

Syllabus

Course Information:

Advanced Psychopathology and Diagnosis

Psyc 6308.001 (Monday 2:00 – 4:45 pm in RBN 3035)

Course Instructor: Dennis R. Combs, Ph.D.

Professor of Psychology

Licensed Psychologist (Texas, Clinical)

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Office Hours:

Course Description: Examines psychopathology and diagnosis. Attention given to the causes of abnormal behavior patterns, the labeling process, the impact of culture, psychiatric nomenclature, and treatment procedures. Biological, psychological, and social constructs in diagnosis will be emphasized.

Student Learning Outcomes and Program Competencies

3.0 Program graduates are competent to assess, diagnose, and treat psychological disorders using evidence based practices

3.3 Students will demonstrate the ability to differentially diagnose major mental disorders.

3.4 Students will be able to articulate major etiological theories of mental disorders and apply these theories to clinical cases.

Required Texts:

DSM-5; Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013). American Psychiatric Association, Washington: APA Press

Beidel and Freuh. Adult Psychopathology and Diagnosis, Eighth Edition (2018). New York: Wiley Press

Selected Articles posted on Canvas class page

Note. A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Evaluation:

Course evaluation is based on performance on two examinations and an oral final. Exams will cover lecture notes, book chapters, and all assigned readings. Any quizzes can be in class, take home, or clinical cases.

The mid-term examination will be essay format and will count 30% of the final grade. The final examination will consist of 2 parts: A written final and an oral final and each part will count 30% of the grade. Participation and any in class quizzes will count 10%. A description of each test will be

provided several weeks prior to the test as a study guide. It is expected that you attend class and follow the readings.

Official Course Grading Scale:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 59

Final Averages of over .5 of a point will be rounded to the next higher grade point. For example, a final average of 79.5 would be rounded to a grade of 80. However, a grade of 79.4 would remain a grade of 79. Final grades are not open to negotiation or extra points for other assignments. Changes will be made only if a clerical error is found.

University Policies: Excused Absences, Academic Dishonesty, Grade Forgiveness, and Accommodations for Disabilities

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Tentative Class Schedule

<u>Date</u>	<u>Topic</u>
8/26	Introductions and Assignments
9/2	No Class - Labor Day Holiday
9/9	Introduction to Psychopathology, part 1
9/16	Introduction to Psychopathology, part 2
9/23	Neurocognitive Disorders (watch video lecture; clinical vignettes in class)
9/30	Substance Use Disorders (watch video lecture; class does not meet)
10/7	Anxiety Disorders I
10/14	Anxiety Disorders II (watch video lecture; clinical vignettes in class)
10/21	Mid-Term Examination
10/28	Mood Disorders (Depression/Bipolar)
11/4	Schizophrenia & Psychotic Disorders
11/11	Somatoform/Dissociative Disorders; (watch video lecture; class does not meet)
11/18	Childhood Disorders
11/25	Thanksgiving Break, No Class
12/2	Empirically Supported Treatments
12/9	Written Final; Oral Final will be scheduled with Dr. Combs

*** Instructor may alter schedule as needed.**

Weekly Readings (posted on Canvas)

Introduction to Psychopathology, part 1:

1. Beidel and Frueh Chapter 1
2. Rosenhan, D.L. (1973). On being sane in insane places
3. Reiger et al. (2013)- The DSM-5 : Classification and criteria changes
4. Penn et al. (2015)- Lessons on Stigma
5. Hartung et al., (2019). Gender Differences in the DSM-5

Introduction to Psychopathology part 2:

1. Beidel and Frueh Chapter 2
2. Article: What is Normal?
3. Pickersgill et al. (2014)- DSM -5 Critique
4. DSM-5 pages 5-24

Neurocognitive Disorders

1. Beidel and Frueh Chapter 20
2. Sachdev et al., (2014). Classifying Neurocognitive Disorders in the DSM- 5
3. Ratiu, P., et al., (2004). The tale of Phineas Gage: Digitally remastered..
4. Warriner et al., (2006). Psychiatric Disturbances Following TBI
5. DSM-5 Neurocognitive Disorders chapter

Substance Use Disorders

1. Beidel and Frueh Chapter 18
2. Beidel and Frueh Chapter 19, pages 695-699 only
3. Wise, R.A. (1988). The neurobiology of craving: Implications for the understanding and treatment of addiction.
4. Curran and Volkaw (2016) Effects of Cannabina Use on Human Behavior
5. Rehm et al. (2009). Global Burden of Alcohol Use
6. DSM-5 substance use disorders section, review disorders

Anxiety Disorders I: Panic Disorder and Phobias

1. Beidel and Frueh Chapter 9
2. McNally, R.J. (1990). Psychological approaches to panic disorder: A review.
3. DSM-5 anxiety and related disorders (Pgs 189-234)

Anxiety Disorders II: GAD, OCD, and PTSD

1. Beidel and Frueh Chapter 10, pages 359-366 only
2. Beidel and Frueh Chapter 11
3. Salkovskis, P. (1985). Obsessional-compulsive problems: A cognitive-behavioral analysis. Behavior Research and Therapy, 23, 571-583.
4. Continuation of DSM-5 Anxiety Chapter (pgs. 189-234); Review Criteria for OCD (pg 237)and PTSD (pg. 271)

Mood Disorders (depression and bipolar)

1. Beidel and Frueh Chapter 8
2. Haaga, D.A. F. (1994). Empirical status of cognitive theory of depression. Psychological Bulletin
3. DSM-5 Depressive Related Disorders / Review Criteria for Bipolar I and II (pgs 123-139).

Schizophrenia

1. Beidel and Frueh Chapter 6
2. Miyamoto (2003). Recent advances in the neurobiology of schizophrenia.
3. Ropke (2005). Early Onset Schizophrenia
4. Bellack (2006). Recovery in Schizophrenia
5. DSM-5 Psychotic Disorders Chapter

Somatoform and Dissociative Disorders

1. Beidel and Frueh Chapter 12
2. Beidel and Frueh Chapter 13, pages 451-461 only
3. Gleaves, D.H. (1996). The sociopolitical model of dissociative identity disorder: A re-examination of the evidence.

4. Pica (1999). The Evolution of Alter Personality States in DID
5. Pallis and Bumji (1979). McIlory was here. Or Was he?

6.

Empirically Supported Treatments

1. American Psychological Association Presidential Task Force (2006). Evidence Based Practice in Psychology. American Psychologist, 61, 271-285.
2. Chambless et al., (1998). Update on empirically supported treatments II. The Clinical Psychologist, 51, 1-16.