

**Emotional & Behavioral Disorders
EDP 363 (unique #10557) Spring, 2016**

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OFFICE HOURS: by appointment
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REQUIRED TEXTS:

1. DSM-5 Clinical Cases (2014). John W. Barnhill, MD (Ed). Washington, D.C.: American Psychiatric Association.
2. All other readings on Canvas.

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 about 15 minutes responding in writing to some basic questions about the readings. The days when this might happen are marked by * on the class schedule below. I will not be able to offer make-ups for these “quizzes” but I will drop one. Regular attendance, evidence of being prepared for class, and class participation will count for **20% 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 February 29th. The second exam will cover the remaining 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 essays will be due by 10am on Monday, May 9th. The take-home essays will be worth **10% of your grade**.

RESEARCH PARTICIPATION REQUIREMENT

EDP 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 complete 5 credits worth of EDP subject pool studies or write the 5 page alternate assignment (a research paper about a roughly 20 page article). Please note the deadlines below:

- To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com>. To do this, activation instructions will be emailed to your official email address during the second week.
- Studies will be available beginning on **Wednesday, February 17th**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Friday, March 4th**. This is for students who either prefer to not participate in studies or who do not meet the 5 credit requirement by the study completion deadline (below).
- To fulfill this requirement through study participation, you must complete 5 credits of subject pool studies by midnight on **Friday, April 15th**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Friday, May 6th**.

If you have questions about your participation in the EDP subject pool or about the alternate assignment, please visit the following website:

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

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

edpSubjectPool@austin.utexas.edu

GRADING BREAKDOWN:

- Participate in class discussions (including structured exercises) in a way that shows good understanding of readings, reflectiveness, and respect for other class members; show evidence of having done the readings on quizzes 20 points
- Exam 1 35 points
- Exam 2 35 points
- Take home essays 10 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 CMHC Crisis Line: 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>
January 25	Basic concepts and issues; Benefits, & Limitations of Diagnostic Systems	Rosenhan essay (in Lilienfeld: Ch. 2; not responsible for rebuttal by Spitzer); Kaplan essay (in Lilienfeld: Ch. 4; not rebuttal)
* February 1	Conceptualizing “Normal and Abnormal” Personality and Diagnosing Mental Disorders	Schoch: “A Conversation with Kaiping Peng” Turk & Salovey: “Clinical Information-Processing...” Waters: “The Americanization...” Changes from DSM-IV to DSM-5 (optional)
* February 8	Anxiety Disorders	DSM-5 Anxiety Disorders summary page Barnhill: Ch 5 (5.1 – 5.5) Taylor, Cox, & Asmundson: “Anxiety Disorders...” Washington Post: “Anti-Anxiety...” Yeo: “The Anti-drug for Anxiety” Smith: “Nothing to Do but Embrace the Dread”
February 15	Eating Disorders guest lecture Dr. Vanessa Scaringi	DSM-5 Feeding & Eating Disorders summary page Barnhill: Ch 10 (10.3-10.4)
*February 22	Depressive Disorders	DSM-5 Depressive Disorders summary page Ingram, Scott, & Hamill: “Depression” Moses & Barlow: “Unified Treatment...” Barnhill: Ch 4 (4.1-4.5)

February 29 <i>Practice Exam</i>	Bipolar Disorders	DSM-5 Bipolar & Related Disorders summary page Nemeroff: “The Neurobiology of Depression” Barnhill: Ch 3 (3.1-3.5)
March 7	1 st Exam (In Class)	
March 14	SPRING BREAK	
*March 21	Posttraumatic Stress Disorder (PTSD)	Herman Intro & Ch. 1-3
March 28	PTSD	Brewin & Holmes “Psychological Theories...” Barnhill: Ch 7 (7.3-7.5)
April 4	Alcohol Abuse guest lecture Dr. David Clemons	DSM-5 Substance Use Disorders summary page Barnhill: Ch 16 (16.1-16.4)
	Obsessive Compulsive Disorder	DSM-5 Obsessive Compulsive & Related summary pp. Barnhill: Ch 6 (6.1-6.3)
April 11	Schizophrenia	DSM-5 Schizophrenia Spectrum Disorders summary page Barnhill: Ch 2 (2.1-2.2 and 2.4) Hooley: “Schizophrenia” Sledge et al: “Effectiveness of Peer Support...” Ely: “The Compassionate Therapist”
April 18	Personality Disorders	DSM-5 Personality Disorders summary page Barnhill: Ch 18 (read all cases)
*April 25	Personality Disorders	Brown: “A Feminist...” (read closely) Wachtel: “Cyclical Processes...”
May 2	Exam 2 (In Class)	

Take-Home Essays Due by 10am on May 9th

*On 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). The best 5 out of the 6 quizzes that I administer will count toward the ‘class participation’ part of your grade.

Boldfaced readings will be particularly important to read for class discussions and for answering written questions in class.