



PSY 503.22608 PSYCHOPATHOLOGY AND DIAGNOSIS

COURSE SYLLABUS: SPRING 2019; T 4:30-7:10pm HEN 206

INSTRUCTOR INFORMATION

Instructor: Karin Tochkov, Ph.D.

Office Location: Henderson Hall 201

Office Hours: by appointment

Office Phone: TBA

Office Fax: 903-886-5510

University Email Address: Karin.Tochkov@tamuc.edu

Preferred Form of Communication: e-mail

Communication Response Time: M-F within 24 hrs

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Halgin, R. (2014). *Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition*. McGrawHill.

Oltmanns T. F. (2015). *Case studies in Abnormal Psychology, 10th Edition*. Hoboken, NJ: John Wiley and Sons

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5th Edition*. Washington, DC: Author.

The syllabus/schedule are subject to change.

Textbook(s) Recommended

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*, 5th Edition. Washington, DC: Author.

Course Description

Abnormal Psychology. Three semester hours. Emphasis is placed first on a study of the fundamental principles of understanding and appreciating mental disorder. Then a study of the types of disorders including incidence, causes, symptoms, therapy, and prognosis is made.

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.

Student Learning Outcomes

1. To engage in a comprehensive review of major theories, research methods, and assessment instruments used in abnormal psychology.
2. To formulate your own thoughts regarding the nature of psychopathology.
3. To understand reliability, validity and standardization, practicality and cross-cultural fairness in psychological assessment.
4. To strengthen skills in self-assessment
5. To strengthen skills in critical thinking regarding assessment of subjective areas of human psychology.
6. To actively support a learning environment where diverse issues can be discussed thoroughly and where all views can be expressed freely.
7. To encourage active participation in the curriculum.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

learning management system, using Microsoft Word and PowerPoint

Instructional Methods

face to face class

Student Responsibilities or Tips for Success in the Course

1. You will find yourself becoming excited about the new concepts and activities in this course that you will want to add your opinion to the discussions and participate actively. Communication to the entire class is expected and

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participation is encouraged. Inappropriate chatting during class, however, is not acceptable because it is impolite to those who have the floor and is disruptive.

2. Consistent disruptions of class - this includes frequent tardiness - will result in failing grades or early dismissal from the course. Don't make the mistake of thinking that your tardiness goes unnoticed. Cell Phones must be put on silent mode during class. Violation of this policy will result in your removal from the course.
3. The professor reserves the right to revise the course syllabus as required by either judgment or circumstance. Changes will be announced in class and students are responsible for recording changes as announced. You will frequently be asked to participate in classroom activities, or to discuss some issues with your classmates in small groups. These activities will help you become involved in the course. I am sure that you will find these activities helpful.
4. You are expected to follow Texas A&M University - Commerce rules of conduct, show consideration for others, demonstrate integrity in your academic work, avoid plagiarism, and participate with enthusiasm. The study of human personality is the study of our many selves. I can't think of a more fascinating subject. Let's work together to make this class a wonderful journey of exploration.

GRADING

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ASSESSMENT

Final grades in this course will be based on the following scale:

20% Exam 1 – It is considered acceptable to study with other students for the exam.

20% Exam 2 – It is considered acceptable to study with other students for the exam.

20% Exam 3 – It is considered acceptable to study with other students for the exam.

30% Presentations – Each student will be assigned two case studies and one group presentation

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20% Case Study Presentations (10% each) – 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

DSM-criteria of diagnosis

Treatment

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

Power Point or overheads are encouraged but not required, as are handouts. 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.

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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!

10% Group Presentation – Each student will be randomly assigned to the PRO/CON side of a controversial issue in Abnormal Psychology.

10% Class Participation – 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.

CACREP Standards Addressed in PSY 503

CMHC Standard	Learning Activity or Assignment	Assessment
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i> . McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i> . Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	Tests, Discussions, and Assignments (Case Study presentation and group presentation)

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<p>C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).</p>	<p>Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>. Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i>. Washington, DC: Author.</p>	<p>Tests, Discussions, and Assignments (Case Study presentation and group presentation)</p>
<p>G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.</p>	<p>Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>. Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i>. Washington, DC: Author.</p>	<p>Tests, Discussions, and Assignments (Case Study presentation and group presentation)</p>
<p>G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>	<p>Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>.</p>	<p>Tests, Discussions, and Assignments (Case Study presentation and group presentation)</p>

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	Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i> . McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i> . Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	Tests, Discussions, and Assignments (Case Study presentation and group presentation)
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i> . McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i> . Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	Tests, Discussions, and Assignments (Case Study presentation and group presentation)
K3. Knows the impact of co-occurring substance use disorders on medical and	Lecture, Readings, in Class Discussion	Tests, Discussions, and

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<p>psychological disorders.</p>	<p>Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>. Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i>. Washington, DC: Author.</p>	<p>Assignments (Case Study presentation and group presentation)</p>
<p>K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.</p>	<p>Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>. Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i>. Washington, DC: Author.</p>	<p>Tests, Discussions, and Assignments (Case Study presentation and group presentation)</p>
<p>K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.</p>	<p>Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i>. McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i>. Hoboken, NJ: John Wiley and Sons</p>	<p>Tests, Discussions, and Assignments (Case Study presentation and group presentation)</p>

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	American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Lecture, Readings, in Class Discussion Resources: Halgin, R. (2014). <i>Taking Sides: Clashing Views in Abnormal Psychology, 8th Edition</i> . McGrawHill. Oltmanns T. F. (2015). <i>Case studies in Abnormal Psychology, 10th Edition</i> . Hoboken, NJ: John Wiley and Sons American Psychiatric Association(2013). <i>Diagnostic and statistical manual of mental disorders, 5th Edition</i> . Washington, DC: Author.	Tests, Discussions, and Assignments (Case Study presentation and group presentation)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive

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support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other

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Device	Operating System	Browser	Supported Browser Version(s)
			version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

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- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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COMMUNICATION AND SUPPORT

I prefer that you contact me via email. I will respond within 24 hours. If you have a questions that can addressed through email, I will do so. If your question requires us to meet by telephone or person, I will schedule an appointment with you during office hours or at a mutually convenient time. You are also welcome to come by my office during office hours or at any other time. If I am available, I will be happy to meet with you.

I will answer e-mails M-F within 24 hrs.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

CLASSROOM PROCEDURES AND ETHICS:

1. You will find yourself becoming excited about the new concepts and activities in this course that you will want to add your opinion to the discussions and participate actively. Communication to the entire class is expected and participation is encouraged. Inappropriate chatting during class, however, is not acceptable because it is impolite to those who have the floor and is disruptive.
2. Consistent disruptions of class - this includes frequent tardiness - will result in failing grades or early dismissal from the course. Don't make the mistake of thinking that your tardiness goes unnoticed. Cell Phones must be put on silent mode during class. Violation of this policy will result in your removal from the course.

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3. The professor reserves the right to revise the course syllabus as required by either judgment or circumstance. Changes will be announced in class and students are responsible for recording changes as announced. You will frequently be asked to participate in classroom activities, or to discuss some issues with your classmates in small groups. These activities will help you become involved in the course. I am sure that you will find these activities helpful.
4. You are expected to follow Texas A&M University - Commerce rules of conduct, show consideration for others, demonstrate integrity in your academic work, avoid plagiarism, and participate with enthusiasm. The study of human personality is the study of our many selves. I can't think of a more fascinating subject. Let's work together to make this class a wonderful journey of exploration.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA 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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

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Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

The following is a tentative schedule. I reserve the right to alter this schedule as needed.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1/15	Introduction to Course	
1/22	Clinical Assessment	Unit 2 (2.1) Halgin book Do we still need psychiatrists? Unit 1 (1.2) Halgin book Is ADHD a real disorder?
1/29	Anxiety disorders	Unit 2 (2.3) Should memory dampening drugs be used to prevent and treat trauma in combat soldiers? Oltmanns Case Studies Chapter 8: Obsessive Compulsive Disorder Oltmanns Case Studies Chapter 7: Panic Disorder and Agoraphobia

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Oltmanns Case Studies Chapter 9:
Hoarding Disorder

Oltmanns Case Studies Chapter 10:
PTSD: Rape Trauma

2/5 Mood disorders

Unit 1 (1.5)
Can positive psychology make us
happier?

Unit 3 (3.3)
Does research confirm that abortion
is a psychologically benign experience?

Oltmanns Case Studies Chapter 5:
Bipolar Disorder

Oltmanns Case Studies Chapter 6:
Major Depressive Disorder

2/12 **Exam 1**

2/19 Somatoform disorders

Unit 1 (1.4)
Is PTSD overdiagnosed?

Oltmanns Case Studies Chapter 12:
Somatic Symptom Disorder

Dissociative disorders

Oltmanns Case Studies Chapter 11:
Dissociative Identity Disorder

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3/5	Eating disorders	Unit 3 (3.6) Is forced treatment of seriously mentally ill individuals justifiable?
		Oltmanns Case Studies Chapter 13: Anorexia Nervosa
		Oltmanns Case Studies Chapter 14: Bulimia Nervosa
3/12	Personality disorders	Unit 3 (3.8) Should the US be more restrictive of gun ownership?
		Oltmanns Case Studies Chapter 20: Paranoid Personality Disorder
		Oltmanns Case Studies Chapter 21: Borderline Personality Disorder
3/26	Substance-Related d/o	Unit 2 (2.4) Is addiction a brain disease?
		Unit 2 (2.5) Should medical marijuana be prescribed for the treatment of emotional disorders?
		Unit 3 (3.9) Should recreational drugs be legalized?
		Oltmanns Case Studies Chapter 19: Alcohol Use Disorder
		Oltmanns Case Studies Chapter 4: Substance-Induced Psychotic Disorder

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4/2

Exam 2

4/9

Sexual Dysfunctions

Unit 1 (1.3)

Is gender identity disorder a mental illness?

Unit 1 (1.1)

Should hypersexuality disorder be a diagnosable mental disorder?

Unit 3 (3.7)

Is pornography harmful?

Unit 3 (3.5)

Should gay conversion therapy be prohibited by law?

Oltmanns Case Studies Chapter 16:
Female Orgasmic Disorder and
Premature Ejaculation

Oltmanns Case Studies Chapter 17:
Gender Dysphoria

Oltmanns Case Studies Chapter 22:
Exhibitionistic Disorder and
Fotteuristic Disorder

4/23

Schizophrenia

Unit 3 (3.2)

Must mentally ill murderers have a rational understanding of why they are being sentenced to death?

The syllabus/schedule are subject to change.

Oltmanns Case Studies Chapter 3:
Schizophrenia with Paranoid Delusions

4/30

Childhood disorders

Unit 1 (1.2)
Is ADHD a real disorder?

Unit 3 (3.1)
Does research confirm that violent
video games are harmful to
minors?

Oltmanns Case Studies Chapter 1:
Autism Spectrum Disorder

Oltmanns Case Studies Chapter 2:
ADHD

Oltmanns Case Studies Chapter 18:
Oppositional Defiant Disorder

5/7

Exam 3