



**PSYC 360: Psychological Disorders**  
Spring 2025

**Professor: Corey Pearson, PsyD**

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Office Hours: Tues and Thurs 4pm-5pm (SGM 533)

Class Room: THH 210

Days and Time: Tuesdays and Thursdays; 2-3:50pm

**Teaching Assistant:**

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**Office Hours:**

TBD

### **Course Description**

The focus of this course is on the commonly diagnosed behavior pathologies; biological, social, cultural, and developmental antecedents of abnormal behavior; principles of learning, perception and motivation, as they relate to psychopathology. Please note that we will be talking about a lot of different mental disorders.

There are 3 major goals: 1.) Providing students with in-depth understanding of mental health concerns and disorders. 2.) broadening knowledge of research methods used to perform scientific investigations of stress and health impacts on children, adults, and families; and 3.) deepening students' ability to evaluate physical and psychological costs and benefits

### **Required Textbook**

Ray, W. J. (2023). *Abnormal psychology* (3rd ed.). Sage Publication. ISBN: 9781544399201

### **Lecture**

Students are expected to attend each lecture and are responsible for knowing all material covered. Read the assigned reading prior to each class in order to participate actively in discussion. Please be on-time – arriving late is disruptive to other students and to the class. Participation is expected. All students will be called on at some point in class.

### **Brightspace**

Announcements and emails will be made via Brightspace. Routinely check the course site for updates, as all students are responsible for keeping track of all updates in this course. All grades will be posted on Brightspace. Grade discrepancies and corrections need to be made within two weeks of grades being posted.

## Student Evaluation

Course grades are merit-based and will be assigned based on the following assignments:

Assignment	Percentage Contribution
Exam #1	30% (30 points)
Exam #2	30% (30 points)
Discussion Questions	20% (20 points)
Pathology Paper	20% (20 points)
<b>Total grade basis</b>	<b>100% (100 points)</b>

Please note that *grades will not be inflated based on request, nor will additional assignments be created so that a student may attempt to earn more points*. If you are struggling, please talk to your instructor or seek out help (see Support Services below) immediately. If you wait until late in the semester, or after you have taken a test or submitted work, there is no retaking or resubmitting of work to try to raise your grade. Students are responsible to ensure their grades are correctly entered into Brightspace. No changes to scores are made at the end of the semester, regardless of fault.

A	93% and up	C+	77 - 79.9
A-	90 - 92.9	C	73 - 76.9
B+	87 - 89.9	C-	70 - 72.9
B	83 - 86.9	D+	67 - 69.9
B-	80 - 82.9	D	63 - 66.9
		D-	60 - 62.9
		F	<60%

**If you take this course pass/fail, please know that a grade of C- (70%) is the minimum to pass.**

### Acceptable Excuses for Absences and how they apply to each course component

The following will count, with approved documentation: (1) **university-sponsored event** that you are required to attend on a class date; (2) unanticipated and unavoidable **emergency** on a class date, such as a documented incident on the way to campus; (3) death or life threatening emergency of a **close relative or friend** within a reasonable timeframe of the scheduled date (paper evidence of the emergency is required, and additional documentation by a university official may also be required); (4) **Medical excuses**. **Inconveniences such as traffic, work, parking delays, and non-emergency appointments will not count as acceptable excuses.**

### Policy on Use of Technology in the Classroom

Audio and video recording of lecture is *prohibited*. We may use a variety of forms of technology in class, including mobile devices as response systems. You may use your laptop or tablet to take notes but if it becomes a distraction for others, the privilege of using technological devices will be taken away.

**Security of Course Content.** All material presented in class or discussion, sent via email, or posted on Brightspace is “all rights reserved.” In addition, some of it is copyrighted and distributed for in-class use only by a publishing corporation. You may not store these materials—whether on paper or electronically--for use by students not presently enrolled in this course, nor may you post the materials anywhere on the internet. Out of fairness to all current and future students, please do your part to protect our course content.

Please see the addendum attached to the syllabus for detailed information about Student Support Services and Academic Integrity.

### Exams

There will be two exams (one midterm and one final). Exam #1 will cover chapters 1-6. The final exam will be covering chapters 7-14. The final exam will be administered during the university’s finals schedule. Both exams will consist of multiple choice and short answers. These exams will be in paper and pen/pencil format. **Please note that there are no make-up exams so make sure that you are here.**

### Discussion Questions

**There will be a total of five discussion questions pertaining to the subject matter that will be assigned after class on Thursdays (4pm) and will be due by Tuesday at 1pm PST.** These questions are thought questions, requiring the student to think about the subject matter as it was discussed and respond with at least a few sentences per question. The more effort shown, in terms of depth of thought, the more points will be awarded. The questions will not be marked as “right” or “wrong,” but will be graded based on the depth of thought and engagement with the material. It is also expected that students respond to one another. In order to get full credit, students must post their answers and then response to another student’s post. To see when these discussion questions will become available, please see the course schedule.

### Pathology Paper

With this assignment, it is expected that students to select one of the many disorders that was discussed in class and write a formal paper on the subject matter. This assignment is expected for students to follow APA formatting rules (see blackboard for how to include title page, intext references and overall reference page) and find scientific literature on the topic that they choose. I have provided a copy of materials about APA formatting papers on blackboard for easy reference. **This paper will be due on Brightspace by Thursday April 22<sup>nd</sup> at 11:59pm PST.** This assignment will be about 3-6 pages (of written text) in length and will address the following components:

#### **A. Why did you select this one disorder to focus on? (1-2 pages)**

- a. Your reason for selecting this one to talk about in your paper (you can use first person here only on this section of the paper)

#### **B. Describe parts of the diagnosis and how it define (1-2 pages)**

- a. You would need to address symptoms list from the DSM
- b. Please do not forget to cite the DSM here

### **C. What does the literature say about this topic? (1-2 pages)**

- a. For this section, you need to find scientific research articles in addition to what the DSM has stated about this disorder.

### **Academic Integrity**

All students are expected to complete their own work. Violations of academic integrity (e.g. plagiarism, resource sharing) are serious and not taken lightly. For more information on Academic Integrity consult the Trojan Integrity Guide at: <http://www.usc.edu/studentaffairs/SJACS/forms/tio.pdf>. Students caught cheating (regardless of level of involvement) will automatically fail the course and a report will be filed with USC's Office of Student Judicial Affairs and Community Standards.

### **4. Course Schedule**

A schedule of dates, topics, and readings are shown below\* May change. Consult **brightspace**.

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings</b>
1/14	Introduction & Course Overview  An Overview of Mental Health Laws/Ethics	Chapter 16
1/16	An Overview of Psychopathology and Changing Conceptualizations	Chapter 1
1/21	An Overview of Psychopathology and Changing Conceptualizations	Chapter 1
1/23	Neuroscience Approaches to Understanding Psychopathology	Chapter 2
1/28	Neuroscience Approaches to Understanding Psychopathology	Chapter 2
1/30	Research Methods  <b>Discussion Post #1 (Chapters 1-2)</b>	Chapter 3
2/4	Research Methods	Chapter 3
2/6	Assessment and Classifications of Psychological Disorder	Chapter 4
2/11	Assessment and Classifications of Psychological Disorder	Chapter 4

2/13	Childhood and Adolescent Onset Disorders <b>Discussion Post #2 (Chapters 3-4)</b>	Chapter 5
2/18	Childhood and Adolescent Onset Disorders	Chapter 5
2/20	Mood Disorders and Suicide	Chapter 6
2/25	Mood Disorders and Suicide	Chapter 6
2/27	<b>Exam #1 (Chapters 1-6)</b>	
3/4	Stress, Trauma, and Psychopathology	Chapter 7
3/6	Stress, Trauma, and Psychopathology <b>Discussion Post #3 (Chapters 5-6)</b>	Chapter 7
3/11	Anxiety Disorders and Obsessive Compulsive Disorders	Chapter 8
3/13	Anxiety Disorders and Obsessive Compulsive Disorders	Chapter 8
3/18	<b>Spring Break-No Class!!</b>	
3/20	<b>Spring Break-No Class!!</b>	
3/25	Dissociative Disorders and Somatic Symptoms Disorder	Chapter 9
3/27	Dissociative Disorders and Somatic Symptoms Disorder <b>Discussion Post #4 (Chapters 7-9)</b>	Chapter 9
4/1	Eating Disorders	Chapter 10
4/3	Eating Disorders	Chapter 10
4/8	Sexual Disorders, Paraphilic Disorders and Gender Dysphoria	Chapter 11
4/10	Sexual Disorders, Paraphilic Disorders and Gender Dysphoria <b>Discussion Post #5 (Chapters 10-11)</b>	Chapter 11
4/15	Substance-Related and Addictive Disorders	Chapter 12
4/17	Substance-Related and Addictive Disorders	Chapter 12

4/22	Schizophrenia <b>Pathology Paper Due 11:59pm PST</b>	Chapter 13
4/24	Schizophrenia	Chapter 13
4/29	Personality Disorders	Chapter 14
5/1	Personality Disorders	Chapter 14
5/8	<b>Exam#2 (Chapters 7-14) 2-4pm</b>	

### **Addendum: Student Support Services and Academic Integrity Violations**

Here is a quick reference list of support services available to students:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.  
<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student Ex: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

All USC students are held to the standards set forth in the SCampus. Sometimes students do not realize that a certain behavior is an academic integrity violation, and misinformation floats about on campus. It's a good idea to review academic integrity standards periodically. Here is a snapshot of things you want to avoid doing. (From Section 11 – Behavior Violating University Standards and Appropriate Sanctions <https://policy.usc.edu/scampus-part-b/>).