

**Adult Psychopathology
Psych 704**

Time: 7:30 PM - 10:00 PM Wednesdays Place: Holroyd 013
Professor: Dr. Lynn Collins Phone: 951-5046
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Faculty web page: <http://www.lasalle.edu/~collins>
Psychology web page: <http://www.lasalle.edu/~collins/psych>

Office hours: Tuesdays 3:30 – 5:30 (except for Jan. 14 - 30), Wednesdays 5:00 - 7:00 PM, Thursdays 2:00 – 4:00 PM, and by appointment. Hours will be added in class. **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, etc. 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.

Texts:

Kaplan, H.I., Sadock, B.J., & Grebb, J.A. (1998). *Synopsis of Psychiatry*. Baltimore: Williams & Wilkens. **(KSG)**

Brown, L. S., & Ballou, M (Eds.) (1992 – next edition is in press) *Personality and psychopathology*. New York: Guilford. **(B&B) (On reserve)**

Optional (I assume you have access to one):

American Psychological Association(1994 or 2000). *Diagnostic and Statistical Manual (DSM-IV or TR)*. Washington, DC: American Psychiatric Association **(DSM)**

Course Description:

This course is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology. This course covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Students will be required to stretch beyond their comfort zone and view cases from a variety of therapeutic perspectives. Lectures will only partially cover the material presented in the texts. Class time may be used for case presentations, 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 reinforce students' familiarity with a wide variety of pathology.
2. To provide students with an understanding of pathology from several frameworks and contexts.
3. To consider research, clinical, and ethical issues involved in cases.

Course Requirements:

1. Attendance AND participation in class discussion. This is a discussion class and your input and ideas are important. Brainstorming with peers/colleagues and seeking feedback on ideas is a major part of becoming a responsible psychologist.

2. Theory papers. The class will be broken down into groups to present diagnoses from different theoretical perspectives. Student groups will be assigned a theory with which they are unfamiliar. Over the semester they will learn how that theory views etiology of different kinds of problems. Each week they will give a general explanation of the etiology of the week's diagnosis from that perspective, as well

as their conceptualization of that week's case. They will provide a 3-5 page written summary (a group paper) with a list of recommended references as well.

3. Completion of the two exams. Exams will be multiple choice and based on the readings and lectures. 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. At the end of the semester there will be an **optional cumulative final** that you can take. If you do better on it than one of your tests, then the better grade will replace one of your test grades.

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.

Optional: Bonus points. Students can get extra credit by answering questions by e-mail. Students responding accurately *within a week* of the posting will receive a specified number of bonus points, typically one per question, up to 4% of their total grade. These points will be added to their semester total. Why is this assigned? It is assigned because there are numerous events and opportunities posted each week via university e-mail. Students need to access this information for their professional development. In addition, we will be interviewing new faculty this spring. You may get extra credit for attending and summarizing their talks. Watch for the e-mailed instructions. Be sure to delete excess messages each week, or there may not be room for the next week's question!

Grading:

Diagnostic Case	10%
Exams	40%
Theory papers	44%
<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

**Syllabus, Spring 2000:
Advanced Psychopathology**

WEEK:	CHAPTERS:	TOPIC:
1/17	KSG 2, 3, 5 Throughout course, read corresponding sections of <i>your</i> version of the DSM.	No class: NCSPP conference. Read about Introduction & overview. To make up for missed classes, second test will be during exam week instead of last week of classes. Optional final will be scheduled separately. No heavy snow is permitted this semester unless it occurs during these first two weeks – which is usually what happens. ☺
1/24	KSG 6, 7 Continue to read	No class: Multi-cultural conference & Div 35 Executive Committee Meeting. Finish creating case describing assigned diagnosis and distribute copies to class. Read about development, historical and scientific considerations; current paradigms for classification. (this should be a review).
1/31	Continue to read	Intro to course. Review of syllabus. Split up diagnoses and theoretical frameworks for cases. Do case in class. <u>Exchange cases with other students via folders.</u>
2/7	KSG 16, 47 B&B 8, 10	Anxiety Disorders
2/14	KSG 15, 48 B&B 6	Mood Disorders
2/21		Topics above, continued. (case 1 due)
2/28		Exam I - Test on readings and class material covered from 1/17-2/21.
3/7		Spring Break - Don't forget EPA in Boston! http://www.easternpsychological.org
3/14	KSG 23, 44	Eating Disorders (start second theoretical orientation)
3/21	KSG 27 B&B 9	Personality Disorders (case 2 due)
3/28	KSG 12, 50	Substance-Related Disorders
4/4	KSG 21, 22	Sexual & Gender identity Disorders (case 3 due)
4/11	KSG 17, 19	Somatoform and Factitious
4/18	KSG 20	Dissociative Disorders
4/25	KSG 13, 14, 49 B&B 7	Schizophrenia & other psychotic disorders (case 4 due)
5/2		Exam II - Test on readings and class material covered from 2/28-4/25. Optional final scheduled separately.

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

Pre-Course Assessment
Please return to Dr. Collins by January 31st.

Name: _____

How knowledgeable are you about each of the following theoretical frameworks:

	Not at all				Extremely knowledgeable
	Knowledgeable				
Family	1	2	3	4	5
Psychodynamic	1	2	3	4	5
Cognitive-behavioral	1	2	3	4	5
Feminist	1	2	3	4	5
Client-Centered	1	2	3	4	5
Existential	1	2	3	4	5
Object relations/Ego psychology	1	2	3	4	5
Ethnocultural	1	2	3	4	5
Other: _____	1	2	3	4	5
_____	1	2	3	4	5

How much would you like to learn more about each of these theoretical frameworks:

	Not at all				Very much
Family	1	2	3	4	5
Psychodynamic	1	2	3	4	5
Cognitive-behavioral	1	2	3	4	5
Feminist	1	2	3	4	5
Client-Centered	1	2	3	4	5
Existential	1	2	3	4	5
Object relations/Ego psychology	1	2	3	4	5
Ethnocultural	1	2	3	4	5
Other: _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Case Outline:

By January 31st, I would like you to develop a case history for use during class. Each student will be randomly assigned a diagnosis for the case. The case should be as realistic as possible and can be based on a well-disguised client or based on a compilation of real and other information. The case description should include the following information, but in narrative, not list form. Tell a very rich story about the person and their problem(s). It can be told in first person or as a description of another person. Please keep away from client write-up stilted psychobabble. Talk about the person as a human being. Do not interpret the events or psychopathology. We'll do that in class.

Demographic information (sex, age, ethnic background, physical characteristics, disability, etc.)

Developmental milestones

Social context(s) in which they grew up

Significant events in infancy, childhood, adolescence, adulthood

What they were like as a child, adolescent, adult

Relationships with parents and any siblings, past and present

Peer relationship, past and present

Significant others/partners

Sexuality

Favorite memories/most unpleasant memories

Educational history

Spirituality

Vocational history

Family history re: health, including mental health

Date of onset of each symptom

How they describe themselves

Mental status type information

Presenting complaint.

Hobbies, priorities, habits, how they spend their time

Anything else that you think is important to know in order to understand one's frame of reference

Please type the case in 12 point font, times roman typeface, no colors, single spaced, nothing fancy. It should be 4-7 pages long. Make enough copies for the entire class and **put in their folders by January 31st. Please leave me a copy as well.**