Learning Outcomes

This course is meant to provide you an overview of adult psychological disorders. You will become familiar with the signs and symptoms of common psychological disorders, understand how diagnoses are made, and understand how we can treat psychological disorders, with a focus on learning current, evidence-based behavioral interventions such as cognitive behavioral therapy and mindfulness-based interventions. Not only will you become familiar with diagnosis, assessment, and treatment, but I also hope you will become even more motivated through this course to better understand how we can improve access to evidence-based psychological treatments for those around us, and those around the world. In addition to a focus on US-based research and clinical practice, we also will learn about an emerging field of “global mental health” which aims to increase our understanding of how to best diagnose, treat, and research psychological disorders in international, often low resource settings.

After successfully completing this course you will be able to:

- Explain the signs and symptoms of adult psychological disorders, including DSM-5 criteria for major adult psychological disorders
- Describe evidence-based treatments for adult psychological disorders, with a focus on cognitive behavioral therapy and mindfulness-based techniques
- Apply knowledge learned about diagnosis, assessment and treatment to a variety of case examples
- Demonstrate a greater awareness of treatment options for adult psychological disorders and ways to increase access to treatment in high and low income settings

Course Design

Throughout the course, you will not be passive recipients of information, but instead will be actively engaged with the material, including team-based assignments, discussions, and hands-on assignments. The research is clear: you will get a lot more out of your experience in return.

Given the focus of this course on adult psychopathology, we will utilize a lot of case examples and group-work focused on understanding clinical cases to facilitate learning.
Required Resources

Required Textbook:

Abnormal Psychology, 17th edition
ISBN: 0133852059 © 2017
(Also available as E-Text) and PDF – please contact the TA's if you want guidance for online versions. We don’t want the cost to be prohibitive to your learning.

This textbook is written by leading researchers in Adult Psychopathology and provides a comprehensive and current summary of the field. We selected this textbook because it uses many clinical and case examples, with clear learning objectives that will facilitate your learning. The textbook is available at the UM Bookstore (and online with rental options available).

Class Structure:
I truly want you all to be as engaged as possible in this class. I recognize 75 minutes is a long time to sit in one place, particularly without technology. I plan to handle this in a variety of ways. First and foremost, this class is focused on active learning. We’ll incorporate case material (from my own clinical practice and supervision of others’ cases), and utilize videos to bring the disorders and treatments we are discussing to life. Even with a class so large, we can have effective and productive class discussion. The expectation is that learning will be focused on engaging with the material, including working through case examples in groups and other interactive assignments.

I want you to not only hear and read about specific symptoms, but also to see them and engage more deeply with how the disorder presents. Similarly, I want to do the same with treatment. At various points in the course, I will introduce you to specific treatment components and we will practice exercises together in class. This is not meant
to be therapy or treatment in any way; rather, a way for you to understand more deeply the types of cognitive behavioral therapy treatment options and exercises that are evidence-based and available.

I will also invite guest speakers throughout the semester to provide other perspectives, including experts in course topic areas and individuals with lived experience with the psychological disorders we are discussing. **Please come to class prepared to share your perspective and thoughts, raise questions, and engage in the in-class exercises.**

**Electronic Device Policy**

**No computers, phones or tablet devices are permitted during our class meetings.**¹ I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you. For more information about the science behind this decision: http://ter.ps/distraction

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. If I find myself or other students distracted by your use of technology or behavior, I will ask you to leave the room. Consistent use of technology that disrupts the class may negatively impact the engagement component of your grade.

**Course-Specific Policies**

As members of a learning community, we need to have a mutual understanding of what is expected from each of us, and what we have the right to expect from others.

I aim to create and maintain a classroom environment that fosters student engagement, active learning, and most importantly respect. We will be discussing sensitive topics at times and discussing examples based on a variety of mental health issues that may have personal relevance to students in the class. The top priority is that we create a classroom environment that is supportive, welcoming, and courteous.

As a student, I ask that you take personal responsibility not only for your learning, but also your presence in the classroom—that we prioritize being considerate of other classmates, nonjudgmental to others’ opinions or experiences, and that we cultivate an environment that fosters learning and sharing. I hope you will actively engage with the material in a thoughtful way, be committed to attending and contributing in our class meetings, and asking questions in a respectful way.

We are creating a learning community together in this class, and we must agree to abide by course and campus policies, be respectful and encouraging at all times, and present. I ask that you arrive on time, prepared to engage meaningfully with the content, and maintain respect in this community.

**Course Website:** [www.elms.umd.edu](http://www.elms.umd.edu) (Login with your university name and password).

¹ except when required for DSS accommodations
This course will make use of ELMS, a web-based space for sharing information relevant to the course such as important announcements, changes to the syllabus or schedule, and grades. As a student in this course, it is your responsibility to remain aware of all announcements and information posted on ELMS.

**Course Requirements:**
1. Engaging with course material (written reflections, active participation in class, and participation in interactive exercises and group work)
2. 3 mid-term exams plus cumulative final exam

**Class Participation and Attendance**
During class I will help you focus on elements of greatest significance—with respect to adult psychopathology in general and the course exams in particular. In preparing for class, you should read the pertinent assignments before the subject is discussed in class. Portions of the course material will be posted on the course website, but the majority of the coursework will be interactive and require in class participation. **Utilizing material available online is NOT a substitute for attending class.** Students are expected to actively participate in class discussions. Students are encouraged to share relevant insights, knowledge, or experiences with the class during lectures, reflection assignments, or group discussions. It is expected that all assigned reading will be read prior to class to enhance discussion and understanding.

If you have an excused absence, please send an email to the instructor and TA before class begins on the day you are absent. Additional documentation may be required. Please see [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for more details on excused absences.

**Engagement Assignments: Written Reflections, Interactive Exercises and Group Work (20% total)**
Throughout the semester, we will have individual and group response assignments and interactive exercises meant to facilitate engagement with the material.

1. **Written reflection assignments (10%)**

   One component of the engagement assignments are “written reflections” in which during 5 randomly selected classes, 10 minutes will be spent preparing a written response about a topic that is related to that day’s material that you will turn in. The topic will be given at the start of class. Each assignment will be assigned one of the following grades: 10 (full credit); 5 (half-credit), 0 (no credit). Grades will be made available in Canvas. These will be collected in the first 10 minutes of the class period. If you arrive more than 10 minutes late (unexcused), you will not receive credit for that day’s engagement assignment. Unexcused late responses will be assigned a score of 0. Your **lowest score on a written reflection (or one incomplete) will be dropped at the end of the semester.**

2. **Interactive exercises and participation: responses to group work and in-class exercises (10%)**

   Most classes will involve in-class exercises, including work in pairs and groups, for instance to work through cases and respond with reflections to group work. During the semester, we will form small groups to discuss topics and cases. You will be part of the same group (4-5 students) for the entire semester. Responses from these exercises in class will be included as part of your grade (ten randomly selected classes total throughout the semester). It is therefore in your best interest to attend and be actively engaged in each class. This cannot be made up if you are not in attendance at that day’s class unless you have an excused absence. We will utilize either paper submission (i.e., turning in a response at the end of class) or ELMS to submit responses to the interactive exercises (before the next class period). All exercises and participation throughout the semester will contribute to 10% of your grade in
Responses to exercises will be graded as complete or incomplete (1 or 0). Unexcused late responses will be assigned a score of 0. **Interactive exercises are designed to help you further engage with the material, to reinforce class participation, in order to help you prepare for the exams. Your lowest score on an engagement assignment (or one incomplete) will be dropped at the end of the semester.**

**Exams (3 plus final) (80%)**

There will be 3 non-cumulative mid-term exams and one cumulative final exam. These exams will cover material presented in lectures and the readings. Exams will include information presented in lectures that may not appear in the textbook, as well as information in the textbook or readings which is not discussed in lecture. Exams will be largely based on multiple choice format and include responses to case examples. You are encouraged to review your exams with the TA to see what you got wrong and the correct answers; however, you will only be able to view each exam with the TA until the next exam occurs.

- Exam 1 is worth 75 points
- Exam 2 is worth 100 points
- Exam 3 is worth 100 points
- Final Exam is worth 125 points

The final exam is **cumulative**, meaning it will cover material from the entire course and will focus on the key considerations in adult psychopathology discussed throughout the course.

3. **Extra Credit Opportunities (12 points possible total)**

   **1. Resource Identification Exercise (6 points possible)**

   You have the option to participate in an extra credit assignment worth 6 points toward your final grade. This assignment focuses on understanding how to access mental health services, develop a resource list, and reflect on the process of identifying services. Although not required, I strongly recommend you take part in this exercise. I hope not only will it be a valuable learning experience for you, but also that will be a helpful tool for you and/or others. There are a few options for how you approach it:

   - Designate where you think you’re most likely to live after college and identify as many relevant mental health services as you can in that area. Include as much detail as you are able to (i.e., provider type, specialty, insurances they take, location, contact information, next available appointment, etc.), including steps you took to identify these services and information, and factors that you considered in your search (location, cost, therapist characteristics, etc.).

   - Create a resource list for a friend or family member who may be struggling with mental health concerns. There is NO expectation that you would share this resource list with him or her, or even let them know that you are creating it. It is an exercise to identify the steps needed to identify mental health services, and create as comprehensive a list as possible, including provider type, specialty, insurances they take, location, contact information, next available appointment, etc.

   The focus on this assignment is about the process of identifying appropriate services – so providing as much detail as you can provide on what the process was like for you in identifying these services, or the parameters of your search the better - (i.e., what specifically were you looking for? What factors did you have to consider? What was important in your search, and how was it identifying those services)? This is not meant to be about quantity, but rather about quality, fit, match and the process of identification of services. Additionally, this assignment is meant to be creative, so if there are details that we have not specified here that you want to include, especially any steps you take to get additional information on these resources, please feel free. The format is also meant to be creative – it can be a table, a map, or any other format that you feel most clearly depicts resources you’ve identified—plus an included reflection.
on what the process was like for you when searching. Please meet with the TA’s to get more information about this assignment or discuss ideas. This assignment will be assigned one of the following grades: 6 (full credit), 3 (half-credit), 0 (no credit). Grades will be made available in Canvas.

2. “Flash talk” (4 points possible)
You can earn an additional four points if you present your results from the resource identification exercise (what you were able to identify, your reactions in the process, lessons learned, etc. to the group). If you are presenting a “flash talk” the maximum is ten minutes (although we may adjust depending on level of interest), and you have to let the TA know by 11/1 if you are doing this assignment. Flash talks will be assigned one of the following grades: 4 (full credit), 2 (half-credit), 0 (no credit). Grades will be made available in Canvas.

3. Online course evaluation (2 points possible)
You can earn 2 extra credit points for completing the online course evaluations via CourseEvalUM, which will be available at the end of the semester at http://www.courseevalum.umd.edu. Your feedback is confidential. All extra credit points will be added directly to those that you earned based on the exams and engagement assignments. For example, if you earned a total of 450 points and completed the full extra credit, your final letter grade would be: 450 + 12 = 462 / 500 points.

Grades
Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course (exams, in-class exercises) and is assigned individually (not curved). All grades will be posted on the course ELMS page. Late work will not be accepted for credit so please submit well before the deadline. We are happy to discuss any of your grades with you, and if we have made a mistake we will immediately correct it. Grade disputes must be submitted in writing to myself and the TA within one week of receiving the grade.

<table>
<thead>
<tr>
<th>Course Assessments</th>
<th>Points</th>
<th>Category Total</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Assignments</td>
<td></td>
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<tr>
<td>Written Reflections</td>
<td>50</td>
<td></td>
<td>20%</td>
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<tr>
<td>Interactive Exercises, Group Work, and Participation</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Exams</td>
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<td></td>
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</tr>
<tr>
<td>Exam 1</td>
<td>75</td>
<td></td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>125</td>
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<tr>
<td>Total</td>
<td>500</td>
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<tr>
<td>Extra Credit</td>
<td>12 max</td>
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<tr>
<td>Total (with extra credit)</td>
<td>512</td>
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Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others. Your performance on this assessment will be evaluated using the following rubric: How Do I Determine My Course Grade? Add your scores with any extra credit points you may have received.

<table>
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<tr>
<th>Final Grade Cutoffs</th>
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<tbody>
<tr>
<td>+ 97.00% + 87.00% + 77.00% + 67.00%</td>
<td>A 94.00% B 84.00% C 74.00% D 64.00% F &lt;60.0%</td>
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<tr>
<td>- 90.00% - 80.00% - 70.00% - 60.00%</td>
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# Course Schedule

Note: Required Chapters/Articles to be read before class on that day.

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8/28</strong></td>
<td>Course Overview and Learning Objectives</td>
</tr>
<tr>
<td><strong>9/4</strong></td>
<td>Current Viewpoints on Adult Psychopathology: <em>What Makes it a Disorder, and Who Treats It?</em></td>
</tr>
<tr>
<td><strong>9/11</strong></td>
<td>Clinical Intake and Treatment Planning: Depression As an Example</td>
</tr>
<tr>
<td><strong>9/18</strong></td>
<td>Depression: Treatment</td>
</tr>
<tr>
<td><strong>9/25</strong></td>
<td>EXAM #1 (Ch. 1-4, Ch 7)</td>
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<tr>
<td><strong>10/2</strong></td>
<td>PTSD &amp; Stress Disorders Treatment: Guest Lecture</td>
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<tr>
<td><strong>10/9</strong></td>
<td>Anxiety Disorders</td>
</tr>
<tr>
<td><strong>10/16</strong></td>
<td>Obsessive Compulsive Disorder (OCD)</td>
</tr>
<tr>
<td><strong>10/23</strong></td>
<td>EXAM #2: PTSD / Anxiety Disorders / OCD (Chs. 5,6) Eating Disorders (Ch. 9)</td>
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<tr>
<td><strong>10/30</strong></td>
<td>Substance Use Disorders-- Bringing Lived Experience to Treatment: Guest Lecture</td>
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<td><strong>11/6</strong></td>
<td>Schizophrenia</td>
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<tr>
<td><strong>11/20</strong></td>
<td>EXAM #3 (Substance Use: Ch 11, Schizophrenia, Ch 13, Personality Disorders Ch 10, GMH, and Guest Lectures)</td>
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<tr>
<td><strong>11/27</strong></td>
<td>Flash Talk Presentations</td>
</tr>
<tr>
<td><strong>12/4</strong></td>
<td>Psychological Treatment, Exam Prep &amp; Review</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Visit ntst.umd.edu/soc/exam for the campus’ official final exam schedule.</td>
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</tbody>
</table>

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit go.umd.edu/ug-policy for the Office of Undergraduate Studies’ full list of campus-wide policies, read them carefully, and follow up with me if you have questions.

Related to campus policies on academic integrity, you must also familiarize yourself with the Department’s guidance on the Ethics of Scholarship in Psychology (ter.ps/psycethics)

Inclement Weather or Campus Emergency

If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website http://www.umd.edu or the snow phone line: 301-405-SNOW), classroom activities will be cancelled.

Learning Assistance Center

If you are experiencing difficulties in keeping up with the academic demands of this course, you are strongly encouraged to contact the Learning Assistance Service (www.counseling.umd.edu/LAS). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UM students.

Students in Distress

Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. The counseling center is located at 1101 Shoemaker Building and phone number is 301-314-7651. The counseling center is open Monday-Friday 8:30am-4:30pm, and until 9pm Monday-Thursday during the semester. For after hours crisis support, you can also call (301)314-7651. http://www.counseling.umd.edu. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is also available. See p. 9 in this resource directory for more information on services available: https://www.counseling.umd.edu/global/docs/resourcdirectory.pdf?utm_source=redirectlink&utm_medium=website&utm_campaign=resourcedirectory-pdf

Parents and family members who have concerns about their UMD student may also consult with a mental health professional by calling the Warmline at the University of Maryland Counseling Center. Call the Counseling Center at (301) 314-7651 and ask to speak with a counselor about your student-related concern. The person answering your call will ask for your identifying information (e.g., name, telephone number) and a brief description of your concern. The information will be given to the Warmline counselor, who will contact you within 24 hours of your call. The Warmline also can assist parents and other support network individuals with referrals to off-campus mental health providers.

Immediate Emergency

In the event of a life-threatening or severe psychiatric or medical emergency, call campus police at (301)-405-3333. If off-campus, call 911 or go to the nearest hospital emergency room.
Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting [http://ter.ps/learn](http://ter.ps/learn) and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center. Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Inclusive Learning Environment

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statues, speech that contains threats of violence is prohibited.