

Psychology 741

Psychopathology

Coordinator: Professor Lyn Y. Abramson (lyn.abramson@wisc.edu)

Fall, 2017

Monday, Room 311 Psychology Building, 1:00 – 3:00 p.m.

Office Hours: Lyn Abramson is available after class from 3:00 – 4:00 p.m. on Mondays, and all participating professors are available by appointment

This course is team taught by Professors:

Lyn Abramson (lyn.abramson@wisc.edu)

John Curtin (jjcurtin@wisc.edu)

Richard Davidson (rjdavids@wisc.edu)

Diane Gooding (dgooding@wisc.edu)

Michel Koenigs (mrkoenigs@wisc.edu)

Jack Nitschke (jnitschke@wisc.edu)

Megan Piper (mep@ctri.wisc.edu)

David Plante (dplante@wisc.edu)

GOALS OF COURSE

In this course we take a multidisciplinary perspective to examine various psychopathologies from different perspectives (e.g., cognitive, lifespan, neuroscience, psychosocial, clinical, assessment, intervention, historical). A uniting theme of the course is “building bridges” between science and intervention, basic research and clinical science, and from one discipline or perspective to another. Students are encouraged to think scientifically and clinically.

Make sure to do the readings for a given class before that class to maximize your learning.

DETERMINATION OF COURSE GRADE

You can earn a maximum of 100 points in this course, and final grades will be based on this absolute curve:

90 – 100 = A

85 – 89 = AB

80 – 84 = B

75 – 79 = BC

65 – 74 = C

60 – 64 = D

Below 60 = F

Your course grade will be based on these 2 components:

- 1) **An open-book, take-home essay exam: The maximum number of points you can earn on this exam is 80.** So, you would earn 80 points if you received a perfect score on the exam. The exam will be distributed at the last class session on Monday, December 11. It is due on Monday, December 18. If possible, put a hard copy of your exam in Lyn Abramson’s mailbox on the 2nd floor of the Psychology Building. If it is not possible to provide Lyn Abramson with a hard copy of your exam, you may e-mail it to her at the above address.

- 2) **“Dear Diary entries about the readings each week: The total maximum number of points you can earn on the Dear Diary entries for the semester is 20.** Each week you have the opportunity to make an entry into your “course diary” consisting of a brief response (400 words or fewer) to the readings. The goal of this exercise is to facilitate your processing of the readings. Responses can take a wide variety of forms such as suggesting discussion questions based on or inspired by the readings (as you did for Week 1), relating one reading to another, providing a critique of a study design, describing something important that you learned from the article, suggesting interventions that follow from work on etiology in an article, etc., etc. Your diary entry for each week will be graded on a “Satisfactory”/“Unsatisfactory” basis. You will earn 1.5 points for the week if you receive a grade of “Satisfactory” on your diary entry for that week. Note that you are graded on your weekly diary entry as a “whole,” and the maximum number of points that you can earn in a given week is 1.5. It is critical that you demonstrate mastery of the reading(s) as well as critical/creative thought about them in order to earn 1.5 points for that week. The deadline for submitting diary entries for a given week’s lecture is the night before that lecture (i.e., Sunday night by 5 p.m.). Each student should e-mail their entry **ONLY TO THE INSTRUCTOR FOR THAT LECTURE AND TO LYN ABRAMSON AND NOT TO THE REST OF THE CLASS.** This will enable us to have a better sense of what you are thinking about while you read and we can try to incorporate some of your entries into the class lecture or discussion as possible.

WEEKLY SCHEDULE OF TOPICS

Week 1 (Sept. 11): Classification of psychopathology: The DSM enterprise and its current challengers
Professors Curtin and Abramson

Week 2 (Sept. 18): Freud’s amazing insights about depression; The puzzle of depression: Putting the pieces together
Professor Lyn Abramson

Week 3 (Sept. 25): Continuing to put the pieces of the puzzle of depression together; The mental health professions and the social order: Is “death rights” the next civil liberty of the 21st century?
Professor Lyn Abramson

Week 4 (Oct. 2): Affective neuroscience, psychopathology, and the future of interventions to cultivate well-being
Professor Richie Davidson

Week 5 (Oct. 9): The dementias
Professor Diane Gooding

Week 6 (Oct. 16): Schizophrenia and Schizophrenia Spectrum Disorders
Professor Diane Gooding

Week 7 (Oct. 23): Schizophrenia and Schizophrenia Spectrum Disorders continued
Professor Diane Gooding

Week 8 (Oct. 30): TBA
Professor Jack Nitschke

Week 9 (Nov. 6): Sleep in Psychological Disorders
Professor David Plante

Week 10 (Nov. 13): TBA
Professor Megan Piper

Week 11 (Nov. 20): Psychopathy
Professor Mike Koenigs

Week 12 (Nov. 27): Bipolar Disorder: When biology and psychology conspire to create a perfect storm
Professor Lyn Abramson

Week 13 (Dec. 4): Alcohol and Substance Use Disorders
Professor John Curtin

Week 14 (Dec. 11): TBA
Professors John Curtin and Lyn Abramson

Remember exams are due on Monday (Dec. 18) by midnight. Please put a hard copy in Lyn Abramson's mailbox on the 2nd floor of the Psychology Building. If it is not possible to provide a hard copy, e-mail your exam to Lyn Abramson at lyn.abramson@wisc.edu

ETHICS OF BEING A STUDENT IN THE DEPARTMENT OF PSYCHOLOGY:

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Complaints:

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Chair of the Psychology Department, Professor Hill Goldsmith (hill.goldsmith@wisc.edu). If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 psychology (262-9079; burk@wisc.edu). If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may talk to the Associate Chair or Department Chair, or you may file a formal complaint with an Equal Opportunity Complaint Investigator in the UW-Madison Office of Compliance, Room 361 Bascom Hall, 608-265-6018 (<https://compliance.wisc.edu/eo-complaint/>)

Accommodations Policy:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and

UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I] will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.