PSYCHOPATHOLOGY
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.
Email: wesley.bullock@utoledo.edu
Office Hours: Tues. & Thurs.: 2:15 -4:00
(or arranged)
Office Location: University Hall (UH), Rm. 1420
Office Phone: 419-530-2719
Term: Fall, 2017

Class Location: University Hall (UH), Rm. 1610
Class Day/Time: Tues. & Thurs. 12:55 – 2:15
Course Credit Hours: 3
Teaching Assistant (TA): Nikki Christ
TA Email: Nicole.Christ@rockets.utoledo.edu
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 be 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)


SUPPLEMENTAL TEXT

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

<table>
<thead>
<tr>
<th>Date Available</th>
<th>Chapter Material</th>
<th>Readings</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td>10/5</td>
<td>Depressive Disorders</td>
<td>&quot;Three Voices” p104-105, &quot;It’s Typical” p105-106, &quot;A Child is Crying” p107-108, &quot;Junior Executive” p115-116, &quot;Disabled Vet” p118-120</td>
<td>10/12</td>
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<td>10/10</td>
<td>Bipolar and Related</td>
<td>&quot;Radar Messages” p77-79, &quot;Roller Coaster” p80-82, &quot;You May Keep the Yacht” p85-87, &quot;Still a Student” p88-89, &quot;Car Salesman” p90</td>
<td>10/19</td>
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<tr>
<td>10/24</td>
<td>Dissociate Disorders AND ADHD</td>
<td>Dissociative: &quot;Mary Quite Contrary” p187-188</td>
<td>12/7</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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| 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 | Schizophrenia Spectrum and Related Disorders | -“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 | 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 | 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 | 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 |

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**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:


