

Psychopathology
EDP383C (Unique #10875), Fall, 2015

PROFESSOR: Stephanie S. Rude, Ph.D.

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OFFICE HOURS: by appointment

Sign up on Doodle calendar:

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OFFICE HOURS: Arrange by email

REQUIRED TEXTS:

1. APA (2013) DSM-5. Washington D.C.: APA.
2. DSM-5 Clinical Cases (2014). John W. Barnhill, MD (Ed). Washington, D.C.: American Psychiatric Association.
3. Young, Jeffrey: Cognitive Therapy of Personality Disorders: A Schema-Focused Approach
4. All other readings on Canvas.

COURSE GOALS:

1. Develop an integrative understanding of approaches to conceptualizing psychopathology and a familiarity with the most frequently encountered or extensively studied disorders.
2. Learn how to use the DSM-5 to make diagnoses using all five axes.
3. Develop a critical understanding of the issues involved in the design and implementation of a diagnostic system. These include issues such as the advantages of discrete categories versus dimensions, the difficulties in applying a diagnostic system reliably, given our incomplete understanding of the nature of psychological disorders and the normal biases and information-processing distortions that diagnosticians (i.e., humans) are subject to.
4. Finally, I hope to sensitize you to the potential for de-humanization and other harms that diagnostic systems may perpetuate.

REQUIREMENTS:*

1. Complete assigned readings and come to class prepared to discuss the topics assigned. Participate in class discussions in a way that shows understanding of readings, critical reflection, and respect for other class members (15% of grade).
2. Exam 1 (In class): Short essay questions covering material up through October 7 (25% of grade).
3. Exam 2 (In class): Short essay questions covering material up through November 25 (25% of grade).
4. Take home exam: Questions will be distributed the last day of class and are due on Dec 7. Questions will be broadly integrative and will incorporate material from throughout the semester. (20% of grade)
5. Three take-home diagnostic assignments: For each assignment you will receive 1-2 page descriptions of each of two cases. Diagnose each and provide explanatory discussion of your thinking and of other options you considered. Due dates shown on course schedule: Oct 7, Nov 18, and Dec 9 (15% of grade).

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.

DOING THE READINGS & PREPARING FOR EXAMS

As a general rule, exams will **not** cover information in the DSM but rather will focus on other readings. Prior to the exams I will give you a list of diagnostic categories that you should have some familiarity with and will also indicate how specific you will be expected to be on the exam. I do expect you to read assigned readings carefully and thoughtfully and to show understanding and an interest in applying that understanding and extrapolating and drawing implications from it. Much of this will come out in class discussions but I will also ask some exam questions requiring you to apply and draw implications from the readings. And while you should be able to summarize main points of readings for exams, I will be working very hard to make sure I am NOT asking you to recall DETAILS from these readings.

Class Schedule

	<u>Topic</u>	<u>Reading</u>
August 26	Historical Perspectives: Benefits, & Dangers of Diagnostic Systems	Lilienfeld; Ch. 2: Rosenhan essay (not responsible for Spitzer rebuttal)
September 2	Conceptualizing "Normal and Abnormal" Personality and Diagnosing Mental Disorders	Schoch: "A Conversation with Kaiping Peng" Turk & Salovey: "Clinical Information-Processing.. Lilienfeld: Ch. 4: Kaplan essay (not rebuttal) Summary of changes DSM-IV-DSM-5 (for reference)
September 9	Culture & Conceptualizations The DSM-5 <i>Brief Orientation to DSM (bring DSM)</i>	Waters: "The Americanization..." Francis: Diagnosing the DSM DSM-5: 'Preface' & 'Introduction' (read lightly) DSM-5: 'Use of the Manual' & 'Cultural Formulations' (p. 749)
September 16	Anxiety Disorders	DSM-5: Anxiety Disorders chapter Barnhill: Ch. 5 (5.1-5.5) Washington Post: "Anti-anxiety drugs" Smith: "Nothing to Do but Embrace the Dread" Yeo: The Anti- Drug for Anxiety
September 23	Alcohol & Substance Use Disorders Guest speaker: Dr. David Clemons	DSM-5: Substance-Related & Addictive Disorders Ch pp. 481-502 plus enough to see how chapter structured Bateson (read lightly) Barnhill: Ch. 16 (16.1-16.4)
	Obsessive-Compulsive and Related Disorders	DSM-5: Obsessive-Compulsive & ... (focus on OCD) Barnhill: Ch. 6 (6.1-6.3) Foa & Kozaks synopsis
September 30	Depressive Disorders <i>Diagnostic Practice (bring DSM)</i>	DSM-5: Depressive Disorders Ch. (focus on MDD) Barnhill: Ch. 4 (4.1-4.5) Moses & Barlow: "A New Unified Treatment..."
October 7	Bipolar & Related Disorders <i>Diagnostic Practice (bring DSM)</i>	DSM-5: Bipolar & Related Disorders Ch. Barnhill: Ch. 3 (3.1-3.5) Nemeroff: "The Neurobiology of Depression" Kirsch et al.: "The Emperor's New..." (OPTIONAL)

1st Diagnostic Assignment Due

October 14 1st Exam (In Class)

October 21 Neurodevelopmental Disorders
Guest speaker: Dr. Nussbaum

DSM-5: Neurodevelopmental Disorders Chapter
Barnhill: Ch. 1

Possible Diagnostic Practice (bring DSM)

October 28 Posttraumatic Stress Disorder

Herman Intro & Ch. 1-3

November 4 Posttraumatic Stress Disorder

DSM-5: Trauma-Related Disorders chapter
Barnhill: Ch. 7 (7.3-7.5)
Brewin & Holmes: "Psychological Theories..."

November 11 Personality Disorders

DSM-5: Personality Disorders Ch. &
"Alternative..." on P. 761
Barnhill: Ch. 18 (all cases)
Wheelis & Gunderson: "A Little Cream (skim)"

Diagnostic Practice (bring DSM)

November 18 Personality Disorders

L.S. Brown: "A Feminist Critique..."
Young: Cognitive Therapy for Personality Disorders
Wachtel: "Cyclical Processes..."

2nd Diagnostic Assignment Due

November 25 Schizophrenia
NO CLASS: watch film & participate
in online discussion forum

DSM-5: Schizophrenic Spectrum Disorders chapter
Barnhill: Ch. 2 (2.1, 2.2, 2.4, 2.5, 2.7)
Ely: "The Compassionate Therapist"
Sledge et al: "Effectiveness of Peer Support"

December 2 2nd Exam (In Class)

Take-home exam due December 7

3rd Diagnostic Assignment Due December 9