

## Emotional & Behavioral Disorders EDP 363 (unique #10325) Fall, 2011

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OFFICE HOURS: Wednesday 1-2:30 by  
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### REQUIRED TEXTS:

1. Morrison, J. (1994). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. The Guilford Press.
2. Clipson, Clark R., & Steer, Jocelyn M. (1998). *Case Studies in Abnormal Psychology*. Boston, MA: Houghton Mifflin Co.
3. Readings on blackboard.

### COURSE GOALS:

1. Develop a thoughtful and critical understanding of what we call “abnormal behavior” and of the issues involved in the design and implementation of a diagnostic system. These include issues such as whether we are getting at anything “real” when we describe a syndrome such as Borderline Personality Disorder or PTSD or Schizophrenia (whether we are “carving nature at its joints”), and thinking about how much continuity there is between “normal” and “abnormal.”
2. Gain familiarity with thinking and research on several particular mental disorders; these are selected partly on how prevalent the disorders are and/or how much conceptualization of the disorders informs our thinking about human psychology.
3. Reflect on how the cultural assumptions and biases that affect the thinking of all humans shape the way that we (including mental health professionals) conceptualize and diagnose mental disorders.
4. Develop greater awareness of the potential for de-humanization and other harms that psychopathologists and diagnostic systems may perpetuate.

### COURSE REQUIREMENTS:

1. Complete assigned readings and come to class prepared to discuss the topics assigned. Please do not come to class late. Regular attendance & informed participation count for **15% of your grade**.
2. Two in-class exams: These will be a combination of objective and subjective questions. About 2/3 of the points will come from objective questions (multiple-choice, T/F, and fill-in-the-blank) and about 1/3 of the points will come from short essay questions. The first exam will cover readings and in-class material up through October 11. The second exam will cover the remaining material and will include a few rather broad questions on earlier material. **Each exam will count for 35% of your grade.**
3. Take-home Final: On the last day of class I will give you several broad essay questions on which you will write about 6-8 pages (length will be specified at the time). The take-home final will be due by noon on Tuesday, December 6th. I prefer that you drop a printed copy off at my office but I will accept an emailed copy. The take-home final will be worth **15% of your grade**.

### Grading Breakdown:

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|---|-----------|
| • Participate in class discussions in a way that shows understanding of readings, reflectiveness, and respect for other class members | 15 points |
| • Exam 1  | 35 points |
| • Exam 2  | 35 points |

- Take-home Final

15 points

Points Earned	Course Grade
93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-

Points Earned	Course Grade
77-79 points	C+
73-76 points	C
70-72 points	C-
60-69 points	D
< 60 points	F

## DISABILITY SERVICES

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

## A WORD ABOUT MANAGING EMOTIONAL DISTRESS

**Getting help:** The topics covered in class may lead students to become more aware of distress that they have experienced in the past or that they or family/friends are currently experiencing. The professor and teaching assistant would like all students to know of the counseling and mental health resources that are available to them as students. Counseling and referral services are available to all students, often at no cost. The following numbers may be useful:

UT Counseling & Mental Health Services: 471-3515  
UT Telephone Counseling & Referral Services 471-HELP

**Concerns about others on campus:** If you are concerned about a student, faculty, or staff member but unsure how best to help, call the Behavior Concerns Advice Line at 512-232-5050 for a confidential consultation. This service is available 24 hours a day, 7 days a week. Trained staff will assist you in exploring available strategies, and will also provide appropriate guidance and resource referrals. Situations that present an immediate threat to self, others, or property should be considered an emergency and directed to The University of Texas Police Department (UTPD) by calling 911.

**Making use of personal experiences & insights:** One of the themes in the class will be on the continuity and connections between “normal” and “abnormal” behavior and on what the study of disorder can tell us about how all humans function. In this context, students will be encouraged to reflect upon their own experiences in understanding the emotional disorders being studied. However, students’ privacy will be strictly respected in this class: You will **not** be asked to write about or disclose personal information; students are encouraged to respect their own comfort level regarding this self-examination.

We hope to create a safe and welcoming atmosphere in the class and to use class discussion as a learning tool; but because it is a CLASS (not group therapy), we encourage students not to disclose information to the class about themselves that is highly personal and that may lead them to later feel over-exposed. If you have questions about a personal difficulty, the professor and TA will do their best to help direct you toward getting whatever type of assistance might be appropriate.

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## Class Schedule

**Note:** For most of the topics below, the first reading listed is a Case Example. I think you may find it most interesting and enjoyable to begin with the case example and then proceed to the other readings, which will present theoretical overviews and analyses of the problems/issues illustrated by the case.

	<u>Topic</u>	<u>Reading (to be completed by the date shown)</u>
August 30	Basic concepts and issues; Benefits, & Limitations of Diagnostic Systems	
September 6	Conceptualizing "Normal and Abnormal" Personality and Diagnosing Mental Disorders	Case of Brujeria Schoch: "A Conversation with Kaiping Peng" Rosenhan essay (in Lilienfeld: Ch. 2) Turk & Salovey: "Clinical Information-Processing..." Kaplan essay (in Lilienfeld: Ch. 4) Moses & Barlow: "A New Unified Treatment..."
September 13	Anxiety Disorders: Focus on Panic, Agoraphobia, Social Anxiety	Clipson & Steer: Ch. 2 Morrison: Intro & Ch. 6: Anxiety (pp. 245-264; 276-286); Consumer Reports: "High Anxiety" Yeo: The Anti- Drug for Anxiety Paniagua
September 20	Anxiety Disorders: Focus on OCD & Posttraumatic Stress Disorder	Clipson & Steer: Ch. 3-4 Morrison: Ch. 6: Anxiety (pp. 265-273: OCD & PTSD); Brewin & Holmes "Psychological Theories..."
September 27	Posttraumatic Stress Disorder	Herman Intro & Ch. 1-3
October 4	Dissociative Disorders	Morrison: Chapter 9: Dissociative Disorders O'Dwyer & Friedman: "Multiple..."
October 11	Eating Disorders guest lecture Study Session	Clipson & Steer: Ch. 15; Morrison: Chapter 11 Eating Disorders
October 18	Guest: Dr. David Clemons on Alcohol Abuse	Clipson & Steer: Ch. 9 Morrison: Chapter 3: Substance-Related Disorders
October 25	1 <sup>st</sup> Exam (In Class)	
November 1	Depression: Focus on Major (Unipolar) Depression	Clipson & Steer: Ch. 5 Gotlib & Hammen: Psychol Theories of Depression Morrison: Chapter 5: Mood Disorders
November 8	Depression: Focus on Bipolar Disorder (Manic-Depressive)	Clipson & Steer: Ch. 6 Nemeroff: "The Neurobiology of Depression" Serotonin Gene meta-analysis (only abstract required)
November 15	Personality Disorders	Clipson & Steer: Ch. 12-13 Morrison: Chapter 15: Personality Disorders Wheelis & Gunderson: "A Little Cream & Sugar..." Goodman et al.: "BPD and Bipolar..."

November 22    Schizophrenia

Clipson & Steer: Ch. 7  
Powell: "First Person..."  
Morrison: Chapter 4: Schizophrenia

November 29    2<sup>nd</sup> Exam (In Class)

December 6    (classes over)    Take-Home Final Due by noon