About the Instructor

Name: Dr. Eunyoe Ro
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Virtual Office Hours: By appointments. Use this link: Book time with Ro, Eunyoe: Summer Office Hours • This link will expire on: August 3, 2025 This link will enable you to set up a meeting via TEAMS for office hours and extra credit opportunity (See page 3 for more information on the extra credit).

Welcome
Welcome to Psychopathology! Here are a few things you need to know about this class.
- This is a fully online, asynchronous course. All activities will occur via Blackboard.
- In this course, you will learn about common mental disorders and their etiology, course, treatment, and diagnostic procedures.
- Learning activities will include online lectures, quizzes, case studies, and group discussions.
- All online course material can be found on Blackboard, including lecture slides and lecture video links.

Bio
I earned my Ph.D. in Clinical Psychology from the University of Iowa and completed a post-doctoral research fellowship in the Department of Psychology at the University of Notre Dame. My research focuses on the assessment of psychosocial functioning and understanding how psychosocial functional dimensions interrelate with other important aspects of mental illness such as personality traits and symptoms of psychopathology. I teach both undergraduate (e.g., Tests & Measurement, Capstone in Psychology, Psychopathology) and graduate (e.g., Advanced Psychopathology, Group Psychotherapy) courses in our department and work with graduate and undergraduate students on research.

Communicating with the instructor
In addition to class topic discussion forums, this course has a "Questions?" Discussion Forum (go to Bb Discussion Board), where students can post questions about the course. Please subscribe!
- TO SUBSCRIBE: click on the "General Discussion Board" forum and then click on the "Subscribe" gray tab. This way, you will receive emails when something is posted here. This may save you from emailing me with your questions that may have been answered already.
- You can post specific inquiries about the course (e.g., schedule, course content, assignments, etc.) here.
- You may create your own thread if you wish.
- I am going to check this discussion board regularly and answer questions you may have.

About the Course

Course description
This course provides an overview of psychological disorders like those described in the most recent edition of the DSM.

Prerequisite knowledge and credit hours
3 credit hours; prerequisite requirement of a C or higher in PSYC 111

Course goals and objectives

1. Identify major characteristics of common mental disorders according to DSM or ICD.
2. Examine the history of the mental disorder classification system (e.g., Diagnostic and Statistical Manual of Mental Disorders-5th Edition: DSM-5) and critically evaluate its strengths and limitations.
3. Recognize common mental disorders' psychological treatment approaches.

Course textbooks

Durand, V. M., & Barlow, D. H. (2019). *Essentials of Abnormal Psychology* (8th Ed.). Pacific Grove, CA: Thomson-Wadsworth. This is available via an e-textbook format.

Other course materials

All additional course materials will be posted on Blackboard.

Course Requirements

Course activities/assessments

- Syllabus Quiz
- Weekly Quizzes (x3)
- Video Reaction Papers (x2)
- Article Reaction Paper
- Discussion Question Responses and Activity
- For graduate students only:
    - Case Study Report
    - Reaction Paper

Submitting work

All work will be submitted via Blackboard.

Major assignment descriptions and guidelines

Syllabus Quiz (0 points)
- This is not a graded activity; however, you cannot view the class content until you pass the syllabus quiz with a perfect score.
- You will be given 3 attempts.
- You must finish the quiz in a single sitting.
- You are given 5 minutes to answer the questions.

Quizzes (3 quizzes total x 50 points each = TOTAL 150 points)
- There will be a quiz each week, which you should take after studying that week's material.
- Each quiz will be 50 points and will add up to 150 points (50 points x 3 weeks).
- Each quiz has 20 questions (worth 2.5 points each).
- This is an open-book exam but time-limited (30 minutes).
- You must finish the quiz in a single sitting.
- DUE Sunday of each week (i.e., before 9 pm). Although this test is due before 11:59 pm, please try to take it earlier in the day (e.g., before 9 pm) in case technical problems occur and you need to contact me/contact the ITS.
- You CANNOT make up a missed quiz. Therefore, please plan accordingly.
- PLEASE get in touch with me before you request ITS for any test resets. If you reset a test without my permission, I will deduct 10 points from each test you've done so.

Video Reaction Paper # 1 (20 points)
- Please watch the video posted in Week 1 (Elyn Saks TED Talk).
- Please write your reaction paper based on the below grading rubric. (These questions are based on Lecture 1! Please study it before answering.):
    1. The types of psychological problems Elyn suffered from (i.e., whether problems in cognition, emotion, and/or behavior), and provide examples of each of the psychological problems (i.e., examples of cognitive problems, examples of emotional problems, examples of behavioral problems). (6 points)
    2. Whether or not her symptoms caused her psychosocial impairment and/or distress and provide evidence supporting your claims (6 points).
    3. Whether or not her symptoms are a normal reaction. Please justify. (3 points)
- Writing quality (5 pts).
- Page limit: Two pages (although you don't get points deducted for going over this page limit).
- You don't have to cite/reference the video.
- Late papers will receive a 2-point deduction per day.
- Due Thursday of Week 1 by 11:59 pm. Please submit via Blackboard.

Video Reaction Paper # 2 (20 points)
- Watch the video Historical Treatment of Mental Disorder posted in Week 2.
- Please write your reaction paper based on the below grading rubric.
    1. Please write two important things you've learned from the film (5 points). Please use bullet points to write the two aspects in full sentences.
    2. Please explain why you think the two things you listed above would be important to know in a paragraph (10 points). Please use separate paragraphs for each point.
- Writing quality (5 pts)
- Page limit: Two pages (although you don't get points deducted for going over this page limit).
- You don't have to cite/reference the video.
- Late papers will receive a 2-point deduction per day.
- Due Thursday of Week 2 by 11:59pm. Please submit via Blackboard.

Article Reaction Paper (25 points)
- Read the article posted on Blackboard in Week 3.
- Please write your reaction paper based on the below grading rubric.
    1. What is a p-factor? Please explain using your own words (no direct quotes). (5 points)
    2. Did learning about the p-factor change your views about our current understanding of mental disorders in any way? If yes, how? If not, why so? (5 points)
    3. What are some potential advantages that the concept of p-factor will bring to mental disorder research and treatment? (5 points)
    4. What are some potential disadvantages that the concept of p-factor will bring to mental disorder research and treatment? (5 points)
- Writing quality (5 pts)
- Page limit: Two pages (although you don't get points deducted for going over this page limit).
- You don't have to cite/reference the video.
- Late papers will receive a 2-point deduction per day.
- Due Thursday of Week 3 by 11:59 p.m. Please submit via Blackboard.

Extra Credit Opportunity: Meeting with Dr. Ro on TEAMS (5 extra credit points)
- Please book a TEAMS meeting with me for Week 3 using the Office Hours Link on page 1.
- Students must schedule an appointment by Week 2, Friday.
- We will do a 5-10-minute discussion about the learned class material. I will ask questions about class material (e.g., diathesis stress model, diagnostic models, etc.).

Online discussion requirements

Each week you are to respond to the below two discussion questions (i.e., the same questions each week). The questions below will be posted in each week's discussion forum. You should reply to each question and post your response.

- Using the knowledge/concepts you've learned in this week's chapters, **tell us how you can apply that knowledge to a real-world issue** (e.g., stigma, inequity in treatment, etc.). Please come up with something unique. That is, if two people have already said that they find a particular topic interesting/useful, discuss a different topic that you found useful.
- Identify another concept (or concepts) from this week's chapters **that you didn't fully understand**, explaining in detail what you do and don't understand.

Therefore, this is what you need to do each week:

Discussion Question Responses: Everyone should post a response to BOTH questions #1 and #2 by Wednesday each week (5 points each x 2 questions = 10 points).

Discussion Activity: You should respond to another student's question #1 AND question #2 posts by Friday each week (10 points x 2 questions = 20 points). Late postings will not be graded. You will be graded based on the quality of your responses.
For question #1, you can state responses such as your general reaction, discussion of the idea's utility, implications, etc. You should not simply echo other students' responses.
For question #2, you should explain to the student the concept that they are having trouble understanding. You cannot simply echo other students' responses.

Grading criteria for online discussions are as follows (both quantity/quality):
- "A" participation (18-20 points)
  - You are prepared for the discussion (e.g., it is clear that you have read the material).
  - Your contributions are relevant to the assigned readings and/or the themes of the course.
  - You read your colleagues' comments carefully and your comments take their contributions into account.
- "B" participation (16-17 points)
  - You are mostly, if not fully, prepared for most of your discussions.
  - Your contributions are generally relevant to the assigned readings and/or the themes of the course.
  - You normally read your colleagues' responses and your comments take their contributions into account.
- "C" participation (14-15 points)
  - You are at least partially prepared for discussions.
  - While you may add interesting observations to the discussions, your engagement is inconsistent.
  - Your comments often do not take other students' contributions into account.
- "D" participation (12-13 points)
  - You are rarely prepared for discussions.
  - You rarely participate.
  - Your comments exist in isolation of the larger topic.
- "F" participation (0-11 points)
  - You are not participating with any degree of reliability.

Major assignment descriptions and guidelines (FOR GRADUATE STUDENTS ONLY)

Case Study Report (55 points)
- Submit via Blackboard by Saturday of Week 3 (11:59 pm)

- Paper Requirements: Please select a book, movie/tv show character with a mental disorder. You should write a short class paper including the following information. Please put each bullet point under some clear heading so I know which question you are answering.
  - Does the person have a mental disorder according to what we've learned in Week 1 (similar question to your Week 1 Video Reaction Paper)? Please justify (15 points).
    - Psychological problems (cognitive, emotional, behavioral)?
    - Distress/psychosocial impairment?
    - Abnormal reaction or not?
  - If yes, what is the DSM-5 diagnosis? Please list the symptoms that justify the diagnosis (15 points).
  - List of evidence-based psychological treatments for this disorder (NOT medications). Please briefly discuss at least two empirical articles' core results/findings to support that there have been scientific investigations. You must cite/reference these articles in APA format (10 points).
  - List of community- and/or nationwide resources/organizations for individuals or families of this disorder. This can be treatment centers, research funding sources to further study this disorder, or support groups (5 points).
  - Writing quality and correct APA style citation and references (10 points). I am only expecting a correct APA style with in-text citations and references.
  - Late reports will receive a 2-point deduction per day.
  - There is no page/ length requirement. Spelling and grammar are expected to be graduate-student level. Please proofread. Please submit your case study via Blackboard. This is not a group project. Shared work will be subject to charges of plagiarism.

Reaction Paper (45 points)
Graduate students should read the article posted on Blackboard and write a reaction paper. Please submit via Blackboard by Saturday of Week 3 (11:59 pm CST)
- Paper Requirements: Please read the posted article and answer the following questions. Put each bullet point under some clear heading so I know which question you are answering.
  - Please state two important points you've learned from this article (10 points) and explain why they are important. (10 points)
  - How may the article influence you in your future clinical work? (10 points)
  - How may the article influence you in your future research work? (10 points)
  - Writing quality (5 points)
  - Late papers will receive a 2-point deduction per day.
  - There is no page/ length requirement. Spelling and grammar are expected to be graduate-student level. Please proofread. Please submit via Blackboard. This is not a group project. Shared work will be subject to charges of plagiarism.

Online class behavior
- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.**
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon, or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on the topic**. Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Course Policies

Grading
Point values for assessments and assignments:
- Syllabus Quiz = 0
- Lecture Quizzes = 150 (50 x 3)
- Video Reaction Paper = 40 (20 x 2)
- Article Reaction Paper = 25
- Discussion Question Responses = 30 (10 x 3)
- Discussion Activity = 60 (20 x 3)
- Extra Credit opportunity = 0

Case Study = 55 (ONLY GRADUATE STUDENTS)
Reaction Paper = 45 (ONLY GRADUATE STUDENTS)

Grading scale
Total possible points: UG = 305 points; G = 405 points

FINAL GRADE:
A = 90% or above; B = 80% or above; C = 70% or above; D = 60% or above; F = below 60%
*** I will not curve or round in grading.

Feedback and grading timeline
Discussion board grades with rubric feedback will be posted within 48 hours of the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

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 you 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.

Technology requirements
Technical requirements for students can be found in this ITS KnowledgeBase article.

Technology capabilities
Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the Online at SIUE site.

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

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.siue.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 eoa-titleix@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

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located 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.

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 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:

Week	Learning Activities	Assignments and due dates (by 11:59 pm on date listed)
Week 1 (5/12-18) What is a mental disorder? Current diagnostic systems Etiological Models	• Read course syllabus • Read textbook, Chapters 1-3 • Watch Elyn Saks TED Talk for Reaction Paper 1 • Watch Week 1 lecture videos and view PowerPoint slides	• Syllabus quiz (must be finished to access course content) • "Introduce yourself" discussion (Wednesday) • Week 1 Discussion Responses (Wednesday) and Replies (Friday) • Reaction Paper 1 (Thursday) • Week 1 Quiz (Sunday)
Week 2 (5/19-25) Internalizing Disorders • Mood Disorders (Depression, Bipolar) • Anxiety Disorders (Panic, Phobia, Posttraumatic Stress Disorder, Obsessive-Compulsive Disorder, Generalized Anxiety Disorder)	• Read textbook, Chapters 4 and 6 • Watch Historical Treatment of Mental Disorders for Reaction Paper 2 • Watch Week 2 lecture videos and view PowerPoint slides	• Week 2 Discussion Responses (Wednesday) and Replies (Friday) • Reaction Paper 2 (Thursday) • Week 2 Quiz (Sunday)

Week 3 (5/26-6/1)
Externalizing Disorders
• Substance Use Disorder
Oddity/Thought Disorders
• Schizophrenia
Personality Disorder
Eating Disorder
	• Read textbook, Chapters 8, 10, 11, and 12
	• Read the article posted on Bb for the Article Reaction Paper
	• Watch Week 3 lectures and view PowerPoint slides
	• Grad students only: Work on Case Study and Reaction papers
		• Week 3 Discussion Responses (Wednesday) and Replies (Friday)
		• Article Reaction Paper (Thursday)
		• Week 3 Quiz (Sunday)
		• Grad students only:
		   o Case Study (Saturday)
		   o Reaction Paper (Saturday)

Extra Credit TEAMS Meeting with Dr. Ro	• You will meet with me for a 5-10-minute session via TEAMS during WEEK 3. • Please book your appointment with me using the Office Hours link by the end of Week 2.	• I will ask you a couple of class material related questions and we will do a short discussion of the material.