



PSYCHOPATHOLGY

The University of Toledo, Department of Psychology
College of Languages, Literature and Social Sciences (LLSS)
PSY 6210/7210 - 001 (CRN 47644/47645)

Instructor:	Wesley Bullock, Ph.D.	Class Location:	University Hall (UH), Rm. 1610
Email:	wesley.bullock@utoledo.edu	Class Day/Time:	Tues. & Thurs. 12:55 – 2:15
Office Hours:	Tues. & Thurs.: 2:15 -4:00 (or arranged)	Course Credit Hours:	3
Office Location:	University Hall (UH), Rm. 1420	Teaching Assistant (TA):	Nikki Christ
Office Phone:	419-530-2719	TA Email:	Nicole.Christ@rockets.utoledo.edu
Term:	Fall, 2017	TA Office:	
		TA Office Hours:	TBA

COURSE DESCRIPTION / OVERVIEW

This course covers the domain of psychopathology as it is represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5, 2013). The scientific bases of contemporary theories and research regarding major psychological disorders will be studied, with a goal of helping the student recognize and conceptualize a variety of mental health disorders. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. The course will focus on theoretical perspectives and selected current research pertinent to psychopathology, and on scholarly reviews and critiques of current topics in abnormal psychology. Students will learn about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed.

STUDENT LEARNING OUTCOMES

Following completion of the course, students will be able to demonstrate competency in the following:

- Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.*
- Understand and use the DSM-5 nosological system for the classification and diagnosis of psychological disorders.*
- Consider the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues.*
- Critically evaluate different conceptual approaches to etiology and treatment of psychopathology.*
- Demonstrate competency in writing about current evidence-based therapeutic treatments for major classes of psychiatric disorders.*

TEACHING STRATEGIES

1) Readings: The student is responsible for keeping up with the assigned textbook and journal readings. Topics/chapters will be organized according to the outline provided.

2. Lectures: Class attendance and participation during lectures is expected. In general, lectures are designed to highlight and amplify material from the readings, however, there will be some information in

class lecture that is not covered in the text. The PowerPoint presentations that are used for class lectures will be made available on BlackBoard. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.

PREREQUISITES

Prerequisite: With only the rarest of exceptions, students entering this graduate course will have completed an undergraduate course in Abnormal Psychology, and very often undergraduate courses in Personality and Clinical Psychology as well, all of which serve as a good foundation for the graduate course in Psychopathology.

REQUIRED TEXT(S)

American Psychiatric Association (2013). *DSM 5: Diagnostic and statistical manual of mental disorders. (5th ed.)*. Washington, D.C.

Maddux, J. E. & Winstead, B. A.(Eds.) (2016). *Psychopathology: Foundations for a Contemporary Understanding (4th ed.)*. Routledge: New York. [ISBN 978-1-138-01951-5]

SUPPLEMENTAL TEXT

Blaney, P. H., Krueger, R. F., & Millon, T. M. (2014). *Oxford Textbook of Psychopathology*. Oxford University Press; 3 edition (September 19, 2014) [ISBN-10: 0199811776]

PRIMARY SOURCE READINGS (see reference list on pp. 6-7 of syllabus)

TECHNOLOGY REQUIREMENTS

There are no special technology requirements aside from computer access to BlackBoard.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). (Policy Number: 3364-50-03)

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#) (Rocket Hall, Room 1820. Phone: 419.530.4981)

ACADEMIC POLICIES

Academic dishonesty: Consistent with University Policy, academic dishonesty will not be tolerated.

Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive

aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.

The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

COURSE EXPECTATIONS

Be prepared. Come to class on time and stay for the entire period. Make sure cell phones or pagers are turned off (or set to vibrate) during class. Do not engage in texting or online activity during class. Students need to attend class and participate in class discussions in order to do well in this class.

GRADING

Final course grade will be determined by performance on four (4) exams, each worth 50 points for a total of 200 points possible, and 11 reading quizzes, each worth 5 points for a total of 55 points possible. Two of the exams will be 50 item multiple choice exams given in class. Items will cover material from the course lectures and assigned readings and will also be drawn from the item pool used by the EPPP licensure exam for the area of Psychopathology. The other two exams will be take home essay exams (also worth 50 points each) that will provide an opportunity to demonstrate professional writing skills and mastery of the readings and research literature. Expectations and grading rubric for the essay exam will be provided. The ten quizzes will be posted on blackboard covering provided readings of clinical case examples to demonstrate understanding of differential diagnostics in applied scenarios.

Final course grades will be determined from the total points earned from the four exams and eleven quizzes (out of 255), with traditional percentage cut points for grades: 93% or more = A ; 90 - 92% = A- ; 86 - 89 = B+; 83 - 85% = B; 80 - 82% = B- ; 76 - 79 = C+ ; 73 - 75% = C ; 70 - 72% = C- ; 66 - 69 = D+ ; 63 - 65% = D; 60 - 62% = D- ; less than 60% correct = F

COMMUNICATION GUIDELINES

The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.

STUDENT SUPPORT SERVICES

Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services <http://www.utoledo.edu/success/index.html>

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COURSE SCHEDULE (Version dated: 8-28-2017)

Week	Day & Date	Lecture Topics / Activity	Readings
Week 1	8/29 9/1	Introduction / Diagnosis / Classification / DSM Hx	DSM-5 Preface and Section 1-DSM-5 Basics (pp 5-25). M&W – Ch. 1 Conceptions of Psychopathology & Ch. 2 Developmental Psychopathology
Week 2	9/5 9/7	DSM / Values in Psychiatric Dx/ Etiological Models / Ecopathology / Stress and Psychopathology	M&W – Ch. 6 Classification and Diagnosis Greenberg (2013) – Ch. 1 of <i>Book of Woe: DSM and Unmasking of Psychiatry</i> {see also O'Donovan (2011) article on Telomere length and PTSD}
Week 3	9/12 9/14	Neurobiological Models / Neurotransmitters / Limitations of Psychopharmacology	M&W – Ch. 3 Psychopathology: A Neurobiological Perspective
Week 4	9/19 9/21	Anxiety Disorders I / HPA axis / Phobias / Panic Disorder / GAD Anxiety Disorders II / OCD / PTSD / Treatments for Anxiety Disorders	DSM – Anxiety Disorders (pp 189-234) M&W – Ch. 9 Anxiety Disorders, OCD, and Related Disorders DSM – OCD (pp 235-264) DSM – PTSD (pp 265-290) M&W – Ch. 10 Trauma and Stressor-Related Disorders
Week 5	9/26 9/28	Affective Disorders I / Depression / Dysthymia	DSM – Depressive Disorders (pp 155-188) M&W – Ch. 11 Depressive and Bipolar Disorders
Week 6	10/3 10/5	Affective Disorders II / Bipolar /	DSM – Bipolar Disorder (pp 123-154) M&W – Ch. 11 (cont.)
Week 7	10/10 10/12	Affective Disorders III	M&W – Ch. 11 (cont.)
Week 8	10/17 10/19	(fall break – no class) EXAM 1 (in class)	EXAM 1 (essay portion due 10/19) DSM – Dissociative Disorders (pp 291-308) M&W – Ch. 16 Dissociative Disorders
Week 9	10/24 10/26	Dissociative Disorders Somatic Symptom Disorders II	DSM – Somatic Symptom and Related Disorders (pp 309-328) M&W – Ch. 15 Somatic Symptom Disorders
Week 10	10/31 11/2	Schizophrenia Spectrum and Psychotic Disorders I	DSM – Schizophrenia Spectrum and Other Psychotic Disorders (pp 87-122) W&M – Ch. 17 Schizophrenia Spectrum and Psychotic Disorders
Week 11	11/7 11/9	Schizophrenia Spectrum and Psychotic Disorders II	DSM – Schizophrenia Spectrum and Other Psychotic Disorders (pp 87-122) BKM – Ch. 17 (cont.)
Week 12	11/14	Personality Disorders	DSM – Personality Disorders (pp 645-684)

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	11/16		M&W – Ch. 12 Personality Disorders
<i>Week 13</i>	11/21 11/23 (holiday)	11/22 Personality Disorders II 11/23 Thanksgiving Holiday	M&W – Ch. 12 (cont.)
<i>Week 14</i>	11/28 11/30	Personality Disorders III ADHD	DSM – Personality Disorders (pp 645-684) M&W – Ch. 12 (cont.) W&M – Ch. 19 Externalizing Disorders of Childhood and Adolescence
<i>Week 15</i>	12/5 12/7	Eating Disorders	DSM – Feeding and Eating Disorders (pp 329-354) W&M - Ch. 23 Eating Disorders
<i>FINALS Week</i>	12/13 12/15	FINAL EXAM (in class) 12:30-2:30 on Thursday, Dec. 15	EXAM (essay portion due 12/15)

Clinical Case Readings and Quizzes:

Date Available	Chapter Material	Readings	Quiz Due
9/14	Anxiety Disorders	“Mail Sorter” p134-135 “On Stage” p135-136 “Toughing it Out” p138-139 “No Fluids” p141-142 “Edgy Electrician” p143-144 “The Outdoorsman” p145	9/21
9/21	OCD and Related	“Lady Macbeth” p149-153 “Elephant Man” p154-155 “Hair” p158-160 “Picking” p161-162	9/28
9/28	Trauma and Related	“The Singer” p170 “The Wreck” p170-172 “Memories” p173-174 “Nighttime Visitor” p176-177 “Happy Ending” p181 “Abducted” p181-182 “No One Hits the Baby” p182-184	10/5
10/5	Depressive Disorders	“Three Voices” p104-105 “It’s Typical” p105-106 “A Child is Crying” p107-108 “Junior Executive” p115-116 “Disabled Vet” p118-120	10/12
10/10	Bipolar and Related	“Radar Messages” p77-79 “Roller Coaster” p80-82 “You May Keep the Yacht” p85-87 “Still a Student” p88-89 “Car Salesman” p90	10/19
10/24	Dissociate Disorders AND ADHD	Dissociative: -“Mary Quite Contrary” p187-188	12/7

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		-“Burt Tate” p190-191 -“Foggy Student” p192-193 ADHD (p22-26) -“Daydreamer” -“Into Everything” -“A Wandering Mind”	
10/31	Somatic Symptom and Related Disorders	-“Blackout” p198 -“No Parking” p199 -“The Radiologist” p200-202 -“Fits” p203-204 -“Fraulein von Willebrand” p207-208 -“Medical Miscreant” p210-211	11/7
11/7	Schizophrenia Spectrum and Related	-“Under Surveillance” p42-44 -“Eating Wires” p44-45 -“Star Wars” p48-50 -2.2 Schizophreniform Disorder blurb (p50) -“Foster Mother” p55-56 -“Contract on My Life” p57-58 -“The Socialite” p63-64 -“Bad Voices” p69-71	11/14
11/14	Personality Disorders I [Avoidant, Obsessive-Compulsive, Schizotypal, Schizoid, And Paranoid]	-“Sad Sister” p377 -“The Workaholic” p380-381 -“Clairvoyant” p388-389 -“Man’s Best Friend” p391-392 -“Useful Work” p393-394	11/21
11/21	Personality Disorders II [Borderline, Dependent, Antisocial, Narcissistic, And Histrionic]	-“Empty Shell” p371-372 -“Blood is Thicker Than Water” p375-376 -“Belligerent Boy” p381-382 -“Unrecognized Genius” p383-384 -“Coquette” p386-387	11/30
11/30	Feeding and Eating Disorders	-“Picky Eater” p218-219 -“Sixty-Seven Pound Weakling” p220-221 -“Thin Tim” p225-226 -“The Fat Man” p228-229 -“Eating Until It Hurts” p230-231	12/7

PRIMARY SOURCE readings supporting and amplifying the class material for each lecture topic are contained as links within the PowerPoint presentations made available to students on Blackboard. These readings include empirical research and critical reviews illustrative of the areas of psychopathology covered by the course and types of methodologies used in treatment outcome research:

Abdullah, T., & Brown, T. L. (2011). Mental illness stigma and ethnocultural beliefs, values, and norms: An integrative review. *Clinical Psychology Review, 31*, 934-948.

Adams D. H., et al. (2014). Pomaglumetad methionil (LY2140023 Monohydrate) and Aripiprazole in patients with schizophrenia: A phase 3, multicenter, double-blind comparison. *Schizophrenia Research and Treatment, 24*, 1-11. doi: <http://dx.doi.org/10.1155/2014/758212>

Aardoom, J. J., et al. (2016). Web-based fully automated self-help with different levels of therapist support for individuals with eating disorder symptoms: A randomized controlled trial. *Journal of Medical Internet Research, 18*, 1-20. doi: 10.2196/jmir.5709

Cosci, F., & Fava, G. A. (2016). The clinical inadequacy of the DSM-5 classification of somatic symptom and related disorders: an alternative trans-diagnostic model. *CNS Spectrums, 21*, 310-317. doi: <http://dx.doi.org/10.1017/S1092852915000760>

Francis, A. (2013). *Saving normal: An insider's revolt against out-of-control psychiatric diagnosis. DSM-5, big pharma, and the medicalization of everyday life*. New York, NY: HarperCollins.

Hedman, E., et al. (2016). Exposure-based cognitive-behavioural therapy via the internet and as bibliotherapy for somatic symptom disorder and illness anxiety disorder: randomised controlled trial. *The British Journal of Psychiatry, 116*, doi: 10.1192/bjp.bp.116.181396

Joiner, T. E., et al. (2009). Main predictions of the Interpersonal-Psychological theory of suicidal behavior: Empirical tests in two samples of young adults. *Journal of Abnormal Psychology, 118*: 634-646: doi: 10.1037/a0016500.

Landrø, N. I., et al. (2015). Serotonin transporter polymorphisms predict response inhibition in healthy volunteers. *Neuroscience Letters, 584*: 109-112. doi: [org/10.1016/j.neulet.2014.10.006](http://dx.doi.org/10.1016/j.neulet.2014.10.006)

Le Noury, J., et al. (2015). Restoring study 329: Efficacy and harms of paroxetine and imipramine in treatment of major depression in adolescence. *BMJ, 351*, 1-16: doi: 10.1136/bmj.h4320

Linehan, M. M., et al. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry, 63*: 757-766.

Malan, S., et al. (2011). Investigation of telomere length and psychological stress in rape victims. *Depression and Anxiety, 0*: 1-5: doi 10.1002/da.20903

March, J. S., et al (2007). The treatment for adolescents with depression study (TADS): Long-term effectiveness and safety options. *Archives of General Psychiatry, 64*: 1132-1144.

Phillips, J., et al. (2012). The six most essential questions in psychiatric diagnosis: a pluralogue part 1: Conceptual and definitional issues in psychiatric diagnosis. *Philosophy, Ethics, and Humanities in Medicine, 7*:3: doi:10.1186/1747-5341-7-3

Pica, N. P., & Bourgeois, F. (2016). Discontinuation and nonpublication of randomized clinical trials conducted in children. *Pediatrics*, *138*: doi:10.1542/peds.2016-0223

Peciña, M., et al. (2015). Association between placebo-activated neural systems and antidepressant responses: Neurochemistry of placebo effects in major depression. *JAMA Psychiatry*, *72*: 1087-1094: doi:10.1001/jamapsychiatry.2015.1335.

Regier, D. A., et al. (2013). DSM-5 Field Trials in the United States and Canada, part II: Test-retest reliability of selected categorical diagnoses. *American Journal of Psychiatry*, *170*, 59-70.

Reininghaus, U., et al. (2016). Evaluation of the validity and utility of a transdiagnostic psychosis dimension encompassing schizophrenia and bipolar disorder. *The British Journal of Psychiatry*. *209* (2) 107-113. doi: 10.1192/bjp.bp.115.167882

Rosen, G. M., & Lillienfeld, S. O. (2008). Posttraumatic stress disorder: An empirical evaluation of core assumptions. *Clinical Psychology Review*, *28*, 837-868.

Rosenman, S., Korten, A., Medway, J., & Evans, M. (2003). Dimensional vs. categorical diagnosis in psychosis. *Acta Psychiatrica Scandinavica*, *107*: 378-384.

Singh, S. P., Harley, L., & Suhail, K. (2013). Cultural specificity of emotional overinvolvement: A systematic review. *Schizophrenia Bulletin*, *39*, 449-463.

Tannock, R. (2013). Rethinking ADHD and LD in DSM-5: Proposed Changes in Diagnostic Criteria. *Journal of Learning Disabilities*. *46*(1), 5–25. doi: 10.1177/0022219412464341