

**Psychopathology – PSY 5233**  
**TR 2:00-3:15 pm, ED 214**  
**Syllabus, Spring 2016**

Instructor: Caleb W. Lack, Ph.D.

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**REQUIRED TEXTBOOKS**

**Lack, C.W.** (Ed.) (2012). *Abnormal Psychology: An e-text*. Available at [abnormalpsych.wikispaces.com](http://abnormalpsych.wikispaces.com)

**Lack, C.W.** (2013). *Mood Disorders: An Introduction*. Onus Books, United Kingdom. ISBN: 978-0956694881

**Lack, C.W.** (2013). *Anxiety Disorders: An Introduction*. Onus Books, United Kingdom. ISBN: 978-0956694874

Required readings will primarily be located in the textbooks (indicated by “AD” or “MD”), the wiki above (indicated by “AP”) or are made available via the course website. You may wish to purchase a DSM-IV-TR or DSM-5, but it is not necessary. I have, though, highlighted relevant pages in both for each section.

**GOALS & OBJECTIVES**

From the UCO course catalog: “The purpose of the course is the study of current diagnostic criteria for psychopathology and examination of theory regarding psychopathology and personality including biological, intrapsychic, phenomenological, behavioral, sociocultural and integrative perspectives.”

Specifically, my goal for you is to master the basic diagnostic and conceptual models which provide the foundation for the science of psychopathology. By the end of this course, students should have mastered the following skills:

1. Be able, with the aid of the DSM-IV-TR or DSM-5, to make an informed psychological diagnosis given specific interview, observational, and test data.
2. Have a basic conceptual foundation for the etiology of specific psychological disorders, as well as how the etiology may relate to treatment of the disorder.
3. Be able to elucidate both the strengths and weaknesses of the current diagnosis system.
4. Be sensitive to the cultural differences that exist in regard to the conceptualization and presentation of mental disorders.
5. Be capable of choosing and conducting an appropriate structured interview in a skilled manner in order to make a preliminary psychological diagnosis.

**READINGS**

Students are expected to master a large volume of information in this class, and the assigned readings reflect this. Reading the material prior to class is required, as all members of class are expected to participate in discussion. I do not expect you to memorize the required readings, but instead come to

class knowing the concepts contained in the readings and have questions concerning those concepts or ideas which are unfamiliar or confusing.

### **GRADING & EXAMS**

There are a total of 1000 points available in this class. There will be two exams, each worth 150 points. These exams will be take home exams, given to you a week before the due date, and will be typed and submitted to me via email. Each test will consist of three essay question prompts, of which you will choose two to answer, and a series of short case vignettes where you will need to determine the most appropriate diagnosis. Each question will be worth 50 points. All exams are to be emailed to me by midnight on the due date.

Each week, students will be required to bring to class one discussion topic. These will be collected by the professor at the beginning of each class and will be used to help guide class discussion. If your topic is discussed in class, you will be required to start the discussion and contribute appropriately. Each discussion topic will be worth 10 points, for a total of 100 points. Since there are more than 10 weeks of class discussion, you will be able to “skip” bringing a discussion question some classes (when is up to you). These should not be factual questions (e.g., “What is the prevalence rate of PTSD in females?”) but more conceptual (e.g., “How does cultural acceptance of punishment and retribution impact PTSD symptoms worldwide?”).

The final 600 points come from your course project. As the old saying goes, it is better to give than to receive, which is why you will each be contributing majorly to the knowledge of each other and the world. Each of you are assigned a disorder or a class of disorders covered in class or the textbook. These are:

1. Bipolar Disorders – Garman, Samantha
2. Autism Spectrum Disorder – Beasler, Nicole
3. Intellectual Disabilities – Chavez, Andrea
4. Specific Learning Disorders – Chen, Betsy
5. ADHD – Deng, Sihan
6. Motor disorders – Ethridge, Kayla
7. Obsessive-Compulsive & Related Disorders (except OCD) – Abbott, Deah
8. Feeding & Eating Disorders – Harvey, Sarah
9. Trauma & Stressor-Related Disorders – Haws, Kyle
10. Disruptive, Impulse-Control, & Conduct Disorders – Kilburn, Cristine
11. Personality Disorders, Cluster A – Kilhoffer, Danielle
12. Personality Disorders, Cluster B – Korff, Haley
13. Personality Disorders, Cluster C – Lane, Jamie
14. Schizophrenia Spectrum & Other Psychotic Disorders – Martin, Heather
15. Substance-Related & Addictive Disorders – McDowell, Joshua
16. Somatic Symptom & Related Disorders – Peguero, Sarai
17. Dissociative Disorders – Rahseparian, Haideh
18. Sexual Dysfunctions – Rios, Ruben
19. Gender Dysphoria – Sexton, Monica
20. Sleep Disorders – Shirali, Yasmin
21. Neurocognitive Disorders – Wernke, Angela

Your job will be two-fold. First, you will give an in-class lecture on the weeks indicated below. Your lecture should be approximately 1 hour long, which leaves room for discussion. You will be responsible for the assigned readings, the lecture notes/slides, and doing an awesome job. This includes NOT just reading from slides, but actually knowing and discussing the material (and responding to questions) in an intelligent fashion. Please note that I do NOT want you to just regurgitate information from the DSMs, which we can all read on our own time. Major areas to consider for coverage are:

- DSM-IV / DSM-5 criteria (what they are, how they changed, and any critiques or concerns about those changes)
- Associated features (those things that are not part of the criteria, but are often seen in this population, commonly comorbid disorders, and impact of disorder on quality of life and functioning)
- Child versus adult presentation (if and how the disorder presents differently across the lifespan)
- Gender and cultural differences (if and how the disorder varies between the sexes and around the world)
- Epidemiology (the prevalence patterns of the disorder)
- Etiology (what is known about the causes of the disorder)
- Empirically supported treatments (those pharmacological and psychotherapeutic methods that have scientific evidence to back their use)

You will also provide 4-5 “Key References” for each disorder. These will be articles or chapters (generally reviews) that are very well done and informative and can serve as a starting point for gaining a truly in-depth understanding of the disorder. You will need to have e-copies of these available for your classmates (and myself) and emailed to me at least ONE WEEK prior to your lecture.

Second, you will produce two short (around 1,000 words) blog-style posts about two aspects of your particular disorder(s). You and I will work together to determine what you will specifically write about. These will be posted online as part of a series on my blog (<http://skepticink.com/gps>) and seen by thousands of people, so make them good! Both blogs will be due BEFORE you present in class and should be emailed to me. They should be in a Word document, and should use hyperlinks rather than traditional APA style citations. You can see some excellent samples from the past semesters at <http://www.skepticink.com/gps/category/teaching/>

Point breakdown for final project: blog contributions 300 points; lecture 200 points; lecture notes/slides/readings 100 points.

#### CLASS OUTLINE

**Week 1-2**  
Readings

**Introduction to Course / Nature of Mental Disorders**  
Syllabus

DSM-IV-TR pp. xxii – 37, DSM-5 pp. 5-25, AD – “What is a Mental Disorder?”

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

Lewis, R. (2013). Controversies in psychiatric diagnosis: What is a mental disorder? *Skeptic*, 18(4), 32-39.

Lilienfeld, S.O., & Landfield, K. (2008). Issues in diagnosis: Categorical vs. dimensional. In W. Edward Craighead, Linda W. Craighead, David J. Miklowitz (eds), *Psychopathology: History, Diagnosis, and Empirical Foundations*. Wiley.

Maddux, J.E., Gosselin, J.T., & Winstead, B.A. (2005). Conceptions of psychopathology: A social constructionist perspective. In Maddux & Winstead (Eds.), *Psychopathology: Foundations for Contemporary Understanding*, pp. 3-18.

Sorboro, J. (2007). The trouble with psychiatry. *Skeptic*, 13(3), 37-43.

Sorboro, J. (2010). Prognosis negative. *Skeptic*, 15(3), 44-49.

Stein, D.J., Phillips, K.A., Bolton, D., Fulford, K.W.M., Sadler, J.Z., & Kendler, K.S. (2010). What is a mental/psychiatric disorder? From DSM-IV to DSM-V. *Psychological Medicine*, 40, 1759-1765.

Widiger, T.A., & Gore, W.L. (2012). Mental Disorders as Discrete Clinical Conditions: Dimensional Versus Categorical Classification. In Michel Hersen & Deborah C. Beidel (eds), *Adult Psychopathology and Diagnosis, 6th Edition*. Wiley.

**Week 3**  
Readings

**Cultural & Gender Aspects of Psychopathology / Diagnosis of Mental Disorders**

Hartung, C. M., & Widiger, T. A. (1998). Gender differences in the diagnosis of mental disorders: Conclusions and controversies of the DSM-IV. *Psychological Bulletin*, 123(3), 260-278.

World Health Organization. (n.d.) Gender disparities in mental health.

Watters, E. (2010). The Americanization of mental illness. *New York Times*.

Lopez, S.R. & Guarnaccia, P.J.J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. *Annual Review of Psychology*, 51:571-598.

Millon, T. & Simonsen, E. (2010). A précis of psychopathological history. In Theodore Millon, Robert F. Krueger, and Erik Simonsen (eds), *Contemporary Directions in Psychopathology: Scientific Foundations of the DSM-V and ICD-11*. Guilford Press.

Acton, G.S. & Zodda, J.J. (2005). Classification of Psychopathology: Goals and Methods in an Empirical Approach. *Theory & Psychology*, 15, 373-399.

**Week 4-5**  
Readings

**Anxiety Disorders**

DSM-IV-TR pp. 429-484, DSM-5 pp. 189-290, AD – all of it!

Craske, M.G., Rauch, M.D., Ursano, R., Prenoveau, J., Pine, D.S., & Zinbarg, R.E. (2009). What is an anxiety disorder? *Depression & Anxiety*, 26, 1066-1085.

Lewis-Fernandez, R., Hinton, D.E., Laria, A.J., Patterson, E.H., Hofmann, S.G. et al. (2010). Culture and anxiety disorders: Recommendations for the DSM-V. *Depression & Anxiety*, 27, 212-229.

**Week 6**  
Readings

**Depressive Disorders / Bipolar Disorders**  
DSM-IV-TR pp. 345-428, DSM-5 pp. 123-188, MD – all of it!

Fountoulakis, K. N. (2010). The emerging modern face of mood disorders: A didactic editorial with a detailed presentation of data and definitions. *Annals of General Psychiatry*, 9. doi:10.1186/1744-859X-9-14

Krishnan, V., & Nestler, E.J. (2008). The molecular neurobiology of depression. *Nature*, 455(16), 894-902.

**Week 7**  
Readings

**Autism Spectrum Disorder / Intellectual Disabilities**  
TBA

**Week 8**  
Readings

**ADHD / Specific Learning Disorders**  
TBA

**Week 9**  
Readings

**Motor Disorders / OC & Related Disorders**  
TBA

**Week 10**

**Spring Break**

**Week 11**  
Readings

**Feeding & Eating Disorders/ Trauma & Stressor-Related Disorders**  
TBA

**Week 12**  
Readings

**Disruptive, Impulse-Control, & Conduct Disorders / PDs – Cluster A**  
TBA

**Week 13**  
Readings

**PDs – Cluster B / PDs – Cluster C**  
TBA

**Week 14**  
Readings

**Schizophrenia & Psychotic Disorders / Substance-Related Disorders**  
TBA

**Week 15**  
Readings

**Somatic & Related Disorders / Dissociative Disorders**  
TBA

**Week 16**  
Readings

**Sexual Dysfunctions / Gender Dysphoria**  
TBA

**Finals Week**

**Sleep Disorders / Neurocognitive Disorders**

Readings

TBA

***Exam Two due no later than midnight on Thursday***

### **UNIVERSITY POLICY**

***Student Etiquette:*** Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

***Special Accommodations:*** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

***Non-payment of tuition:*** Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.**”

***Emergencies during final examinations:*** If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

**Please review the Student Information Sheet available online at:**

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

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