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 individuals most in need around the world. This course will have a specific focus on multicultural approaches to adult psychopathology, including understanding the role of culture in the diagnosis and assessment of psychological disorders, understanding racial/ethnic disparities in mental health, and the role of stigma in mental health diagnosis and treatment. 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, including an understanding of the role of culture
- Understand racial/ethnic disparities in mental health treatment, and the role of mental health stigma
- Learn from individuals with lived experience of mental health and substance use disorders to gain a deeper understanding of psychiatric disorders
- Demonstrate a greater awareness of treatment options for adult psychological disorders and ways to increase equitable access to mental health treatment in high and low income settings

Dr. Jessica Magidson
Assistant Professor, Clinical Psychology
(she/her/hers)

Please Meet Me!
Office Hours:
Thursdays 3:15-4pm
On Zoom

Class Meets
Virtually. Class will include a mix of synchronous and asynchronous learning, with live sessions occurring during scheduled class times. Please block off class times for live sessions: **Tues & Thurs 2pm – 3:15pm.**

Course Communication
Please use our course email for course communication and questions:
(umdpsyc353@gmail.com).
Please consult guidelines on writing professional emails (ter.ps/email)
All course announcements will be done in ELMS.

Teaching Team
Graduate TAs
Kristen Regenauer (she/her)
Mary Kleinman (she/her)
Alix Rose (she/her)

Undergraduate TA's
Joanna Kramer (she/her)
Melanie Block (she/her)
Sara Abdelwahab (she/her)
Donovan Clemmons (he/him)

Grad TA Office Hour: Thursday 12-1pm; held over Zoom.

Undergrad TA office hour: Friday 1-2pm, held over Zoom

Prerequisites
PSYC 100: Introduction to Psychology

Course Design

Throughout the course, you will not be passive recipients of information, but instead will be actively engaged with the material, including 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 assignments focused on understanding clinical cases to facilitate learning, with an explicit focus on the role of culture in diagnosis and treatment, and racial/ethnic health disparities in mental health diagnosis and treatment. Throughout the course, we will hear first-person experiences of living with mental health conditions. Through these exercises, the aim is to foster greater understanding of what living with mental health conditions is like, and to support efforts to reduce stigma around mental health.
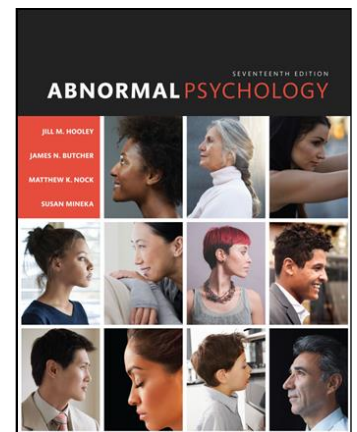
Required Resources

Required Textbook- Chapters we will use will be available on our ELMS course for free on reserve. We don't want the cost to be prohibitive to your learning.

Abnormal Psychology, 17th edition
by Hooley, Butcher, Nock & Mineka (2017). NY: Pearson.
ISBN: 0133852059 © 2017

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. We will utilize this textbook and evaluate it critically. Selections of the book that we will use are available for free on ELMS through course reserves.

Fostering engagement in class:

I truly want you all to be as engaged as possible in this class. I recognize online learning at this time is challenging, particularly without any in-person interaction. I typically teach this course banning technology in the classroom, so it is a big adjustment for all of us. I plan to foster engagement in this course 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, including hearing first-person accounts of living with mental health conditions. Even with a class so large, and an online format, 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 and other interactive assignments. Using break out rooms, experiential and reflective exercises, and the chat feature during class.

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.

We will also have 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 be respectful, and be prepared to share your perspective and thoughts, raise questions, and engage in responses to these speakers.**

<u>**Class Structure (asynchronous vs. synchronous elements):**</u>
I have received feedback that students appreciate the structure and community of attending live classes and more interaction with the teaching team and their peers. **Thus, most weeks will include live class meetings during both scheduled class times, which will include a combination of lecture, in-class exercises, and discussion.** However, I also recognize that live attendance may be a barrier for some, there may be technology disruptions, and everyone learns differently. Thus, we will also utilize some asynchronous lectures and other videos, including interviews with individuals with lived experience with the disorders we are learning about. **I will also do my best to reduce Zoom fatigue by breaking up the class with opportunities to pause and reflect, ask questions, meet in smaller groups, and take breaks.**

Please note we will have the option of recording most live lectures. If you do not wish to be video recorded on these sessions, please feel free to turn your video off. We will not require the use of video during class; however, if you are comfortable with it, we do recommend it to increase engagement in the course. If you wish to refrain from asking questions via audio, please feel free to send questions via private chat to myself or one of the TAs. If you are opposed to live classes being recorded or have concerns, please contact me directly.

Course-Specific Policies
When I typically teach this course, I do not allow laptop or tablet computers in the classroom because 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. Obviously during this time we cannot have this policy in place, and we rely on technology as our main platform. However, I would highly recommend that you try to not check email or your phone during class time – give yourself a welcomed break from constant connectivity, and you will absorb more from our lectures and discussion. For more information about the science behind this decision: http://ter.ps/distraction. Consistent use of other technology that disrupts the class may negatively impact the engagement component of your grade.

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 an online course 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, as well as inviting guests who are generously sharing their stories and experiences with us. The top priority is that we create a course 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 course—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 join on time, prepared to engage meaningfully with the content, and maintain respect in this community.

Course Website: www.elms.umd.edu (Login with your university name and password).

This course will rely on **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.

Black Lives Matter and COVID-19 Pandemic

I recognize the impact that ongoing racist violence and COVID-19 has on our lives, and relevant to our course, on our mental health. Although we are virtual and a large class, I want to get to know you and be able to provide support to you during this semester. I have designed this course to provide you with flexibility, foster community and interaction, and learn hands-on, real-world skills and concepts that may also provide support during this challenging time. Please come meet with me individually, share barriers or challenges that you are facing to myself and the teaching team, and know that we care about supporting you.

ELMS Use: Student Expectations

- Check your ELMS **email** each day Monday-Friday for important course related emails.
- Check your course **Announcements** once per day Monday-Friday.
- Please turn on your **Discussion Board, Announcements, and Email Alerts**. To do this, click on your **Account** in the top left corner of ELMS, then click on **Notifications**, then scroll down to Announcement/ Announcement Created By You / Discussion / Discussion Posts/ Conversation Message and click the check box next to each to "notify me right away" (or "daily summary").

Course Requirements:

1. Active engagement with course material through written reflections, participation in discussions, and responses to interactive exercises
2. Maintaining a respectful, collaborative online learning environment
3. Exams

Class Engagement

During recorded and live lectures, 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, you should read the pertinent assignments <u>before</u> scheduled class times. Students are encouraged to actively participate in discussions and course exercises. Students are encouraged to share relevant insights, knowledge, or experiences with the class during breakout room discussions, reflection assignments, via chat, or larger group discussions. It is expected that all assigned readings will be read prior to class times to enhance discussion and understanding.

Engagement Assignments: Written Reflections and Responses (30% total)

Most weeks will involve experiential learning, including responding to reflective prompts, watching videos, discussing or responding to case examples, as well as interactive exercises to complete outside of class to further engage with the material. **These assignments are designed to help you further engage with course content, to reinforce participation and learning of the material, and to help you prepare for the exams.**

1. **Written reflection assignments (20%)**

One component of the engagement assignments are "written reflections" in which during 5 randomly selected weeks throughout the course, you will be asked to prepare a written response on ELMS about a topic that is related to that week's material. The topic will typically be given during class, and you will complete it on ELMS typically

during class. Each written reflection assignment will be assigned one of the following grades: 10 (full credit); 5 (half-credit), 0 (no credit). Unexcused late responses will be assigned a score of 0. **Written reflections 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 a written reflection (or one incomplete) will be dropped at the end of the semester.*

2. **Interactive exercises and participation (10%)**

Most weeks will involve interactive exercises, including submitting responses to case examples, videos, and other exercises. These will be brief questions or prompts to help learn the material and interact more meaningfully with course content. These will typically be assigned during a class, so it is in your best interest to keep up with classes.

We will use 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 total. 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) (70%)
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 25 points
Exam 2 is worth 50 points
Exam 3 is worth 50 points
Final Exam is worth 50 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.

4. **Extra Credit Opportunities (6 points possible total)**

1. **Resource Identification Exercise (3 points possible)**
You have the option to participate in an extra credit assignment worth up to 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. 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 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 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. This assignment will be assigned either: 3 (full credit), 1.5 (half-credit), 0 (no credit).

2. **"Flash talk" (3 points possible)**
You can earn an additional three 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). Flash talks will be assigned one of the following grades: 3 (full credit), 1.5 (half-credit), 0 (no credit). Grades will be made available in Canvas.

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. *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 200 points and completed the full extra credit, your final letter grade would be: 200 + 6 = 206 / 250 points.*

Course Assessments	Points	Category Total	Category Weight
Engagement Assignments		75	**30%**
Written Reflections	50		
Interactive Exercise Responses	25		
Exams		175	**70%**
Exam 1	25		
Exam 2	50		
Exam 3	50		
Final Exam	50		
Total		250	

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.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Course Schedule

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

TUESDAY			THURSDAY		
1/26	Course Overview and Learning Objectives	Syllabus	1/28	Current Viewpoints on Adult Psychopathology: *What makes it a disorder, and who treats it?*	Ch 1 p. 1-12 (Learning Objectives 1.1-1.3) Ch. 3 p. 60-66 (LO 3.1-3.2)
2/2	Clinical Intake and Treatment Planning: Role of Culture	Ch 4 p. 106-118, 128-134; LO 4.1-4.3 and 4.5-4.6 *APA CFI interview*	2/4	Epidemiology and Research Designs	Ch 1 p. 12-31 (Learning objectives 1.4-1.9), Ch. 3
2/9	Depression: Diagnosis	Ch 7 p. 220-245 LO (7.1-7.3)	2/11	Depression Treatment	Ch 7 p. 252-258 (LO 7.7) *Article: Lejuez et al., 2011*
2/16	Bipolar Disorder: *Lived Experience*	Ch 7 (Learning Objectives 7.4-7.6)	2/18	Bipolar Disorder & Suicide	Ch 7 p. 246-268 (Learning Objectives 7.4-7.6 and 7.8-7.9)
2/23	**EXAM #1 - *Course Midpoint Feedback***		2/25	Intro to Anxiety Disorders and Phobias (Ch. 6 Learning Objectives 6.1-6.2)	
3/2	Panic Disorder, Agoraphobia and Phobia Ch. 6 Learning Objectives (6.3-6.5)		3/4	Generalized Anxiety Disorder Ch. 6 Learning Objective 6.6	
3/9	Anxiety Disorders: Treatment Ch 6, Ch 16		3/11	OCD: *Lived Experience*	
3/16	**No class – Spring break!**		3/18	**No class – Spring break!**	
3/23	Obsessive Compulsive Disorder (OCD) and Culture and Worry	Ch 6 (LO 6.7-6.8)	3/25	PTSD & Stress Disorders	Ch. 5 LO 5.6-5.8
3/30	**EXAM #2**		4/1	Substance Use Disorder (SUD): Diagnosis and Treatment Readings on ELMS: *"Revising the language of addiction"* *"Asking how our patients understand addiction"*	Ch 11 (11.1-11.4)
4/6	SUD: *Lived Experience*		4/8	Personality Disorders	Ch 10
4/13	Schizophrenia	Ch 13 (Learning Objectives 13.1-13.2)	4/15	Schizophrenia: *Lived Experience*	

4/20	Global Mental Health (GMH) Patel & Prince (2010). Global mental health: A new global health field comes of age. *JAMA*.	4/22	Mental health, infectious disease, and health disparities
4/27	**EXAM #3**	4/29	Flash Talk Presentations
5/4	Flash Talk Presentations	5/6	Graduate School and Career Panel
5/11	Course wrap-up, reflections, and Final Exam prep! **Course Feedback and Evaluation**		
Final Exam			

Note: This is a tentative schedule, and subject to change as necessary and based on your feedback– monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, 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 (does not apply to our course this semester)
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. *Not applicable this semester.*

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 afterhours 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/resourcedirectory.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 you 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 and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting 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 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 and Hate-Bias Reporting
Students will be invited to share their thoughts 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.
As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential. We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias.
If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity

and Inclusion Committee using this link (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/.

Statement of Basic Needs
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.
Fostering Terp Success: https://www.studentaffairs.umd.edu/fostering-terp-success
UMD Campus Pantry: http://campuspantry.umd.edu/
UMD Student Crisis Fund: http://www.crisisfund.umd.edu/
Counseling Center: http://www.counseling.umd.edu/CS/

Additional Resources for Students
UMD Health Center: https://health.umd.edu/
UMD Writing Center: https://www.english.umd.edu/academics/writingcenter
UMD Accessibility & Disability Support Services: https://www.counseling.umd.edu/ads/
UMD Office of Civil Rights and Sexual Misconduct (Title IX Office): https://www.ocrsm.umd.edu/
UMD Office of Diversity and Inclusion: https://www.diversity.umd.edu/hbrp/.