Course Description:
Psychology 4530 is both a survey of major forms of adult psychopathology and an introduction to the world of research in psychopathology. Lectures will alternate between presenting survey material such as is covered in the text, and in-depth consideration of recent research studies in the psychopathology literature. The course is intended for students who have completed introductory psychology and who have a basic understanding of the major theories and methods in psychology.

Students may not receive credit for both Psychology 2510 (Fundamentals of Abnormal Psychology) and Psychology 4530.

Grades in this course will be determined by 4 multiple choice exams (each each worth 40 points) and a term paper (described below) worth 40 points. Thus, 200 total points are possible. Final grades will be determined as follows: I will identify the top score in the class. That becomes the baseline against which all other scores are judged. (For example, in a recent semester, the top score was 186 out of 200). Next, I will assign grades based on the proximity to this top score, as follows:

A: 90% + of top score
B: 80-89% of top score
C: 70-79% of top score
D: 60-69% of top score
F: 59% or less of top score

It is possible that I will relax one or more thresholds according to the distribution of scores to avoid drawing arbitrary distinctions. However, I will not make the thresholds more stringent than those described above.

Textbook and other readings:

Supplemental readings on selected topics will be provided. Students will read 2 supplemental papers of their choosing for the term paper assignment (see below). I will make the supplemental readings available on the course Blackboard web site in .pdf format. Students may download these documents for printing, but must not distribute them to non-course members (doing so would violate “fair use” copyright laws).

Course Web Page: http://blackboard.missouri.edu
At this site, log in using your campus pawprint ID and password. Enrolled students should be granted access to the Psych 4530 course page. The “course documents” link on the Psych 4530 course page will provide access to lecture outlines, study guides, and supplemental reading materials.
Course Schedule. Please note the instructor reserves the right to modify this schedule as the semester progresses. Any modifications will be announced in class. Whether or not changes are made, the instructor will clarify the scope of material to be covered on each exam during the week before each exam date.

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<th>Date</th>
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<th>Reading</th>
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<td>Introduction/Review of Syllabus</td>
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<td>R</td>
<td>Ch. 1</td>
<td>Historical Considerations</td>
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Term Paper. Textbooks provide a convenient introduction to the substance of an academic discipline, but the best way to learn about research in psychopathology is to read primary sources. The goal of the term paper is to encourage you to read primary scholarly articles.

I have selected primary articles that relate to each syllabus topic. Your assignment is to read 2 of the supplemental articles (you choose which 2) and prepare a critical summary those 2 papers.

Some supplemental readings will be empirical papers describing results of an experiment or study. Others will be review papers describing a theory or critiquing a body of research.

A critical summary of an empirical paper would involve the following: You should summarize the nature of the questions the study was designed to test. Then describe the methods and results of the experiment and the authors’ interpretation of those results. Finally, offer your own comments and reactions to the study and its results. What are the strengths of the study? Did you detect any important limitations or flaws in the study? What kinds of follow-up studies might you propose, and how would they extend our knowledge in important new directions or clarify the findings from the study you read?

A critical summary of a review or theory paper should summarize the major tenets of the theory being proposed or the ideas being reviewed. If a theory is offered, you should also describe why the authors argue that their theory is necessary – i.e., what gaps in the current theoretical literature does it fill or what problems do they claim it can account for that other theories do not? Finally, you should offer your own critical reactions to the theory. Are there features of the theory that seem to be especially intriguing or strong? Can you identify flaws in the theory? Does the theory fail to account for important clinical phenomena or known research findings? How might you design a study to test some of the tenets of the theory? If the paper is a scholarly review, describe the evidence reviewed and critique the authors’ arguments regarding the interpretation of evidence.

The descriptions above are provided to give a general idea of what kinds of topics to address in your critical summaries, but you may be creative in how you structure the paper, and you may feel free to go beyond the suggestions I’ve provided. The main goal of the assignment is to engage you in reading beyond the textbook. Your major goal should be to demonstrate to me that you’ve read and critically processed the readings you selected. I would expect the term paper to come in at about 10-15 pages, double spaced.

To give you a more concrete sense of what a high-scoring paper might look like, I’ve uploaded an example term paper turned in by a student in a prior semester (she gave me permission to use her paper for this purpose). The papers she reviewed are no longer on the list of suggested readings; I’ve uploaded them along with her term paper in case you’d like to look at them as well to better appreciate how she achieved a high score.
Grading Criteria and Other Notes on Term Paper:

- Papers count for 40 points. The scoring will be determined using the following criteria:
  
  **8 points** – overall quality and clarity of writing
  **8 points** – quality and detail in describing **Paper 1** (hypotheses, methods, results, conclusions or theoretical issues as appropriate)
  **8 points** – depth of critical reaction and suggestion for possible future work, **Paper 1**
  **8 points** – quality and detail in describing **Paper 2** (hypotheses, methods, results, conclusions or theoretical issues as appropriate)
  **8 points** – depth of critical reaction and suggestion for possible future work, **Paper 2**

- Note that the scoring above weights your consideration of each paper equally – you should try to not give one of the two papers short shrift. Occasionally it will be appropriate for your consideration of one paper to be shorter than the other (for example, one of the papers you choose may be very long and the other quite brief) – I will be cognizant of these considerations in the scoring.

- Except in exceedingly rare circumstances, late papers will not be accepted; students will receive zero points for assignments not turned in on time. The paper must be turned in by the beginning of class on the day it is due (see course schedule above). The paper may be turned in earlier, but it will not be graded until after the formal due date.

- Every writing assignment must be typewritten. Handwritten papers will not be accepted and will thus earn zero points.

- Please hand in a hard copy of your paper -- do not email your paper to me (the paper/toner burden grows large if I end up having to print all of the papers).

Suggestions for Enhancing the Learning Experience. The term paper requires you read and process a minimum of 2 papers from the psychopathology literature. I have selected this as the minimum requirement because I understand many of you are very busy with other coursework, and not every student enrolled in the class plans a career in psychology/psychopathology. However, I urge you to consider going beyond the minimum supplemental reading requirement for your own enjoyment and edification. I would suggest that you make a little time each week to try to read the supplemental papers that align with the subject matter we are currently covering in class. Reading along throughout the semester in this way has several benefits. You will learn more, and this may help you formulate good questions for class discussion. As the term paper deadline draws near, you will have already read and thought about a great deal of material, and this should make it fairly easy to complete a write-up.

I am happy to answer your questions about difficult passages in the readings. I can also look over preliminary drafts of the term paper and give you feedback on how to improve it. I can do this by email or in office hours. This is harder for me to do in depth as the paper deadline nears and the volume of questions increases. In other words, you will probably receive better feedback from me the earlier you jump into the readings and the sooner you start to work on the term paper.

List of Supplementary Readings to be Provided by Instructor:

You may go “off the list” to select alternate readings to fulfill the term paper. If you want to do this, you must select a paper published after 1999 in either the Journal of Abnormal Psychology or the Archives of General Psychiatry. You should be able to access fulltext articles from both journals via the Ellis Library website. Clearly cite the paper (using the format below) so I know what paper you are reviewing. If you are interested in a topic that is not represented below, I am
happy to help steer you toward quality papers. If you describe your interests to me after class, in office hours, or by email, I will try to help you pick papers that are appropriate and interesting to both of us.

“Abnormality” / Classification / Diagnosis


Research Methods


Anxiety Disorders


Mood Disorders


Substance Use Disorders


Personality Disorders


Eating Disorders


Schizophrenia


**Academic Dishonesty:**

The office of the Provost has asked the faculty to remind students of the following:

Academic dishonesty is considered to be an offense against the University, and I am obligated to report any incident to the Provost (or Vice Provost for Academic Affairs) and to inform the Department Chair. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade. Please see Section 6.01 of the Collected Rules and Regulations which are published in the M Book for more details.

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. *When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.*

**Special Accommodations:**

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

To request academic accommodations (for example, a notetaker), students must also register with Disability Services, AO38 Brady Commons, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent
with course requirements. Another resource, MU’s Adaptive Computing Technology Center, 884-2828, is available to provide computing assistance to students with disabilities. For more information about the rights of people with disabilities, please see ada.missouri.edu or call 884-7278.