Description: This course will introduce students to the psychological, biological, and experiential factors thought to influence the etiology, symptoms, course/prognosis, and treatment of mental disorders. Students can expect to gain information about and an understanding of the rationale for: the diagnostic criteria and other clinical signs accompanying common DSM-5 disorders, causal and maintenance factors of disorders, and examples of empirically supported treatments. This course focuses on adult psychopathology.

Objectives: By the end of the course, students should be able to:
1. Recall, define, and appropriately apply terminology presented in lecture and associated readings
2. Identify and describe symptoms associated with mental health diagnoses, demonstrate a broad understanding of the DSM-5 classification system, and provide critique about advantages and drawbacks of diagnosis and of the existing diagnostic system.
3. Explain each disorder from an integrative perspective by demonstrating a working knowledge of biological, behavioral, cognitive, emotional and environmental factors involved in the onset and trajectory of the disorder.
4. Propose rationale for differential diagnoses.
5. Discuss in broad terms the risk factors and protective factors related to mental health issues; discuss risk factors in the context of specific diagnoses, including the rationale as to why certain risk factors may enhance the vulnerability to specific mental disorders.
6. Provide examples of empirically supported treatments.

Executive Summary of Grading
- Four canvas quizzes worth 25 points each.
- Classroom exams: 1 midterm and 1 (cumulative) final exam each worth 100 points
- You must take both exams – you risk failing the course if you miss an exam without appropriate notice and documentation.
- Course grade is calculated by dividing the points you earned by 300
- An optional paper can take the place of your midterm grade under these conditions:
  1. You have taken the midterm
  2. Your midterm is 60 or higher

Optional Case Study/Book Review: Detailed instructions for this optional assignment are provided on Canvas. If you do not know what an APA formatted paper looks like then please make time to come to office hours and/or explore this link that has detailed examples: https://owl.english.purdue.edu/owl/resource/560/01/
The paper should be 10 pages in length, double-spaced, not including the cover sheet, abstract, and reference page. Keep in mind the high standards for this assignment. Points will be awarded for compelling case studies, well-reasoned explanations of causality embedded in an integrative perspective, and presentation of a rationale for the treatments of choice, and accompanying empirical support. Spelling and grammar errors will significantly lower your grade. A hard copy of your paper will be due at the beginning of class on Tuesday May 29. No late assignments will be accepted for any reason after the first 10 minutes of class. I encourage you to present a draft of your paper in advance of the due date for feedback about how the paper may be revised to maximize points earned.
Final grades will be assigned as follows (points earned/300):

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100-94%</td>
<td>A-</td>
<td>93-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<td>86-84%</td>
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**Class Materials:** I will be using the Canvas website to post quiz and exam scores, lecture notes (see Lecture and Discussion section, below) and supplemental class materials (research articles and videos). Updates will be made through Canvas as well. It is your responsibility to monitor Canvas for updated content and class announcements.

**Lecture and Discussion:** Lecture notes are posted as a courtesy and are not always available prior to class. Be prepared to take notes in class as notes are not always posted in advance of class time. Importantly, it is a good idea to acquaint yourself with a few of your classmates and to exchange email addresses with them. Your classmates are a great resource should you have to miss class. It is your responsibility to gather this information from your fellow students. Meetings with me (office hours) are used to clarify concepts, to problem-solve questions/concerns, or to talk about the ideas you may have about course content.

**Personal Use of Technology in the Classroom:** Classroom meetings are an important opportunity for students to extend learning beyond assigned readings. **Class time is most compelling when students are prepared to engage with ideas presented during class.** Use of personal technology, such as mobile phones, laptop computers, and tablet (e.g., iPad) computers may be distracting to individuals or the class as a whole. To minimize these distractions, use of mobile phones (we can see you texting) is not permitted during class. Phones should be turned off or silenced (we can hear the vibrate mode). Laptops and tablet computers may be permitted only to the extent they are used in pedagogically (i.e., of, relating to, or befitting education) purposeful ways (i.e., note taking); this policy may be amended if students are found using personal technology in ways that are distracting to other students, not productive or not relevant to the course.

*Using your phone or surfing the internet during class distracts the people around you and interferes with your ability to get the most out of this course. You can contribute to a rewarding classroom experience by engaging with the class rather than with the internet!*

**Extra Credit:** There will be extra credit questions on midterm and final. There are no other extra credit opportunities offered for this course.

Policy statements for Accommodations for Documented Disabilities, Religious Holidays, Classroom Behavior, Sexual Misconduct/Discrimination/Harassment and/or related Retaliation, along with the University Honor Code can be found consolidated in one document posted with this syllabus on D2L or by following this link:

https://www.colorado.edu/academicaffairs/policies-customs-guidelines/required-syllabus-statements
Course Outline and Schedule

Note: This class/exam schedule may change to accommodate the cadence and interests of the class. We will try to adhere as closely as possible to this outline and changes will be announced as soon as they are determined.

Class will meet to discuss new material on exam dates. The first hour of the class will be for the exam and the last 2 hours for new material.

Week 1

Readings:
- Welcome! (Course Overview)
- Abnormality Defined
- Theoretical Models
- Diagnosis
- Research Design
- Sleep/Insomnia

QUIZ DATES: Wednesday, May 16th and Friday May 18th

Week 2

Readings:
- Anxiety Disorders
- OCD
- PTSD
- *Mood Disorders
- *Eating Disorders

QUIZ: Tuesday, May 22nd
MIDTERM EXAM: Wednesday, May 23rd (Abnormality defined ➔ PTSD)

Week 3

Readings:
- Substance Use Disorders
- Schizophrenia
- Personality Disorders

OPTIONAL BOOK ASSIGNMENT: DUE BEGINNING OF CLASS Tuesday, May 29th
FINAL EXAM: Friday, June 1st (half cumulative concepts and half Mood ➔ Personality Disorders)