

Psychopathology- PSY 530 Spring 2008 Syllabus

Instructor: Heather Littleton, Ph.D.

Class meeting time and location: T & Th 9:30-10:50, AB IV 204

Credit hours: 3

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Office hours: Tuesdays and Thursdays from 11:00-12:00 and by appointment.

Course Information:

This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multiaxial diagnostic system in clinical practice are discussed.

The format of this course will be seminar-based. It is expected that students will actively participate in discussion of the issues covered, guided by the instructor. Students will complete QQTP papers for each class to help them in being prepared to contribute to class discussion. An additional aspect of the class will be discussion of clinical case studies.

Course Materials:

Adams, H. E., & Sutker, P. E. (2004). *Comprehensive handbook of psychopathology*. (3rd ed.), New York: Springer.

Course readings- available on Blackboard

Clinical case studies- available on Blackboard

Course Challenges:

1. Develop a comprehensive understanding of, and be able to apply, the multiaxial diagnostic system as outlined in the DSM-IV.
2. Be able to critically evaluate the scientific literature with regard to the development, expression, and maintenance of psychopathology.
3. Understand how factors such as culture, ethnicity, gender, and socioeconomic status can affect the development and expression of psychopathology.
4. Be able to critically evaluate the strengths and weaknesses of the current diagnostic system as well as alternate diagnostic systems.

Instructor Obligations:

1. Foster student understanding of the topics covered in the course.
2. Present the material in a manner that is interesting and fosters learning.
3. Act as a facilitator and mentor to students as opposed to taking the “knowledge transmission” stance.
4. Encourage students to be actively engaged in learning.
5. Treat students with respect.

Student Obligations:

1. Be active participants in own learning.
2. Believe that making a personal effort to learn is the best approach.
3. Be willing to put aside preconceptions.
4. Treat the instructor and other students with respect.

Grade breakdown:

1. Class participation and attendance, 100 points total.
2. Examinations: Two take-home, essay examinations at 100 points each
3. Course paper: 100 points
4. 400 total points possible.

Description of grading criteria:

Class participation and attendance

To receive full credit for participation and attendance, you are expected to arrive to class on time and remain for the full class period. It is also expected that you will come to class prepared: all readings for the day are completed and you have prepared several questions or issues you can contribute to class discussion using the QQTTP format. These questions will be randomly collected at any time during the semester. It is also expected that you will be an active contributor to the class discussion. Four times during the semester, you will receive a numeric grade for your participation and attendance for that portion of the semester.

Examinations

Two examinations will be administered: a mid-term and a final exam. These exams will be take home, open book/note. Examination questions will require evaluation, analysis, and synthesis of material to earn full credit. It is expected that these examinations will be an independent effort. Examinations are expected to be type-written, double spaced, and proofread.

Course paper

For the course paper, you are expected to choose one particular form of psychopathology and provide information about its incidence, prevalence, diagnostic criteria, associated symptoms, and average age of onset. In addition, you are to provide extensive discussion of an etiological model with regard to its development, expression, and/or maintenance. Your paper should demonstrate a clear understanding of the etiological model. The course paper should be approximately 7 pages, type-written, double spaced, with standard margins. Your paper should follow proper APA format and you should use original source material. You are also expected to make a ten minute oral presentation to the class summarizing the findings of your paper.

Course Schedule:

January 17th. Introduction. Course overview. What is psychopathology? Introduction to the multiaxial system.

Readings:

- Chapter 1, "The classification of abnormal behavior: An overview" Adams & Sutker text
- Bergner, R. M. (1997). What is psychopathology? And so what? *Clinical Psychology: Science and Practice*, 4, 235-248.

January 22nd. The multiaxial classification system. Issues in classifying psychopathology.

Readings:

- Widiger, T. A. & Samuel, D. B. (2005). Diagnostic categories or dimensions? A question for the *Diagnostic and Statistical Manual of Mental Disorders- Fifth Edition*. *Journal of Abnormal Psychology*, 114, 494-504.
- Chapter 2, "Methodological issues in clinical diagnosis" Adams & Sutker text

January 24th. Prevalence of psychopathology and cross cultural issues. (E-class)

Readings:

- Breslau, J., Aguilar-Gaxiola, S., Kendler, K. S., Su, M., Williams, D., & Kessler, R. C. (2006). Specifying race-ethnic differences in risk for psychiatric disorder in a USA national sample. *Psychological Medicine*, 36, 57-68.
- Draguns, J. G., & Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: Issues and findings. *Behaviour Research and Therapy*, 41, 755-776.

January 29th. Models of the development of psychopathology.

Readings:

- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in

developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.

-Zuckerman, M. (1999). Diathesis-stress models. *Vulnerability to psychopathology: A biosocial model* (pp. 3-23). Washington, D.C.: American Psychological Association.

January 31st. Adversity and stress in psychopathology. *List of paper topics due*

Readings:

-Kaslow et al. (1998). Factors that mediate and moderate the link between partner abuse and suicidal behavior in African American women. *Journal of Consulting and Clinical Psychology*, 66, 533-540.

-Dohrenwend, B. P. (2000). The role of adversity and stress in psychopathology: Some evidence and its implications for theory and research. *Journal of Health and Social Behavior*, 41, 1-19.

February 5th. Emphasis on stress-related etiologies. Posttraumatic stress disorder.

Readings:

-Chapter 8, "Posttraumatic stress disorder" Adams & Sutker text.

-Brewin et al. (2000). Meta-analysis of risk factors for posttraumatic stress disorder in trauma-exposed adults. *Journal of Consulting and Clinical Psychology*, 68, 748-766.

-Ozer, E. J., et al. (2003). Predictors of posttraumatic stress disorder and symptoms in adults: A meta-analysis. *Psychological Bulletin*, 129, 52-73.

-Wilson (2004). PTSD and complex PTSD: Symptoms, syndromes, and diagnoses. In J. P. Wilson and T. M. Keane (Eds.). *Assessing psychological trauma and PTSD*.

-Case 1

February 7th. Substance-related disorders. *First participation evaluation*

Readings:

-Chapter 20, "Substance abuse: An overview" Adams & Sutker text

-Case 2

February 12th. Substance-related disorders continued.

Readings:

-Chapter 21, "Alcohol-related disorders: Psychopathology, diagnosis, etiology, and treatment" Adams & Sutker text

-Spooner, C. (1999). Causes and correlates of adolescent drug abuse and implications for treatment. *Drug and Alcohol Review*, 18, 453-475.

February 14th. Dissociative and somatoform disorders.

Readings:

- Chapter 10, "Dissociative disorders" Adams & Sutker text
- Chapter 9, "Somatoform and factitious disorders" Adams & Sutker text
- Rief, W., & Broadbent, E. (2007). Explaining medically unexplained symptoms-models and mechanisms. *Clinical Psychology Review, 27*, 821-841.
- Case 3

February 19th. Emphasis on multiple etiologies. Mood disorders.

Readings:

- Chapter 11, "Mood disorders: Unipolar and bipolar" Adams & Sutker text
- Scher, C. D., Ingram, R. E., & Segal, Z. V. (2005). Cognitive reactivity and vulnerability: Empirical evaluation of construct activation and cognitive diatheses in unipolar depression. *Clinical Psychology Review, 25*, 487-510.

February 21st. Mood disorders continued.

Readings:

- Yap, M. B., et al. (2007). Using an emotion regulation framework to understand the role of temperament and family processes in risk for adolescent depressive disorders. *Clinical Child and Family Psychology Review, 10*, 180-196.

February 26th. Mood disorders continued.

Reading:

- Alloy et al. (2005). The psychosocial context of bipolar disorder: Environmental, cognitive, and developmental risk factors. *Clinical Psychology Review, 25*, 1043-1075.
- Carlson, G. A., & Meyer, S. E. (2006). Phenomenology and diagnosis of bipolar disorder in children, adolescents, and adults: Complexities and developmental issues. *Development and Psychopathology, 18*, 939-969.
- Case 4

February 28th. Anxiety disorders. *Mid-term distributed*

Readings:

- Chapter 6, "Generalized anxiety disorders, panic disorder, and phobias" Adams & Sutker text
- Rapee, R. M., & Spence, S. H. (2004). The etiology of social phobia: Empirical evidence and an initial model. *Clinical Psychology Review, 24*, 737-767.
- Case 5

March 4th. Anxiety disorders continued. *Mid-term due

Readings:

-Abramowitz, J. S., et al. (2007). Psychological theories of obsessive-compulsive disorders. In E. Storch, G. Geffken, and T. Murphy (Eds.). *Handbook of child and adolescent obsessive-compulsive disorder*.

March 6th. Anxiety disorders continued. *Second participation evaluation*

Readings:

-Fisak, B., Jr., & Grills-Tauechel, A. E. (2007). Parental modeling, reinforcement, and information transfer: Risk factors in the development of child anxiety? *Clinical Child and Family Psychology Review*, 10, 213-231.

-Case 6

March 10th - 14th *Spring Break*- No class

March 18th. Schizophrenic spectrum disorders.

Readings:

-Chapter 13, "Schizophrenias: Biopsychosocial aspects" Adams & Sutker text

-Chapter 15, "Schizophrenia: A critical examination" Adams & Sutker text

-Case 7

March 20th. Schizophrenic spectrum disorders continued.

Readings:

-Chapter 19, "Paranoid, schizoid, and schizotypal personality disorders" Adams & Sutker text

-Averill et al. (2004). Is schizoaffective disorder a stable diagnostic category? A retrospective examination. *Psychiatric Quarterly*, 75, 215-227.

-Case 8

March 25th. Antisocial and borderline personality disorders.

Readings:

-Chapter 16, "Antisocial personality disorder" Adams & Sutker text

-Chapter 17, "Borderline personality disorder" Adams & Sutker text

-Kraus & Reynolds (2001). The A-B-C's of the cluster Bs. *Clinical Psychology Review*, 21, 345-373.

-Case 9

March 27th. Behavioral disorders. Sexual dysfunction and disorders.

Readings:

- Chapter 25, "Sexual dysfunction" Adams & Sutker text
- Chapter 26, "Sexual disorders: The paraphilias" Adams & Sutker text
- Case 10

April 1st. Sleep disorders. *Paper outline and reference list due*

Reading:

- Chapter 24, "Sleep disorders" Adams & Sutker text

April 3rd. Eating disorders.

- Chapter 23, "Etiology and management of eating disorders" Adams & Sutker text
- Polivy & Herman (2002). Causes of eating disorders. *Annual Review of Psychology*, 53, 187-213

April 8th. Emphasis on etiology related to physical trauma and medical illness. Health and mental illness.

Readings:

- Chapter 27, "Psychobiology of health and disease" Adams & Sutker text
- Goldstein, D. S., & McEwen, B. (2002). Allostasis, homeostats, and the nature of stress. *Stress*, 5, 55-58.
- Melzack, R., & Katz, J. (2004). The gate control theory: Reaching for the brain. In T. Hadjistavropoulos, & K. D. Craig (Eds.). *Pain: Psychological perspectives*, (pp. 13-34). Mahwah, NJ: Erlbaum (available on netlibrary)

April 10th. Disorders associated with cognitive decline. *third participation evaluation*

Readings:

- Chapter 30, "Cognitive approaches to the memory disorders of demented patients" Adams & Sutker text
- DeMakis, G. J. (2007). Disability in Alzheimer's disease: Causes, consequences, and economic considerations. *Journal of Health and Human Services Administration*, 30, 292-305.
- Wilson, D. M., et al. (2005). Vascular cognitive impairment. *Reviews in Clinical Gerontology*, 14, 45-53.

April 15th. Emphasis on disorders with an onset in childhood. Externalizing disorders in childhood.

Readings:

- Chapter 31, "Psychopathology in children" Adams & Sutker text
- Muris, P., & Ollendick, T. H. (2005). The role of temperament in the etiology of child

psychopathology. *Clinical Child and Family Psychology Review*, 8, 271-289.

-Case 11

April 17th. Externalizing disorders in childhood continued.

Readings:

- Brassett-Harknett, A., & Butler, N. (2007). Attention-deficit/hyperactivity disorder: An overview of the etiology and a review of the literature relating to the correlates and lifecourse outcomes for men and women, *Clinical Psychology Review*, 27, 188-210.
- McMahon, R. J., & Kotler, J. S. (2006). Conduct problems. In D. A. Wolfe & E. J. Mash (Eds). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*, (pp. 153-225), New York: Guilford.

-Case 12

April 22nd. Developmental disorders.

Readings:

- Newschaffer, C. J., et al. (2007). The epidemiology of the autism spectrum disorders. *Annual Review of Public Health*, 28, 235-258.
- Gersbacher, M. A., et al. (2005). Three reasons not to believe in an autism epidemic. *Current Directions in Psychological Science*, 14, 55-58.
- Klin, A. et al. (2005). Asperger syndrome. In F. R. Volkmar, R. Paul, A. Klin, & D. J. Cohen (Eds.). *Handbook of autism and pervasive developmental disorders*, (pp. 88-125). Wiley.

April 24th. Class presentations.

April 29th. Class presentations.

May 1st. Class presentations.

May 6th. *Course paper due* Looking to the future. DSM-V, new approaches to psychopathology. *Last participation evaluation*

Readings:

- Watson & Clark (2006). Clinical diagnosis at the crossroads. *Clinical Psychology: Science and Practice*, 13, 210-215.
- Kendall (2006). The future of clinical psychology. *Clinical Psychology: Science and Practice*, 13, 203-204
- Kupfer, D. J. (2005). Dimensional models for research and diagnosis: A current dilemma. *Journal of Abnormal Psychology*, 114, 557-559.
- Cuthbert, B. N. (2005). Dimensional models of psychopathology: Research agenda and clinical utility. *Journal of Abnormal Psychology*, 114, 565-569.

May 8th. Last day of class. Summing up, review. Final exam distributed.

Grading scale: The SHSU grading scales is as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 59 or lower F.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any type of academic dishonesty.

Notice to Persons with Disabilities:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded solely by reason of their disability from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

Sam Houston State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. Note: no accommodation can be made until you register with the Counseling Center.

Religious Holidays:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete and assignment from which the student is excused within a reasonable time after the absence.

A student desiring to absent him or herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor a written statement concerning the religious holy day(s). The instructor will provide the student with a reasonable timeframe in which to complete missed assignments and examinations.

Visitors in the Classroom:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Other notes:

1. All electronic communications devices must be turned off before classes begin and placed in a closed bag or carrying case.
2. Laptops, PDAs, etc. cannot be used during class time without prior authorization by the instructor.
3. The instructor reserves the right to alter the syllabus. Students can advocate for changes to this syllabus if they feel that a change to the syllabus will facilitate their learning.