

**SANTA CLARA UNIVERSITY**  
**Psychology Department**  
**Spring 2022**

**PSYCHOPATHOLOGY (PSYC 115-ELSJ)**

**COVID-19 PANDEMIC EDITION**

<b>Instructor:</b>	<b>Thomas G. Plante, Ph.D., ABPP</b>
<b>Office:</b>	Alumni Science 203
<b>Telephone, E-Mail, web:</b>	408-554-4471 (Office), <a href="mailto:tplante@scu.edu">tplante@scu.edu</a> , <a href="http://www.scu.edu/tplante">www.scu.edu/tplante</a> , Zoom – 358-201-2190
<b>Office Hours:</b>	Typically before or after class or by appointment
<b>Course Meeting Times:</b>	Tuesdays and Thursdays: 2pm-3:40pm
<b>Course Meeting Location:</b>	Dowd Outdoor Tent (or Sobrato 19 if we need to due to weather)

**Required Text:**

Whitbourne, S. K. (2020). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, 9th edition. NY: McGraw Hill Education. ISBN10: 1260500195, ISBN13: 9781260500196

(Additional readings may be provided during the class).

**Course Evaluation:**

Midterm Quest 1:	End of Week 3
Midterm Quest 2:	End of Week 6
Midterm Quest 3:	End of Week 9
Final Quest:	Tuesday of exam week
Arrupe Reflection Paper:	Last day of class
Class Participation, Behavior, Scholarly Enthusiasm, and Attendance:	+/- can improve or decrease your course grade.

Pass everything, get an “A.” Fail any one of 4 assigned tasks and get a “B.” Fail two of the tasks and get a “C”.....Two low passes equal one fail.

**Course Description:** Psychopathology involves the discipline and principles of psychology and human behavior in understanding the etiology, nature, development, and treatment of mental illness. Class topics include models of psychopathology, research, diagnosis, and assessment of psychopathology, affective disorders, personality disorders, sexual disorders, substance abuse disorders, childhood disorders, etc. Suggested prerequisites include PSYC 1 or 2, and 40 or 43. The course is primarily designed for psychology majors.

**Course Goals:** (1) To provide a broad based overview of the field of psychopathology from a biopsychosocial perspective.  
 (2) To provide a practical and experiential understanding of the challenges involved in mental illness.  
 (3) To provide the foundation for students taking additional courses and advanced training in psychopathology.

**Learning Goals for Experiential Learning for Social Justice**

**Social Justice:** Developing a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them.

**Civic Life:** The roles, rights, and responsibilities of citizens and institutions in societies and in the world.

**Perspective:** Seeking out the experience of different cultures and people, striving to view the world through their eyes.

**Civic Engagement:** Addressing major contemporary social issues, including environmental sustainability and peaceful resolution of conflict, by participating actively as an informed citizen of society and the world.

### Learning Objectives for Experiential Learning for Social Justice

- 1.1 Recognize the importance of life-long responsible citizenship and civic engagement in personal and/or professional activities in ways that benefit underserved populations. (Civic Life, Civic Engagement, and Social Justice)
- 1.2 Demonstrate an understanding and appreciation of the formal and informal knowledge, wisdom, and/or skills that individuals in these communities possess, showing awareness of own and at least one other perspective/worldview. (Perspective)
- 1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)

### Sequence of Topics and Readings:

Week 1 (Mar 29 & 31):	Introduction to Course & Psychopathology	Chapter 1**
Week 2 (Apr 5 & 7):	Theoretical Perspectives	Chapter 4
Week 3 (Apr 12 & 14):	Diagnosis and Assessment	Chapters 2 & 3
Week 4 (Apr 19 & 21):	Mood and Anxiety Disorders	Chapters 7 & 8
Week 5 (Apr 26 & 28):	Somatoform, and Dissociative Disorders & Eating Disorders	Chapters 9 & 10
Week 6 (May 3 & 5):	Sexual Disorders & Substance Abuse	Chapters 11 & 12
Week 7 (May 10 & 12):	Neurodevelopmental Disorders & Neurocognitive	Chapters 5 & 13
Week 8 (May 17 & 19):	Schizophrenia, ELSJ and special topics	Chapter 6
Week 9 (May 24 & 26):	Personality Disorders, ELSJ and special topics	Chapter 14
Week 10 (May 31 & Jun 2):	Legal & Ethical Issues, Career Issues, Future Trends, Conclusions	Chapter 15

***Arrupe Reflection Paper Due: Last Class Day***

Final Quest: Finals week

\*\* When two chapters are assigned during a week, the first chapter listed is due on Tuesday while the second chapter is due on Thursday of that particular week.

### Additional Items:

1. ***This class is approved as an ELSJ Core course.*** To meet the learning objectives of ELSJ, reflection on the placements will occur during part of our class sessions. We'll check in with you about your Arrupe placements and discuss how the experiences enliven and enrich the class topics being discussed. We will discuss how the Arrupe placement has illustrated the clinical psychology theories and practices for class topics. For example, we will discuss how psychopathology (week 2) is often correlated with socioeconomic status, lack of social support, and lack of access to health services evidenced by Arrupe placement experiences. ELSJ Learning Objective 1.1 (Civic Engagement) will be discussed in terms of the physical and mental health benefits of volunteerism and the social support that comes with finding a vocational path than serves others. This is especially highlighted during weeks 1, 9, and 10. ELSJ Learning Objective 1.2 (Perspective) will be highlighted by discussing the relationships (including mentoring) that are developed in social service organizations. This is especially highlighted during weeks 2-4, 6-8. ELSJ Learning Objective 1.3 (Social Justice) will be discussed by filtering the Arrupe placement experiences through the lens of Jesuit and other social justice teachings and perspectives. This is especially highlighted during weeks 2-6, 6-8.
2. The Arrupe Partnership Reaction Paper is a 5 or so page reaction paper to your experience with mentally ill persons and should incorporate one or more of the ELSJ learning objectives noted above. The papers should well integrate the learning you have experiences in both the class and the Arrupe placement in a thoughtful way. *The paper is due at the last class.*