

# SYLLABUS

Texas A&M Commerce

**Abnormal Psychology & Developmental Psychopathology**

**PSY 503**

**Spring 2014**

IT IS RECOMMENDED THAT YOU READ THE ENTIRE SYLLABUS CAREFULLY

## Course Description

This course is designed to provide students with an in-depth examination of the major forms of psychopathology. Because the nature of psychopathology is not agreed upon, this course presents different approaches to understanding and conceptualizing psychopathology. Relevant psychological theories and research, along with cultural perspectives, regarding the phenomenology, causes and treatment of psychological disorders will be included. Students will also study, in detail, the major psychological disorders. The goal is for each student to formulate his/her own thoughts regarding the nature of psychopathology. You should be prepared to work hard in this course. The reading load is high and difficult. I also expect, however, that we will have fun in the class. You can expect to have a good foundation in psychopathology by the end of the course and to have improved your general reading and writing skills.

## Required Texts

Note: The reading load in this class varies considerably from class to class. Please look ahead and plan for heavy reading days.

American Psychological Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: Author.

Barlow, D. H. & Durand, V. M. (2012). *Abnormal psychology: An integrative approach* (6<sup>th</sup> ed.). Belmont CA:Wadsworth

## Course Requirements

**100 pts.** Midterm – It is considered acceptable to study with other students for the exam.

**100 pts.** Final Exam – It is considered acceptable to study with other students for the exam.

**50 pts.** Case Study Presentation – Each student will be randomly assigned a diagnosis. The case description should include the following information:

*Demographic information (sex, age, ethnic background, physical characteristics, disability, etc)*

*Developmental milestones*

*Social context(s) in which they grew up*

*Significant events in infancy, childhood, adolescence, adulthood*

*What they were like as a child, adolescent, adult*

*Relationships with parents and any siblings, past and present*

*Peer relationship, past and present*

*Significant others/partners*

*Sexuality*

*Favorite memories/most unpleasant memories*

*Educational history*

*Spirituality*

*Vocational history*

*Family history re: health, including mental health*

*Date of onset of each system*

*How they describe themselves*

*Mental status type information*

*Presenting complaint*

*Hobbies, priorities, habits, how they spend their time*

*Etiological Considerations*

*DSMV -criteria of diagnosis*

*Treatment*

*Anything else that you think is important to know in order to understand one's frame of reference*

For the presentations you are to create a PowerPoint presentation. Additional handouts are encouraged but not required – except for me. You must provide the PPT to me for your grade. Students are encouraged to use creative approaches to augment the presentation. The presentation should highlight the important points of the chapter and must also include discussion questions or activities designed to further the class's understanding of the material. Presentations, including the activities/discussion are expected to be about 40 minutes in length.

If a student is absent on the day of the presentation, or if she or he is present and chooses not to present, then he or she will receive a grade of zero for the assignment. There are no make ups for a missed presentation!

**50 pts.** Group Presentation – Each student will be randomly assigned to the PRO/CON side of a controversial issue in Abnormal Psychology.

**Grades:**

A = 90-100

B = 80-89

C = 70-79

D = 60 -69

F <60

Attendance is part of the final grade.

Final grades are a simple average of total points earned divided by total points available (450).

**Attendance**

You inherited 150 attendance points simply by signing up for this course. Five points will be deducted from your inheritance each attendance day you miss class. Attendance in class is required. Please refer to the university policy for any questions concerning attendance. If you are unable to attend a class, please notify the instructor prior to the regularly scheduled class period. In the event of an emergency, it is the instructor's policy to work with students to the best of her ability, provided the student takes the initiative to contact the instructor before the class, assignment or exam. It will be extremely difficult for you to do well in this class if you miss days. Class participation goes beyond simply showing up for class. Just because you are present, does not mean you are participating. It means active involvement in class discussions and active participation in group activities – this grade is not an easy A.

**If I catch you on your phone texting or playing games during class I will count you absent for the class.**

**If you are 30 or more minutes late to class you will be counted absent.**

**WEB ENHANCEMENT:**

We will manage this course in part using online “web enhancement.”

1. As soon as available you should go to the online web site for this course, complete the tutorial (if you like), and familiarize yourself with what is there (which will be added to as the semester progresses). You may access eCollege by going to your My Leo account and clicking on eCollege.

2. . You will retrieve documents to read from me by way of the Doc Sharing tab, and web sites to read on the “Webliography” tab.
3. You will need to check the Announcements section on the course home page daily. If I have an emergency or for any other reason might miss a class I will post it here.
6. You will need to check your university e-mail ( @leo.tamu.edu) daily.
7. And you are responsible for learning to use eCollege according to the requirements of this syllabus.

Make-up examinations will only be given in very rare circumstances such as a serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** notify me prior to the exam. I have both voice-mail and email and am quite easy to reach. In this age of technology there really is no good reason for failing to notify me. If you have to suddenly leave campus before an exam for any kind of emergency you **MUST ALSO** contact Student Affairs to let them know of your emergency. I will expect that I can verify the emergency with Student Affairs. Make-ups will only be given if I have been notified prior to the exam and can verify your reason for missing the exam. All missed exams not meeting the criteria for a make-up will be given a grade of F. If you show up late for an exam I reserve the right to only allow you the remaining class time to complete the exam.

### **Academic Integrity**

**Student Standards of Conduct:** Students are responsible for knowing and adhering to the TAMU-Commerce policies and procedures outlined in the TAMU-Commerce Graduate Catalog, including but not limited to TAMU-Commerce’s principles of academic integrity (see Academic Honesty). In addition, students must demonstrate fitness to practice in the field of clinical psychology/special education. At minimum, classroom behaviors, discussion, professionalism, and coursework may be used to evaluate fitness to practice.

**Inclusion:** Students requesting accommodations for disabilities must go through the Office of Student Disability and Services. For more information, please contact the Director of Disability Resources & Services, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148. E-mail: StudentDisabilityServices@tamu-commerce.edu.

### **Disclaimer Reserving Right to Change Syllabus**

The instructor reserves the right to amend this syllabus as necessary.

## General Objectives (Learning Outcomes) of PSY 503

At the end of this course students will:

1. Understand and use the multiaxial system of nosology articulated in the DSM5, recognizing and articulating both the advantages and the limits of the systems
  - a. Describe the history of psychopathological diagnoses as articulated in the texts and lecture, especially the evolution of the DSM5
  - b. Describe a rationale supporting the use of nosology in mental disorders. Mention and then counter arguments against formal diagnosis.
2. Describe and compare the principal theoretical perspectives involved in the contemporary understanding of psychopathology, coming to at least a provisional view point of your own.
  - a. Describe with comparisons the psychodynamic, behavioral, cognitive, and biological approaches to the study of psychopathology.
  - b. Describe the several details of the biological basis of behavior model discussed in class.
3. Identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, phenomenology, behavior, cognition, affect, relevant defenses, intrapsychic organization, and diagnostic criteria, as each is pertinent to a given condition. Do this for each of the major diagnostic groups in the DSM5.
  - a. Describe the mood model developed for class.
  - b. Describe the model for schizophrenia developed in class.
4. Describe a fundamental psychological approach to the assessment of psychopathological conditions
  - a. Describe the major assessment instruments which psychologists use to measure cognitive ability, as well as procedures for neuropsychological screening, paper-and-pencil personality measurement, “projective” assessment, and the Rorschach technique. Where relevant, compare and contrast the different procedures.
5. Describe the basic models currently involved in treatment of persons manifesting the several forms of psychopathology discussed in the course.
  - a. Describe a “general model of psychopathology” in overview.
  - b. Describe the general approach to the use of cognitive, traditional behavioral, biological, and psychodynamic treatment forms as they are relevant to the kinds of psychopathology discussed in class.
  - c. Describe a hierarchical and interdisciplinary strategy for the treatment of anxiety, somatoform, and dissociative disorders.
  - d. Describe a hierarchical and interdisciplinary strategy for the treatment of mood disorders.

## Course Calendar

1/16/14

1/23/14

1/30/14

2/6/14

2/13/14

2/20/14

2/27/14

3/5/14 Midterm

3/13/14

3/20/14

3/27/14

4/3/14

4/10/14

4/17/14

4/25/14

5/1/14

5/8/14 Final

### Course Schedule

Date Topic

8/28 Introduction to Course, Abnormal PPT Presentation Psychology: An Overview

9/4 Substance-Related Disorders Chapter 11 Alcohol Dependence Issue 9 Addiction/Brain Disease  
Issue 8 MDMA

9/11 Anxiety disorders Chapter 1 OCD

9/18 Clinical Assessment Issue 1 Adversive Treatment

9/25 Suicide Assessment PPT Presentation

10/2 Mood disorders Chapter 6 MDD Chapter 7 Bipolar Mood Disorder

10/9 Schizophrenia Chapter 9 Schizophrenia Issue 3 Forced Treatment

10/16 Midterm

10/23 Sexual and Gender Identity d/o Chapter 13 Paraphilias Issue 2 Gender Identity Disorder

10/30 Somatoform d/o Chapter 8 Somatization Disorder Dissociative d/o Chapter 5 Dissociative Identity Disorder

11/6 Eating d/o Chapter 16 Bulimia Nervosa Issue 4 Refuse Treatment

11/13 Disorders of Childhood and Adolescence Chapter 22 ADHD Issue 7 ADHD

11/20 NO CLASS THANKSGIVING BREAK

11/27 Personality d/o Chapter 18 Paranoid Personality Chapter 19 Borderline Personality

12/4 Final Exam

NOTE: This schedule is tentative and subject to change at the discretion of the instructor. If changes are made, students will be given ample time to complete assignment