

**Psychopathology
Psychology 503**

Time: 1:00 – 3:30 PM Wednesday

Place: Wister 303

Professor: Dr. Lynn Collins

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Office hours: Tuesday, 3:30 – 5:30 PM; Wednesdays: 3:30 - 5:30 PM and by appointment. **Please note:** I am on campus at other times as well. If you stop by during office hours and I am not seated in my chair, I may have gone to get coffee, may be in the copy room, etc., and will be back soon. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond quickly to e-mail messages, unless you ask me a relatively complex question.

In case of *instructor* illness or bad weather: If illness or bad weather results in class being cancelled, I will post a narrated outline online via Blackboard sometime that week. *Individual students who miss class due to illness, etc., should get copies of the notes from two students to help ensure sufficient coverage.*

Texts:

APA (Ed).(2000). *Diagnostic and Statistical Manual (DSM-IV-TR)*. Washington, DC: American Psychiatric Publishing. ISBN: 0890420254

Kaplan, H.I., Sadock, B.J., & Grebb, J.A. (2007). *Synopsis of Psychiatry*. Baltimore: Williams & Wilkens. ISBN: 078177327X

Recommended Texts:

Fauman, M. A. (2002). *Study Guide to DSM-IV-TR*. Washington, DC: American Psychiatric Publishing. 1585620467

Course Description:

This course is designed to familiarize students with different problems facing individuals. This course covers most of the major psychiatric diagnoses currently in use and current research and theories about their probable causes. Theories of etiology include but are not limited to: psychodynamic, cognitive, behavioral, family systems, feminist, ethnocultural, physiological, and environmental perspectives when applicable, as well as combinations of these explanations.

This course requires a great deal of reading and the discipline to read the texts on ones own. Lectures will only partially cover the material presented in the text. Class time will be used for demonstrations, illustrative movies, discussion, and experiential exercises in addition to lectures. Ethical issues and limitations related to current diagnostic systems will be discussed.

Course Objectives:

1. To provide students with the general framework/context within which psychological diagnosis is done.
2. To introduce students to a wide variety of psychopathology.
3. To teach students about the etiology of problems from the psychodynamic, cognitive, behavioral, family systems, feminist, ethnocultural, physiological, and environmental perspectives so that they can both understand the nature of problem behavior and be able to communicate with professionals from different theoretical perspectives.
4. To help students to understand the ethical issues involved in diagnosis.

Very important: To get a better grade in ANY class, do these things.

1. Outline the chapters. Split up the chapters among classmates or do it on your own.
2. Always check to make sure the outlines are complete yourself.
3. Make vocabulary lists, paying close attention to words in the text that are in bold or italicized print.
4. Devise ways to remember the concepts (“mnemonic devices”).
5. Later, when you study for tests, review both the class notes (which some students also outline) AND your chapter outlines.
6. Team up with other classmates for study sessions and quiz each other. Better to find out what you don’t know BEFORE the test than after it.

Course Requirements:

1. Practice cases, attendance AND participation in class discussion. This class involves discussion and your input and ideas are important. Case material will be distributed to the class. Students will be discussing diagnostic & etiological issues. *Brainstorming with peers/colleagues and seeking feedback on ideas is a major part of becoming a responsible counselor or psychologist.*

2. Completion of three exams. Exams will include multiple choice, short answer, & short essay questions involving cases. Make-up exams will not be given. There will be an additional, optional cumulative final exam (TBA) that can replace one missed test or your lowest test score.

Studying with other students can be very helpful. This course requires a lot of reading. I highly recommend banding together with other student to sharing the outlining of chapters. The chapter outlines are valuable when you have to study for the comprehensive and licensing exams down the road.

How to study for my tests: My tests are characterized as comprehensive, but fair. Learn the material *well!* The outlines that I just mentioned are a great way to study for my tests. Studying with other students (even over the phone!) is also a good idea. It is better to get that uncomfortable feeling when a peer asks a question you can’t answer than during the exam. The more ways your peers ask you questions, the more likely it is that you will come across an item that will be on the exam.

3. Hot topic paper and presentation. This is a 10 –15 page paper (double spaced, 12 point font, **APA style**) on a new, controversial, or otherwise cutting edge approved topic concerning diagnosis or etiology (not treatment). Overlap with information already covered in the books or lecture is to be minimized. The paper is to be based on **at least 15 recent (last 10 years) relevant articles (not just the abstracts) found through PsycInfo. This is the minimum requirement for a passing grade.** A 10-12 minute presentation regarding the highlights of the topic will be given during class.

Examples of “hot topics”: A “hot topic” is any new or controversial issue that psychologists are still discussing and even arguing about. Some examples are below, but you can come up with a new one on your own. Please check with me to make sure it is new.

Gender differences in Depression

Do vaccinations cause Autism?

Research on the relationship between expressed emotion in families and schizophrenia

Differences in prevalence rates for disorders in the US and Greece

Differential diagnosis: PTSD, Borderline Personality Disorder, and Dissociative Identity Disorder

Does Dissociative Identity Disorder exist?

Alcohol Dependence in Women

Grading:

Hot topic paper (paper due day of presentation)	24%
Exam I	20%
Exam II	25%
Exam III	25%
<u>Attendance & discussion</u>	<u>6%</u>
Total	100%

Grades:

A	94+%	A-	90-93%
B+	87-89%	B	84-86%
B-	80-83%	C	70-79%
F	69 and below		

Psychopathology Syllabus

Week:	*Chapter:	Topic:
1/21	DSM pp xxiii-37	Introduction to Current Paradigms, Classification, and Diagnosis; Clinical Interview & Assessment (this should be a review)
1/28	DSM-IV-TR, pp. 39-49; Kaplan et al., Ch. 39 & 43 DSM-IV-TR, 49-70; 85-93	Disorders First Diagnosed In Infancy, Childhood or Adolescence. Learning Disorders, ADHD
2/4	70-84; 103-134 Kaplan et al., Ch. 38, 42	Pervasive Developmental and other disorders
2/11	Kaplan et al., Ch. 44 DSM-IV-TR, pp. 93-102	Conduct Disorder, Oppositional Defiant Disorder
2/18	DSM-IV-TR, 429-484 Kaplan et al., Ch. 16, 48	Anxiety Disorders
2/25	Exam I - Test on readings and class material covered from 1/21 – 2/18	
3/4	DSM-IV-TR, pp. 345-428 Kaplan et al., Ch. 15, 49	Mood Disorders & Suicide
The 30th Annual Grimes Lecture on March 5, 2009. <i>“The Theory of Multiple Intelligences: Past, Present, and Future”</i> by Howard Gardner.		
3/11	SPRING BREAK	
3/18	DSM-IV-TR, pp. 685-730; 663-678 Kaplan et al., Ch. 27	Personality Disorders No class - lecture audiotape and movie on reserve.
3/25	DSM-IV-TR, pp. 583-596 Kaplan et al., Ch. 23	Eating Disorders
4/1	Exam II - Test on readings and class material covered from 3/4 – 3/25	
4/8	DSM-IV-TR, pp. 191-296 Kaplan et al., Ch. 12, 52	Substance-Related Disorders
4/15	DSM-IV-TR, pp. 485-534	Dissociative Disorders

Kaplan et al., Ch. 20

4/22 DSM-IV-TR, pp. 297-344 Schizophrenia & Other Psychotic Disorders
Kaplan et al., Ch. 13, 14, 51

4/29 Exam III - Test on readings and class material covered from 4/8 – 4/22

Week of May 3 - Finals Week - Optional final

Note: Syllabus may be changed at discretion of professor - changes will be announced in class.