

Course Title: Adult Psychopathology for Public Health
Course Number: HBSP 0581J
Course Pre- and Co-requisite(s): Recommended co-requisite or recommended pre-requisite: PHCO 0502 Principles and Methods of Epidemiology
Course Location: Classroom 2A, School of Public Health Building, Piscataway
Course Date & Time: Tuesdays, 3:00-5:00pm
Course Instructor: Joye Anestis, PhD
 Associate Professor, Department of Health Behavior, Society, & Policy, Rutgers School of Public Health
 (732) 235-5619 joye.anestis@rutgers.edu

Office Hours: Instead of office hours, think of these as student/consultation hours – a time for you to meet with me to ask questions about the class or discuss other topics. These meetings will be remote (instructions are in Canvas) and are held Tuesdays, 1:00-2:00pm

Course Website: canvas.rutgers.edu

Required Course Text: none

Additional/Supplemental Readings/Resources: Required course reading materials will include a combination of chapter texts, peer-reviewed articles, and other sources. These will be available through the course Canvas site or through Rutgers Libraries. See reading list on p. 8-15 of this syllabus. Optional or supplemental readings (i.e., not required) will also be available on Canvas.

Course Description: This course is designed as an introduction and overview of current knowledge regarding adult psychopathology, including mental disorders, symptoms of mental disorders, psychological distress, substance use, and related behaviors (e.g., suicide). We will address foundational topics such as definitions of mental disorders, psychological distress, substance use, and related behaviors; standard approaches to diagnosis and assessment; key causal mechanisms; epidemiology; course; and risk and protective factors. Scientific understanding of psychopathology is rapidly changing, and the study of psychopathology is extremely broad. One cannot reasonably expect a single course to provide adequate coverage of all of these topics. In fact, any one of them represents more than sufficient material for a course in itself. This course, therefore, should be considered foundational or introductory. Although much of the course will feature a lifespan development approach to understanding mental health, the primary focus of the class will be on adult populations. Specialized courses are available on older adults [HBSP 0603 – Mental Health & Aging (SPH)] and children [18:820:563:01 – Child Psychopathology (GSAPP)].

In this course, we frequently discuss material of a sensitive nature (e.g., suicide, trauma), and an expected sequela of the course will be the practice of talking about sensitive topics in a straightforward and non-stigmatizing manner. This is an important component of combating mental health stigma. Respect of any potential emotional response or sharing of personal information by a classmate (should it occur) is mandatory. Although course materials,

requirements, and assignments are standard across all students and won't be modified, students have the right to exercise autonomy around their engagement with specific materials in order to support their own self-care.

Selected Concentration Competencies Addressed:

Each concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Population Mental Health include:

1. Identify biological, psychological, socioeconomic, structural, or sociocultural correlates of population mental health
2. Assess implications of population mental health burden in the US and across the world
3. Evaluate interventions that promote population mental health/wellbeing

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- A. Identify the conceptual foundation, development, and strengths and weaknesses of current and alternative classification systems for mental health and substance use concerns.
- B. Explain key features of the most common mental health and substance use concerns and related behaviors (e.g., suicide) in adulthood.
- C. Recognize the impact of diversity, intersectionality, and individual differences as they relate to symptom expression, comorbidity, diagnosis, and course for the most common mental health and substance use problems and related behaviors (e.g., suicide) in adulthood.
- D. Describe the risk and protective factors for the most common mental health and substance use problems and related behaviors (e.g., suicide) in adulthood.
- E. Describe the epidemiology (e.g., incidence, prevalence) of the most common mental health and substance use problems and related behaviors (e.g., suicide) in adulthood.
- F. Discuss public health and other approaches to mental health, substance, and related behaviors (e.g., suicide) in adulthood.

Course Requirements and Grading:

ASSIGNMENTS	DUE	GRADE VALUE (percentage of grade)
Public health approaches to mental health paper & presentation	Paper: 3/22/2022 Presentation: 4/26/2022	30
Case study reaction journal	WEEKLY	20
Midterm	3/1/2022	25
Final	5/3/2022	25
TOTAL:		100

Public health approaches to mental health paper/presentation. You will select a mental illness or related behavior covered in class and prepare both a brief paper (no more than 5 pages) and a 5-minute in-class presentation on a public health initiative addressing the illness/behavior in a specific population (e.g., racial or ethnic group, LGBTQIA, teens, and so on). In both the paper and the presentation, you must discuss the theory behind the initiative and the evidence available in support of its efficacy. You will be given more information about this assignment in class. The paper and the presentation are worth 15% of your grade each – so a total of 30%.

Reaction journal. You will maintain a reaction journal throughout the course starting in Week 2. For weeks where you are assigned to read a section from *DSM-5 Clinical Cases*, you will write a brief (2 pages double-spaced maximum) reaction paper to some aspect of the case studies. This may be a reaction to one case or a set of cases. Some examples of reaction topics could be: your thoughts on diagnostic criteria (e.g., inadequacy of the *DSM* conceptualization), hypotheses about etiology for the case, ideas about public health initiatives to address the concerns covered in the case, etc. For other weeks, the topic can be of your choosing but must be related to the readings or course materials in some way (and still need to be 2 pages double-spaced maximum). These papers will be worth 20% of your grade (2.0% per paper). You will be able to drop/skip one week (there are 11 weeks assigned, only 10 will be counted).

Midterm & final exams. At the mid-point and the end of the semester, knowledge will be assessed via essay and short answer-based exams. These exams will be online/take home, and you will be able to access course materials (i.e., they will be open book). Given the length of the class meeting time and the breadth of information covered, you will need to have prepared in advance despite the exams being open book. Each exam is worth 25% of your grade (50% total).

- **Grading Policy:**

**Grades will not be rounded.*

Percentage	Letter
94 – 100	A
90 - <94	A-
87 - <90	B+
84 - <87	B
80 - <84	B-
77 - <80	C+
70 - <77	C
<70	F

Assignment Standards:

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 20% point penalty for written work turned in late. Assignments are posted to Canvas by the due date. If you need to turn in something after the date due, please discuss it with the instructor **BEFORE** the due date to avoid point penalty. Please note: if entries for the Reflection Journal are late, they will be graded as “zero.”

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a five (5) point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the college catalog that will be the policy for the class.

Citations. Citation style for references in written assignments is [American Psychological Association \(APA\)](#). Please use this APA citation style for all references.

Course Materials. Students are responsible and will be held accountable for all assignments and materials given out during missed classes. Contact the instructor before or after a missed class to pick up any materials provided. Slides and assignments will also be available via Canvas.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 10% will occur if assignment over the maximum page limit. Instructions will be available on CANVAS.

Extra Credit. Extra credit opportunities (if any) will be posted on Canvas.

Special Circumstances During COVID-19

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [Student Connect Canvas page](#).

Course Schedule: *Include week by week listing of each class session:*

Week	Date	Course Topic	Online 30	Assignments/ Assessments	Link To Competencies And Assessments
1	1/18/21	Introduction to population mental health.	Return on the individual (8 minutes)		Competencies: 1, 2 Objectives: A, D, E, F
2	1/25/21	Defining psychopathology; historical & current models of psychopathology; Measurement	This American Life: Edge of Sanity – Act Two: Guided by Voices (10 minutes) In Defense of Diagnosis	Reaction paper	Competencies: 1 Objectives: A
3	2/1/21	Overview of biological, psychological, sociocultural, and socioeconomic contributors to mental health	Dr. Juliette McClendon & the Racist History of Psychology & Psychiatry (first 15 minutes)	Reaction paper	Competencies: 1, 2 Objectives: C, D
4	2/8/21	Depressive spectrum	Andrew Solomon: Depression, the Secret We Share (29 minutes)	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
5	2/15/21	Bipolar spectrum	NYT Patient Voices: Bipolar Disorder	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
6	2/22/21	Anxiety	Dr. Elizabeth Turk-Karan on exposure therapy for anxiety (1hr, 6 minutes)	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F

7	3/1/21	Mid-Term Exam		Mid-term exam	Competencies: 1,2 Objectives, A, B, C, D, E, F
8	3/8/21	Suicide	The Trevor Project on LGBTQ youth, guns, and the risk of suicide (37 minutes)	Reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
	3/15/21	NO CLASS - SPRING BREAK			
9	3/22/21	Trauma- & stress-related disorders; Impact of stress on psychopathology	Toward a Trauma-Informed City <i>Optional:</i> This American Life, 10 sessions (58 minutes) <i>Optional:</i> This American Life Doppelgangers Act Two: In Country, In City (23 minutes)	Case study reaction paper PH initiative paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
10	3/29/21	Psychotic spectrum	Elyn Saks: A Tale of Mental Illness – From the Inside (15 minutes)	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
11	4/5/21	Eating; Obsessive-compulsive spectrum	"Ideal" (3 minutes) How America Fails People of Color with Eating Disorders <i>Optional:</i> THIN	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F

12	4/12/21	Alcohol & substance use	ADHD overview	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
13	4/19/21	Personality	<i>Optional:</i> Back from the Edge	Case study reaction paper	Competencies: 1,2 Objectives, A, B, C, D, E, F
14	4/26/21	Interventions	Alzheimer's disease & dementia Autism spectrum disorder <i>Optional:</i> Nothing about us without us: Autistic people shaping research & policy about our lives	PH presentation	Competencies, 1, 2, 3 Objectives: F
15	5/3/21	FINAL EXAM	n/a		Competencies: 1, 2, 3 Objectives, A, B, C, D, E

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more

information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html