

**Psychology 620 – Spring 2017**  
**Adult Psychopathology**  
*Rebecca Lawson, Ph.D.*

Class: Tuesday 5:30 – 8:30 pm  
Email: [rlawson@fmarion.edu](mailto:rlawson@fmarion.edu)

Office Hours: By appointment (or before/after class)  
Office: Education Foundation Building (adjacent to campus)  
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*University Catalog Description:*

Survey of the history and classification of mental disorders with emphasis on models of psychopathology. Includes a review of contemporary diagnostic practices, and development of diagnostic skills using the DSM Classification System.

*Course Goals:*

1. To thoroughly review current classification criteria for adult psychiatric disorders.
2. To understand contemporary research about the etiology and treatment of mental disorders.
3. To understand what psychiatric disorders typically “look like” in clinical practice.
4. To improve the ability to discuss clinical disorders with clients, their families and with other treatment providers.

*Required Text:*

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: Fifth Edition (DSM-5). Washington, DC: American Psychiatric Association.

*Assigned Readings and Activities*

Course will often include readings and assignments to supplement material in the text.

*Confidentiality:*

When we engage in cooperative learning exercises, self-disclosure will be a part of the process. I will also be sharing information about my clinical work. ALL information shared in class is to be considered completely confidential.

*Attendance:*

Attendance is expected. If you need to miss a class, my expectation is that you will let me know before class. If you miss more than one class, your continued enrollment in the course will be in jeopardy.

*Course Evaluation Methods (Exams, Quizzes/Assignments, and Class Presentations):*

*Exams:* There will be one major exam (worth 100 points) that will be given before spring break. We will have a short exam (30-50 points) for the final exam.

*Quizzes:* There will be weekly quizzes over assigned reading material. Quizzes will be administered at the beginning of class and will be 8-20 questions in length. The format will include multiple-choice, true/false and short-answer questions. Performance on the quizzes will be the largest contributor to your final course grade.

*Class Presentations:* The class after spring break will involve a brief presentation and a short write-up of an assignment. This will be worth 30 points.

*Class Participation:* You will not receive a formal participation grade, but positive class participation may assist your final grade.

*Final Average:* The final average will work on a points system. I will take your points earned and divide it by the points possible. The points will largely determine your grade, but there will also be a subjective part of the grading, based on your class participation and performance.

**Grading Scale:**

Grade	Final Average	Grade	Final Average
A	90+	C	70-76
B+	87-89	D+	67-69
B	80-86	D	60-66
C+	77-79	F	<60

*Blackboard:* The course will utilize Blackboard, a web-based classroom assistance program. Please register immediately by going to <http://Blackboard9.fmarion.edu>. You will receive reading assignments from me via Blackboard and I will use it to post your quiz and exam grades.

If you have never had a Blackboard account before:  
Go to [www.fmarion.edu](http://www.fmarion.edu) and go to the drop-down menu called "Quick Links" in the upper right hand corner of the web page. There is a link called Blackboard Help. It will tell you how to access your classes that use Blackboard.

*Reading Assignments:* Reading assignments will occur on a week-to-week basis. We will always read in the DSM and I will supplement the DSM readings with case studies and other articles. I will typically announce the next week's assignment in class and will also post the assignments on Blackboard.

***Readings for 1-17-17:***

I tend to be a fairly linear, structured person. I will type up notes as I read and will come to class with identified “discussion points.” I want you to do the same. And then speak up when we discuss the readings in class! You will also be reading the material and trying to predict what to memorize/learn for the quiz questions.

**Assignment:** definition of the “medical model” as it applies to psychology. Look this up and put together a statement, in your own words, of how you would describe this concept to a family member friend. Please type it up and send to me electronically before class next week: [rlawson@fmarion.edu](mailto:rlawson@fmarion.edu)

Wylie, Mary Sykes (2014, July/August). Falling in Love Again, *Psychotherapy Networker*, 18-27, 48-50.

**A detailed summary of the history of risks/benefits of medication and the role of Big Pharma. Explains how heavily the field of mental health has been influenced by the medical model. This is the longest article. I'd get it done first!**

Turkle, Sherry (2016, November/December) The Empathy Gap, *Psychotherapy Networker*, 29-33, 54.

**In addition to practicing in the era of Big Pharma, we are also practicing in the era of advancing technology and “big data.” Where is that going to lead us? This article provides some thoughts on that question.**

McRaney, David (2013). *You are Now Less Dumb*. Chapter 2: The Common Beliefs Fallacy. Gotham Books: New York, pp 47-55

**What if our whole profession is one big illusion or fallacy?  
Aaaaagghhhh!**