COURSE DESCRIPTION / OVERVIEW
This course covers the domain of psychopathology as it is represented in the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5, 2013). The scientific bases of contemporary theories and research regarding major psychological disorders will be studied, with a goal of helping the student recognize and conceptualize a variety of mental health disorders. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. The course will focus on theoretical perspectives and selected current research pertinent to psychopathology, and on scholarly reviews and critiques of current topics in abnormal psychology. Students will be learn about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed.

STUDENT LEARNING OUTCOMES
Following completion of the course, students will be able to demonstrate competency in the following:

- Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.
- Understand and use the DSM-5 nosological system for the classification and diagnosis of psychological disorders.
- Consider the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues.
- Critically evaluate different conceptual approaches to etiology and treatment of psychopathology.
- Demonstrate competency using written expression to demonstrate differential diagnostic and conceptualization skills and to demonstrate understanding of current evidence-based therapeutic treatments for major classes of psychiatric disorders.

TEACHING STRATEGIES
1) Readings: The student is responsible for keeping up with the assigned textbook and journal readings. Topics/chapters will be organized according to the outline provided.
2. Lectures: Class attendance and participation during lectures is expected. In general, lectures are designed to highlight and amplify material from the readings, however, there will be some information in class lecture that is not covered in the text. The PowerPoint presentations that are used for class lectures will be made available on BlackBoard. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.

PREREQUISITES
Prerequisite: Students entering this graduate course will have completed an undergraduate course in Abnormal Psychology, and very often undergraduate courses in Personality and Clinical Psychology as well, all of which serve as a good foundation for the graduate course in Psychopathology.

REQUIRED TEXTS


SUPPLEMENTAL TEXTS


PRIMARY SOURCE READINGS (see reference list on pp. 6-7 of syllabus)

TECHNOLOGY REQUIREMENTS
There are no special technology requirements aside from computer access to BlackBoard.

UNIVERSITY POLICIES AND STUDENT SUPPORT RESOURCES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance. (Policy Number: 3364-50-03)

Academic Accommodations
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office (Rocket Hall, Room 1820. Phone: 419.530.4981)

Student Support Services
Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services http://www.utoledo.edu/success/index.html
Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273.

Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: http://www.utoledo.edu/title-ix/. Policies relating to Title IX can be found at: http://www.utoledo.edu/title-ix/policies.html

Academic Dishonesty

Consistent with University Policy, academic dishonesty will not be tolerated.

Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.

The full University policy on academic dishonesty may be found at http://www.utoledo.edu/dl/students/dishonesty.html

COURSE EXPECTATIONS

Be prepared. Come to class on time and stay for the entire period. Make sure cell phones or pagers are turned off (or set to vibrate) during class. Do not engage in texting or online activity during class. Students need to attend class and participate in class discussions in order to do well in this class.
GRADING
Final course grade will be determined by performance on three types of course evaluations: 1) Quizzes: Twelve short Quizzes (each worth 5 points) will be given that are come from the supplementary diagnostic case study readings; 2) Two take home essay exams (each worth 50 points; one at midterm and one at finals); 3) Two in-class multiple choice exams (each worth 50 points; one at midterm and one at finals). A total of 255 points is possible across the quizzes and exams. Questions on the multiple choice exams will cover material from the course lectures and assigned readings and will also be drawn from the item pool used by the EPPP licensure exam for the area of Psychopathology. The take home essay exams will provide an opportunity to demonstrate professional writing skills and mastery of the readings and research literature. Expectations and grading rubric for the essay exam will be provided.

Final course grades will be determined from the total points earned from the four exams (out of 260), with traditional percentage cut points for grades: 93% or more = A; 90 - 92% = A-; 86 - 89 = B+; 83 – 85% = B; 80 - 82% = B- ; 76 - 79 = C+; 73 - 75% = C ; 70 - 72% = C- ; 66 - 69 = D+ ; 63 - 65% = D; 60 - 62% = D- ; less than 60% correct = F

COMMUNICATION GUIDELINES
The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.

COURSE LECTURES and EXAM SCHEDULE    Version dated: 8/26/2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topics / Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/27</td>
<td>Introduction / Diagnosis / Classification / DSM Hx</td>
<td>DSM-5 Preface and Section 1-DSM-5 Basics (pp 5-25). M&amp;W – Ch. 1 Conceptions of Psychopathology &amp; Ch. 2 Developmental Psychopathology</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/3</td>
<td>Labor Day Holiday – No Class Lecture</td>
<td>Greenberg (2013) – Ch. 1 of Book of Woe: DSM and Unmasking of Psychiatry</td>
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<tr>
<td>Week 3</td>
<td>9/10</td>
<td>DSM / Values in Psychiatric Dx / Etiological Models / Ecopathology / Stress and Psychopathology</td>
<td>M&amp;W – Ch. 6 Classification and Diagnosis B&amp;F – Ch. 1 Dimensional vs. Categorical Classification</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/17</td>
<td>Neurobiological Models / Neurotransmitters / Limitations of Psycharmacology</td>
<td>M&amp;W – Ch. 3 Psychopathology: A Neurobiological Perspective B&amp;F – Ch. 2 Research Domain Criteria</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/24</td>
<td>Anxiety Disorders I / HPA axis / Phobias / Panic Disorder / GAD Anxiety Disorders II / OCD / PTSD / Treatments for Anxiety Disorders</td>
<td>DSM – Anxiety Disorders (pp 189-234) M&amp;W – Ch. 9 Anxiety Disorders, OCD, and Related Disorders DSM – OCD (pp 235-264) DSM – PTSD (pp 265-290) M&amp;W – Ch. 10 Trauma and Stressor-Related Disorders</td>
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<tr>
<td>Week 6</td>
<td>10/1</td>
<td>Affective Disorders I / Depression /</td>
<td>DSM – Depressive Disorders (pp 155-188)</td>
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<tr>
<td>Week</td>
<td>Day &amp; Date</td>
<td>Lecture Topics / Activity</td>
<td>Case Readings</td>
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<tr>
<td>Week 1</td>
<td>8/27</td>
<td>Introduction / Diagnosis / Classification / DSM Hx</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>9/3</td>
<td>Labor Day Holiday – No Class Lecture</td>
<td>Anxiety Cases</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/10</td>
<td>DSM / Values in Psychiatric Dx/ Etiological Models / Ecopathology / Stress and Psychopathology</td>
<td>OCD Cases</td>
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**CASE READINGS and QUIZ SCHEDULE**
<table>
<thead>
<tr>
<th>Week 4</th>
<th>9/17</th>
<th>Neurobiological Models / Neurotransmitters / Limitations of Psychopharmacology</th>
<th>Trauma Cases</th>
<th>Sat 9/15</th>
<th>Fri 9/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>9/24</td>
<td>Anxiety Disorders I / HPA axis / Phobias / Panic Disorder / GAD Anxiety Disorders II / OCD / PTSD / Treatments for Anxiety Disorders</td>
<td>Depressive Disorder Cases</td>
<td>Sat 9/22</td>
<td>Fri 9/28</td>
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<tr>
<td>Week 6</td>
<td>10/1</td>
<td>Affective Disorders I / Depression / Dysthymia</td>
<td>BD Cases</td>
<td>Sat 9/29</td>
<td>Fri 10/5</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/8</td>
<td>Affective Disorders II / Bipolar / Essay Exam 1 given out</td>
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<tr>
<td>Week 8</td>
<td>10/15</td>
<td>Affective Disorders III</td>
<td>Essay Exam 1 due Friday 10/19</td>
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<tr>
<td>Week 9</td>
<td>10/22</td>
<td>Schizophrenia Spectrum and Psychotic Disorders I</td>
<td>Schizophrenia Cases</td>
<td>Sat 10/6</td>
<td>*Mon 10/29</td>
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<td></td>
<td></td>
<td>Multiple Choice EXAM 1 (administered on-line in 5th floor computer lab, outside of class lecture time)</td>
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<tr>
<td>Week 10</td>
<td>10/29</td>
<td>Schizophrenia Spectrum and Psychotic Disorders II</td>
<td>Somatic Disorders Cases + Dissociative Disorders Cases ***2 quizzes this week!</td>
<td>Sat 10/27</td>
<td>Fri 11/2</td>
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<tr>
<td>Week 11</td>
<td>11/5</td>
<td>Somatic Symptom Disorders Dissociative Disorders</td>
<td>PD Cases, Part 1</td>
<td>Sat 11/3</td>
<td>Fri 11/9</td>
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<tr>
<td>Week 12</td>
<td>11/12</td>
<td>Personality Disorders</td>
<td>PD Cases, Part 2</td>
<td>Sat 11/10</td>
<td>Fri 11/16</td>
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<tr>
<td>Week 13</td>
<td>11/19</td>
<td>Personality Disorders II</td>
<td>ADHD Cases</td>
<td>Sat 11/17</td>
<td>*Mon 11/26</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/26</td>
<td>ADHD Essay Exam 2 given out</td>
<td>Eating Disorder Cases</td>
<td>Sat 11/24</td>
<td>Fri 11/30</td>
</tr>
<tr>
<td>Week 15</td>
<td>12/4</td>
<td>Eating Disorders</td>
<td>Essay Exam 2 due Friday 12/8</td>
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<tr>
<td>** FINALS Week **</td>
<td>12/10</td>
<td>** FINAL EXAM (in 5th floor computer lab Monday, 12/10 2:00-4:00) **</td>
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</table>
PRIMARY SOURCE readings supporting and amplifying the class material for each lecture topic are contained as links within the PowerPoint presentations made available to students on Blackboard. These readings include empirical research and critical reviews illustrative of the areas of psychopathology covered by the course and types of methodologies used in treatment outcome research:


