PSYCHOPATHOLOGY

Contact Hours: 40
Language of Instruction: English

LONDON, ENGLAND

COURSE DESCRIPTION

Approximately 1 in 5 adults in the U.S. experiences mental illness in a given year. Data also suggests that at some point in their lives, 46% of Americans met the criteria established by the American Psychiatric Association for at least one mental illness. As such, this course will focus on a range of mental health conditions that psychologists and psychiatrist commonly offer treatment for. During this course you will consider the historical development and current conceptualizations of mental health distress as well as being exposed to various models of psychopathology, and current research on the etiology and treatments for a range of mental health disorders.

COURSE OBJECTIVES

By the end of this course, you should be able to:
- Understand and critically analyze contemporary models of psychopathology and methods used in psychopathology research
- Identify the etiology for major forms of mental illness
- More effectively work in teams, solve problems, prioritize tasks, and communicate with a broad audience

INSTRUCTIONAL METHODOLOGY

The sessions combine introductory lectures, student presentations, discussions and group work. Students will be expected to actively prepare for all classes. The classes are highly participative.

COURSE READING

Kring, A.M., Johnson S.L., Davison, G.C., & Neale, J.M. (2014). *Abnormal psychology*, (12th Edition-DSM-5 Update). New York: Wiley.

METHOD OF EVALUATION (GRADING)

Assignment Point Structure

	% of Total Grade	Points per item	Total Points
Lecture participation & reflections	10%	1 (x10)	10
Quizzes	30%	10 (x3)	30
Essays	30%	10 (x3)	30
Presentation	15%	15 (x1)	15
Wiki	15%	15 (x1)	15
Total	100%		100

Lecture Participation: Lecture participation is designed to promote active engagement in lecture, and to help me understand and address common themes or questions that you may have about the lecture content. Lecture participation, tracked via Kahoot, is worth 1 point per week. You can only receive credit for lecture reflections if you attended. There are no make-up or late submissions allowed for lecture participation.

Quizzes: Quizzes are designed to assess your knowledge of contemporary models and research methods in psychopathology, and the phenomenology, contributing factors, and treatments for major forms of mental illness. There are no make-up quizzes in this course.

Essays: Essays are designed to promote critical thinking and written communication. Essays will always be due by the start of class on the due date.
Prompts for essays will always be given one week before the essay is due.
Essays should be 250-500 words total. This typically results in 1-2 typed pages, double-spaced. Grading will be based on essay content and writing quality.

Small Group Presentation: You are required to work in small groups (3-4) to research a mental disorder of your choice related to course material. Your group will also design and present a set of information/suggestions (tip sheet) about the disorder as part of a wiki.

Wiki: Each group will create a Wiki page on Canvas, not to exceed 1000 words, that summarizes evidence to support your argument and cites at least three original research articles. A template website will be created for each group in Canvas. An in-class tutorial will show you how to access and add text and images to your Canvas Wiki page.

COURSE SCHEDULE
Reading is to be completed before the first class for which it is listed.

Week One: Defining Abnormal Behaviour
Textbook Reading: Chapter 1
Supplementary Reading: Celaire S & McDermott MR (2015). Comparing the psychological effects of different psychiatric labels: Borderline, paranoid and antisocial personality disorder; major depression; anxiety disorder; and post-traumatic stress disorder. *Ethical Human Psychology and Psychiatry, 17*(1), 33–44. doi:10.1891/1559-4343.17.1.33

Week Two: Understanding and Treating Mental Disorders. Assessment and Classification of Mental Disorders. Research Methods for Studying Mental Disorders
Textbook Reading: Chapter 2 & 4
Supplementary Reading: Furnham AF & McDermott MR (1994). Lay beliefs about the efficacy of self-reliance, seeking help and external control as strategies for overcoming obesity, drug addiction, marital problems, stuttering and insomnia. *Psychology and Health*, 9, 397-406.
Merikangas KR, He JP, Burstein M, Swanson SA, Avenevoli S, Cui L, Benjet C, Georgiades K, Swendsen J. (2010) Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication--Adolescent Supplement (NCS-A). *J Am Acad Child Adolesc Psychiatry* 49,(10):980-9. doi: 10.1016/j.jaac.2010.05.017.

Week Three: Schizophrenia
Textbook Reading: Chapter 9
Supplementary Reading: Sharma T & Antonova L (2003). Cognitive function in schizophrenia. Deficits, functional consequences, and future treatment. *Psychiatric Clinics of North America, 26 (1):* 25-40.

Week Four: Depressive and Bipolar Disorders
Textbook Reading: Chapter 5
Supplementary Reading: Morriss R (2006). Psychological models of mood disorders. *Psychiatry, 5:5,* 147-150.545-74.

Week Five: Obsessive Compulsive Disorders
Textbook Reading: Chapter 6
Supplementary Reading: Kuelz AK, Hohagen F & Voderholzer U (2004). Neuropsychological performance in obsessive-compulsive disorder: a critical review. *Biological Psychiatry, 65 (3),* 185-236.

Week Six: Sexual Disorders
Textbook Reading: Chapter 12
Supplementary Reading: Burkill S, Copas A, Couper MP, Clifton S, Prah P, Datta J, Conrad F, Wellings K, Johnson AM, Erens B (2016). Using the web to collect data on sensitive behaviours: A study looking at mode effects on the British National Survey of Sexual Attitudes and Lifestyles. *PLOS ONE, DOI: 10.1371/journal.pone.0147983*

Week Seven: Post-traumatic Stress Disorder (PTSD)
Textbook Reading: Chapter 11
Supplementary Reading: Brewin, CR, Andrews B & Valentine JD (2000). Meta-analysis of risk factors for posttraumatic stress disorder in trauma-exposed adults, *Journal of Consulting and Clinical Psychology, 68*, 4, 748-66

Week Eight: Anxiety, phobias and panic
Textbook Reading: Chapter 6
Supplementary Reading: Hettema JM, Neale M & Kendler KS (2001). A review and meta-analysis of the genetic epidemiology of anxiety disorders. *American Journal of Psychiatry*, 158, 1568-1578.

Week Nine: Autism

Textbook Reading: Chapter 13
Supplementary Reading: Lai MC, Lombardo MV, Baron-Cohen S (2014) Autism. *Lancet* 383: 896-910

Week Ten: Law and Ethics in Abnormal Psychology. Mental Health Policy.
Textbook Reading: Chapter 16
Supplementary Reading: Ahalt C, Rothman A, Williams BA (2017) Examining the role of healthcare professionals in the use of solitary confinement. *BMJ* 359:j4657