

**Psychology 351 – Spring 2024**  
**Psychopathology - ONLINE**

**Professor:** Ellen Meier, Ph.D.      **Office:** Science D231      **Email:** [emeier@uwsp.edu](mailto:emeier@uwsp.edu)  
**Office hours:** Mondays 2-3pm ONLINE ([Meier Office Hours Link](#); Password: UWSP)  
 IN-PERSON (Science D231) – By appointment

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues arise. Before/after class, during office hours, and email are the best ways to reach me. I try to respond within 1 day of receiving your email, Monday-Friday. I do not answer emails on Saturdays.

*Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Dr. Meier reserves the right to change this syllabus as she deems necessary. Notice of such changes will be given in class or through email.*

**Course Goals**

1. Students will understand the history of Diagnostic and Statistical Manual of Mental Disorders and how to use it to diagnose psychological disorders.
2. Students will become more articulate and specific in their description of psychological symptoms (e.g., hypervigilance and avoidance vs. anxiety; low mood and disrupted sleep vs. depression).
3. Students will understand the continuum of psychological symptoms and the relative impact on daily functioning.
4. Students will appreciate the societal impact of views of psychopathology.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL SERVICES. If you have attended therapy, you may find that your experience is different from the information discussed in class. I am acting only in the capacity of a college professor and will not enter a treatment-provider relationship with any student. If you find that class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center (715-346-3553). Services are free for all students.

**Expected Instructor Response Times**

*Announcements.* I will post canvas announcements 1-2 times per week, communicating information about assignments and tests, and other relevant information. Additionally, I will post a weekly tasks list with all the links and information you need.

*Email.* I check my email frequently, daily, M-F. Most emails will receive a response from me within 24 hours (excluding weekends). I encourage general questions to be posted on the FAQ board (see below). I do not check email on Saturdays.

*FAQ board.* If you have general course/assignment questions, please use the FAQ discussion forum. Students are free to answer each other's posts and I will respond within 24 hours (excluding weekends).

*Online Office Hours.* My office hours are Mondays 2-3pm ONLINE via zoom, IN-PERSON (Science D231) by appointment, or any meeting by appointment. ([Meier Office Hours Link](#); Password: UWSP) Sign-in and download software through UWSP at <https://uwsp.zoom.us>.

*Optional Class Meetings.* I will host 3 optional zoom class meetings during the Monday office hours of exam week, once before each major exam (no review for final as it is a mini-exam or extended quiz). We will review content (e.g., via Kahoot!) and I can answer any questions students may have.

*Grading/Feedback.* Feedback on written assignments (e.g., participation, cases) will be provided within 1 week after the due date.

*Quizzes/Exams.* Quizzes and Exams are auto-graded (Canvas will provide feedback immediately upon completion). I will provide class-level feedback in the form of announcements when relevant. Short answer questions on exams will be graded within 72 hours of due date.

### **Required Text and Additional Readings**

Sue, D., Sue, D., Sue, D., & Sue S. (2022). *Understanding Abnormal Behavior, 12<sup>th</sup> Edition*. Cengage.

*Canvas Readings.* Additional readings will be posted on Canvas. See schedule below for dates readings should be completed by.

### **Electronic Resources**

*Canvas.* This course will be 100% an online course and will utilize Canvas. All course resources will be available there including links to additional readings. Visit the site early and often (I recommend daily) to check for updates.

*Technical Requirements.* You will need to have regular (daily) access to a computer or tablet with (a) a reliable high-speed Internet connection, (b) audio/sound, and (c) hardware and software capable of video streaming. You will need to have a browser compatible with Canvas and the ability to navigate Canvas and other common websites (like YouTube). Students are also expected to have access to software either freely available or through the UWSP Software Distribution Center including Adobe Acrobat Reader, Microsoft Word and PowerPoint.

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

### **Student Learning Outcomes**

1. Students will be able to compare symptoms and presentations of psychological disorders.
2. Students will be able to describe how psychological symptoms cause impairment in daily life.
3. Students will be able to summarize etiologies for psychological disorders.
4. Students will be able to differentially diagnose psychological disorders based on presenting symptoms and demographics.
5. Students will be able to describe the impact of culture, race, and identity on the diagnosis and experience of psychological disorders.

### **My Expectations for Students**

- ✓ Be respectful of, and open to, others' values, beliefs, and learning style.
- ✓ Turn in assignments on time and take exams on time.
- ✓ Work hard and put forth an honest effort.
- ✓ Ask questions when you have them; ask for help when you need it.
- ✓ To do well in the course, you must complete all assigned readings and videos.

### **What Students Can Expect from Me**

- ✓ I will encourage students to share ideas in small groups via discussion boards.
- ✓ I will create an online classroom environment that is respectful; I will not tolerate disrespect.
- ✓ I will take all questions, concerns, and comments seriously and respond in a timely manner.
- ✓ I will provide helpful feedback on all assignments earnestly submitted. I reserve the right to *not* grade or comment on assignments that were only partially completed or otherwise show lack of effort.
- ✓ On discussion boards and in emails:

- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students. Help each other out ☺
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.html](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.html)

Shea, V. (1994). Netiquette. Retrieved from: <http://www.albion.com/netiquette/book/>

### **Grading Breakdown (500 points possible)**

#### **Exams (210 points) – 3 exams worth 80 points each**

There are 3 exams, NOT including the final, each worth 80 points. Exams will consist of 25-30 multiple choice questions (worth 2 points each) and 3-4 essay questions (e.g., 1-3 paragraphs, 3-5 sentences long; worth 5 points each). Quizzes will provide good examples of what exam questions will look like. Exams will be taken online. Exam questions will be drawn from the text, lectures, and discussions and will be in the form of definitions, comparisons, identifying findings, and application of concepts. Review guides will be posted at the beginning of a unit. You will have 65 minutes from the time you begin the exam to complete it. *You can use the textbook or your notes, but you will not have enough time to look up each answer.* Based on completion of similar exams in person, 65m is more than enough time to complete the exam if you are well prepared. Those who struggle with this time limit likely haven't prepared enough ahead of time. **Study for the exam like you do not have your notes available.** If you are unable to take the exam during the open times due to a university excused reason, please notify me at least 1 week before the exam for accommodations. **Exams will be open for 48 hours and are due Thursdays.**

You are expected to take the exams by the deadline time and any exceptions must be discussed and agreed upon *before the exam begins*. Missing an exam for an excused reason without making previous arrangements can result in a 25% penalty for each day you fail to notify me about your situation. Missing an exam for an unexcused reason can result in a zero for the exam.

#### **Mini Exam 4 (Final; 40 points)**

This mini exam/final will be in a similar, but shorter, format to previous exams. This exam will consist of 15-18 multiple choice questions (worth 2 points each) and 1-2 essay/applied question (e.g., 1-3 paragraphs, 3-5 sentence long; worth 5 points each). The mini exam/final will cover content discussed during the final unit.

#### **Case Papers (100 points) – 2 papers worth 50 points each**

**Instructions for this 2-3-page paper** will be given in a separate handout. You will be given a case presentation of a client's symptoms. You will be asked to write up an intake report (like what you would do after completing the first session with a client) organizing the symptoms into diagnostic categories,

suggesting a diagnosis, and describing why this diagnosis makes sense versus other possible diagnoses. Furthermore, brief options for interventions will be discussed.

*AI Policy Statement:* Writing assignments nurture independent thinking, critical analysis, and effective communication skills. Emphasizing these skills through original writing promotes intellectual growth and encourages personal expression. Using AI language models such as ChatGPT for writing assignments would impede that intellectual growth. Thus, the use of AI (e.g., ChatGPT) for writing assignments is prohibited in this course. Such use would be considered an act of academic dishonesty (i.e., plagiarism).

The following are prohibited:

- Submitting all or any part of an assignment statement to an AI tool
- Incorporating any part of an AI generated response in an assignment
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement

This policy is in place solely to maximize your academic and professional development.

### **Participation Activities (60 points) - 6 Activities worth 10 points each**

To measure your learning and understanding of the material early in each unit, we will do various short activities testing your knowledge of what we have covered. This will help me understand what materials students are comprehending, and which we need further review. This will *help you as a student*, by giving you an idea of what material needs more attention. Examples of these activities include finding a patient-oriented video, answering questions related to a case, or summarizing a take home message. **All participation assignments are due Sundays at midnight.**

### **Quizzes (60 points possible) – 6 worth 10 points each**

We will have 6 quizzes assessing knowledge from each chapter involving straightforward multiple-choice questions from the reading and lectures. Each quiz is worth 10 points (5 questions, 2 points each). You will have 7 minutes to complete each quiz. *You can use the textbook or your notes, but you will not have enough time to look up each answer.* Don't expect to have time to answer unfamiliar questions by looking them up in your book/notes. **Quizzes will be open for 1 week and close on Sunday at midnight.**

### **Calculation of Final Course Grade**

<b>Item</b>	<b>Points</b>	<b>%</b>
Examinations (total of 3 @ 80 points each)	240	48%
Mini-Exam (Final; 1 at 40 points)	40	8%
Case Studies (2 @ 50 points each)	100	20%
Participation Activities (6 @ 10 points each)	60	12%
Quizzes (6 @ 10 points each)	60	12%
<b>Total:</b>	<b>500</b>	<b>100</b>

### **Extra Credit**

Any extra credit opportunity will be discussed in class and will be available to the entire class – no extra credit opportunities will be provided on an individual basis.

### **Grading**

I grade using typical percentages, i.e. 93% and above of the total points is an A.

A= 93%-100%

A- = 90%-92.9%

B+ = 88%-89.9%

B = 83%-87.9%

B- = 80%-82.9%

C+ = 78%-79.9%

C = 73%-77.9%

C- = 70%-72.9%

D = 65%-69.9% F= ≤64.9%

### Summary of Course Meetings

*Any changes to this schedule will be announced in class and on CANVAS.*

Date	Topic	Read	Assignments Due
<b>Unit 1</b>			
Week 1 1/22-1/28	Intro to Psychopathology Understanding and Treating Mental Disorders	Chapter 1 & 2	<i>All the following are due Sunday 1/28 at 11:59pm</i> Quiz 1 AND 2 Participation 1
Week 2 1/29 – 2/4	Assessment and Diagnosis	Chapter 3	<b>Exam 1 – Open Wed 1/31– Th 2/1 at 11:59pm</b> <i>All the following are due Sunday 2/4 at 11:59pm</i> Participation 2
<b>Unit 2</b>			
Week 3 2/5 – 2/11	Anxiety Disorders	Chapter 5	<i>All the following are due Sunday 2/11 at 11:59pm</i> Quiz 3 AND 4 Participation 3
Week 4 2/12 – 2/18	Trauma-related disorders Mood disorders	Chapter 6 & 8	<b>Exam 2 – Open Wed 2/14– Th 2/15 at 11:59pm</b> <i>All the following are due Sunday 2/18 at 11:59pm</i> Case Study 1
<b>Unit 3</b>			
Week 5 2/19 – 2/25	Substance Use Disorders Schizophrenia Spectrum Disorders	Chapter 11 & 12	<i>All the following are due Sunday 2/25 at 11:59pm</i> Quiz 5 & 6 Participation 4
Week 6 2/26 – 3/3	Eating Disorders	Chapter 10	<b>Exam 3 – Open Wed 2/28 – Th 2/29 at 11:59pm</b> <i>All the following are due Sunday 3/3 at 11:59pm</i> Participation 5
<b>Unit 4</b>			
Week 7 3/ 4 - 3/10	Sleep-Wake Disorders	Chapter 13	<i>All the following are due Sunday 3/10 at 11:59pm</i> Case Study 2 Participation 6
Week 8 3/11 – 3/17	Personality Disorders	Chapter 15	<b>Mini Exam 4 (Final)</b> <b>Open Wed 3/13- Th 3/14 at 11:59pm</b>

*This syllabus and schedule are subject to change. Attend class regularly so you won't miss anything!*

## SYLLABUS SUPPLEMENT

### **Make up work for Legitimate Excuses:**

**Planned absences:** Class deadlines are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (e.g., wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during an exam/quiz time, you will not be able to make up missed points or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **one week** prior to planned absence (e.g., sports events). Additional information on UWSP policy for missing class can be found at <https://www.uwsp.edu/dos/Pages/MissedClassGuidelines.aspx>

**Note:** if you have a chronic illness/need surgery/treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365. Disability Services is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term.

**Don't miss more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the withdrawal deadline, contact Enrollment Services at 715-346-3300.

**Policy on Late Work:** Assignments should be turned in on time to Canvas. Late work is typically not accepted. Any accepted late work will be docked 25% for each day it is late, including the date it was due. Consult with me if you anticipate needing to turn in an assignment late.

**Incompletes:** If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. An "incomplete" should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. An "incomplete" normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. If your request for an "incomplete" is approved, the instructor will inform you and the department chair of the work you need to complete and the due date. More information on the University's policy can be viewed at <https://www.uwsp.edu/dos/Pages/Incompletes.aspx>

**Scholastic Dishonesty:** We will use Canvas for all assignments which allows me to submit all work to TurnItIn. If you (1) report another person's published work verbatim (word for word) without placing it in quotation marks and providing a full citation including page numbers, (2) loosely paraphrase another's written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original (even if you include a reference citation), (3) submit another student's writing (or a loosely paraphrased version of it) as your own work, or (4) resubmit a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor), then you are guilty of plagiarism and this will be identified on TurnItIn. At my discretion, you may receive a final grade of zero on the assignment (without an opportunity to revise and resubmit it for credit).

In addition to the penalty, in all cases the incident will be reported to the Academic Affairs Office which maintains a file of such cases. A second instance within the same course may result in an automatic course grade of F. Multiple instances, especially across more than one course, may make you subject to expulsion from the University (at the discretion of the Academic Dean). Breaches of academic integrity and intellectual property rights are serious infractions and will not be tolerated. Please familiarize yourself with what constitutes plagiarism. When in doubt, err on the side of caution. Own your own ideas and words and give credit where it is due. Ignorance of the rules is not an acceptable excuse for breaking

them. More information on UWSP Academic Honesty Policy and Procedures can be found under UWSP 14.01 Statement of principles at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

*AI Policy Statement:* Writing assignments nurture independent thinking, critical analysis, and effective communication skills. Emphasizing these skills through original writing promotes intellectual growth and encourages personal expression. Using AI language models such as ChatGPT for writing assignments would hamper that intellectual growth. Thus, the use of AI (e.g., ChatGPT) for writing assignments is prohibited in this course. Such use would be considered an act of academic dishonesty – plagiarism, specifically.

The following are prohibited:

- Submitting all or any part of an assignment statement to an AI tool
- Incorporating any part of an AI generated response in an assignment
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement

This policy is in place solely to maximize your academic and professional development.

**Student's Right and Responsibilities:** Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below: <http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

**Course Withdrawal:** Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at: <https://www.uwsp.edu/regrec/pages/calendars.aspx> and <https://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

**Student Conduct:** As a UWSP student, you are expected to adhere to the Board of Regents student conduct policies. Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct. <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Sexual Harassment:** As outlined in the UWSP Sexual Harassment Policy, sexual harassment is recognized as a violation of civil rights laws, U.S. Equal Opportunity Commission Rules and by the civil law courts (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/prevention.aspx>). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: 1) Submission to such conduct is made either as an implicit or explicit condition

of an individual's employment, career advancement, grades, or academic achievement. 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual. 3) Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is unacceptable and will not be tolerated.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

**Disability Services and Accommodations:** UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Disability and Assistive Technology Center (DATC) is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

If you have, or think you have, a disability such as mental health, attention, learning, chronic health, sensory, or physical, please contact Disability Services. The registration process is a complex and lengthy (2-3 weeks). Start the process early by contacting Disability Services at 715-346-3365 or emailing [datctr@uwsp.edu](mailto:datctr@uwsp.edu) and/or by completing the a Request for Services found at <https://www.uwsp.edu/disability/Pages/default.aspx> If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

**Mental Health and Stress Management:** 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. UWSP has services 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: <https://www.uwsp.edu/counseling/Pages/default.aspx> *Therapy and consultation services are free for registered students.* The Counseling Center is located on the 3rd Floor of Delzell Hall. The office is open from 8:00-4:30, Mon-Fri; Tele: 715-346-3553. Please schedule an appointment ahead of time.

**Academic Freedom and 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. 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.\* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact me (the instructor), the Department Chair (Dr. Jody Lewis), your adviser, the assistant dean of the college (Dr. Craig Wendorf), or the Vice Provost for Faculty (La Vonne Cornell-Swanson). \* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Campus Resources:**



**The Tutoring-Learning Center** strives to maximize every student's learning potential through a variety of services. Trained peer tutors, consultants, and discussion will do everything within their power to increase their clients' knowledge of the subject. Individual tutoring and writing help are available. This resource is highly recommended for students who have struggled with writing in the past and can be a great resource for starting, finishing, and/or proofing papers. More information can be found at <https://www.uwsp.edu/tlc/Pages/default.aspx>.