

Emotional & Behavioral Disorders EDP 363 (unique #10385) Fall, 2013

PROFESSOR: Stephanie S. Rude, Ph.D.

srude@austin.utexas.edu

OFFICE HOURS: Wednesday 1-2:30

Sign up on Doodle calendar

<http://www.doodle.com/46cviqhkcgzg4fhh>

SZB262L; 471-4409

TEACHING ASSISTANT: Morgynn Haner

magneticmorgynn@gmail.com

OFFICE HOURS: Arrange by email

REQUIRED TEXTS:

1. Clipson, Clark R., & Steer, Jocelyn M. (1998). Case Studies in Abnormal Psychology. Boston, MA: Houghton Mifflin Co.
2. 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 8th. 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.

RESEARCH PARTICIPATION REQUIREMENT

All students registered for this course must complete a research participation requirement through the Educational Psychology Department subject pool. To do so, you must either participate in one or more research studies as part of the EDP subject pool, or complete a 5 page written alternative assignment. Please note the deadlines below:

- Students must register online to be considered for the subject pool by **Sunday, September 15th**.
- Subject pool assignments will be posted on **Friday, October 4th**.
- The alternative assignment will also be posted on **October 4th** for students who prefer not to participate in the subject pool.
- Participation in ALL assigned studies must be completed by **Friday, November 15th**.
- Alternative assignments are due on the last class day, **Friday, December 6th**.

If you have questions about your participation in the subject pool or about the alternative assignment, please go to the following website:

http://www.edb.utexas.edu/education/departments/edp/subject_pool/students/

If you have questions please email the Subject Pool Coordinator, Kadie Rackley.

edpSubjectPool@austin.utexas.edu

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

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

<u>Points Earned</u>	<u>Course Grade</u>
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 3	Basic concepts and issues; Benefits, & Limitations of Diagnostic Systems	Waters: “The Americanization...”
*September 10	Conceptualizing “Normal and Abnormal” Personality and Diagnosing Mental Disorders	Schoch: “A Conversation with Kaiping Peng” Turk & Salovey: “Clinical Information-Processing...” Rosenhan essay (in Lilienfeld: Ch. 2; not responsible for rebuttal by Spitzer) Kaplan essay (in Lilienfeld: Ch. 4; not rebuttal) DSM-V: ‘Introduction’ (read lightly) Changes from DSM-IV to DSM-V (optional)
September 17	Anxiety Disorders	DSM-V Anxiety Disorders summary page Clipson & Steer: Ch. 2 Case of Agnes Case of Julie Washington Post: “Anti-Anxiety...” Yeo: “The Anti-drug for Anxiety” Smith: “Nothing to Do but Embrace the Dread”
September 24	Depressive Disorders	DSM-V Depressive Disorders summary page Moses & Barlow: “Unified Treatment...” Clipson & Steer: Ch. 5 Kirsch et al.: “The Emperor’s New...” (OPTIONAL)
*October 1	Bipolar Disorders	Nemeroff: “The Neurobiology of Depression” DSM-V Bipolar & Related Disorders summary page Clipson & Steer: Ch. 6

October 8	Eating Disorders guest lecture <i>Practice Exam</i>	DSM-V Feeding & Eating Disorders summary page Clipson & Steer: Ch. 15;
October 15	1 st Exam (In Class)	
*October 22	Posttraumatic Stress Disorder (PTSD)	Herman Intro & Ch. 1-3 Clipson & Steer: Ch. 4
October 29	Finish PTSD Begin Personality Disorders	Brewin & Holmes “Psychological Theories...” DSM-V Personality Disorders summary page
*November 5	Personality Disorders	Clipson & Steer: Ch. 12-13 Brown: “A Feminist...” (read closely) Wachtel: “Cyclical Processes...” Wheelis & Gunderson: “A Little...” (OPTIONAL)
November 12	Guest: Dr. David Clemons on Alcohol Abuse	DSM-V Substance Use Disorders summary page Clipson & Steer: Ch. 9
	Obsessive Compulsive Disorder	DSM-V Obsessive Compulsive & Related summary pp. Clipson & Steer: Ch. 3
November 19	Schizophrenia	DSM-V Schizophrenia Spectrum Disorders summary page Clipson & Steer: Ch. 7 Sledge et al: “Effectiveness of Peer Support...” Ely: “The Compassionate Therapist
November 26	Thanksgiving Break	professor available for extra office hours on this date
December 3	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