

Psychology 452—Spring 2025

Clinical Psychopathology

Syllabus

Course units: 3

Course location: Canvas (online asynchronous)

Instructor: Loïc Pritchard, MS, LMFT

Email: loicp@sfsu.edu (I respond to emails within 48 hours Monday – Friday)

Office hours: By appointment, Monday – Thursday 11:00 AM – 7:00 PM and Fridays 11:00 AM – 6:30 PM.

Sign up here for appointments: <https://calendly.com/loicpritchardsfsu/office-hours>

Course Text

Sue, D., Sue, D.W., Sue, D, & Sue, S. (2025). *Understanding Psychological Disorders* (Enhanced 12th ed.). Cengage Learning.

The textbook is available in print and e-book.

You can use earlier editions of this text published 2016 or later. Let me know if you have trouble getting the text.

There may be supplemental readings assigned at certain points in the semester. These readings will be posted on Canvas.

You are responsible for completing assigned readings prior to each week's video lecture.

**PLEASE NOTE: You are responsible for all deadlines and updates to deadlines!
Be on the lookout for Canvas announcements!**

Course Description and Objectives

This course presents an overview of the key theory and concepts, and the current clinical understanding of clinical psychopathology.

In this course we will have an overview of the diagnosis and clinical presentation of mental disorders. We will investigate the multifaceted etiology of psychopathology, as well as have an overview of the available treatments.

Important areas of additional focus for this course include:

1. The way the biological, psychological, socio-cultural, interpersonal, and intrapsychic all play roles in the etiology and understanding of psychopathology.
2. The concepts of psychological “pathology” and “disorder,” and what might constitute “disordered,” “pathological,” or “abnormal.”
3. Psychopathology as it is defined by the criteria in the Diagnostic and Statistical Manual for Mental Disorders (DSM-5-TR) and becoming familiar with many of the disorders contained within the DSM.
4. Developing empathy and compassion for those who have and/or struggle with the mental disorders we will learn about and discuss.

Teaching philosophy

Given that students learn in different ways and have different strengths, I will endeavor to teach this course from different angles and using a variety of pedagogical tools.

However, no matter what tools I am using at a given moment, core to my educational philosophy is my belief that the best thing that I can do for you is not to tell you what to think but help you to learn how to think about the subject. This is my approach to learning and teaching in general, but I find it especially true with such a relatively new and changing field as psychology.

One tool I rely on to achieve this overarching aim is discussion. I would like you each to think of your fellow students also as your instructors and you as theirs. We all have something to learn from one another and discussion is often one of the best ways to achieve that.

In that spirit I also consider that there are ideas, viewpoints, and experiences you will have that I don't have and, in that way, each of you can enrich the class in a manner I would never be able to on my own. Additionally, as we all do, I have my own points of view, biases, and blind spots.

My hope is that in thinking together we will be able to see more clearly from multiple vantage points.

This semester, we'll examine many topics from a variety of points of view. My hope is to present all concepts in a way that will stimulate thinking and encourage you to keep an open and discerning mind when discussing course material.

Please keep in mind, in order for us to function well as a group and for us to get the most out of our discussions I ask that all expressions of criticisms or points on which you don't agree with one or more of us in the group be directed at the ideas or concepts and not as a commentary on the character of your fellow classmates or the instructor.

Please let me know as soon as if you're having difficulty with any of the course material. Remember, if you are, you're probably not the only one. You can check in with me by email, office hours, or on the Q&A forum on Canvas. I'll do my best to help clear things up for you!

Classroom culture and community

In order for everyone to have the best educational and interpersonal experience possible, it's important that we build a culture of learning that welcomes and appreciates a rich variety of backgrounds, experiences, and perspectives. It is my aim to create an atmosphere of learning that respects diversity of experience and diversity of thought. It's my hope that you will join me in creating this atmosphere together.

To help us build a classroom community together, I ask all students to:

- Remember and appreciate that we have an opportunity to learn from one another if we are open others' experiences, ideas, values, and perspectives.
- Seek to understand and honor the uniqueness of other students, as well as your own uniqueness.
- Strive to be open to what someone else is saying, *especially* when what the other person is saying seems strange, unfamiliar, or even wrong to you.
- Do your best to understand what someone is trying to say before responding to them.
- Communicate with one another in a respectful manner and value each other's opinions.
- Respond to others on the level of their ideas; don't engage in name-calling or character assassination.

- Keep confidential class/community discussions about personal or professional matters.
- Use this opportunity to think together about how we can make this class, this university, and society more inclusive and thoughtful.

A note on the course content: *The class and course material will deal with sensitive psychological issues by which some of us may be affected, either directly or indirectly. However, it is not meant as a therapeutic space. If you are interested or in need of counseling, I'll be happy to provide referrals via email or during office hours.*

Online Forum Conduct

It's important to me that this class creates and maintains a space that is a good learning environment for everyone. To be able to do this, when communicating in the online forums, we must all respect each other and demonstrate that respect. By this I mean, for example, not making rude, lewd, inflammatory, or inappropriate remarks in your online forum posts.

I give students two private warnings for these kinds of disruptive behavior. They will both consist of a documented verbal or written warning and the second warning will also include a deduction of 15 points from the student's total grade. Any further offenses will be referred to the Department of Psychology Chair.

If you have an issue with another student, please bring it to my attention privately and let me handle it. If you have a concern about my teaching methods, please come to office hours to discuss them. It's important to keep online forum discussions focused on the material.

In short, we should all make every effort to keep the conversation civil and productive.

Presentation of Weekly Course Material, Lecture Notes, and Media

Since this is an asynchronous class, we will not be meeting together. Instead, I will be preparing weekly course material, related to the readings, for you to review. The material will primarily be presented in the format of a recorded video lecture with a PowerPoint presentation to accompany it. However, there may be weeks where the material is presented as a PowerPoint with audio only, a PowerPoint presentation without audio or video, or some other format.

Please have the assigned chapter(s) and/or reading(s) for the week read before looking at the material I'm presenting that week.

New lectures will be uploaded to Canvas at 11:00 AM on Tuesdays. Please note, the reading quizzes (more info on those below) will be due before the lecture is uploaded, so you won't be able to use the lectures to take the reading quizzes.

The aim of the presentations will be to take a deeper look into the week's material and readings, to help bring the material to life, and to provide you with the ideas and information that will help facilitate forum discussions about your thoughts, perspectives, questions, and concerns about the material we're covering.

I will do some sharing of my perspectives, expertise, and clinical experiences. Please note that any clinical material I present is composite material—composed of combination of several patients, instead of just one. This is to preserve patient confidentiality. Nonetheless, it is still best practices not to discuss clinical material with people who aren't in this class with you. To that end, I request that clinical material stays “in the room” and is not discussed with people other than your classmates.

The material in this course is complex and is best understood by making use of multiple tools for learning. Therefore, I recommend you study all the weekly materials and participate actively in forum discussions to help you prepare for the exams and the quizzes.

Lectures vs. Text/Readings

There may sometimes be a disagreement between the text, the readings I assign, and the lecture. I'll clarify this difference (to the extent possible) in my presentations. For exam questions and assignments, the material presented in the lecture will take priority over the text.

For quizzes, tests, and exams, you will be responsible for all material in all assigned chapters of the text.

In some cases, the text will provide information that we won't get to in the lecture and our discussion; at other times the text will serve as a support to the lecture and discussion (but won't add anything additional); and in other cases, the lecture and discussion will cover areas that are not in the text.

When studying for the test, you will need to study both the lectures and the textbook.

Supplemental readings/materials

I may ask you to read one or more articles, listen to podcasts, or view videos outside of class this semester. If one of these materials is assigned, I'll put it on Canvas as either a PDF or as a link to the reading/material.

I also welcome you to recommend to me and/or the class any outside materials you find interesting!

Grading

It's my goal to create an environment in which every student will have the chance to excel and to receive the best grade possible. Given that the material in this course can be complex, you will need to put effort into this course, and the more you put into this course, the more you'll get out of it (including in terms of your grade).

Having said that, I encourage you to focus on understanding and engaging with the material and engaging with your classmates in our forum discussions. To my mind, this is more important than grades and is also most likely to lead to a good grade.

If you're having problems understanding the lecture or text material or aren't doing as well as you'd like on assignments and tests, please don't hesitate to come to office hours.

Please don't wait until the end of the semester! Visit me as soon as you realize that you are having difficulties.

Grade evaluation

Forum discussions – 375 points

Reading quizzes – 225 points

Intro assignment – 15 points

Syllabus Quiz – 21 points

Exam 1 - 210 points

Exam 2 - 120 points

Exam 3 - 120 points

Total: 1,086 points

Forum Participation

Students will be required to post in weekly online forum discussions for each chapter. To guide you in this, I will post weekly questions regarding the course material for that week. Most weeks you will only have to respond to one chapter but the first and second weeks you will have to respond to two chapters. Forum discussion posts must be completed within two weeks of their corresponding lectures.

For full credit (25 points) you will be required both to make one post in response to the original question (17 points) and one post that is in response to the original posts of at least one classmate (8 points).

To get full forum participation credit, students' original post will need to be *150 - 200 words* and your posts responding to classmates will need to be between *110 – 130 words* (for both types of posts a little more than the limit is OK, but less is not).

Please try to spread out responses—if you see someone hasn't been responded to yet, consider commenting on their post!

Reading Quizzes

Weekly quizzes will open at 12:00 AM on Tuesdays. They will close at 11:59 PM on following Monday (i.e., the night before the weekly lecture posts).

I consider it very important for students gain a full understanding of each chapter, including having read the assigned chapters before their corresponding lectures post. To this end, there will be reading quizzes for most assigned chapters/readings to test your knowledge and understanding of the week's readings. The quizzes are also meant to help prepare you for each of the three exams. Reading quizzes will be available on Canvas.

You will be able to take each quiz three times. There will be no make-up quizzes without a serious, compelling, documented, and verifiable reason. To reiterate, reasons such as being too busy, forgetting, or waiting until the last minute and then having computer problems don't qualify as compelling reasons.

Exams

Exams will be a combination of short answers, multiple choice, and true-false questions. Exams questions will be taken from both the lectures and the readings on the course material that came in between the current exam and the prior exam. In other words, exams for this course are not cumulative.

All exams will be on Canvas, and each will be open for 24 hours. You will have 120 minutes to take each exam once it has been opened. Please pay close attention to the dates the exams open and close—**you are responsible for keeping track of these dates and times.** I will not reopen exams or offer make-up exams without a serious, compelling, documented, and verifiable reason.

You'll be allowed to take each exam one time. Take care to plan and give yourself enough time to prepare for and take the exams, since I don't offer make-ups without serious, compelling, documented, and verifiable reasons.

I consider exams to be both a test of current knowledge and learning opportunities. To that end, when taking an exam, you should have on hand: your book, any PowerPoints or lecture notes I've created, and any notes you have taken. My hope is that this will help you remember and solidify what you have learned throughout the class. Since the exams will test you on concepts and ideas and not just definitions, it will be especially important to have these materials to serve as a reference for you.

All students must take all exams in this course. I don't drop any exams or average scores.

Exam Extra Credit

Students can earn up to 18 points extra credit in this course. Six points of extra credit will be available on each of the three exams.

Make-up Exams

Make-up exams are only offered on a case-by-case basis. Students who miss an exam for a serious, compelling, documented, and verifiable reason may take a make-up exam within seven days of providing documentation. The make-up exam will be open for 24 hours and students will have 120 minutes to take it.

Please know that I don't accept forgetting, getting dates mixed up, or being too busy to take an exam as compelling reasons for not turning in an exam and will not offer make-ups for these (or similar) reasons.

If you need to make up an exam, please contact me to discuss arrangements.

Missing and Late Assignments

All assignments are due by 11:59 pm on the day they are due. I don't accept late assignments.

If there are serious, compelling, documented, and verifiable reasons for a missing or late assignment, I reserve the right to *consider* accepting the late assignment on a *case-by-case basis*. If you need an extension, please email me, or make an appointment for office hours so we can discuss it **before** an assignment is due. I'm typically much better able to accommodate you if you let me know early!

Please note that reasons for late assignments such as corrupted files, failure to save a document or to complete uploading documents, and other such reasons related to technology don't count as compelling reasons not to turn in an assignment. I will grade what you send me, so please double check for common computer issues and glitches to make sure your assignment has gotten where it needs to go in the format it needs to be in.

In general, if you feel like you might have problems meeting an assignment, quiz, or exam deadline, please email me as soon as possible **before** the deadline.

Final Grade

Your final grade is made up of all assignments, discussions, exams, and extra credit opportunities in the course. The final grade is calculated by dividing the points earned by the points possible for the course (850).

The percentages to earn each grade are as follows:

A: 95% – 100%

A-: 90% – 94%

B+: 87% – 89%

B: 83% – 86%

B-: 80%– 82%

C+: 77% – 79%

C: 73% – 76%

C- 70% – 72%

D+ 67% – 69%

D: 63% – 66%

D- 60% – 62%

F: 60% or lower

Letter Grades on Canvas

Canvas may calculate differently than I do and may assign letter grades that are incorrect or in places where letter grades don't belong. Please only use the grade sheet on Canvas to keep track of total points earned. To calculate your letter grade at any time, divide the number of points you've earned by the number of points possible at the time of your calculation. If have you'd like help with this or have questions, please email me, or sign up for office hours.

One note on final grades: Unless there's been a computational error, all grades are final. I don't round up scores and I don't offer any extra credit after the third exam. I won't respond to any emails requesting a grade change for any reason aside from a mathematical error.

Cheating and Plagiarism

I make my best effort to provide a fair environment for everyone to learn and succeed in this course. I also expect each student to behave in a fair and honest manner. ***This means that I expect you to: do your own work, not share quiz and exam questions or quiz and exam answers with anyone else, not upload exam questions or answers to the internet, and not work with others to complete the exams.***

Plagiarism is a form of cheating; it occurs when someone misrepresents the work of another as their own. Plagiarism consists of using the ideas, sentences, paragraphs, or the whole texts

(including paraphrasing or changing word order) of someone else without acknowledging the person whose ideas or work are being used. It is also plagiarism when someone allows another person to write or significantly alter work that a student then submits as their own.

I take cheating and plagiarism very seriously and I tolerate neither one in this course.

Any student who cheats or plagiarizes will earn a zero for the category to which the work belongs. In other words, cheating or plagiarizing on an assignment will cause all assignment grades to become zeros; cheating or plagiarizing on an exam will cause all exam scores to become zeros. Additionally, I may choose to report instances of cheating and plagiarism to the Department Chair.

Please don't hesitate to ask me if you have any questions or confusion about cheating or plagiarism. I'm happy to clarify these concepts and it will be much better if you get the clarification beforehand rather than finding out after the fact that something counted as cheating or plagiarism. This is very important because even if a student "didn't realize" something was cheating or plagiarism this is not an acceptable excuse for having cheated or plagiarized.

Please be aware that copying something from the internet without citing the source **unquestionably counts** as plagiarism. This includes, but is not limited to, all social media, Wikipedia, blogs, online magazines, etc.

Similarly, **using AI absolutely counts as cheating**. This includes, but isn't limited to, using AI for generating answers to questions, content for discussion forums, essays, outlines of essays, etc.

However, you are welcome use AI as a search engine/research tool but must include citations if you do, just like you would with any other internet search. Also, be aware that AI has been known to give wrong answers and incorrect citations. If you use it in this way it's a good idea to double check the information on a more reputable source.

There are online resources and applications such as Grammarly's plagiarism checker that you can use to check your own text to make sure you haven't inadvertently plagiarized. I may also use plagiarism/AI checkers or other similar tools to check student work.

******All work for this class must be original and created specifically for this course. Submitting an assignment that you've written for another class for this course will automatically result in a score of zero. ******

Please familiarize yourself with SFSU's guidelines on plagiarism and academic dishonesty: <https://conduct.sfsu.edu/plagiarism>; <https://conduct.sfsu.edu/academic-dishonesty>

Please also familiarize yourself with SFSU's code of student conduct: <https://conduct.sfsu.edu/standards>

Dropping/withdrawing

If you choose to drop the class or must withdraw after the drop period is over, it is your responsibility to notify me and fill out any paperwork associated with these procedures.

University Policies:

Students With Disabilities

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu. Please note that if you require services you should register with the DPRC as soon as possible and well before the first exam. If you are having problems with any class accommodations, please contact me and describe what kind of accommodations are necessary.

Student Disclosure of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/; Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/> For more information on your rights and available resources: <http://titleix.sfsu.edu>

Religious Holidays

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make

every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Situations Not Covered in the Syllabus

I've tried to be as thorough as possible in writing this syllabus. However, it's not possible to cover all scenarios in this syllabus (and even if I could it's long enough already!). **Please note**, just because something doesn't appear explicitly in the syllabus doesn't mean that it's necessarily OK/not OK to do. Therefore, if you have any questions or confusion about anything in, or not in, this syllabus, please come talk to me by signing up for office hours or emailing me.

Changes to Syllabus

I do my best to have the syllabus complete at the beginning of each course. If I do have to change the syllabus in some way for some reason, I'll notify you as soon as possible by Canvas announcements.

Congratulations! You survived the entire syllabus!

Thanks so much for reading thoroughly and taking the time to familiarizing yourself with and to understand what is expected and required in this course. I truly appreciate it!

As a reward for your diligence, I'm going to give you 3 points of extra credit. To collect your extra credit, go to "Syllabus Extra Credit" by 11:59 PM on 2/15 and post one of the following:

- *A picture of your pet(s) or any cute animal picture,*
- *A meme or a short YouTube/Instagram/TikTok video that you like (no violent or disturbing content, please), or*
- *Just type in the name of a "favorite" of yours (e.g., favorite animal, favorite food, favorite band/song, favorite movie, etc.).*

Psychology 452 – Clinical Psychopathology

Course schedule – Spring 2025

NOTE: This schedule is subject to change. Please pay attention to updates in class and on Canvas.

Assigned readings should be completed before we meet for the corresponding class.

Date	Chapter, Reading, and/or Topic	Assignment
1/28	Introduction to the Course: Topics covered, teaching philosophy, grading, etc.	Read entire syllabus, then take the syllabus quiz (due 2/10) Introduce yourself! (due 2/17)
2/4	Understanding Psychopathology Understanding and Treating Mental Disorders	Chapter 1 Chapter 2
2/11	Assessment and Classification of Mental Disorders Research Methods for Studying Mental Disorders	Chapter 3 Chapter 4
2/18	Anxiety and Obsessive-Compulsive Disorders	Chapter 5
2/25	Trauma and Stressor Related Disorders	Chapter 6

3/4	Sexual Dysfunctions, Gender Dysphoria, and Rape	<i>Selections from Chapter 14:</i> - What Is “Normal” Sexual Behavior? (p. 519 – 475) - Sexual Dysfunctions (p. 523 – 535) - Gender Dysphoria p. (536 – 542) - Rape (p. 552 – 559)
3/11	EXAM 1 opens at 8:00 AM – good luck!	Study for Exam 1: - “Understanding Psychopathology” - “Understanding and Treating Mental Disorders” - “Assessment and Classification of Mental Disorders” - “Research Methods for Studying Mental Disorders” - “Anxiety and Obsessive Compulsive Disorders” - “Trauma and Stressor Related Disorders” - “Sexual Dysfunctions, Gender Dysphoria, and Rape” (selections) (i.e., chapters 1 – 6 & 14)
3/12	EXAM 1 closes at 8:00 AM	Don’t miss the deadline!
3/18	Somatic Symptom and Dissociative Disorders	Chapter 7
3/23 – 3/29	NO ASSIGNMENTS – Spring Break	Have a great break!

4/1	Depressive and Bipolar Disorders	Chapter 8
4/8	Suicide	Chapter 9
4/15	Substance-Related and Other Addictive Disorders	Chapter 11
4/22	EXAM 2 opens at 8:00 AM – good luck!	Study for Exam 2: - “Somatic Symptom and Dissociative Disorders” - “Depressive and Bipolar Disorders” - “Suicide” - “Substance-Related and Other Addictive Disorders” (i.e., Chapters 7 – 9 & 11)
4/23	EXAM 2 closes at 8:00 AM	Don’t miss the deadline!
4/29	Schizophrenia Spectrum Disorders	Chapter 12
5/6	Eating Disorders	Chapter 10
5/7	Personality Psychopathology	Chapter 15
5/14	Disorders of Childhood and Adolescence	Chapter 16

5/20	FINAL EXAM (Exam 3) opens at 8:00 AM	Study for Final Exam: - “Schizophrenia Spectrum Disorders” - “Eating disorders” - “Personality Psychopathology” - “Disorders of Childhood and Adolescence” (i.e., Chapters 10, 12, 15 & 16)
5/21	FINAL EXAM (Exam 3) closes at 8:00 AM	Don’t miss the deadline!
*****	**** HAVE A GREAT SUMMER BREAK! ****	*****