Course Description

The purpose of the course is to introduce you to the field of adult psychopathology, the science of diagnosing psychological disorders. A goal of the class is to emphasize the development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that proclaims to be scientific or based on research.

Course Objectives

By the end of this course, you will be able to:

1. Understand the development process of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
2. Apply DSM-5 diagnostic criteria accurately
3. Understand the structure of the diagnostic categories of DSM-5
4. Communicate the challenges of a diagnostic system such as the DSM-5

Materials

Textbook: Comer: Essentials of Abnormal Psychology

DSM-5 Electronic edition available free online.

You will need an autobiography of a person who has had a period of severe impairment or distress. Many are available at the Oxford College Library

Assignments

Concept Checks. (50 points) There will be 10 concept checks on readings and videos to help you to understand and rehearse material as you go. You’ll have at least 2 attempts on these concept checks.
**Diagnostic Quizzes** (25 points) There will be 5 quizzes where you'll need to indicate the diagnosis for a client from a case example.

**Exams** (300 points) There will be three exams (all cumulative) worth 100 points each. The exam items will be taken primarily from class material, but you can expect some questions on reading material, films, or any class activity. If you feel that the answer you chose for a question is better than the one I’ve selected as the correct answer, submit your case in WRITING to me (after a 24 hour “cool down” period). You will have until the next exam to turn in these written explanations.

**Intake Report** (50 points) Your assignment is to examine the way an autobiography portrays psychopathology. You will write an intake report by using the sample one in Canvas ([Intake Report Sample](#)). In addition to the intake report, you'll also include quotes from the book to support your diagnosis, and a paragraph that outlines the impact the disorder had on your client's daily functioning.

**Evaluation**

The final grade will be based on 10 concept checks (50 points) three exams (300), 5 Diagnostic quizzes (25), and your Intake Report (50 points) for a total of 425 points. A letter grade will be assigned to the TOTAL points accumulated during the semester. You can keep track of your grade in Canvas.

**Course Topics**

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Course Policies

Subject to change

The class outline on the following page should be considered very fluid. Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

EMAIL (I reserve the right not to answer emails that do not follow this policy.)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don’t ask questions you can easily find yourself like “When is the next test?” or “When is the paper due?” You might consider the ‘crossing the quad’ rule. If you wouldn’t cross the quad to ask me this question why email it to me?

STUDENT WORK
Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

ACADEMIC INTEGRITY
Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.
All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the Honor Code and will result in a failing grade for the entire course. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please http://oxford.emory.edu/academics/student-services/student-honor-code/ for more details on the honor code.

Teaching/Learning During the Pandemic

I want our classroom community to thrive no matter the classroom delivery method or your individual methods of participating in class. I cannot guarantee an identical experience for students who cannot be physically in the classroom or an experience that is identical to pre-pandemic semesters, but my goal is to treat all students equitably and to ensure grading is clear, consistent, and fair for all of you.

This semester is unusual in that there is a pandemic. This class is being remotely taught. My goal is for all students to receive a high-quality experience to the extent possible. To that end, during the summer I participated in Emory University’s workshops on online teaching methods, and I am prepared to teach this class remotely.

Due to the unusual nature of the semester, communication is important. I commit to responding to emails within 2 business days, and my intention to respond faster than that most of the time. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Attendance Policies

This semester due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. For students in quarantine who are well, we have provided ways that you can keep up with your schoolwork, whether our class is delivered online or in person. Please also contact me via email if you are in quarantine.

Accessibility and Accommodations

As the instructor of this course, I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request
accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at [http://accessibility.emory.edu/students/](http://accessibility.emory.edu/students/). Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.

**Class session recording**

Our class sessions on Zoom will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.