



COUGARS

Syllabus for PSYC-531

Advanced Psychopathology

Department of Psychology

Fall 2026

About the Instructor

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Office: Alumni Hall Room 0125

Office Hours: Wed 3pm-4pm. If these times do not work for you, please email me to set up an appointment.

Welcome

Welcome! This course is designed to introduce a variety of different topics in psychopathology, such as common mental disorders and their symptoms, diagnosis, etiology, course, and treatments. As this is a graduate course, you are expected not only to retain key information about these disorders but also to understand major research findings related to each topic. Students are also expected to engage in meaningful discussion based on their thorough reading/understanding of the class material.

About the Course

Course goals and objectives

After successfully completing this course, you are expected to:

- Understand mental disorder classification systems (e.g., Diagnostic and Statistical Manual of Mental Disorders) and critically evaluate its strengths and limitations.
- Identify and understand major characteristics of common mental disorders.
- Understand the comprehensive structure of psychopathology and its research.
- Gain knowledge of treatment approaches for common mental disorders.
- Develop a better understanding of how psychopathology research is conducted and learn to critically evaluate studies.

Required Texts and Readings

- Required Text
 - Krueger, R. F., & Blaney, P. H. (Eds.). (2023). *Oxford textbook of psychopathology*. Oxford University Press.
- Recommended Text
 - American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
 - There are copies at the Resource Center

Course Expectations

- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can set up an appointment or email me.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates and impede my ability to cover the material in an efficient manner.

Course Requirements

Course activities/assessments

- (1) Exams 1 and 2 (100 points each): There will be two in-person exams.
- (2) Discussion Questions and Responses (100 points): For each class, you are expected to submit two discussion questions per week based on the reading of textbook chapter(s) and articles. Please ask one question from the chapter(s) and one question from presenters' readings if there is a presentation for that week. If there are no presentations, please submit two questions from the reading(s). Please check for grammar and typos in your writing. Each discussion question submission is worth 5 points, and your answer submission is worth 5 points (10 x 11 weeks = 110 points).

Two Requirements:

- You should type your discussion question onto an excel spreadsheet by **Monday 5pm** each week so that everyone will have a chance to read them before class (the spreadsheet link will be posted on Blackboard).
- Everyone is expected to choose two questions (one from chapter, one from article, if relevant) submitted by others, answer them, and be prepared to discuss your responses in class. Please email me your answers, which I will count as a submission (**DUE 11am on Wednesday**).

Participation Policy:

- Full credit requires submission AND in-class participation.
- If you submit discussion questions and response drafts but miss class and cannot participate in discussion, you may not receive full points for that week.

- (3) Research Proposal Topic Discussion and Final Presentation (120 points): Based on the topics/disorders learned in class, you will design and present a research proposal.

Two Requirements.

- Please explore symptoms using transdiagnostic and/or dimensional approach.
- Please design a project with diversity, equity, and inclusion issues in mind.

Topic Discussion (50 points).

- What is your research about? What is your general hypothesis? (15 points)
- Provide literature supporting your general and specific hypotheses (15 points)
- What is/are the transdiagnostic and/or dimension(s) in your study? (10 points)
- How will you address diversity, equity, and inclusion issues in your study? (10 points)

Final Presentation (50 points).

- What were the suggested comments and how did you address those? (20 points)
- Explain your research methods: participants, measures, procedure. (20 points)
- Data analysis (10 points)

Discussion (20 points).

During the topic discussion week, you are expected to listen to your peers' presentation and ask questions and provide feedback. We will share a document for feedback. Presenters are expected to incorporate feedback into their final presentations.

- (4) In-Class Presentation (50 points): Every student should read the assigned class readings. One (or two, depending on the situation) students will present and lead class discussions on select weeks (see syllabus). This presentation involves (1) summarizing the class reading, and (2) leading discussions based on submitted questions, including your own. Handouts would be helpful. Please do not confuse reading the handout with a presentation. If you mostly read a script, presentation grades will be in the B range.

Grading Criteria

- Summary (20 points)
- Presentation Quality (15 points) – It is important not to simply read scripts/slides/handouts. Engage with the audience. Check if they are paying attention to your presentation.
- Quality of Discussion & Engagement with the Class (15 points)

University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Statement regarding AI use. Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

This class's policy regarding GenAI use is Level 0, which means that students cannot use Gen AI: Students should create their own, original work without the use of GenAI (e.g., ChatGPT, DALL-E, Gemini, etc.) for any manner. For the explanation on different levels, please visit: <https://prodev.illinoisstate.edu/ai/usage/>

For example, the following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. Unauthorized and unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of academic dishonesty and will be treated as such.

If I suspect AI use in completion of any course work, I will email you asking for drafts before grading your work. Therefore, please save your work (i.e., drafts into different versions). For example, save your first initial writing as Draft 1, any further edits into Drafts 2, 3, etc., and then final submitted version as FINAL version.

Department of Psychology Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the

Provost.” (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>

Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

Writing Center Information

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. For more information, or to schedule a 30 minute consultation, please call our front desk (650-2045), visit our website (siue.edu/lss/writing), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or eoatitleix@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Class Schedule *Schedule subject to change at the discretion of the professor			
Wk	Date	Topic	Notes
1	8/26	Introduction Syllabus and semester overview	
2	9/2	CH1. Classification in Traditional Nosologies + RDoC section in Clark et al. (2017)	p factor articles – p 477 up until “Putting it all together” (Presenter:)
3	9/9	CH3. HiTOP	p factor articles: p 477 - end (Presenter:)
4	9/16	CH7. GAD, Panic, SAD, and Specific Phobia	Research talk and discussion Bring all research-related questions to class.
5	9/23	CH8. OC and Related Disorders	Hopwood & Sharp (2026), CH7: What is the intersection between dimensional diagnosis and diversity, equity, and inclusion? (Presenter:)
6	9/30	CH9. PTSD and Dissociative Disorders	Hopwood & Sharp (2026), CH8: How does dimensional diagnosis change psychopathology research? (Presenter:)
7	10/7	CH11. Depression: Social and Cognitive Aspects	Depression articles (Presenter:)
8	10/14	Exam 1	In class
9	10/21	CH10. Mania and Bipolar Spectrum Disorders	
10	10/28	CH25 & CH26. Personality Disorders	Wright & Hopwood (2021) article (Presenter:)
11	11/4	Research Project Presentations + Discussion: This will be an “idea sharing and giving feedback” session.	Presentation 10 mins + Discussion 5 mins per student
12	11/11	CH12 & CH13: Substance Use Disorders	
13	11/18	CH14 & CH15 Schizophrenia	Hopwood & Sharp (2026), CH16: Where do cognitive and neurodevelopmental disorders fit in dimensional models of psychopathology? (Presenter:)
14	11/25	THANKSGIVING	

Class Schedule *Schedule subject to change at the discretion of the professor			
15	12/2	CH18 Eating Disorder	Hopwood & Sharp (2026), CH6: Can dimensional diagnosis of psychopathology help reduce mental health stigma? (Presenter:)
16	12/9	Research Project Presentations + Discussion: This will be a presentation on how you incorporated feedback from your first presentation.	
	12/16	Exam 2	In class

Readings and Presentation Articles/Chapters

Weeks 2-3

Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72-145. **(RDoC Section only)**

Caspi, A., Houts, R. M., Tegner Anker, A. S., Richmond-Rakerd, L. S., Andersen, S. H., Theodore, R., ... & Torvik, F. A. (2025). Why psychopathology research should avoid studying one mental disorder at a time: An intergenerational and developmental evidence base for understanding "p". *Journal of Psychopathology and Clinical Science*, 135(4), 461-494.

Week 4

CH6: Can dimensional diagnosis of psychopathology help reduce mental health stigma? In Hopwood, C. J., & Sharp, C. (Eds.). (2026). *Dimensional diagnosis: Practical and conceptual issues in the integration of personality and psychopathology*. Guilford Publications.

Week 5

CH7: What is the intersection between dimensional diagnosis and diversity, equity, and inclusion? In Hopwood, C. J., & Sharp, C. (Eds.). (2026). *Dimensional diagnosis: Practical and conceptual issues in the integration of personality and psychopathology*. Guilford Publications.

Week 6

Hopwood & Sharp (2026), CH8: How does dimensional diagnosis change psychopathology research? In Hopwood, C. J., & Sharp, C. (Eds.). (2026). *Dimensional diagnosis: Practical and conceptual issues in the integration of personality and psychopathology*. Guilford Publications.

Week 7

Hollon, S. D., Andrews, P. W., Singla, D. R., Maslej, M. M., & Mulsant, B. H. (2021). Evolutionary theory and the treatment of depression: It is all about the squids and the sea bass. *Behaviour Research and Therapy*, 143, 1-11.

Moncrieff, J., Cooper, R. E., Stockmann, T., Amendola, S., Hengartner, M. P., & Horowitz, M. A. (2022). The serotonin theory of depression: A systematic umbrella review of the evidence. *Molecular Psychiatry*, 28, 1-14.

Week 10

Wright, A. G., & Hopwood, C. J. (2022). Integrating and distinguishing personality and psychopathology. *Journal of Personality*, 90(1), 5-19.

Week 13

CH16: Where do cognitive and neurodevelopmental disorders fit in dimensional models of psychopathology? In Hopwood, C. J., & Sharp, C. (Eds.). (2026). *Dimensional diagnosis: Practical*

and conceptual issues in the integration of personality and psychopathology. Guilford Publications.

Supplemental Readings

- Bach, B., & Tracy, M. (2022). Clinical utility of the alternative model of personality disorders: A 10th year anniversary review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 369-379.
- Caspi, A., & Moffitt, T. E. (2018). All for one and one for all: Mental disorders in one dimension. *American Journal of Psychiatry*, 175, 831-844.
- Clark, L. A., & Watson, D. (2022). The trait model of the DSM–5 alternative model of personality disorder (AMPD): A structural review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 328-336.
- Eaton, N. R., Rodriguez-Seijas, C., Carragher, N., & Krueger, R. F. (2015). Transdiagnostic factors of psychopathology and substance use disorders: A review. *Social Psychiatry and Psychiatric Epidemiology*, 50(2), 171-182.
- Jardas, E. J., Ladd, B. A., Maheux, A. J., Choukas-Bradley, S., Salk, R. H., & Thoma, B. C. (2023). Testing the minority stress model across gender identity, race, and ethnicity among US gender minority adolescents. *Journal of Psychopathology and Clinical Science*, 132, 542-554.
- Kotov, R., Krueger, R. F., Watson, D., Cicero, D. C., Conway, C. C., DeYoung, C. G., Eaton, N. R., Forbes, M. K., Hallquist, M. N., Latzman, R. D., Mullins-Sweatt, S. N., Ruggero, C. J., Simms, L. J., Waldman, I. D., Waszczuk, M. A., & Wright, A. G. (2021). The Hierarchical Taxonomy of Psychopathology (HiTOP): A quantitative nosology based on consensus of evidence. *Annual Review of Clinical Psychology*, 17, 83–108.
- Lawson, K. M., & Robins, R. W. (2021). Sibling constructs: What are they, why do they matter, and how should you handle them? *Personality and Social Psychology Review*, 25(4), 344–366.
- Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256.
- Settles, I. H., Warner, L. R., Buchanan, N. T., & Jones, M. K. (2020). Understanding psychology's resistance to intersectionality theory using a framework of epistemic exclusion and invisibility. *Journal of Social Issues*, 76(4), 796-813.
- Southward, M. W., Cheavens, J. S., & Coccaro, E. F. (2023). Defining the p-factor: An empirical test of five leading theories. *Psychological Medicine*, 53(7), 2732–2743.