

PSYC-531: Advanced Psychopathology

AH0333

Thursdays 12:30 pm -3:20 pm

Instructor Information

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Course Information

Welcome! This course is designed to introduce a variety of different topics in psychopathology, such as common mental disorders and their symptoms, etiology, course, treatments, and diagnostic procedures. As this is a graduate course, you are expected not only to retain key information about these disorders but also to understand major research findings related to each topic. Students are also expected to engage in meaningful discussion based on their thorough reading/understanding of the class material.

Course Objectives

After successfully completing this course, you are expected to:

- Understand mental disorder classification systems (e.g., Diagnostic and Statistical Manual of Mental Disorders) and critically evaluate its strengths and limitations.
- Identify and understand major characteristics of common mental disorders.
- Understand the comprehensive structure of psychopathology and its research.
- Gain knowledge of treatment approaches for common mental disorders.
- Develop a better understanding of how psychopathology research is conducted and learn to critically evaluate studies.

Required Texts and Readings

Required Text

- Krueger, R. F., & Blaney, P. H. (Eds.). (2023). *Oxford textbook of psychopathology*. Oxford University Press.

Recommended Text

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- There are copies at the Resource Center and the Lovejoy Library.

Course Requirements and Grading Criteria

Grades will be based on performance in the following activities.

Graded Activity	Points
<p>Discussion Questions and Responses:</p> <p>For each class, you are expected to submit <u>2 discussion questions per week</u> based on the reading of <u>textbook chapter(s) and articles</u>. Please ask one question from the chapter(s) and one question from presenters' readings.</p> <p>Two things need to be done:</p> <ol style="list-style-type: none"> (1) You should type your discussion question onto an excel spreadsheet by <u>Tues 5pm</u> each week so that everyone will have a chance to read them before class (the spreadsheet link will be posted on Blackboard). (2) Everyone is expected to choose 2 questions (one from chapter, one from article) submitted by others, answer them, and be prepared to discuss your responses in class. Please email me your answers, too, which I will count as a submission (<u>DUE before class on Thursday</u>). (3) Please check for grammar and typos. <p>Each discussion question submission is worth 5 points, and your answer submission is worth 5 points (10 x 11 weeks = 110 points).</p>	110
<p>Research Proposal Topic Discussion:</p> <p>Based on the topics/disorders learned in class, you will design and present a research project.</p> <p><u>Two requirements:</u></p> <ol style="list-style-type: none"> a. Please explore symptoms using transdiagnostic dimensional approach. b. Please design a project with diversity issues in mind. <p><u>Topic Discussion (50 points)</u> (please see the end of the syllabus for details):</p> <ol style="list-style-type: none"> a. What is your research about? What is your general hypothesis? (15 points) b. Provide literature supporting your general (not specific) hypothesis. (15 points) c. What is/are the transdiagnostic dimensions(s) in your study? (10 points) d. How will you address diversity issues in your study? (10 points) <p><u>Final Presentation (50 points)</u> (please see the end of the syllabus for details):</p> <ol style="list-style-type: none"> a. What were the suggested comments and how did you address those? (20) b. Explain your research methods: participants, measures, procedure. (20points) c. Data Analysis (10) <p><u>Discussion (20 points)</u> (please see the end of the syllabus for details)</p>	120

<p>During the topic discussion week, you are expected to listen to your peers' presentations and ask questions and provide feedback. We will share a google doc for feedback. Presenters are expected to incorporate feedback into their final presentation.</p>	
<p>Exams 1 and 2</p> <p>There will be two in-person exams.</p>	200
<p>In-class Presentation:</p> <p>Every student should read the assigned class readings. One student will present and lead class discussions on one of the readings for the week. This presentation involves (1) summarizing the class reading, and (2) leading discussions based on submitted questions, including your own. Handouts would be helpful. Please do not confuse reading the handout with a presentation.</p> <p>Chapter Options for Presentations:</p> <ul style="list-style-type: none"> • Historical and Philosophical Considerations • Lifespan and Multicultural Perspectives • Developmental Psychopathology • ADHD • Autism Spectrum Disorder • Paraphilia Gender Dysphoria, and Hypersexuality • Narcissistic PD • Schizotypy • Sleep and Circadian Rhythm Disorders <p>How to summarize the reading:</p> <ol style="list-style-type: none"> a. Three major points to learn from the reading b. Two questions for the class <p>Grading Criteria (please see the end of the syllabus for details):</p> <ol style="list-style-type: none"> a. Summary (15 points) b. Quality of Discussion (15 points) c. Presentation Quality (10 points) d. Engagement with Class (10 points) 	50
TOTAL	480

Course Expectations:

- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can set up an appointment or email me.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning

process of your fellow classmates and impede my ability to cover the material in an efficient manner.

Departmental Policies

Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Students Needing Accommodations

It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

Writing Center Information

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. For more information, or to schedule a 30-minute consultation, please call our front desk (650-2045), visit our website (siue.edu/lss/writing), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).

Class Schedule			
*Schedule subject to change at the discretion of the professor			
Wk	Date	Topic	Notes
1	8/22	Introduction Syllabus and semester overview	
2	8/29	CH1. Classification in Traditional Nosologies	Present: CH4 RDoC (You can use the article, too)
3	9/5	CH7. GAD, Panic, SAD, and Specific Phobia	Present: Articles
4	9/12	CH3. HiTOP	
5	9/19	CH8. OC and Related Disorders	Present:
6	9/26	CH9. PTSD and Dissociative Disorders	Present:
7	10/3	CH10. Mania and Bipolar Spectrum Disorders	Present:
8	10/10	Exam 1	In class
9	10/17	CH11. Depression: Social and Cognitive Aspects	Present: Articles
10	10/24	CH25 & CH26. Personality Disorders	Present: CH28. BPD
11	10/31	Research Project Presentations + Discussion: This will be an “idea sharing and giving feedback” session.	Presentation 10 mins + Discussion 5 mins per student
12	11/7	CH12 & CH13: Substance Use Disorders	Present: CH30. Psychopathy and ASPD
13	11/14	CH14 & CH15 Schizophrenia	Present: CH16. Paranoia and Paranoid Beliefs
14	11/22	CH18 Eating Disorder	Present: CH22. Functional Somatic Disorders
15	11/28	Thanksgiving Week	
16	12/5	Research Project Presentations + Discussion: This will be a presentation on how you incorporated feedback from your first presentation.	
	12/12 (or TBD)	Exam 2	In class

Readings

Week 2

Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72-145.

Week 3

Lahey, B. B., Applegate, B., Hakes, J. K., Zald, D. H., Hariri, A. R., & Rathouz, P. J. (2012). Is there a general factor of prevalent psychopathology during adulthood? *Journal of Abnormal Psychology*, 121(4), 971-977.

Dalglish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology*, 88(3), 179-195.

Week 9

Hollon, S. D., Andrews, P. W., Singla, D. R., Maslej, M. M., & Mulsant, B. H. (2021). Evolutionary theory and the treatment of depression: It is all about the squids and the sea bass. *Behaviour Research and Therapy*, 143, 1-11.

Moncrieff, J., Cooper, R. E., Stockmann, T., Amendola, S., Hengartner, M. P., & Horowitz, M. A. (2022). The serotonin theory of depression: A systematic umbrella review of the evidence. *Molecular Psychiatry*, 28, 1-14.

Supplemental Readings

Bach, B., & Tracy, M. (2022). Clinical utility of the alternative model of personality disorders: A 10th year anniversary review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 369-379.

Caspi, A., & Moffitt, T. E. (2018). All for one and one for all: Mental disorders in one dimension. *American Journal of Psychiatry*, 175, 831-844.

Clark, L. A., & Watson, D. (2022). The trait model of the DSM-5 alternative model of personality disorder (AMPD): A structural review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 328-336.

Eaton, N. R., Rodriguez-Seijas, C., Carragher, N., & Krueger, R. F. (2015). Transdiagnostic factors of psychopathology and substance use disorders: A review. *Social Psychiatry and Psychiatric Epidemiology*, 50(2), 171-182.

Jardas, E. J., Ladd, B. A., Maheux, A. J., Choukas-Bradley, S., Salk, R. H., & Thoma, B. C. (2023). Testing the minority stress model across gender identity, race, and ethnicity among US gender minority adolescents. *Journal of Psychopathology and Clinical Science*, 132, 542-554.

Kotov, R., Krueger, R. F., Watson, D., Cicero, D. C., Conway, C. C., DeYoung, C. G., Eaton, N. R., Forbes, M. K., Hallquist, M. N., Latzman, R. D., Mullins-Sweatt, S. N., Ruggero, C. J., Simms, L. J., Waldman, I. D., Waszczuk, M. A., & Wright, A. G. (2021). The Hierarchical Taxonomy of Psychopathology (HiTOP): A quantitative nosology based on consensus of evidence. *Annual Review of Clinical Psychology, 17*, 83–108.

Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist, 64*(4), 241–256.

Settles, I. H., Warner, L. R., Buchanan, N. T., & Jones, M. K. (2020). Understanding psychology's resistance to intersectionality theory using a framework of epistemic exclusion and invisibility. *Journal of Social Issues, 76*(4), 796-813.

Grading Rubric

Topic Discussion (50 points)

1. Research Overview and Hypothesis (15 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
14-15 points	12-13 points	10-11 points	8-9 points	0-7 points
The research topic is clearly defined, and the general hypothesis is well-articulated, showing a deep understanding of the research question. The hypothesis is innovative and well-grounded in the topic discussed.	The research topic is defined, and the general hypothesis is articulated but may lack innovation or clarity. The understanding of the research question is good but could be improved.	The research topic is somewhat defined, and the general hypothesis is present but lacks clarity or depth. The understanding of the research question is basic.	The research topic is vague, and the hypothesis is unclear or poorly developed. The understanding of the research question is limited.	The research topic is unclear, and the hypothesis is missing or inadequately defined.

2. Literature Review (15 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
14-15 points	12-13 points	10-11 points	8-9 points	0-7 points
The literature review is thorough, relevant, and well-integrated, providing strong support for the general hypothesis. The sources are current and from reputable journals.	The literature review is relevant and supports the hypothesis but may not be as thorough or well-integrated. The sources are mostly current and from reputable journals.	The literature review provides some support for the hypothesis but may lack depth or relevance. The sources are somewhat relevant but may include outdated or less reputable references.	The literature review provides minimal support for the hypothesis and is poorly integrated. The sources are limited, outdated, or not from reputable journals.	The literature review is missing or fails to support the hypothesis. The sources are inadequate or missing.

3. Transdiagnostic Dimensions (10 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
9-10 points	8 points	7 points	6 points	0-5 points
The study clearly identifies and explores transdiagnostic dimensional aspects, demonstrating a sophisticated	The study identifies transdiagnostic dimensional aspects but may not fully explore their relevance or	The study mentions transdiagnostic dimensions but does not fully explore or clearly define them in	The study minimally addresses transdiagnostic dimensions, with limited understanding or	The study does not address transdiagnostic dimensional aspects, or they are completely irrelevant to the research topic.

understanding of how these dimensions intersect with the research topic.	intersection with the research topic.	relation to the research topic.	relevance to the research topic.	
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4. Addressing Diversity Issues (10 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
9-10 points	8 points	7 points	6 points	0-5 points
The study thoughtfully and comprehensively addresses diversity issues, showing an in-depth understanding of how diversity factors influence the research. The approach is innovative and inclusive.	The study addresses diversity issues, showing a good understanding of their influence on the research. The approach is sound but may lack some depth.	The study mentions diversity issues but does not fully explore or integrate them into the research design. The approach is basic.	The study minimally addresses diversity issues, showing limited understanding or integration into the research design.	The study does not address diversity issues, or the approach is superficial and lacks relevance.

Final Presentation (50 points)

1. Addressing Feedback (20 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
18-19 points	16-17 points	14-15 points	12-13 points	0-11 points
All suggested comments and feedback are thoroughly addressed in the final presentation, showing significant improvement and refinement of the research project.	Most of the suggested comments and feedback are addressed, with noticeable improvements to the research project.	Some of the suggested comments and feedback are addressed, with minimal improvements made to the research project.	Few of the suggested comments and feedback are addressed, with little improvement to the research project.	Suggested comments and feedback are ignored, with no noticeable improvements made to the research project.

2. Research Methods (20 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
18-19 points	16-17 points	14-15 points	12-13 points	0-11 points
The research methods are thoroughly	The research methods are explained,	The research methods are described but may	The research methods are poorly described	The research methods are missing, unclear,

explained, including detailed descriptions of participants, measures, and procedures. The methodology is well thought out and appropriate for the research question.	including participants, measures, and procedures, but may lack some detail or clarity. The methodology is generally appropriate for the research question.	be vague or lack sufficient detail. The methodology is basic but somewhat appropriate for the research question.	or lack significant detail. The methodology is questionable or not fully appropriate for the research question.	or inappropriate for the research question.
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3. Data Analysis (10 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
9-10 points	8 points	7 points	6 points	0-5 points
The data analysis plan is clearly articulated and appropriate for the research design. It shows a strong understanding of statistical methods and how they will be applied.	The data analysis plan is generally clear and appropriate but may lack some detail or depth. The understanding of statistical methods is good but could be improved.	The data analysis plan is present but may be vague or lack sufficient detail. The understanding of statistical methods is basic.	The data analysis plan is unclear or poorly defined. The understanding of statistical methods is limited.	The data analysis plan is missing, unclear, or inappropriate for the research design.

Discussion (20 points)

1. Engagement in Peer Presentation (20 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
18-19 points	16-17 points	14-15 points	12-13 points	0-11 points
Actively listens, asks insightful questions, and provides thoughtful feedback during peer presentations. Demonstrates a high level of engagement and contribution to the discussion.	Listens attentively, asks relevant questions, and provides feedback during peer presentations. Shows good engagement with the discussion.	Participates in peer presentations but may ask basic questions or provide limited feedback. Engagement with the discussion is minimal.	Rarely participates in peer presentations, with little to no questions or feedback provided. Engagement with the discussion is limited.	Does not participate in peer presentations, with no questions or feedback provided. Shows no engagement with the discussion.

Chapter/Article Presentation Grading Rubric (50 points)

1. Summary of the Readings (15 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
14-15 points	12-13 points	10-11 points	8-9 points	0-7 points
The summary clearly identifies and explains the three major points from the reading. The explanation is thorough, insightful, and demonstrates a deep understanding of the material.	The summary covers the three major points but may lack depth in explanation or insight. The student demonstrates a good understanding of the material.	The summary includes the three major points but is somewhat vague or lacks depth. The understanding of the material is adequate but could be improved.	The summary misses one or more major points, or the explanations are unclear or superficial. The understanding of the material is incomplete.	The summary is missing or fails to adequately cover the major points, showing little to no understanding of the material.

2. Quality of Discussion Questions (15 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
14-15 points	12-13 points	10-11 points	8-9 points	0-7 points
The questions are thought-provoking, relevant, and encourage deep discussion. They demonstrate a high level of critical thinking and understanding of the material.	The questions are relevant and promote discussion but may not be as insightful or thought-provoking.	The questions are somewhat relevant but may lack depth or connection to the major points of the reading.	The questions are basic, showing little critical thought, or are only loosely related to the reading.	The questions are missing, irrelevant, or fail to engage the class in meaningful discussion.

3. Presentation Quality and Delivery (10 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
9-10 points	8 points	7 points	6 points	0-5 points
The presentation is clear, well-organized, and engaging. The presenter confidently leads the discussion and effectively uses handouts or other materials.	The presentation is clear and organized, though it may lack engagement or polish. The presenter leads the discussion adequately.	The presentation is understandable but may be disorganized or lack engagement. The presenter's role in leading the discussion is minimal.	The presentation is unclear or poorly organized. The presenter struggles to lead the discussion or relies too heavily on the handout.	The presentation is confusing, disorganized, or lacking in substance. The presenter does not effectively lead the discussion.

4. Engagement with Class (10 points)

Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
9-10 points	8 points	7 points	6 points	0-5 points
Actively engages the class in discussion, encouraging participation and responding thoughtfully to questions or comments.	Engages the class in discussion, though interaction may be somewhat limited or less dynamic.	Some engagement with the class, but may not fully encourage participation or respond adequately to comments.	Limited engagement with the class, with little effort to encourage participation or interact with classmates.	No meaningful engagement with the class. The presentation feels disconnected from the audience.