



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:	Monday 1:30 – 4:15
Office Hours:	Monday: 4:15 – 5:00 (or arranged)	Course Credit Hours:	3
Office Location:	University Hall (UH), Rm. 1420	Teaching Assistant (TA):	Pallu Babu
Office Phone:	419-530-2719	TA Email:	Pallavi.Babu@rockets.utoledo.edu
Term:	Fall, 2017	TA Office:	5070C
		TA Office Hours:	Friday: 10-11am, or by appointment

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 using written expression to demonstrate differential diagnostic and conceptualization skills and to demonstrate understanding of 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: 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 TEXTS

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] (**Referred to as "M&W" text in the syllabus.**)

SUPPLEMENTAL TEXTS

Beidel, D. C., & Frueh, B. C. (Eds.) (2018). *Adult Psychopathology and Diagnosis*, 8th edition. Wiley. [ISBN: 9781119383604] (**Referred to as "B&F" text in the syllabus; will be available on Blackboard**)

First, M. B., Skodol, A. W., Williams, J. B. W., & Spitzer, R. L. (2017). *Learning DSM-5 by Case Example*. American Psychiatric Association. (**Assigned case readings will be available on Blackboard.**)

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 AND STUDENT SUPPORT RESOURCES

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)

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>

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273.

Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>

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 three types of course evaluations: 1) Quizzes: Twelve short Quizzes (each worth 5 points) will be given that are come from the supplementary diagnostic case study readings; 2) Two take home essay exams (each worth 50 points; one at midterm and one at finals); 3) Two in-class multiple choice exams (each worth 50 points; one at midterm and one at finals). A total of 255 points is possible across the quizzes and exams. Questions on the multiple choice exams 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 take home essay exams 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

Final course grades will be determined from the total points earned from the four exams (out of 260), 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.

COURSE LECTURES and EXAM SCHEDULE Version dated: 8/26/2018

Week	Date	Lecture Topics / Activity	Readings
<i>Week 1</i>	8/27	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
<i>Week 2</i>	9/3	Labor Day Holiday – No Class Lecture	Greenberg (2013) – Ch. 1 of <i>Book of Woe: DSM and Unmasking of Psychiatry</i>
<i>Week 3</i>	9/10	DSM / Values in Psychiatric Dx/ Etiological Models / Ecopathology / Stress and Psychopathology	M&W – Ch. 6 Classification and Diagnosis B&F – Ch. 1 Dimensional vs. Categorical Classification
<i>Week 4</i>	9/17	Neurobiological Models / Neurotransmitters / Limitations of Psychopharmacology	M&W – Ch. 3 Psychopathology: A Neurobiological Perspective B&F – Ch. 2 Research Domain Criteria
<i>Week 5</i>	9/24	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
<i>Week 6</i>	10/1	Affective Disorders I / Depression /	DSM – Depressive Disorders (pp 155-188)

		Dysthymia	M&W – Ch. 11 Depressive and Bipolar Disorders
<i>Week 7</i>	10/8	Affective Disorders II / Bipolar / Essay Exam 1 given out	DSM – Bipolar Disorder (pp 123-154) M&W – Ch. 11 (cont.)
<i>Week 8</i>	10/15	Affective Disorders III	M&W – Ch. 11 (cont.) Essay Exam 1 due Friday 10/19
<i>Week 9</i>	10/22	Schizophrenia Spectrum and Psychotic Disorders I Multiple Choice EXAM 1 (administered on-line in 5th floor computer lab, outside of class lecture time)	DSM – Schizophrenia Spectrum and Other Psychotic Disorders (pp 87-122) W&M – Ch. 17 Schizophrenia Spectrum and Psychotic Disorders DSM – Somatic Symptom and Related Disorders (pp 309-328)
<i>Week 10</i>	10/29	Schizophrenia Spectrum and Psychotic Disorders II	DSM – Schizophrenia Spectrum and Other Psychotic Disorders (pp 87-122)
<i>Week 11</i>	11/5	Somatic Symptom Disorders Dissociative Disorders	M&W – Ch. 15 Somatic Symptom Disorders M&W – Ch. 16 Dissociative Disorders DSM – Somatic Symptom Disorders & Dissociative Disorders
<i>Week 12</i>	11/12	Personality Disorders	DSM – Personality Disorders (pp 645-684) M&W – Ch. 12 Personality Disorders
<i>Week 13</i>	11/19	Personality Disorders II	M&W – Ch. 12 (cont.)
<i>Week 14</i>	11/26	ADHD Essay Exam 2 given out	M&W – Ch. 19 Externalizing Disorders of Childhood and Adolescence
<i>Week 15</i>	12/4	Eating Disorders	DSM – Feeding and Eating Disorders (pp 329-354) M&W - Ch. 23 Eating Disorders Essay Exam 2 due by Friday, 12/8
<i>FINALS Week</i>	12/10	EXAM 2 (in 5th floor computer lab Monday, 12/10 2:00-4:00)	

CASE READINGS and QUIZ SCHEDULE

Week	Day & Date	Lecture Topics / Activity	Case Readings	Quiz Open	Quiz Due
<i>Week 1</i>	8/27	Introduction / Diagnosis / Classification / DSM Hx			
<i>Week 2</i>	9/3	Labor Day Holiday – No Class Lecture	Anxiety Cases	Sat 9/1	Fri 9/7
<i>Week 3</i>	9/10	DSM / Values in Psychiatric Dx/ Etiological Models / Ecopathology / Stress and Psychopathology	OCD Cases	Sat 9/8	Fri 9/14

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Week 4	9/17	Neurobiological Models / Neurotransmitters / Limitations of Psychopharmacology	Trauma Cases	Sat 9/15	Fri 9/21
Week 5	9/24	Anxiety Disorders I / HPA axis / Phobias / Panic Disorder / GAD Anxiety Disorders II / OCD / PTSD / Treatments for Anxiety Disorders	Depressive Disorder Cases	Sat 9/22	Fri 9/28
Week 6	10/1	Affective Disorders I / Depression / Dysthymia	BD Cases	Sat 9/29	Fri 10/5
Week 7	10/8	Affective Disorders II / Bipolar / Essay Exam 1 given out			
Week 8	10/15	Affective Disorders III	Essay Exam 1 due Friday 10/19		
Week 9	10/22	Schizophrenia Spectrum and Psychotic Disorders I Multiple Choice EXAM 1 (administered on-line in 5th floor computer lab, outside of class lecture time)	Schizophrenia Cases	Sat 10/6	*Mon 10/29
Week 10	10/29	Schizophrenia Spectrum and Psychotic Disorders II	Somatic Disorders Cases + Dissociative Disorders Cases ***2 quizzes this week!	Sat 10/27	Fri 11/2
Week 11	11/5	Somatic Symptom Disorders Dissociative Disorders	PD Cases, Part 1	Sat 11/3	Fri 11/9
Week 12	11/12	Personality Disorders	PD Cases, Part 2	Sat 11/10	Fri 11/16
Week 13	11/19	Personality Disorders II	ADHD Cases	Sat 11/17	*Mon 11/26
Week 14	11/26	ADHD Essay Exam 2 given out	Eating Disorder Cases	Sat 11/24	Fri 11/30
Week 15	12/4	Eating Disorders	Essay Exam 2 due Friday 12/8		
<i>FINALS Week</i>	12/10	FINAL EXAM (in 5th floor computer lab Monday, 12/10 2:00-4:00			

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