Purpose of the Course:
The purpose of this course is to help doctoral students develop an understanding of the important concepts, theories and issues in psychopathology. The course focuses on adult psychopathology - the major adult disorders, their symptoms and course, theories of etiology, and the efficacy of different treatment approaches. However, given the constant change and growth of knowledge, there is an emphasis on critical thinking about the issues so that students can apply what they've learned to future advances in the field. There is also an applied component in the course. Students learn to use the DSM-IV (1994)/DSM-IV-TR (2000) and the principles of differential diagnosis in order to use signs, symptoms and history to arrive at a diagnostic formulation. In addition, students will develop an appreciation for the importance of individual differences and diversity (e.g., race, ethnicity, age, and gender) in the diagnosis and treatment of psychopathology. The course also covers the history of psychopathology and the diagnosis and classification of mental disorders as well as the history of theory and research on specific disorders.

The essay exams are designed to help students organize and integrate the large volume of information and demonstrate an understanding of and critical thinking about the complex issues in psychopathology. The homework and exam on diagnosis are designed to help students become proficient in the use of the DSM-IV/DSM-IV-TR. The term paper is designed to allow students to become an expert on a particular disorder or area of psychopathology and to develop skills in writing a doctoral level term paper. Finally, the course is designed to prepare students for the psychopathology questions on preliminary exams and the national licensing exam as well as to provide the necessary background for clinical research and practice.

Required Reading:


3. Selected articles in prepared packet available at the Paper Chase (667 Wabash) - these articles are required and will provide the basis for much of the content covered in the course.

4. Outlines for each unit will be emailed to you (at the latest) one day before we begin each unit. The outlines (and other materials for the class) will also be placed on the web site for the course. These detailed outlines will reduce the amount of note taking you will need to do. Bring these to class!

Note: While every attempt has been made to make this course syllabus accurate, it is subject to changes at the discretion of the instructor (any changes will be announced in class and in writing).
Requirements and Grading for the course:

The grade for the course consists of 5 components:

1. Proficiency exam in Diagnosis: (15%).
   Assign DSM-IV multiaxial diagnoses to a series of 3-4 cases (using DSM-IV/DSM-IV-TR)

2. Essay Exam #1: (20%).
   Two to four essays. Study questions (or if preferred, study topics) will be given at least 1 week in advance

3. Essay Exam #2: (20%).
   Two to four essays. Study questions (or if preferred, study topics) will be given at least 1 week in advance

4. Term Paper: (40%).
   Research paper on a diagnostic category, issue, or area of interest in adult psychopathology

5. Class Participation and Homework: (5%).
   Students are expected to be prepared to discuss the ideas brought up in the reading assignments and in class and to complete homework and in-class activities. Each of you will be asked to select one of the assigned articles and lead a class discussion concerning that article. In addition, you are asked to read two (2) of your classmates’ term papers and to write a very brief (approximately 1-2 pages) review for each, focusing on what you learned from the paper that will be useful in your future work as a psychologist (clinical or research).

PROFICIENCY EXAM IN DIAGNOSIS: The purpose of this exam is to allow students to become thoroughly familiar with the DSM-IV and proficient in the use of the multiaxial system of diagnosis. There will be instruction and practice in using the multiaxial diagnosis in class and homework assignments. You are asked to work on them INDEPENDENTLY - this is the best way to learn to use the DSM-IV - by practicing using it. The EXAM will consist of a several brief case vignettes for which you will be asked to assign diagnoses on the 5 axes. These cases will be similar to the homework cases and you will be allowed to use the DSM-IV. However, you will have to be very familiar and comfortable with using the manual. The focus of the cases will be the mechanics of using the DSM-IV multiaxial system, NOT difficult differential diagnosis. The symptoms will generally closely follow the manual; you should know where to look them up (which group of disorders), how to use the codes, what goes on each axis, and how to use the scales for axes IV and V. You will be expected to follow the format precisely. On exam day, please bring your DSM-IV to class! You may also be given other brief homework assignments consisting of cases that require more subtle differential diagnosis of Axis I and II conditions later in the semester. Again, you are asked to complete these independently in order to develop your diagnostic skills.

ESSAY EXAMS: The essay exams will consist of 2-3 essay questions covering broad topics from the readings and information presented in class. While they will require you to demonstrate knowledge and integrate information from various sources (articles, book, class discussion, outside reading), you will also be expected to critically evaluate the material. You will be given the study questions (or a list of study topics if you prefer) at least one week in advance. You will be given a choice from among 4 to 6 questions on the day of the exam and will have the entire class time to write your responses. Please bring white paper and a pen for exams. The option of taking the exams on a laptop or PC is also available (and encouraged!). I will be giving you some suggestions and a brief outline for organizing your responses later in class. The exam may be rescheduled (preferably taken early) for legitimate reasons (with prior consent). There is an option of a take-home exam (a page limit will be imposed) for one of the two exams (based on majority vote).
TERM PAPER: The term paper is a research paper focusing on adult psychopathology – a mental disorder, treatment, current issue, or other topic relevant to adult psychopathology that is NOT covered in detail in class. Examples of disorders would include: dissociative identity disorder (multiple personality disorder), somatoform disorder, or seasonal affective disorder. You may also select some specific type of treatment such as the use of antidepressants, antipsychotics, or hypnosis. Examples of current issues concerning psychopathology would include the psychological consequences of AIDS, depression versus dementia in the elderly, mental illness in the homeless, and gender differences in mental illness. Topics will be selected with the consent of the instructor. No duplication of topics is allowed since one purpose is to expose the class to new topics and you will be asked to read two of your classmate’s papers. You may select your topic as soon as you like but no later than the end of the third week of classes. Topics will be assigned on a first come basis.

Format and Style: All papers must follow APA format. You should cover the history, theories and research in the area you selected and must include primary sources - the actual research and theoretical articles - rather than just review papers, textbooks or summaries. While important review articles should certainly be included, particularly their conclusions based on their review of the literature, do not rely on their reviews for your paper without surveying the primary literature yourself. Do NOT cite our textbook or other textbooks as your references. In addition, while historical studies are of interest and important historical work should be included, be sure to include the most recent research too. There should be a thorough review and emphasis of the literature in the last 5-10 years. Avoid quotes! Summarize the results and the conclusions from a study and then cite the authors rather than quote them (e.g., the finding of Smith and Jones (1992) that Haldol helps reduce symptoms of Tourettes provides evidence for excess dopamine activity in the etiology of this disorder). This makes the paper more readable and shows that you understand the information. Also, critique the research (e.g., the small number of subjects used, and the fact that subjects were self-selected may limit the generalizability of their results...). The format should resemble the type of reviews published in Psych Bulletin or Annual Review of Psychology. Examples will be available as part of your reading assignments. The paper should be a critical review of a topic, NOT merely a summary of the literature or annotated bibliography. Although the length of the paper will necessarily vary according to the topic and amount of information available, the expected length is about 30-35 pages with at least 30 primary references.

The paper is to be typed, double-spaced and carefully proofed and free of spelling, grammatical and typographical errors. Papers with such errors may result in a reduction of a half of a letter grade. The paper is to be subdivided into sections using headings to make it more readable. You will be getting a detailed handout with suggested headings, organizational outline, and other recommendations for the paper. TWO copies of the paper are to be submitted. One copy will be placed on reserve (you are required to read 2 of your classmates' papers). Papers are due on April 15th; late papers will be reduced by a half a letter grade for each day late.

The paper is to be an original work that has not been used nor will be used for other courses, research, publication or presentation (see University policy on academic integrity). Try to select a topic that is INTERESTING to you - something that you always wanted to know more about but did not have the time to research or a topic that you are considering for your doctoral research or as a focus of your clinical interests.

The general outline for the paper is as follows (the exact headings and their placement can vary):

I. Introduction and Overview
   A. Description (symptoms, description, perhaps a case example)
   B. Epidemiology (including prevalence, incidence, gender differences, etc)
   C. Comorbidity (could go in section on diagnosis)
   D. Course (including onset, typical course, prognosis and outcome)
E. Current issues (including controversies)

II. History (when first recognized, earlier terms and related concepts, previous classifications, etc)

III. Diagnosis and Classification
   A. Current Diagnostic Criteria (DSM-IV/DSM-IV-TR) and subtypes (if applicable)
   B. Differential Diagnosis
   C. Alternative Diagnostic Criteria (if applicable)
   D. Assessment (interviews, tests to assess for the disorder)

IV. Etiology (theories and research on etiology of the disorder; can be presented chronologically or according to theoretical perspectives – needs to be a critical review of the research)

V. Treatment (proposed treatment and research on their efficacy and effectiveness; can be presented chronologically or according to theoretical perspectives – needs to be a critical review of the research)

VI. Implications (conclusions, recommendations, and directions for future research – should NOT be a summary of the previous sections in the paper)

Note that a paper on a type of treatment or other issue in psychopathology will require a different outline (you will receive a more detailed handout for this).

CLASS PARTICIPATION AND HOMEWORK: Students are expected to read assigned chapters and articles in advance to be prepared to participate in class discussions. Students should have thought about the ideas and issues presented and be prepared to critique them and share their own ideas and opinions on topics. I may not always agree with you - I have my own opinions on topics, too. However, I strongly encourage you to speak up and share your ideas with the class. The class format will consist of lectures, discussions, debates, practice exercises and films or videotapes. You do NOT need to bring books or articles to class (unless otherwise requested to do so, e.g., DSM-IV during the practice of diagnosis and for the proficiency exam). However, bring your outlines to class!

Students will also be asked to select one of the assigned articles and lead a class discussion related to this article (about 10-15 minutes of class time). These presentations will be spread across the semester according to the units and topics being covered in class. Early in the semester, you will be asked to choose from which unit you would like to present an article: I. Classification and diagnosis; II. Schizophrenia and psychotic disorders; III. Mood disorders; IV. Personality disorders; or V. Anxiety disorders. At the beginning of that unit, you will be asked to select the specific article you would like to present. The format will consist of a of the major points in the article followed by your presentation of questions for the class to discuss. There is no need to prepare written handouts or outlines.

You are also required to read two (2) of your classmates’ term papers and to write a very brief (approximately 1-2 pages) review for each, focusing on what you learned from the paper that will be useful in your future work as a psychologist (clinical or research). These are due by our last meeting during finals week (Tuesday May 4).
PSY 668 - Psychopathology
Outline of Course Topics

Unit I - Diagnosis and Classification: Maxmen Ch 1-6 & Appendices; DSM-IV-TR; journal articles
A. Definition of mental disorder
B. Conceptual/methodological issues and models of diagnosis and classification
C. Pros and cons, purpose of diagnosis and classification
D. Nonscientific factors in diagnosis and classification, diversity issues
F. DSM-IV/DSM-IV-TR: development and critique
G. Use of DSM-IV/DSM-IV-TR multi-axial diagnosis and principles of differential diagnosis
H. Overview of DSM-IV/DSM-IV-TR diagnostic categories
I. Models of etiology and treatment
J. MSE (mental status exam)

PROFICIENCY EXAM IN DIAGNOSIS

Unit II - Schizophrenia and Other Psychoses: Maxmen Ch 9, Appendix G, H; DSM-IV/DSM-IV-TR; journal articles
A. Introduction and History
B. Classification and symptomatology
C. Role of gender, race and ethnicity, SES
D. Etiology and treatment
E. Other Psychoses: symptoms, differential diagnosis, course, etiology, treatment

EXAM 1 (Units I and II: Diagnosis and Classification; Schizophrenia and Other Psychoses)

Unit III - Mood Disorders: Maxmen Ch 10, Appendix G, H; DSM-IV/DSM-IV-TR; journal articles
A. Introduction and History
B. Classification and symptomatology: depressive and bipolar disorders
C. Role of gender, ethnicity, age
D. Etiology and treatment

Unit IV - Personality Disorders: Maxmen Ch 19; DSM-IV/DSM-IV-TR; journal articles
A. Introduction and History
B. Classification and alternative models
C. Role of gender
D. Specific disorders: symptoms, differential diagnosis, history, etiology, treatment
E. General treatment guidelines

Unit V - Anxiety Disorders: Maxmen Ch 11; DSM-IV/DSM-IV-TR; journal articles
A. Introduction and History
B. Classification and symptomatology
C. Specific disorders: symptoms, differential diagnosis, history, etiology, treatment

EXAM 2 (Units III, IV and V: Mood Disorders, Personality Disorders, Anxiety Disorders)
PSY 668 - Psychopathology
Tentative Schedule for Spring 2004

T  1/13  Survey, course description and requirements
Th 1/15  Definition of mental disorder

T  1/20  Conceptual/methodological issues; models of diagnosis and classification
Th 1/22  Models of diagnosis and classification; Pros and cons of diagnosis and classification

T  1/27  Nonscientific factors; Diversity issues
Th 1/29  History of classification and diagnosis; DSM-IV  Topics for term papers due

T  2/3   Multiaxial diagnosis; Differential diagnosis
Th 2/5   DSM-IV categories; Practice cases

T  2/10  DSM-IV categories; Practice cases
Th 2/12  DSM-IV categories; Practice cases; Models of etiology and treatment

T  2/17  Practice cases; MSE (mental status exam)
Th 2/19  PROFICIENCY EXAM IN DIAGNOSIS

T  2/24  Schizophrenia and other psychoses
Th 2/26  Schizophrenia and other psychoses

T  3/2   Schizophrenia and other psychoses
Th 3/4   Schizophrenia and other psychoses

M to F 3/8 to 3/12 Spring Break - No Classes

T  3/16  EXAM 1*
Th 3/18  Mood Disorders

T  3/23  Mood Disorders
Th 3/25  Mood Disorders

T  3/30  Mood Disorders
Th 4/1   Mood Disorders

M  4/6   Personality Disorders
Th 4/8   Personality Disorders

T  4/13  Personality Disorders
Th 4/15  Personality Disorders;  TERM PAPER DUE

T  4/20  Anxiety Disorders
Th 4/22  Anxiety Disorders

T  4/27  Anxiety Disorders
Th 4/29  Anxiety Disorders

T  5/4   Finals Week: EXAM 2*: 9:30 -11:30; Two brief reviews of classmates’ papers due

*There is an option of a take-home exam for one of the two exams