Psychopathology  
(PSY 6307.10)  
Spring 2018  
Monday 2pm–5pm  
A 219

Instructor: Dr. Drew Curtis  
Office: A204D  
Phone: 325-486-6932  
Email: drew.curtis@angelo.edu  
Office Hours: MW 8:30-9am; 10am-12pm; 1-2pm; F: 8:30-9am; 10am-12:30pm or by appt.

Required Text:

Recommended Text:

Course Description:
This course examines social, psychological, and biological factors that contribute to psychological disorders across the life-span. Emphasis will be placed on integrating scientific literature, theories, and the current Diagnostic and Statistical Manual of Mental Disorders in applications of identification, assessment, diagnosis, and treatment of psychological disorders. In addition, the course will present basic knowledge of psychopharmacological medications.  
Prerequisite: PSY 6306

Course Objectives:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Student Learning Outcomes: Upon completion of this course, you should:
1. Be able to think critically about current controversies in the assessment, diagnosis, and treatment of mental disorders
2. Have developed skills in assessing and classifying psychopathology including: using the DSM-5, differentiating diagnoses, and integrating multiple sources of information
3. Be able to explain the characteristic features of the major forms of psychopathology
4. Have an understanding of some of the ethical issues involved in the assessment and diagnosis of psychological disorders
Course Policies, Procedures and Format

Professionalism
Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:

1. Integrity
2. Deportment
3. Accountability
4. Concern for the welfare of others
5. Professional identity

Readings
It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures and discussions will be easier and more advantageous if you have read the assigned reading.

***If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!

Policies/Expectations
1. Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
2. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
3. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
4. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
5. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
6. The instructor reserves the right to use plagiarism prevention software.

Class Sessions
- The majority of the class will be lecture and discussion.
- Class attendance is mandatory. This is a graduate level class and as such, it is expected that you will attend each class and contribute to class discussions and group activities. In order to have meaningful class discussions you must come to class having read the assigned material.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

*DISCLAIMER: This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
- Email is the best way to contact your instructor.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.
**GRADES**

**Reading Reactions/Participation**
Students will prepare, each week, a response of discussion questions/reactions based on their readings. These questions/responses are meant to help you prepare for class discussions and as such you should read assigned readings prior to class. To earn a pass grade, you must be present, make at least one substantial comment or question, complete the reading reaction form, and/or participate in group activities. You will receive a fail if you do not complete the reading reaction form, are not in class, and do not contribute at all to the class activities. Your lowest reading reaction/participation grade will be dropped and you will not be given a grade for the first class.

Equally important to presenting a case is to observe a case, ask questions, and generate useful comments or dialogue. Thus, part of your reading reaction/participation grade will be earned through your participation in others’ case studies. You will need to speak once per presentation day. This may be in the form of questions or providing thoughtful commentary.

**Quizzes**
There will be 10 quizzes given throughout the semester. Each quiz will be worth 5 points and you will have no more than 10 minutes to complete the quiz. **NO MAKE-UP QUizzes**

**Case Studies**
You will receive a case and you will be expected to derive a case formulation, diagnosis, and treatment for each case. You will be graded on the accuracy of your diagnosis as well as the thought process you used in coming to that diagnosis. You will also be graded on the research used to support your suggested treatment. Therefore, it is important to discuss how you derived your conclusions. After writing your case formulation, diagnosis, and treatment considerations you will present your case studies to the class on the respective dates. Additional instructions can be found on Blackboard.

- Check the syllabus schedule for project due dates. You will be assigned cases and respective due dates (on the syllabus schedule). You will know your topic and due date by the end of the second class, at the latest.
- Failure to complete the project on the assigned due date will result in a zero.
- Writing must be in APA style

**Exams**
There will be 3 take-home essay exams. The final exam will consist of 2 parts (in-class component and a take-home component). The in-class component will be completed on the last day of class and the take-home component will be due the following week during the time of the final exam (submitted online). You are expected to work independently to complete these exams. To do well on these exams you will need to think critically about the course material and be able to integrate material across multiple topics. Exams will cover material from lectures, readings, activities, and class discussions.

**Make up policy for exams:** Make up exams will **ONLY** be allowed for emergency situations (in other words, a doctor’s appointment is not an emergency). It is the student’s responsibility (BY EMAIL WHEN POSSIBLE) to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make-up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible. Make-up exams will cover the same material, but are in a format of the instructor’s choice, such as **ORAL** or comprehensive fill in the blank/essay exams.
Course Point Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10):</td>
<td>50 pts. (5 pts. each)</td>
<td>A = 450-500</td>
</tr>
<tr>
<td>Reading Reactions/Participation (10):</td>
<td>50 pts. (5 pts. each)</td>
<td>B = 400-449</td>
</tr>
<tr>
<td>Case Study:</td>
<td>100 pts.</td>
<td>C = 350-399</td>
</tr>
<tr>
<td>Exams (3):</td>
<td>300 pts. (100 pts. each)</td>
<td>F = &lt; 349</td>
</tr>
<tr>
<td><strong>Total Points Possible =</strong></td>
<td><strong>500 pts.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (pgs.)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Understanding Psychopathology</td>
<td>Lilienfeld: 1-17; APA: 5-25;</td>
<td></td>
</tr>
<tr>
<td>1/29</td>
<td>Classification &amp; Diagnosis</td>
<td>APA: 5-25; Lilienfeld: 18-30</td>
<td>Q1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: Lilienfeld et al. article &amp; chapter</td>
<td>RR1</td>
</tr>
<tr>
<td>2/5</td>
<td>Culture &amp; Psychopathology</td>
<td>Lilienfeld: 63-80</td>
<td>Q2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APA: 14-15; 749-760</td>
<td>RR2</td>
</tr>
<tr>
<td>2/12</td>
<td>Psychotherapy Research</td>
<td>Lilienfeld: 267-282; 300-311</td>
<td>Q3; RR3</td>
</tr>
<tr>
<td>2/19</td>
<td>Neurodevelopmental Disorders</td>
<td>Lilienfeld: 83-98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schizophrenia Spectrum &amp; Psychotic Disorders</td>
<td>APA: 31-86; 87-122</td>
<td>Case Studies 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: Lilienfeld et al; Smith &amp; Glass</td>
<td><strong>Exam 1 Due</strong></td>
</tr>
<tr>
<td>2/26</td>
<td>Bipolar Disorders</td>
<td>Lilienfeld: 245-266</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depressive Disorders</td>
<td>APA: 123-188</td>
<td>Case Studies 3 &amp; 4</td>
</tr>
<tr>
<td>3/5</td>
<td>Depressive Disorders</td>
<td>Lilienfeld: 116-141</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anxiety Disorders</td>
<td>APA: 189-234</td>
<td>Case Study 5</td>
</tr>
<tr>
<td>3/19</td>
<td>Anxiety Disorders</td>
<td></td>
<td>Q 5; RR5</td>
</tr>
<tr>
<td></td>
<td>Obsessive- Compulsive and Related Disorders</td>
<td>APA: 189-234; 235-264</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Obsessive-Compulsive and Related Disorders</td>
<td>APA: 235-264; 265-290</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trauma- and Stressor –Related Disorders</td>
<td></td>
<td>Case Studies 8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q7; RR7</td>
</tr>
<tr>
<td>4/2</td>
<td>Dissociative Disorders</td>
<td>Lilienfeld: 170-184</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somatic Symptom and Related Disorders</td>
<td>APA: 291-328</td>
<td>Case Studies 10</td>
</tr>
<tr>
<td>4/9</td>
<td>Eating Disorders, Elimination Disorders</td>
<td>APA: 329-360</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: Article</td>
<td>Case Studies 11 &amp; 12</td>
</tr>
<tr>
<td>4/16</td>
<td>Sleep-Wake Disorder</td>
<td>APA: 361-460; 685-706</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sexual Dysfunctions &amp; Disorders</td>
<td>Lilienfeld: 223-233</td>
<td>Case Study 13</td>
</tr>
<tr>
<td>4/23</td>
<td>Disruptive, Impulse-Control, and Conduct Disorders</td>
<td>APA: 461-480; 481-590</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Substance-Related Disorders</td>
<td>Lilienfeld: 142-153; 328-346</td>
<td>Case Study 14</td>
</tr>
<tr>
<td>4/30</td>
<td>Legal and Ethical Issues in Psychopathology</td>
<td>Lilienfeld: 425-475; 196-207</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality Disorders &amp; Neurocognitive Disorders</td>
<td>APA: 645-684; 591-644</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Final Exam (Monday, May 8th, 3:30-5:30p.m.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please note that this syllabus is subject to change throughout the semester.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”
ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dep/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Tutoring:
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.

Withdrawals:
Please review withdrawal policies: http://www.angelo.edu/services/registrars_office/withdrawals_refunds.php