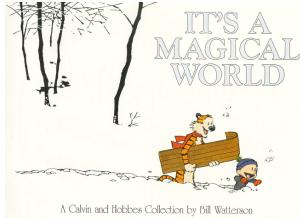


**PSYCHOLOGY 503**  
**ADVANCED ABNORMAL PSYCHOLOGY AND DEVELOPMENTAL PSYCHOPATHOLOGY**  
(REVISED MAY 2014)  
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 Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s) – nothing major.

**Description of the Course from the Current Graduate Catalogue:**

PSY 503 - Abnormal Psychology and Developmental Psychopathology

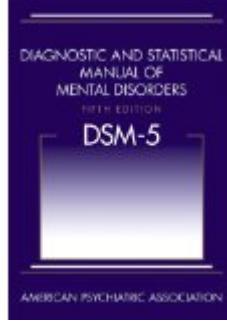
Hours: Three. The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders. [Okay, let's just say that I did not write this. It's vague and needs to be developed, concretized, and punctuated.]

**Description of the Course from the Instructor's Perspective (Folksy Version):**

We will look at psychopathology: descriptively, etiologically, developmentally, comparatively, theoretically, legally (sort of), and in relation to effective (and often but not always) evidence-based treatment modalities. We will play and we will work. I will have a good time, and you may assume the responsibility of doing so as well (or not).

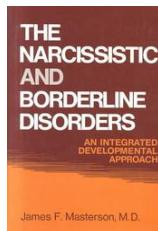
*Textbook:*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5th ed.) Washington, DC: Author. [DSM-5]

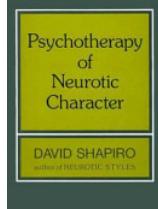


*Recommended Additional Reading (Maybe Later On – Time Will Be an Issue in Summer):*

Masterson, J. F. (1981). *The narcissistic and borderline disorders: An integrated developmental approach*. New York: Brunner/Mazel.



Shapiro, D. (1985). *The psychotherapy of neurotic character*. New York: Basic Books.



*Use this guide to write your assignments for this course:*

American Psychological Association. (2009). *Publication manual* (6th ed., second printing or later). Washington, DC: Author.



And remember: Buy online and see if you can save some (maybe a lot, a whole lot).

#### ***Web Enhancement:***

Although we will manage this course in part using online “web enhancement,” we will not rely on eCollege for this component this summer. A number of implications for your conduct and success follow:

1. Contact me by email at [steve@hawkinsandball.com](mailto:steve@hawkinsandball.com) in order to begin our communication. I will ignore emails pertaining to this course sent to any other email address. I do this because the university regularly purges emails, making it difficult to have a permanent record of our correspondence. For any other university business please contact me at [steve.ball@tamuc.edu](mailto:steve.ball@tamuc.edu).
2. You will turn in most (if not all) written assignments by way of email attachments.
3. Use this formula to name the files you turn in this way:  
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in a “503 project” assignment on December 4, 2015, the file name would be BALL.STEVE.503Project.12-4-15. Right now you will need to turn in only one project this way. **CAUTION: I will ignore misnamed submissions.**
4. You will receive written feedback for most (if not all) of your written assignments as email attachments.

5. You will retrieve documents to read from me by way of the email attachments, and links to other internet documents to read at  
[http://hawkinsandball.com/?page\\_id=519](http://hawkinsandball.com/?page_id=519).
6. You will need daily to check your university e-mail (\_\_\_\_@leomail.tamuc.edu) or a different e-mail address (from which you have sent me an email if you prefer that I use it).

***Our Contractual Agreement:***

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not), I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

***General Objectives (Learning Outcomes) of the Course:***

As a student taking this course, and probably aiming for a career in the "helping professions," you should be able to do the following at its successful conclusion:

1. Understand and use the nosology articulated in DSM-5, recognizing and articulating both the advantages and the limits of such a system.
2. Describe the basic concepts and procedures of formal psychological assessment when the referral question concerns psychopathology.
3. Describe and compare the principal theoretical perspectives involved in the contemporary understanding of psychopathology, coming to some at least provisional view of your own.
4. Identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, biology, 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 DSM-5, even those that escape the purview of a lecture moment.
5. Describe a fundamental psychological approach to the assessment of psychopathological conditions, with biosocial qualifications as needed.
6. Describe the basic models currently involved in treatment of persons manifesting the several forms of psychopathology discussed in the course.
7. You will also gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

There is a longer and more specific set of learning outcomes near the end of this syllabus.

**Topical Outline:**



Note: I expect you to know where we are in this outline, relating it to available readings, and pursuing your reading as thus indicated.

I. The concept of abnormal behavior

A. Historical perspective

1. Prehistory

- a. Trephining, demons, and ghosts: they're always with us
- b. In *illum tempus*: Overview of a model, with a caution
  - i. The *a priori* is also eternal
  - ii. Knowing is sensory, perceptual, and linguistic
  - iii. Cognition is inherently constructive and transformative
  - iv. Some knowing is intrinsically inarticulable
  - v. Some knowing can become too scary to articulate
  - vi. Articulated knowledge can be rational; unarticulated knowledge can be bestial

2. Classical period - medicine and science: God knows the Greeks tried, but they thought all knowing could be rationally articulable; so their demons ate them, wordlessly (their demons started in Macedonia and Rome, and they are everywhere now – the good ones were already waiting at Wotan's place)

3. Dark and middle ages: What the hell! Let the demons Be, a scratchy kind of honesty salted down by the Church

4. Renaissance & Enlightenment: the great Whore gets it going again & *hubris* takes the lead on the backstretch

5. The modern era: Let's play like the *a priori* and the irrational aren't; God dies and we stop looking where it's dark, possibly in fear

6. Synthesis: We can do science about that which possesses, but sometimes it will be a little scratchy – and the noise! My God, the noise.

B. Current approaches to abnormal behavior

1. The popular view

2. Nosology and DSM-5

- a. Need and nature of nosologies
- b. The retirement of the multiaxial system

3. Theoretical perspectives: An overview

II. Etiology and a general model of psychopathology

A. Intrapsychic determinants: Deep structure

B. Behavioral elements: Surface structure

C. Systemic elements: Families and other contexts

D. Predisposing factors: "diathesis"

- 1. Genetic predisposition
- 2. Psychic predisposition

E. Trigger events and stressors

F. Circularity of the model and "complementary series"

G. Steve's picture of the mind: A synthesis

1. Biobehavioral elements: Surface structure

- a. *Das Es*

- b. Conditioning: affect and action
  - 2. Representation and the generalized reality orientation
    - a. Consciousness
      - i. Perceptual: Sensation and imagery
      - ii. Representative action (is it anything other than imagery?)
      - iii. Linguistic action
    - b. The ego and the self
      - i. *Das Ich*: Freud's model of the ego; agency
      - ii. Representation and the "I"
      - iii. The self
        - A. Jung's model of the self
        - B. The self and false self in object relations theory
      - iv. Some conventions for talking about such matters
  - 3. Intrapyschic determinants: Deep structure and the "unconscious mind"
    - a. What does it mean to say a thing is unconscious?
    - b. Freud's early ideas
    - c. A funny source for ideas on the topic: Dollard and Miller
    - d. Modern psychodynamic approaches
    - e. A note on the memory controversy
  - 4. Biology and the war for reality: Reprise and a clarion call
- III. Assessment
- A. Interviewing and the mental status exam
  - B. Testing
    - 1. Cognitive measures
    - 2. Neuropsychological measures
    - 3. Personality measures
      - a. "Paper-and-pencil" format
      - b. Projective format
      - c. Exner's Rorschach (the "comprehensive system")
  - C. Special measures
    - 1. Physiological assessment
    - 2. Behavioral assessment
    - 3. Cognitive assessment
    - 4. The special place of executive functioning
    - 5. Assessment the DSM-5 way
- IV. Principal mental disorders
- A. The classical neuroses (a term now out of favor; Shapiro)
    - 1. Anxiety disorders
      - a. Panic disorder
      - b. Agoraphobia
      - c. Separation anxiety disorder
      - d. Selective mutism
      - e. Panic disorder
      - f. Specific phobias
      - g. Social anxiety disorder (social phobias)
      - h. Generalized anxiety disorder
      - i. Other anxiety disorders
      - j. Treatment of anxiety disorders
      - k. Substance, medication, and medical condition as sources of
      - l. Other specified

- m. Unspecified
  - 2. Obsessive-compulsive and related disorders
    - a. Obsessive-compulsive disorder
    - b. Body dysmorphic disorder
    - c. Trichotillomania
    - d. Excoriation disorder
    - e. Hoarding disorder
    - f. Substance, medication, and medical condition as sources of obsessive-compulsive and related behavior
    - g. Other specified obsessive-compulsive disorder
    - h. Unspecified obsessive-compulsive disorder
  - 3. Somatic symptom and related disorders
    - a. Somatic symptom disorder
    - b. Illness anxiety disorder
    - c. Conversion disorder
    - d. Psychological factors affecting other medical conditions (note the message in the word “other”)
    - e. Factitious disorder (on self or other)
    - f. Other specified somatic symptom and related disorder
    - g. Unspecified somatic symptom and related disorder
  - 4. Dissociative disorders
    - a. Dissociative amnesia
    - b. Depersonalization/derealization disorder
    - c. Dissociative identity disorder
    - d. Other specified dissociative disorder
    - e. Unspecified dissociative disorder
- B. Trauma- and stressor-related disorders
- 1. Stress
    - a. A model of stress and its effects
    - b. The role of stress in physical illness
    - c. The role of stress in cognitive development and dysfunction
  - 2. Reactive attachment disorder
  - 3. Disinhibited social engagement disorder (“I don’t know; let me check my engagement book.”)
  - 4. Posttraumatic stress disorder
  - 5. Acute stress disorder
  - 6. Adjustment disorders
  - 7. Other specified trauma- and stressor-related disorders
  - 8. Unspecified trauma- and stressor-related disorders
- C. Depressive disorders
- 1. The many faces of depression
  - 2. Disruptive mood dysregulation disorder
  - 3. Major depressive disorder
  - 4. Persistent depressive disorder (dysthymia)
  - 5. Substance, medication, and medical condition as sources of depressive behavior
  - 6. Other specified depressive disorder
  - 7. Unspecified depressive disorder
- D. Bipolar and related disorders
- 1. Bipolar I disorder
  - 2. Bipolar II disorder

3. Cyclothymic disorder
4. Substance, medication, and medical condition as sources of bipolar behavior
5. Other specified bipolar disorder
6. Unspecified bipolar disorder
- E. Personality disorders (still a platform)
  1. Sources of personality disorders
  2. Personality disorders as diatheses
  3. Alternative diagnostic criteria in the DSM-5
  4. Cluster A personality disorders
    - a. Paranoid personality disorder
    - b. Schizoid personality disorder
    - c. Schizotypal personality disorder
  5. Cluster B personality disorders
    - a. Antisocial personality disorder
    - b. Borderline personality disorder
    - c. Narcissistic personality disorder
    - d. Histrionic personality disorder
  6. Cluster C personality disorders
    - a. Avoidant personality disorder
    - b. Dependent
    - c. Obsessive-compulsive
  7. Other personality disorders
    - a. Personality change due to “another” medical condition
    - b. Other specified personality disorder
    - c. Unspecified personality disorder
- F. Neurodevelopmental disorders
  1. Intellectual disabilities
  2. Attention-deficit/hyperactivity disorder (ADHD)
  3. Autism spectrum disorders
  4. Specific learning disorders
  5. Communication disorders
  6. Motor disorders
  7. Other neurodevelopmental disorders
- G. Disruptive, impulse-control, and conduct disorders
  1. Oppositional defiant disorder
  2. Intermittent explosive disorder
  3. Conduct disorder
  4. Antisocial personality disorder
  5. Pyromania
  6. Kleptomania
  7. Other specified disruptive, impulse-control, and conduct disorders
  8. Unspecified disruptive, impulse-control, and conduct disorders
- H. Schizophrenia spectrum and other psychotic disorders
  1. Schizotypal (personality) disorder
  2. Delusional disorder
  3. Brief psychotic disorder
  4. Schizophreniform disorder
  5. Schizophrenia
  6. Schizoaffective disorder
  7. Substance/medication induced psychotic disorder

8. Psychotic disorder due to another medical condition
9. Catatonia associated with another medical disorder
10. Catatonic disorder due to another medical condition
11. Other specified schizophrenia spectrum and other psychotic disorders
12. Unspecified schizophrenia spectrum and other psychotic disorders
- I. Feeding and eating disorders
  1. Pica
  2. Rumination disorder
  3. Avoidant/restrictive food intake disorder
  4. Anorexia nervosa
  5. Bulimia nervosa
  6. Binge-eating disorder
  7. Other specified feeding and eating disorders
  8. Unspecified feeding and eating disorders
- J. Sexual dysfunctions
  1. Delayed ejaculation
  2. Erectile disorder
  3. Female orgasmic disorder
  4. Female sexual interest/arousal disorder
  5. Genito-pelvic pain/penetration disorder
  6. Male hypoactive sexual desire disorder
  7. Premature (early) ejaculation
  8. Other specified sexual dysfunction
  9. Unspecified sexual dysfunction
- K. Gender dysphoria
  1. Gender dysphoria in children
  2. Gender dysphoria in adults and adolescents
  3. Other specified gender dysphoria
  4. Unspecified gender dysphoria
- L. Paraphilic disorders
  1. Voyeuristic disorder
  2. Exhibitionist disorder
  3. Frotteuristic disorder
  4. Sexual masochism disorder
  5. Sexual sadism disorder
  6. Pedophilic disorder
  7. Fetishistic disorder
  8. Transvestic disorder
  9. Other specified paraphilic disorder
  10. Unspecified paraphilic disorder
- M. Elimination disorders
  1. Enuresis
  2. Encopresis
  3. Other specified elimination disorder
  4. Unspecified elimination disorder
- N. Neurocognitive disorders
  1. Delirium
  2. Major and mild neurocognitive disorders
  3. The role of the psychologist and specialist in school psychology in diagnosing and planning for intervention with neurocognitive disorders
- O. Substance-related and addictive disorders

1. The physiological and psychological nature of abuse and addiction
2. Use disorders
3. Intoxication
4. Withdrawal
- P. Sleep-wake disorders
  1. Insomnia disorder
  2. Hypersomnolence disorder
  3. Narcolepsy
  4. Breathing-related sleep disorders
    - a. Obstructive sleep apnea hypopnea
    - b. Central sleep apnea
    - c. Sleep-related hypoventilation
    - d. Circadian rhythm sleep-wake disorders
  5. Parasomnias
    - a. Non-rapid eye movement sleep arousal disorders
      - i. Sleepwalking type
      - ii. Sleep terror type
      - iii. Nightmare disorder
    - b. Rapid eye movement sleep behavior disorder
    - c. Restless legs syndrome
    - d. Other specified insomnia disorder
    - e. Unspecified insomnia disorder
    - f. Other specified hypersomnolence disorder
    - g. Unspecified hypersomnolence disorder
    - h. Other specified sleep-wake disorder
    - i. Unspecified sleep-wake disorder
- Q. Other stuff that might be a focus of treatment
- R. Relationships
- S. Abuse and neglect
- T. Circumstances and history
- U. Nonadherence to medical treatment
  1. Nonadherence to medical treatment
  2. Overweight or obesity
  3. Malingering
  4. Wandering associated with a mental disorder
  5. Borderline intellectual functioning

**Course Assignments and Requirements:**

1. You will take two cumulatively comprehensive exams, one near mid-term and the other at the time of the scheduled final. These will be of the redoubtable multiple-choice format and will be based on both readings and the classroom experiences. I will give you a *small* sample of my questions in advance through eCollege.
2. Do one of the following:
  - a. Write an individual psychopathological assessment of some prominent public figure, selected from the list below. You should write your assessment, basing it on your understanding of the principles addressed in this course, as well as a thoroughly researched and documented dossier of the public figure's life and actions (perhaps requiring library search techniques with which you may be

unfamiliar – consult one of the local crack reference librarians if you need help). Turn it in to the drop box for week 15 (eCollege). You should type it, using APA or a similar format, producing ten (10) *or more* double-spaced pages.

Here is the “rubric” by which I will assign you a score of up to 100 points on the **individual psychopathological assessment (100 points)** you write:

Question	No, or Almost Not at All	Partially	Almost Completely
Did you introduce the reader comprehensively to the target person’s developmental history so far as it is knowable?	0	14	20
Did you adequately describe the target person’s relevant behavior, cognition, and affective expression over the life span?	0	14	20
Did you adequately, logically, and concretely develop and articulate a “resolution” or working hypothesis concerning the target person’s possible psychopathology?	0	10	20
Did you adequately and concretely support or refute the resolution or working hypothesis you have generated?	0	7	20
Did you demonstrate adequate knowledge and use of course content in writing your paper?	0	5	10
Did you write your entire paper in clear English sentences, organized and unified by the purpose of your writing (i.e., to develop and either support or refute your working hypothesis)?	0	2	5
Did you attach a complete and adequate references section identifying all the works cited in the body of the paper in correct APA format, and does your entire paper comply with APA format?	0	2	5

Maximum points under the rubric = 100. The number of points you earn under the rubric will be your grade on the paper. You must upload your individual psychological assessment paper by 11:59 pm on the day assigned in class by the deadline assigned in class or you will get 0 points on it.

- b. Working in a team of three to five students, produce (writing, directing, acting in, securing investors for, etc.) a small play (a "playlette") illustrating a particular form of psychopathology that is addressed as a part of this course. Running time should be at least 20 minutes. The playlette, which you must record on DVD, will include elements from before, during, and after diagnosis and treatment. You may be required to present the playlette to the class. Using grading criteria related to accuracy, completeness and detail, realism, and creativity (see rubric), I will give each group a single grade in which all members will share. Do *NOT* provide handouts or other didactic materials with your presentation, but place the script as a WORD do (not docx) file in each team member’s eCollege dropbox for Week 15. Apart from the written script, the work should stand on its own merits and represent a complete view of the disorder. I will not return the DVD, which is due no later than week 15.

**Playlette DVD & Script (100 points).** Here is the “rubric” by which I will assign you a score of 0 to 100 points on the assigned script:

Question	No, or Almost Not at All	Partially	Almost Completely
Have you provided a list of cited references (that is, the references you actually use to write your script) that complies entirely with <i>APA format</i> for a reference list, and which is complete?	0	5	10
Have you realistically, creatively, concretely, and comprehensively represented the disorder you have chosen in its behavioral expression?	0	7	10
Have you realistically, creatively, concretely, and comprehensively represented the disorder you have chosen in its affective expression?	0	7	10
Have you realistically, creatively, concretely, and comprehensively represented the disorder you have chosen in its cognitive expression?	0	7	10
Have you provided indications of the etiology and treatment of the disorder that are both concrete and linked to the empirical literature?	0	5	10
Does the playlette represent an integrated whole that is complete in its treatment of the disorder?	0	7	10
Does the script reflect a realistic and complete view of the disorder?	0	7	10
Does the dialogue seem real in the sense that it sounds and looks like things that real people with and without the disorder might say in this context?	0	7	10
Is there at least one instance of ironic humor in the script that is not aggressively directed toward the character depicted as having the disorder?	0	8	10
Do the script (as printed), blocking, direction, and acting all approach professional quality?	2	7	10

Maximum points under the rubric = 100. Your grade will be total number of points you earn. You must upload your playlette script by 11:59 pm on the day assigned, and provide me (in hand) with a copy of the recorded play, by the deadline assigned in class or you will get 0 points on it.

### **Grading Procedures:**

The two examinations, and the paper/playlette (100 points apiece) total to 300 points. To earn an A, you must accumulate 280 points, while a B will require 250 points. If you need to ask about other cutoffs, you can't afford it

All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Go, therefore, when you must, but note: Things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and the professor. They may also occur before the instructor arrives, or at a break. They are worth the wait and the intervening tedium. When you are

absent -- even if someone takes notes for you -- you will miss them. To ensure that this vital part of your education is there for you, I will enforce the university's absence policy in the following way:

As required by the university, I will call the roll at each class meeting, and I will hold you accountable on tests for the stuff we do in class. I won't re-present materials that you miss because of an absence, excused or not. I will let you make up work (like tests) if your absence is excused. How's that?

As noted elsewhere, some (but not all) work in this course may be made up if it was missed due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general the following things as valid reasons for missing a class:

- (1) participation in an authorized university activity;
- (2) illness of the student or a first-degree relative who cannot be provided *necessary* care without the student's missing class;
- (3) death (or imminent death) in a student's immediate family; and
- (4) fulfilling one's legal responsibilities (jury duty, court hearings) as a citizen.
- (5) documented alien abduction of the student or first degree relative living in the same household (as the student).

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, alien organ implants/impregnation documented by a physician, etc.). Your job (i.e., whatever you do in exchange for money, or, in kind, for consideration) is *not* an excuse for missing class for which I will let you make up the work. If you miss a classroom experience (viz., lecture, discussion, demonstration), I will not participate in your making up the experience (but I may help you find another way to do so).

**CONDUCT:**

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize, steal, or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F in the course for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Here are some other *dos* and *don'ts* that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable both in ourselves and in other people, and which at the same time goes beyond any created thing. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how much you appreciate them sometime during the term.
6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work.
9. Don't distort the truth, about your data, its sources, or your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become the person you were meant to be.

Also: "Faculty are required to include in their course syllabi the following statement: 'All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.'" (See Student's Guide Handbook, Policies and Procedures, Conduct)

Finally, as Abraham Lincoln said (in *Bill and Ted's Excellent Adventure*; maybe he really didn't say it), "Be excellent to one another!"

**REQUESTS FOR SPECIAL ACCOMMODATIONS:**

Section 11 - Faculty are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

Faculty members are encouraged to include in their course syllabi the following statement:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

**Public Figure Assessment**  
**Details**  
Steve Ball

As a part of the requirements for this class you are to write a psychopathological assessment of some public figure on the following list. Most of them were born after 1865. This brief model is designed to assist you in complying.

1. Pick someone from the list in whose functioning you are interested (sorry: only one student per famous person), probably first because you care about what he or she has done to become famous, and then because you have a suspicion that the person is a little different than most folks in psychological functioning. The person's notoriety might derive from positive accomplishments (e.g., in the arts or sciences, in heroism, etc.) or from more questionable actions (e.g., crimes, outrageous public behavior, etc.).
2. Explore the person's life through any readily available resources, e.g., responsible periodicals, tabloids (i.e., questionably reliable sources), biographies and autobiographies (another suspect source), histories, etc. As you read, frequently ask yourself the question, "Does this stuff suggest the presence of some form of psychopathology in this person?" Recur to the different sections of the DSM-5 as

possible diagnoses suggest themselves to you, especially if you are not yet very familiar with its nosology. At this point you are not necessarily seeking a conclusive answer, but are simply looking for useful hypotheses that might help in explaining the person's conduct.

3. Sooner or later develop a "resolution" which affirms that the person you are studying has one or more mental disorders, or conditions resembling mental disorders, which might be the focus of treatment, and which assist in explaining some aspect of the person's behavior. The resolution may be of a form such as the following:
  - a. "While his accomplishments were great and his public demeanor exemplary, the reported private life of Charles Lindbergh suggests that he had a serious personality disorder marked by narcissistic features." [I don't believe this one either.]
  - b. "Much of Rosie O'Donnell's professional success stems from her efforts to compensate for a chronic state of depression, perhaps complicated by a histrionic personality."
  - c. "Pete Rose's problems off the athletic field derive from a narcissistic personality disorder borne of his early life experiences coupled with his consistent athletic success."
  - d. "Donald Duck's irascibility and frequent callous disregard for the rights of others derive most directly from his long-standing efforts to compensate for an incurable language disorder."

You will note that each of these resolutions identifies specific behaviors to be explained and suggests the possible explanation. Each also hints at contexts in which these explanations will be more needed, or at the etiological roots of the difficulty. You may also arrive at *several* positive diagnoses in your resolution. O. J. Simpson's difficulties, for example, might derive both from a narcissistic personality disorder and cocaine abuse or dependence.

4. Decide whether you wish to support or refute the resolution you have generated.
5. Write your analysis using something like the following format:

- I. *Introduction to the life and critical events in the life of the person whom you have selected.*
  - A. *Brief biography.*
  - B. *Introduction to the notorious behavior. (This will vary and, for instance, may include a lifetime of achievement or infamy, one heroic act, or a single incident that mars forever the public perception of the person.)*
- II. *Introduction of the explanatory resolution which you have developed above. Do not make it plain to the reader that this is a "resolution." Simply introduce the ideas as a possible explanation of the focal events in your paper.*
  - A. *The possible explanation.*
  - B. *Announcement of your support or rejection of the explanation, with an anticipation of why.*

- III. Develop the material that supports the resolution.
- IV. Develop the material that is in conflict with the resolution.
- V. Develop a reasoned argument showing the reader your conclusions, i.e., the basis of your acceptance or rejection of the resolution. You will use biographical materials and the DSM-IV-TR in developing this section.

Repeated here for your convenience is the “rubric” by which I will assign you a score of up to 100 points on the **individual psychopathological assessment (100 points)** you write:

Question	No, or Almost Not at All	Partially	Almost Completely
Did you introduce the reader comprehensively to the target person's developmental history so far as it is knowable?	0	14	20
Did you adequately describe the target person's relevant behavior, cognition, and affective expression over the life span?	0	14	20
Did you adequately, logically, and concretely develop and articulate a “resolution” or working hypothesis concerning the target person's possible psychopathology?	0	10	20
Did you adequately and concretely support or refute the resolution or working hypothesis you have generated?	0	7	20
Did you demonstrate adequate knowledge and use of course content in writing your paper?	0	5	10
Did you write your entire paper in clear English sentences, organized and unified by the purpose of your writing (i.e., to develop and either support or refute your working hypothesis)?	0	2	5
Did you attach a complete and adequate references section identifying all the works cited in the body of the paper in correct APA format, and does your entire paper comply with APA format?	0	2	5

Maximum points under the rubric = 100. The number of points you earn under the rubric will be your grade on the paper. You must upload your individual psychological assessment paper by 11:59 pm on the day assigned in class by the deadline assigned in class or you will get 0 points on it.

### List of Notorious Figures

PSY 503 – Revised May 2014

Spiro Agnew (politician)  
 Muhammad Ali (boxer)  
 Lucille Ball (actor)  
 Marlon Brando (actor)  
 Ted Bundy (predatory killer)  
 Shawn C. Carter (Agent)  
 Wilt Chamberlain (NBA)  
 Winston Churchill (politician)  
 Kurt Cobain (musician)  
 Calvin Coolidge (politician)  
 Rafael Edward Cruz (politician)  
 George Custer (soldier)  
 Charles DeGaulle (politician)  
 Zelda Fitzgerald (celebrity/writer)

Woody Allen (actor/director)  
 Garner Ted Armstrong (preacher)  
 Drew Barrymore (actor)  
 William Jennings Bryan (politician)  
 George W. Bush (politician)  
 Mama Cass Elliott (singer)  
 Cesar Chavez (civil rights activist)  
 Patsy Cline (singer)  
 John Coltrane (musician)  
 Bing Crosby (singer)  
 e. e. cummings (poet)  
 Salvador Dali (painter)  
 Bob Dylan (musician/painter)  
 Pretty Boy Floyd (criminal)

Norma Jean Baker (actor)  
 Beckham (futbol)  
 Kobe Bryant (NBA)  
 Tom Cruise (actor)  
 Mark Cuban (entrepreneur)  
 Eminem (musician)

## PSYCHOLOGY 503

Steve Forbes (publisher)  
Kinky Friedman (writer/musician)  
Judy Garland (actor/singer)  
Whoopi Goldberg (actor)  
Boko Haram (kidnapper)  
Woody Harrelson (actor)  
Mariel Hemingway (actor)  
Jimi Hendrix (musician)  
Anita Hill (lawyer/professor)  
Steve Howe (baseball)  
Lamar Hunt (entrepreneur)  
Hugh Jackman (actor)  
Samuel L. Jackson (actor)  
Bruce Jenner (decathlete)  
Carl G. Jung (psychologist)  
Maynard James Keenan (musician)  
John F. Kennedy (politician)  
Nicole Kidman (actor)  
Amanda Knox (criminal)  
Timothy Leary (professor/activist)  
John Lennon (musician)  
Abraham Lincoln (politician)  
Joe Don Looney (football)  
Courtney Love (celebrity)  
Douglas MacArthur (soldier)  
Marilyn Manson (singer)  
Mao Tse Tung (political leader)  
Paul McCartney (musician)  
Claude Monet (painter)  
Tom Morello (musician)  
Edward R. Murrow (journalist)  
Rick Nelson (musician/actor)  
Conor Oberst (musician)  
Chad Jonson (nee Ochocinco)  
Dorothy Parker (writer)  
Pelé (futbol)  
Scott Peterson (person of interest)  
Rick Perry (politician)  
Adam Clayton Powell (politician)  
Priscilla Presley (celebrity)  
Joey Ramone (musician)  
Trent Reznor (musician)  
Eleanor Roosevelt  
Axl Rose (musician)  
Diana Ross (singer)  
George H. Ruth (baseball)  
Jessica Simpson (entertainer)  
Tupac Shakur (musician)  
Nicole Brown Simpson (victim)  
Anna Nicole Smith (celebrity)  
Sabina Spielrein (psychoanalyst)  
Oliver Stone (film maker)  
Carla F. Tucker (criminal)  
Mike Tyson (boxer/entertainer)  
Sid Vicious (musician)  
Henry Wade (district attorney)  
Meg White (singer)  
Ricky Williams (NFL)

Betty Ford (political spouse)  
Anna Freud (psychoanalyst)  
Josef Goebbels (Third Reich)  
Albert Gore, Jr. (politician)  
John Wesley Harding (criminal)  
Ernest Hemingway (writer)  
Thomas Henderson (NFL)  
Aaron Hernandez (accused)  
Whitney Houston (singer)  
John Hughes (film maker)  
Uday Hussein (political son)  
Andrew Jackson (politician)  
Jesse Jackson (pastor)  
Irwin Johnson (NBA)  
Emma Rauschenbach Jung (writer)  
Jack Kevorkian (physician)  
"Ted" Kennedy (politician)  
Billie Jean King (tennis)  
Bobby Lane (NFL)  
Monica Lewinsky (celebrity)  
Meriwether Lewis (explorer/soldier)  
Al Lipscomb (politician)  
Jennifer Lopez (actor)  
Henry Lee Lucas (killer)  
Madonna (singer/actor)  
Mickey Mantle (baseball)  
Alfred "Billy" Martin (baseball)  
Henry McCarty (criminal)  
Keith Moon (musician)  
Randy Moss (NFL)  
Carrie Nation (activist)  
Willie Nelson (musician/actor)  
Flannery O'Conner (writer)  
Jacqueline Onassis (celebrity)  
George Patton (soldier)  
Laci Peterson (victim)  
Richard Penniman (musician)  
Pablo Picasso (painter)  
Steve Prefontaine (distance runner)  
Keith Ramone (musician)  
Jonbenét Ramsey (victim)  
Rainer Maria Rilke (poet)  
Theodore Roosevelt (adventurer)  
Pete Rose (baseball)  
Darlie Routier (criminal)  
Donald Rumsfeld (politician)  
Deon Sanders (football)  
John Sharp (politician)  
Nathan Singleton (musician)  
Raffaele Sollecito (criminal)  
Barbra Streisand (singer/actor)  
Clarence Thomas (judge)  
John Tunstall (rancher)  
Bobby Valentine (baseball)  
Pancho Villa (criminal)  
Charles, Prince of Wales (heir)  
Oscar Wilde (writer/bon vivant)  
Ted Williams (Red Sox)

Michael J. Fox (actor)  
John Frusciante (musician)

Warren G. Harding (politician)

Sam Houston (politician)

Janice Joplin (singer)  
Kim Kardashian (celebrity)  
Nicole Kidman (actor)

Jerry Lee Lewis (musician)  
Rush Limbaugh (entertainer)  
Huey Long (politician)  
Trent Lott (politician)

Jonathan Manziel (football)  
Joseph McCarthy (politician)  
Norma McCorvey (plaintiff)  
Jim Morrison (musician)  
Audie Murphy (hero/actor)

Richard Nixon (politician)  
Georgia O'Keefe (painter)  
Bonnie Parker (bank robber)  
Luciano Pavorotti (singer)

Ross Perot (entrepreneur)

Elvis Presley (singer)

Harry Reid (politician)  
Oral Roberts (pastor; educator)

Carl Sagan (scientist)  
Bud Selig (baseball)

Biggie Smalls (musician)

Donald Sterling (NBA)  
Uma Thurman (actor)

Mary Wells (singer)  
Bruce Willis (actor)  
Woodrow Wilson (politician)

***General Objectives (Learning Outcomes) of PSY 503 (Detailed)***

Students taking this course, most of whom are aiming for careers in the "helping professions," will be able to do the following at its successful conclusion:

1. Understand and use the multiaxial system of nosology articulated in DSM5, recognizing and articulating both the advantages and the limits of such a system.
  - a. Describe the history of psychopathological diagnosis as articulated in the text(s) and lecture, especially the evolution of the DSM.
  - c. 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 some at least provisional view 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 "bio-behavioral model" developed in class, including, without necessarily limiting yourself to, biological, "conditioning," surface cognitions, three levels of consciousness, deep representations, the "generalized reality orientation," the "ego," the "self" representation, the collective unconscious.
  - c. Describe and use the "diathesis-stress" model of etiology.
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 <sup>1</sup>the DSM-IV. Describe also the details of specific models and mechanisms introduced to explain individual diagnostic entities, e.g., the "pattern reflex."
  - a. Describe the "pattern reflex" model of anxiety and other emotions, showing how it is modified by cognition and overt adaptive behavior.
  - b. Describe the mood model developed in class.
  - c. Describe the model for schizophrenia developed in class, making reference to biological diatheses, "portals" to the collective unconscious, and ego strength.

- d. Describe the Mahler-Masterson[-Ball] model for understanding the underlying intrapsychic/cognitive structure associated with the personality disorders. Emphasize the role of self and object representations.
- 4. Describe a fundamental psychological approach to the assessment of psychopathological conditions.
  - a. Articulate the argument that all psychological assessment, except the most rudimentary of behavioral or physiological evaluations, is fundamentally tied to the assessment of thought (or cognition).
  - b. Describe the major assessment instruments which psychologists use to measure intelligence, as well as procedures for neuropsychological screening, paper-and-pencil personality measurement, "projective" assessment, and the Rorschach technique. Where relevant, compare and contrast the several 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 psychotherapy" in overview, sort of as it was done in class (if it was done in class).
  - 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 the class. Make reference in such discussions to the bio-behavioral model.
  - 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.

**GUY TEACHING COURSE:**

Steve Ball

As a part of a closed gene pool  
(some of which lies quietly in the background)

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The south wind carries a dust mote into the sky: just an ordinary particle, nothing in itself, but with the capacity to be *changed by experience*, affected by contact. The wind touches it first, leaving a permanent trace, but hard to detect. The mote knows the wind, but just while it blows. Later it senses the marks left behind, counting them signs of itself, unique before knowing, intuiting the wind as other and separate . . .

In the air this dust is touched by other such pieces, those that *happen* to be there, and each leaves its mark, some after clinging awhile, then floating away. Reaching to heaven and cooling, the speck wraps in water, revealing and refracting the true marks it carries, magnifying, 'til the earth and the sky seem part of itself. Joining with others, communion, tied by common reflections and marks that they share, growing heavy together.

Released from its striving the mote falls to earth reenters the whole . . .