

# Intro to Psychopathology

## Course Details

**Course Designator & Number: PSY3604**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

## Course Description

This course will provide an introduction and broad background on the assessment, phenomenology, and theorized causes of psychological disorders. Students will learn the classification system used in the DSM-5, as well as etiological and treatment-related information. During this course, students will be responsible for learning basic descriptive psychopathology as well as emerging brain-based markers of mental disorders.

## Methodology

Course Website: Psy3604-002 uses a Canvas website

## Lectures

Students are expected to view lectures in person or remotely. Those who watch lectures remotely should do so within three days of a given lecture's delivery. Material will be presented via lectures that is not covered in our textbook, and you will be responsible to know this content. Lectures are primarily meant to supplement textbook content rather than reiterating what was read in the text. As such, much of the material covered in the textbook will not be discussed in lectures, though you are still responsible for this content.

## Assignments

Assignments are an opportunity for students to engage with research articles and psychopathology-centered podcasts. They are graded based on completion of the assignment rubric.

## Exams

Exams will include multiple choice. One hundred percent of exam content will come from lecture material.

## Case Synthesis

There will be two case synthesis assignments, each accounting for 10% of your grade. This will provide students the opportunity to evaluate diagnostic symptoms, presentations, and treatment options.

## Extra Credit

Students can earn up to 5% extra credit by participating in the Research Experience Program (REP). REP is an initiative of the Psychology Department that provides UMN students opportunities to take part in lab-based research experiments, in-person or online, for extra credit and/or cash. The [REP website](#) can be used to search for research studies to participate in and check REP points accrued through the "My Participation" menu. [Additional REP information is available here](#), and students can contact REP with questions at [psyrep@umn.edu](mailto:psyrep@umn.edu). REP points earned toward PSY 3604 will not be added to the gradebook until the end of the semester.

Of note, students are not allowed to "double dip" their REP points. In other words, you cannot reuse points that you earn in one psychology class in another course. Students can split their earned points across multiple classes within the REP system. Participating in REP provides 0.5% points of extra credit for every 30 minutes of volunteer efforts in a research study, and you can earn up to 10 REP points, which translates to a 5-point increase to your final grade for the course. Students who do not wish to participate in REP can earn 5% extra credit by writing a 3- to 4- page paper on a topic related to abnormal psychology in consultation with your assigned TA.

## Make-Up Exams

Make-up exams will be allowed only in cases of illness, other verified emergency situations or other situations that are sanctioned by U of MN policy (e.g., participation in intercollegiate athletic events, subpoenas, jury duty, military service, and religious observances). Students are responsible for providing documentation to the instructor to verify the reason for the absence. Make-up exams will not be allowed to accommodate travel or other personal plans, so please use the schedule above to plan accordingly. If there is a verifiable emergency that limits your ability to take a scheduled exam, please contact the instructor immediately.

## Experiential Learning & Field Visits

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## Course Prerequisites

PSY 1001

## Required Reading / Materials

Textbook: Hooley, J.M., Knock, M., & Butcher, J.N. (2020). [Revel Abnormal Psychology](#), 18e. Pearson Education: Minneapolis, MN.

Link to text:

<https://console.pearson.com/enrollment/ach3tn>

Pearson support for students encountering technical problems:

<https://www.pearsonhighered.com/revel/students/support/>

## Grading

The instructor reserves the right to adjust the grade distribution if such an adjustment will improve final grades for a majority of students in the course (e.g., if the average grade in the course is low and no one scores in the highest range). The applied grading scale for this course appears below.

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.

Letter Grade	Score or Percentage	Description
C+	77-79	
C	73-76	
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

<b>Assignments</b>	<b>Percentage of Grade</b>
Assignments	20%
Exam 1	20%
Exam 2	20%
Final Exam	20%
Case Reflections	20%
Extra Credit	Up to 5%
<b>Total</b>	<b>100%</b>

# Course Content

## Unit 1

### Reconceptualizing Mental Health (Part 1)

- [Part 1: Reconceptualizing Mental Health: The Hierarchical Taxonomy of Psychopathology \(HiTOP\) Movement](#)
- [Recorded Lecture link](#)
- Begin working on your assignment that's due Friday by 11:59 p.m.

## Unit 2

### Reconceptualizing Mental Health (Part 2)

- [Part 2: Reconceptualizing Mental Health: The Hierarchical Taxonomy of Psychopathology \(HiTOP\) Movement](#)
- [Recorded Lecture link](#)
- **Assignment #1 due by 11:59 p.m. on Friday**

Read [Kotov et al., 2021](#) and submit your answers to the following questions:

1. Discovering New Methods (1 pt total):

- Did the article introduce you to a new research method? (0.5)
  - If **yes**, what is the method called? If **no**, specify the method with which you were already familiar. (0.5)

2. Method Description (1 pt):

- Summarize the method in your own words

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application (1 pt):

- Explain how the described research method can be applied to address your proposed research question.

5. Personal Takeaways (2 points total):

- Identify the most interesting aspect of the article for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 3

### Understanding Psychopathology

- [Understanding Psychopathology presentation](#)
- [Recorded Lecture link](#)
- [Recorded Lecture link part two](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 4

### Guest Lecture: Adrienne

- [Exposure Therapy as a Cross-Diagnostic Treatment Tool](#)
- [Recorded Lecture link](#)
- **Assignment #2: Due by 11:59 p.m on Friday**

Read [Dalglish et al., 2022](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application (1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 5

### Etiology & Treatment of Mental Disorders

- [Etiology and Treatment of Mental Disorders presentation](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 6

### Obsessive Compulsive Disorder & Post Traumatic Stress Disorder

- [Obsessive Compulsive Disorder & Post Traumatic Stress Disorder presentation](#)
- [Recorded Lecture link part 1](#)
- [Recorded Lecture link part 2](#)
- **Assignment #3: Due by 11:59 p.m. on Friday**

Read [Carl et al., 2020](#) and submit your answers to the following questions:

1. Discovering New Methods (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Method Description (1 pt):

- Summarize the method in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research method can be applied to address your proposed research question.



5. Personal Takeaways (2 pts total):

- Identify the most captivating aspect of the article for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 7

### Anxiety Disorders

- [Anxiety Disorders presentation](#)
- [Recorded Lecture link](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 8

### Research & Ethics in Psychopathology

- [Research and Ethics in Psychopathology presentation](#)
- [Recorded Lecture link](#)
- **[Case Synthesis #1](#) Due:** Access it through Modules in the Course Canvas page.
  - Complete Case Synthesis #1 and submit it by 11:59 p.m.

## Unit 9

### Exam 1

- The exam is multiple choice. It will only cover material discussed in lectures. The exam will be open for 75 minutes at a specified time.

## Unit 10

### Post Exam & Case Study Discussion

- The class discussion will turn into a Canvas discussion page after all exams and assignments are graded.
- **Assignment #4: Due by 11:59 p.m. on Friday**

Listen to this [podcast](#) (also on Spotify) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):
  - Did the article introduce you to a new research method/topic/theory/idea? (0.5)
    - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)
2. Topic Description (1 pt):
  - Summarize the topic in your own words.
3. Formulate a Research Question (1 pt):
  - Propose a hypothetical research question.
4. Method Application(1 pt):
  - Explain how the described research topic can be applied to address your proposed research question.
5. Personal Takeaways (2 pts total):
  - Identify the article's most captivating/interesting aspect for you. (1 pt)
  - Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 11

### Somatic & Dissociative Disorders

- [Somatic & Dissociative Disorders presentation](#)
- [Recorded Lecture link](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 12

### Mood Disorders

- [Mood Disorders presentation](#)
- [Recorded lecture link](#)
- **Assignment #5: Due by 11:59 p.m. on Friday**

Read [Lippard & Nemeroff](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 13

### Substance Use Disorders

- [Substance Use Disorders presentation](#)
- [Recorded Lecture link](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 14

### Guest Speaker: Dr. Rita Sandidge, PhD, LP

- Zoom lecture; no in-person class
- [Gender Dysphoria & DSM-5-TR Paraphilic Disorders presentation](#)
- **Assignment #6: Due by 11:59 p.m. on Friday**

Read [Bartz et al., 2020](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)

- If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 15

### Eating & Sleep Disorders

- [Eating and Sleep Disorders presentation](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 16

### Guest Lecture: Chris

- [Schizophrenia Spectrum and Other Psychotic Disorders](#)
- **Assignment #7: Due by 11:59 p.m. on Friday**

Read [Santomauro et al., 2019](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)

- If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 17

### Guest Lecture: Andrea

- Understanding and Preventing Suicide: Communication, Ethics, and Areas in Need of Advancement
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 18

### Review Day

- **Case Synthesis #2 Due**
- Complete [Case Synthesis #2](#) and submit it by 11:59 p.m.! You got this!

## Unit 19

### Exam 2

- The exam is multiple choice. It will only cover material discussed in lectures. The exam will be open for 75 minutes at a specified time.

## Unit 20

### Post Exam & Case Study Discussion

- **Assignment #8: Due by 11:59 p.m. on Friday**

Read [Fusar-Poli et al., 2020](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 21

### Disorders of Childhood & Adolescence

- [Disorders of Childhood and Adolescence presentation](#)
- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 22

### Guest Lecture: Edward

- [Personality Disorders presentation](#)
- **Assignment #9: Due by 11:59 p.m. on Friday**

Read [Antshel et al., 2020](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 23

### Guest Lecture

- [ADHD presentation](#)
- Assignment: Relax.

## Unit 24

### Thanksgiving

- No class
- No assignment

## Unit 25

### Autism Spectrum Disorder

- [Autism Spectrum Disorder presentation](#)

- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 26

### Neurocognitive Disorder

- [Neurocognitive Disorders presentation](#)
- **Assignment #10: Due by 11:59 p.m. on Friday**

Read [Dafsari & Jessen, 2020](#) and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 27

### Research in Psychopathology

- Start working on your assignment that's due Friday by 11:59 p.m.

## Unit 28

### Review Day

- **Assignment #11: Due by 11:59 p.m. on Friday**



Read an article of your choice and submit your answers to the following questions:

1. Discovering New Topics (1 pt total):

- Did the article introduce you to a new research method/topic/theory/idea? (0.5)
  - If **yes**, what is it called? If **no**, specify the method/idea with which you were already familiar. (0.5)

2. Topic Description (1 pt):

- Summarize the topic in your own words.

3. Formulate a Research Question (1 pt):

- Propose a hypothetical research question.

4. Method Application(1 pt):

- Explain how the described research topic can be applied to address your proposed research question.

5. Personal Takeaways (2 pts total):

- Identify the article's most captivating/interesting aspect for you. (1 pt)
- Explain why it resonated/intrigued you or captured your attention. (1 pt)

## Unit 29

### Final Exam

- The exam is multiple choice. It will only cover material discussed in lectures. The exam will be open for 75 minutes at a specified time.

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

### COVID-19 Symptoms, Vaccination, & Face Coverings

You should stay at home if you experience any signs of illness or have a positive COVID-19 test result. If this occurs, consult with your healthcare provider about an appropriate course of action. I will follow these same protocols and will let you know if the delivery of this course has to be temporarily changed as the result of my own circumstances. Absences related to illness, including COVID-19 symptoms, for yourself or your dependents, are legitimate "excused" absences.

## Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference Student Responsibilities in Teaching & Learning.

## Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the [Board of Regents Policy on Sexual Harassment, Sexual Assault, Stalking, & Relationship Violence \[pdf\]](#).

## Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UofM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you're registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you're registered with the DRC and have questions or concerns about your accommodations, contact your access consultant/disability specialist.

Additional information is available on the [DRC website](#) or email with questions.

## Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about

the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

## Academic Freedom & Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

## Additional Resources for Students

### University of Minnesota Counseling Program

[Student Counseling Services](#) helps students with mental health and life concerns, learning and academic skills challenges, career uncertainty and faculty-student communication and offers an opportunity to talk with an experienced counselor who can help students select and achieve goals for personal and career development.

### Student Writing Support

[Student Writing Support \(SWS\)](#) offers collaborative one-to-one writing consultations to help student writers develop confidence and effective writing strategies. Their writing consultants will listen to your goals and concerns, read and respond to your written work, pose questions that help you clarify and articulate your ideas, and affirm the experiences and abilities you bring to your writing. They value your life experiences and languages, and seek to provide a supportive space for you to share and develop your voice.

### Non-Native Speakers

Non-Native Speakers (NNS) in need of assistance or guidance with writing concerns can contact Sheryl Holt, the Coordinator for Non-Native Speakers ([holtx001@tc.umn.edu](mailto:holtx001@tc.umn.edu)). NNS students can also find [additional writing resources for multilingual writers](#) and [consult with NNS specialists to help them with their writing](#).