

Emotional & Behavioral Disorders EDP 363 (unique #10170) Fall, 2012

PROFESSOR: Stephanie S. Rude, Ph.D.

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OFFICE HOURS: Wednesday 1-2:30

Sign up on Doodle calendar

<http://doodle.com/6nyrhhygtdp4cgng>

SZB262L; 471-4409

TEACHING ASSISTANT: Betsy Crowe

betsy685@gmail.com

OFFICE HOURS: Arrange by email

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. All other 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. Some of the “discussion” will be in written form. On several occasions I will begin class by asking you to spend 15-20 minutes responding in writing to some basic questions about the readings and some discussion questions. The days when this might happen are marked by * on the class schedule below. Regular attendance, evidence of being prepared for class, and class participation will count for **15% of your grade**.*
2. Two in-class exams: These will be a combination of objective and subjective questions. The first exam will cover readings and in-class material up through October 9th. The second exam will cover the remaining material and may include one or two broad questions on earlier material. **Each exam will count for 35% of your grade.**
3. Take-home Essays: 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 10am on Monday, December 10th. The take-home essays will be worth **15% of your grade**.
4. **OPTIONAL FINAL EXAM.** If you are unable to complete either of the in-class exams, OR if you are not satisfied with your score on either exam, you may take a final exam at the scheduled time and place during exam week. The format and difficulty level of the final exam will be roughly equivalent to that of the in-class exams. If you take this option, your score (70 points possible) for the two in class exams will be computed as follows: 90% of the points will come from either the sum of the original in-class exam scores, or the final exam score (whichever is higher) and the remaining 10% will come from the other source (either the sum of the original in-class exam scores, or the final exam score, whichever is lower).

The basic idea of this calculation is that it gives you a powerful way to improve your performance in the course but provides an incentive for making a serious effort on all exams.

Grading Breakdown:

- Participate in class discussions (including in-class writing) 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 essays 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 471-2255

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.

Class Schedule

	<u>Topic</u>	<u>Reading (to be completed by the date shown)</u>
September 4	Basic concepts and issues; Benefits, & Limitations of Diagnostic Systems	Rosenhan essay (in Lilienfeld: Ch. 2)
*September 11	Conceptualizing "Normal and Abnormal" Personality and Diagnosing Mental Disorders	Schoch: "A Conversation with Kaiping Peng" Turk & Salovey: "Clinical Information-Processing..." Kaplan essay (in Lilienfeld: Ch. 4)
September 18	Anxiety Disorders	Morrison: Ch. 6 (except parts on PTSD & Acute Stress) Clipson & Steer: Ch. 2-3 Washington Post: "Anti-Anxiety..." Yeo: "The Anti-drug for Anxiety"
September 25	Finish Anxiety Disorders Begin Depressive Disorders	Barlow: "Unified Treatment..." Morrison: Ch. 5: Mood Disorders (focus on Major Depressive Disorder and Bipolar 1) Clipson & Steer: Ch. 5
*October 2	Depressive Disorders	Clipson & Steer: Ch. 6 Nemeroff: "The Neurobiology of Depression" NYT: "Seeking..." (1st & last sections by Procci) Serotonin Gene meta-analysis (only abstract required) Kirsch et al.: "The Emperor's New..." (OPTIONAL)
October 9	Guest: Dr. David Clemons on Alcohol Abuse Practice Exam	Morrison: Chapter 3: Substance Disorders (just read to understand Dependence/Abuse) Clipson & Steer: Ch. 9
October 16	1 st Exam (In Class)	
October 23	Schizophrenia	Clipson & Steer: Ch. 7 Morrison: Ch. 4: Schizophrenia (focus on this disorder) Sledge et al: "Effectiveness of Peer Support..." Ely: "The Compassionate Therapist"
*October 30	Eating Disorders guest lecture	Clipson & Steer: Ch. 15; Morrison: Chapter 11 Eating Disorders Waters: "The Americanization..." Herman Intro
*November 6	Posttraumatic Stress Disorder (PTSD)	Herman Ch. 1-3 (review Intro)
November 13	Finish PTSD Begin Personality Disorders	Brewin & Holmes "Psychological Theories..." Morrison: Chapter 15: Personality Disorders
*November 27	Personality Disorders	Clipson & Steer: Ch. 12-13 Brown: "A Feminist..." (read closely) Wachtel: "Cyclical Processes..."

Wheelis & Gunderson: “A Little...” (OPTIONAL)

November 20 Thanksgiving Break

professor available for extra office hours on this date

December 4 Exam 2 (In Class)

Take-Home Essays Due by 10am on December 10

*On some of these dates I will begin class by asking you to respond in writing to a couple of questions about the readings (see description under course requirements).

Boldfaced readings will be particularly important to read for class discussions