Advanced Psychopathology and Diagnosis

Fall 2026

PSYC 5308
PSYC 6308

(Wednesday 1:30PM to 4:15PM in BEP 213)

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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.

Course Format: Lecture and Discussion

PSYC 5308 Required Text:

1. Curtis, D. A. & Kelley, L. (2026). *Abnormal psychology: Myths of "crazy" (4th ed.).* Dubuque, IA: Kendall Hunt. ISBN: 9798319714787; eBook: 9798319714800
2. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition-Text Revision.* Arlington, VA, American Psychiatric Association.

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2. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition-Text Revision.* Arlington, VA, American Psychiatric Association.
3. Lilienfeld, S. O. (1994). *Seeing Both Sides: Classic Controversies in Abnormal Psychology.* Belmont, CA: Wadsworth Publishing

Recommended Text:

1. Lilienfeld, S. O., & O'Donohue, W. T. (2007). *The great ideas of clinical science: 17 principles that every mental health professional should understand*. New York, NY, US: Routledge/Taylor & Francis Group.
2. Lilienfeld, S. O. (1994). *Seeing Both Sides: Classic Controversies in Abnormal Psychology.* Belmont, CA: Wadsworth Publishing
3. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.) Washington, D.C.: American Psychological Association.

Student Learning Outcomes

By completing all course requirements, students will be able to:

- Be able to think critically about current controversies in the assessment, diagnosis, and treatment of mental disorders
- Have developed skills in assessing and classifying psychopathology including: using the DSM-5, differentiating diagnoses, and integrating multiple sources of information
- Be able to explain the characteristic features of the major forms of psychopathology
- Have an understanding of some of the ethical issues involved in the assessment and diagnosis of psychological disorders

PSYC 5308

Assessment	Points
Quizzes (12):	120 pts. (10 pts. each)
Reading Reaction/Participation (12):	60 pts. (5 pts. each)
Case Studies:	200 pts. (100pts each)
Exam:	200 pts
Total Possible Points	**580**

Grade	Range
A	522-580
B	464-521.9
C	406-463.9
F	≤ 405.9

PSYC 6324

Assessment	Points
Quizzes (12):	120 pts. (10 pts. each)
Reading Reaction/Participation (12):	60 pts. (5 pts. each)
Case Study:	100 pts.
Exams (3):	300 pts (100 pts. each)
Total Possible Points	**580 pts.**

Grade	Range
A	522-580
B	464-521.9
C	406-463.9
F	≤ 405.9

Assignments

Reading Reactions/Professionalism/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 12 quizzes given throughout the semester. Each quiz will be worth 10 points and you will have no more than 10 minutes to complete the quiz. If you fail to attend class you will receive a zero for your quiz that day. Your lowest quiz grade will be dropped.

NO MAKE-UP QUIZZES

Case Studies **(PSYC 5308)**

- You will receive 2 case studies. You will be expected to write a case formulation, diagnosis, and treatment for each case. You will be graded on the accuracy of your diagnosis as well as the conceptualization and integration of research and supporting literature you used in deriving your 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. Along with your case study write-up, you will have some discussion questions for each case that you will need to answer. You will receive additional instructions can be found on Canvas.
- Failure to complete the project on the assigned due date will result in a zero.
- While consultation is very important in the profession, you must do this assignment alone.
- The value of this assignment is to see your conceptualization and understanding of the material.
- Writing must be in APA style

Case Studies (**PSYC 6308**)

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 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 **(PSYC 5308)**

There will be 1 final, comprehensive exam given at the end of the course. The final exam will consist of true/false and multiple-choice questions that will cover material from lectures, readings, activities, and class discussions from the entire semester.

Exams **(PSYC 6308)**

There will be 3 exams. The first two exams are 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 Expectations

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:

- Integrity
- Deportment
- Accountability
- Concern for the welfare of others
- Professional identity

Failure to adhere to any of these will result in the minimum of speaking with your professor and a reduction in letter grade and also could result in failing the course, a discuss with your program director, a faculty hearing panel to discuss the issue, being put on a remediation plan, and/or being dismissed from the program, depending on the issue of professionalism.

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 will be easier to follow if you have read the chapter.

* A crucial part of being a professional is keeping with commitments and attendance. Missing a day of clients could be unprofessional, especially if not communicating with the clients. Class sessions are 3 hours once per week. Missing 1 class is equivalent to missing an entire week. Thus, missing more than 1 class without a documented medical reason will result in the drop of a letter grade.

Policies/Expectations

1. Read the syllabus 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 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
5. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and

6. The instructor reserves the right to use plagiarism prevention software
7. Students may not use AI to write any parts of their essays or exams. Use of AI to write your essay or exam will result in a zero for the exam and may even result in a failing grade for the course as well as potentially being dismissed from the program.

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
- Media presentations and demonstrations may be used to help illustrate the concepts •

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 professor. All emails should include the course title or number in the subject and should include your first and last name.

Course Outline

Date	Topic	Readings	Assignments Due
8/26	Understanding Psychopathology	• Curtis & Kelley (2026)- Chps. 1&2 • Kelley et al. (2023) An analysis of • Lilienfeld et al.'s (2015) problematic psychological terms, The Journal of General Psychology,150:3, 344- 362, DOI: 10.1080/00221309.2022.2076060 • Lilienfeld et al. (2015) Fifty psychological and psychiatric terms to avoid: a list of inaccurate, misleading, misused, ambiguous, and logically confused words and phrases. Front. Psychol. 6:1100. doi: 10.3389/fpsyg.2015.01100 • Lilienfeld: pp. 1-17 (doctoral)	
9/2	Classification & Diagnosis	• Curtis & Kelley (2026)- Chp. 3 • APA: 5-25 • Pathological Lying: Theory, Research, and Practice, by D. A. Curtis and C. L. Hart https://doi.org/10.1037/0000305-005 • Blashfield, R. K., & Burgess, D. R. (2007). Classification provides an essential basis for organizing mental disorders. In S. O. Lilienfeld & W. T. O'Donohue (Eds.), The great ideas of clinical science: 17 principles that every mental health professional should understand (pp. 93–117). Routledge/Taylor & Francis Group. • Blashfield RK, Keeley JW, Flanagan EH, Miles SR. The cycle of classification: DSM-I through DSM-5. Annu Rev Clin Psychol. 2014;10:25-51. doi: 10.1146/annurevclinpsy-032813-153639. PMID: 24679178. • Haeffel, G. J., Jeronimus, B. F., Fisher, A. J., Kaiser, B. N., Weaver, L. J., Vargas, I., Goodson, J. T., Soyster, P. D., & Lu, W. (2022). The Hierarchical Taxonomy of Psychopathology (HiTOP) Is Not an Improvement Over the DSM. *Clinical psychological science : a journal of the Association for Psychological Science*, *10*(2), 285–290. https://doi.org/10.1177/21677026211068873 • Lilienfeld: pp. 18-30 (doctoral)	Q1 RR1

9/9	Culture & Psychopathology	• APA: 14-15; 749-760 • Lilienfeld, S. O. (2017). Microaggressions: Strong Claims, Inadequate Evidence. Perspectives on Psychological Science, 12(1), 138-169. • https://doi.org/10.1177/1745691616659391 • Jagdeep A., et al., (2024) Instructing Animosity: How DEI pedagogy produces the hostile attribution bias • Lilienfeld, S. O., & Marino, L. (1999). Essentialism revisited: evolutionary theory and the concept of mental disorder. *Journal of abnormal psychology*, *108*(3), 400–411. https://doi.org/10.1037//0021-843x.108.3.400 • Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology, 54*(4), 351–361. https://doi.org/10.1037/0022-0167.54.4.351 • Lilienfeld: pp. 63-80 (doctoral)	Q2 RR2
9/16	Psychotherapy Research	• Curtis & Kelley (2026)- Chp. 3 • Eysenck, H. J. (1952). The effects of psychotherapy: an evaluation. Journal of Consulting Psychology, 16(5), 319–324. https://doi.org/10.1037/h0063633 • Lilienfeld SO, Ritschel LA, Lynn SJ, Cautin RL, Latzman RD. Why Ineffective Psychotherapies Appear to Work: A Taxonomy of Causes of Spurious Therapeutic Effectiveness. Perspect Psychol Sci. 2014 Jul;9(4):355-87. doi: 10.1177/1745691614535216. PMID: 26173271. • Smith ML, Glass GV. Meta-analysis of psychotherapy outcome studies. Am Psychol. 1977 Sep;32(9):752-60. doi: 10.1037//0003-066x.32.9.752. PMID: 921048. • Lilienfeld SO. Psychological Treatments That Cause Harm. Perspect Psychol Sci. 2007 Mar;2(1):53-70. doi: 10.1111/j.1745-6916.2007.00029.x. PMID: 26151919. • Lilienfeld, S. O., & O'Donohue, W. T. (Eds.). (2007). The great ideas of clinical science: 17 principles that every mental health professional should understand (PP. 3- 47) Routledge/Taylor & Francis Group. • Lilienfeld: pp. 267-282; 300-311 (doctoral)	Q3 RR3
9/23	Neurodevelopmental Disorders Schizophrenia Spectrum & Psychotic Disorders	• Curtis & Kelley (2026)- Chps. 5&6 • APA: 31-86; 87-122 • BMJ 2011; 342 doi: https://doi.org/10.1136/bmj.c7452 (Published 06 January 2011) • Lilienfeld: pp. 83-98 (doctoral)	Q4 RR4 Case Study 1 Exam1 (doctoral)
9/30	Bipolar Disorders Depressive Disorders	• Curtis & Kelley (2026)- Chp. 7 • APA: 123-188 • Lilienfeld: pp. 245-266 (doctoral) •	Q5 RR5 Case1 (doctoral)
10/7	Anxiety Disorders	• Curtis & Kelley (2026)- Chp. 8 • APA:189-234; Lilienfeld: pp. 116-141 (doctoral)	Q6 RR6 Case2(doctoral)
10/14	Anxiety Disorders Obsessive-Compulsive and Related Disorders	• Curtis & Kelley (2026)- Chp. 8 • APA: 235-264	Q7 RR7

10/21	Trauma- and Stressor – Related Disorders Dissociative Disorders	• Curtis & Kelley (2026)- Chp. 9 • APA: 265-308 • Lilienfeld: pp. 170-184 (doctoral)	Q8 RR8 Case3(doctoral)
10/28	Somatic Symptom and Related Disorders Pathological Lying Eating Disorders	• Curtis & Kelley (2026)- Chp. 10 & 11 • APA: 309-360 • Curtis & Hart (2020): https://psychiatryonline.org/doi/10.1176/appi.prcp.20190046	Q9 RR9 Exam2(doctoral)
11/4	Sleep-Wake Disorder Sexual Dysfunctions & Disorders	• Curtis & Kelley (2026)- Chp. 12 & 13 • APA: 361-460; 685-706 • Lilienfeld: pp. 223-233 (doctoral) •	Q10 RR10 Case4(doctoral)
11/11	Disruptive, Impulse-Control, and Conduct Disorders Substance-Related Disorders	• Curtis & Kelley (2026)- Chp. 14 • APA: 461-480; 481-590 Lilienfeld: pp. 142-153;328-346 (doctoral)	Q11 RR11 Case5(doctoral)
11/18	Legal and Ethical Issues in Psychopathology Personality Disorders & Neurocognitive Disorders	• Curtis & Kelley (2026)- Chps. 15-17 • APA: 645-684; 591-644 • Lilienfeld: pp. 425-475; 196-207 (doctoral) •	Q12 RR12 Case Study 2 Case6(doctoral)
12/2	Application of Diagnosis		
12/9	Final Exam (Wednesday, December 9th, 2:45 p.m.- 4:45 p.m.)		

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1**: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2**: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met*: (a) the student has been making satisfactory progress in the

course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.
The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.