

Psychopathology – PSY 5233
MW 2:00-3:15 pm, ED 208
Syllabus, Spring 2018

Instructor: Caleb W. Lack, Ph.D.
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REQUIRED TEXTBOOKS

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”) 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 700 points available in this class. There will be two exams, each worth 100 points. These exams will be take home exams, given to you two weeks 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?”) based off question you have after reading the assigned articles and chapters.

The final 400 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. Each of you are assigned a disorder or a class of disorders covered in the DSM. These are:

1. Bipolar Disorders – Monica Whitten
2. Autism Spectrum Disorder – Karli Smith
3. Intellectual Disabilities – Landon Sikes
4. Specific Learning Disorders – Heather Sherwood
5. ADHD – McKenzie Seward
6. Motor disorders – Jordan Sam
7. Obsessive-Compulsive & Related Disorders (except OCD) – Kelly Rogers
8. Feeding & Eating Disorders – Gisela Alas
9. Trauma & Stressor-Related Disorders – Karisa Cooper
10. Disruptive, Impulse-Control, & Conduct Disorders – Kyle Persons
11. Personality Disorders, Cluster A – Cassie Olmstead
12. Personality Disorders, Cluster B – Krystal Moore
13. Personality Disorders, Cluster C – Amanda Maul
14. Schizophrenia Spectrum & Other Psychotic Disorders – Jonathan Grant
15. Substance-Related & Addictive Disorders – Robert Lee
16. Somatic Symptom & Related Disorders – Corie King
17. Dissociative Disorders – Sara Hibbs
18. Sexual Dysfunctions – Sierra Harrington
19. Gender Dysphoria – Madison Bolin
20. Sleep Disorders – Amanda Beck
21. Neurocognitive Disorders – Gabriel Atherton

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 15 minutes 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-5 criteria (what they are, how they changed, and any critiques or concerns about those changes)
- RDoC areas that are particularly salient for that disorder/class
- 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. These will be the readings for your classmates.

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

CLASS OUTLINE

Week 1-3
Readings

Introduction to Course / Nature of Mental Disorders
Syllabus

(Read the below in the order presented)

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*, pp. 3-52. Guilford Press: New York

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.

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 (3rd ed.)*, pp. 3-18.

Sanislow, C., et al. (2010). Developing constructs for psychopathology research: Research Domain Criteria. *Journal of Abnormal Psychology, 119*(4), 631-639.

NIMH, appendix A

Insel et al. (2010). Research Domain Criteria (RDoC): Toward a New Classification Framework for Research on Mental Disorders. *American Journal of Psychiatry, 167*:7, 748-751.

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.

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

Deacon, B., & McKay, D. (eds; 2015). *The biomedical model of psychological problems*. Special issue of *the Behavior Therapist*.

Week 4-5
Readings

Anxiety Disorders & OCD

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

BPD readings TBA

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

Exam One due Thursday by 11:59 pm

Week 10
Readings

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

Week 11

Spring Break

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
Readings

Sleep Disorders / Neurocognitive Disorders
TBA

Exam Two due Thursday by 11:59 pm

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>

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.