Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
Course Overview
This course is designed to increase students' knowledge of the etiology, diagnosis, treatment and prognosis of major psychological disorders as defined by the Diagnostic and Statistical Manual (DSM). Students will learn to compare and contrast symptoms of psychological disorders with non-disordered behaviors, cognitions, and affects. Students will assess and critically analyze research methods and findings (outcomes) regarding assessment and treatment of psychological disorders. Students will explore common myths and misconceptions of psychopathology and be familiarized with the current, empirically supported, disorder-specific therapies. Students will evaluate ethical issues regarding treatment and current status of treatment resources. Students will consider issues related to stigma and the impact of mental illness on the person and his/her support system.

This course will include some lecture-style instruction, but will primarily rely on discussion and other experiential learning strategies. Therefore, please be sure to complete assigned readings before class sessions so you can be appropriately active during class time. “ Appropriately active” means you will show your preparedness by participating daily in discussions/activities and will also demonstrate respect for your fellow students by not dominating class discussion time.

Learning Objectives
By the end of this course, students will be able to:
1. Use basic psychological terminology and concepts to differentiate psychiatric diagnostic categories (APA 1.1a)
2. Use the concepts, language, and major theories of psychology to offer multiple plausible explanations for psychopathology (APA 1.3)
3. Demonstrate knowledge and understanding the interaction of heredity and environment on various psychiatric conditions (APA 1.2d1)
4. Develop a comprehensive strategy for locating relevant scholarship regarding psychopathology to address psychological questions; read and summarize complex ideas accurately from psychological research (APA 2.2)
5. Be an informed consumer of research and a critic of unsupported claims about signs, symptoms and treatment for abnormal behaviors (APA 2.4)
6. Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) (APA 4.2b)
7. Collaborate successfully on small group classroom assignments (APA 5.4a)

Transferable Skills
Students in this course will develop and practice the following skills that employers find particularly valuable:

1) Critical thinking, decision-making, and problem solving
2) Teamwork
3) Project management
4) Communication
5) Information literacy

Materials

- Diagnostic and Statistical Manual (from OSU library online)
- Articles from peer-reviewed journals (will be posted on Carmen)
- Please bring a device that allows you to access the internet and view and/or edit articles/documents to every class session. Laptops and tablets are better than cell phones, but smart phones will work.

Office Hours

I am on campus on Tuesdays and Thursdays, I hold regular office hours, and am available for appointments or email exchanges at other times. Please be an active consumer of your education and use these resources as often as is helpful to you.

Coursework

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>17.5%</td>
</tr>
<tr>
<td>Exploration of Empiricism (5 total, lowest score will be dropped)</td>
<td>17.5%</td>
</tr>
<tr>
<td>Psychopathology Quizzes (9 total, lowest 2 scores will be dropped)</td>
<td>20%</td>
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<tr>
<td>Projects (two – each worth 15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Learning Pathway Presentations</td>
<td>15%</td>
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</tbody>
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See course schedule below for due dates.

A. ATTENDANCE AND PARTICIPATION (TOTAL 17.5%)
Description: On most class days there will be an opportunity for participation/reflection on various learning activities. The purpose of these assignments is to help you: a) engage in integrative thinking about course topics; b) think critically about psychopathology; c) increase psychological information literacy. Assigned activities will incorporate each week’s topic, including readings, discussions and/or videos. Some activities will be completed within assigned groups and some will be completed individually.
The vast majority of these will take place in-class only – thus, the only way to get these points is to be in class that day – no make-ups, no exceptions. There might be a very (very) few of these activities that will be able to be done either in class or outside of class and turned in. No activity that is in-class only will be eligible to be turned in at any other time than when it is given in class.

- In order to account for the random events that often keep people from attending classes, I will drop your 3 lowest scores in this category. This allows you to miss approximately 11% of class time without losing points.

B. EXPLORATION OF EMPIRICISM (TOTAL 17.5%)
Description: Reading research is difficult, time-consuming, and a skill that needs practice. I believe this course works best if you read the material before you begin the activities/discussions for each topic. Five times during the semester, each student will read an assigned article from a peer-reviewed journal and/or other publications and complete a worksheet related to the reading(s) and course content. The lowest score of these assignments will be dropped.

Academic integrity and collaboration: You may discuss the readings with other students and instructional staff as much as you like. Your worksheet submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

C. PSYCHOPATHOLOGY QUIZZES (TOTAL 20%)
Description: Each student will take 9 quizzes (lowest 2 scores will be dropped). Quizzes will be open-book, open-note and include a combination of T/F, Multiple Choice, Fill in the blank and/or Short Essay questions. If you are unable to take a quiz during the scheduled window, you will need to contact me as soon as possible BEFORE THE QUIZ OPENS to discuss your options. Please note that medical documentation of severe illness may be required. Travel plans, including non-refundable airline tickets, will not be accepted as a reason to reschedule a quiz.

If you miss a quiz without pre-approval of the instructor, it is most likely that you will receive a zero for that quiz. If you feel you have legitimate extenuating circumstances that made it impossible for you to contact the instructor before the quiz, you are welcome to present your case to the instructor. The instructor’s decision about make-ups in these situations is final.

Academic integrity and collaboration: You may study with other students and ask questions of instructional staff as much as you like before the exam window opens. You may use your notes, any study aides you personally created and your textbook as you like during the exam. You may not use materials created by anyone other than yourself. Asking for and/or receiving information about the quiz/exam from a student who has already completed it is cheating. Giving information about the quiz/exam to other students is also cheating. Cutting and pasting any part of a response, whether from your own writing or not, is not permitted.

D. PROJECTS (TOTAL 30%)
- To connect class with the outside world, you will complete 2 activities outside of class that are related to course topics
due dates – you will submit 1 activity report at each deadline. Early submissions are happily accepted. See below for late submission penalties.

Here is what you will do to earn your credit:
- Complete the activity on the assigned topic (see separate page for information)
- Answer the prompts provided on Carmen in the form provided – I strongly suggest looking at this form BEFORE deciding on the activity!
- Submit your form to Carmen by the due date
- Each is worth 15% of your grade (total 30%)

E. LEARNING PATHWAY PRESENTATIONS (TOTAL 20%)
There are many different ways to learn and each has its strengths and weaknesses. In this class, I’d like to give you an opportunity to choose your own learning pathway for part of your grade. This will hopefully allow you to individualize your methods of obtaining information about abnormal psychology while still demonstrating mastery of key concepts and processes.

Every student will choose one of the following learning pathways:

Emphasis on group process

Perhaps you are a strong extrovert and find it energizing and exciting to share ideas and problem-solve with peers. Perhaps you are looking for a way to develop your group skills. Perhaps you have a very flexible schedule and hope to find some people with common interests to share your time with. If this is your choice for learning in this class, you will complete a group presentation on a topic of your choice.

Emphasis on individual scholarship

Perhaps you are a strong introvert and find it energizing and exciting to explore and think about ideas independently. Perhaps you have a very busy schedule and know that trying to find multiple times to meet and work with a group will be difficult this semester. Perhaps you had a very bad recent experience with group work and are not yet ready to immerse yourself into that type of learning opportunity. If this is your choice for learning in this class, you will research and individually present a “learning moment” to your classmates on a topic of your choice.

Emphasis on applying your knowledge

Perhaps you are a hands-on learner and find it energizing and exciting to analyze real world behaviors in terms of theories and principles you’ve learned about in class. Perhaps most of your courses involve a lot of reading and written work and you want to do something a little bit different in this course complete an additional project on a topic of your choice and share with the class (individual presentation).

Grades

- Grading scale = University standard
<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<th>Grade</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89.9</td>
<td>C+</td>
<td>77-79.9</td>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>B</td>
<td>83-86.9</td>
<td>C</td>
<td>73-76.9</td>
<td>D</td>
<td>60-66.9</td>
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<tr>
<td></td>
<td></td>
<td>B-</td>
<td>80-82.9</td>
<td>C-</td>
<td>70-72.9</td>
<td>E</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Attendance**

- All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.
- If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do **not** provide copies of my slides or notes under any circumstances.
- Students are always welcome to come to office hours to look at my notes and write any notes they wish from them, regardless of whether they attended class or not.

**Make-up Policies**

- Participation Points
  An allowance has already been built into the Participation Points (i.e., you can miss 3 class days without penalty). These are designed to be experiential and part of the in-class milieu. Missing three classes is approximately 11% of scheduled class time for the semester. Missing four classes is almost 15% of scheduled class time. If you miss four or more class meetings, you should expect your grade to be negatively affected. Thus, no further make-ups will be considered or given, no matter the circumstances.

- Exploration of Empiricism
  Late assignments will be penalized by 50% for the first 24 hours after the deadline (i.e., from 9:36 am on the due date until 9:35 am on the next day) – after that, no late papers will be graded, regardless of the excuse. Absolutely no reports will be accepted hard copy or via email, you must submit them to Carmen.

- Projects
  The project due dates are on the syllabus, will be announced on the first day of class and will not change. Early submissions are welcome. Projects submitted within 24 hours after the due date will be graded with a 50% penalty. I urge you to complete and turn in the projects in a timely manner. Reasons including (note that this list is not comprehensive) my computer was not working properly, I was unaware that the deadline was at 6:00 pm instead of midnight, I was stuck in traffic/had to work overtime and could not submit at 6:00 pm and I completely forgot about this project will **NOT** protect you from the late penalty.

  If you turn in the project more than 24 hours after it is due, it is most likely that you will receive a zero for that assignment. If you feel you have legitimate extenuating circumstances that made it impossible for you to complete the
assignment by the deadline, you are welcome to present your case to the instructor. The instructor’s decision about make-ups in these situations is final.

Learning Pathway Presentations
These are class presentations and are designed to be experiential, so make-ups will only be considered under the most emergent of situations. Please check the dates for your presentation day and be sure that you can be here – switching dates is only possible before the pathway presentations have started. Under no circumstances will a make-up be considered without clear documentation from a professional medical source that demonstrates that you were medically precluded from attending class on the date in question. You must contact me regarding your emergency prior to the missed day with your documentation so that we may work together to determine if you are eligible for a make-up.

You Can Expect from Me…

- **Respect** for you and your contributions to this course & help mastering material
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email and appointments
- **Fairness**: I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code. I am glad you are reading the syllabus so carefully! Email me by 9:35 am on Thursday 8/26 with “3331 syllabus EC” in the subject line and you will earn some extra credit.
- **Prompt responses**, including returning emails within 48 hours and posting scores for graded work in a timely fashion
- **Trust** that you are a capable individual and will therefore complete the responsibilities associated with this class and accept responsibility for any failure to do so
- **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency, I will NOT answer the phone during class if it is not an emergency; I will not check my email, social media, or texts during class without reason to believe it is an emergency
I Will Expect from You...

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1)
- **Openness** - to new ideas & ways of looking at the topics
- **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings. If you have an emergency, please leave the room to handle it & plan to stay home that day if you would rather interact with material that is not course-related.
- **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- **Preparedness** - Completion of readings BEFORE class
- **Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/)

**Student Stress**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the term are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; http://ccs.osu.edu/default.aspx) for assistance, support and advocacy. This service is free and confidential.

**Disability Accommodations**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

**Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been
sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

**Student Behaviors**

**BEFORE CLASS:**

**“A” students**

Complete assigned readings BEFORE CLASS with thoughtfulness and attention
Integrate material from readings with other knowledge, including:
- identifying consistencies and inconsistencies
- considering various explanations for the inconsistencies
Think about the empiricism behind the information presented in the readings
Consider alternative methodologies or analyses that could address key issues related to the topic

“B” students
Complete assigned readings, most of them before class
Identify important themes and consider how they relate to other knowledge
Understand research methods described in the readings

“C” students
Complete part/some/most of the assigned readings at some point in the semester

“D” and “F” students
Do not complete the assigned readings

DURING CLASS:
“A” students
Arrive on time, able, ready, & willing to focus on class content and activities
Are prepared with thoughts/ideas/questions to share with the class
Share on-topic, thoughtful, helpful, interesting comments/observations/questions with the class
Do not monopolize class discussion time
Show leadership skills during small group discussions and activities
Are 100% successful at resisting the urge to misuse technology during class

“B” students
Arrive on time, ready to focus on class content and activities
Consider thoughts/ideas/questions posed by others in class
Willingly share thoughts/ideas/questions in small groups, occasionally with the entire class
Are 75% successful at resisting the urge to misuse technology during class

“C” students
Arrive on time, are somewhat distracted but make an honest effort to engage during class
Listen carefully to comments, observations and questions shared by others in class
Occasionally share ideas with small groups, rarely with the entire class
Are about 50% successful at resisting the urge to misuse technology

“D” and “F” students
Arrive on time but are too distracted, sleepy, hungry or otherwise not ready to be fully engaged in class
Spend class time studying for another class, sleeping or engaged in misuse of technology