

**Emotional & Behavioral Disorders  
EDP 363 (unique #10660) Fall, 2016**

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TEACHING ASSISTANT:

**OFFICE HOURS:**

By appointment: Use Doodle Poll  
below (note some slots are for phone appts only)  
<http://doodle.com/poll/x2hm48dxes9m6xan>

**OFFICE HOURS:** Arrange by email

OR, if these times do not work for you feel free to email for an alternative appointment time.

**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. Attendance and Participation are worth a combined 20 points toward your final course grade.** Class discussions will often be “regular” spoken discussions during class periods but will sometimes be in written form (online) both during and between classes. I will make a subjective assessment of your class participation that will take into account the consistency with which you participate in both written and oral forms and the level of preparation and thoughtfulness your participation shows. I will look for evidence that you are well-prepared and reflective and that you show respect and consideration for your fellow students. Many students feel uneasy speaking up in class; please do your very best to encourage yourself to speak up, but if you feel unwilling or unable to do this you can make up for it by showing your interest and engagement in comments expressed and by turning in a stellar performance in all written discussions.

While I will take attendance and will definitely count regular attendance toward this component of your grade, it is also important to be deeply engaged in discussions. It is possible to get full credit for this component even if you miss 1-2 classes IF you are thoughtful and well prepared in discussions. By the same token, having perfect

attendance will not earn you full credit if you do not appear to be attentive to discussions or if you do not participate in discussions.

**2. Quiz performance counts for 30 points toward your course grade.** On many class days (those marked by \* on the class schedule below) I will begin with a short (10-15 minute) quiz that will cover key readings. For more information on how to prepare for each class and each quiz, see the appropriate module in CANVAS. I will not be able to offer make-ups for these quizzes but I will drop the lowest two during the semester.

**3. Each of two in-class exam counts for 25 points toward your course grade.** These will be a combination of objective and subjective questions. The first exam will cover readings and in-class material up to October 4th. The second exam will cover the remaining material. Study guides will be posted on Canvas at least 2 weeks before each exam.

## 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 or third week of classes.
- Studies will be available beginning on **Wednesday, September 21<sup>st</sup>**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Wednesday, October 12<sup>th</sup>**. 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 **Monday, November 14<sup>th</sup>**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Monday, December 5<sup>th</sup>**.

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

If you still have questions, please email the Subject Pool Coordinator, Hien Nguyen.

[edpSubjectPool@austin.utexas.edu](mailto:edpSubjectPool@austin.utexas.edu)

## GRADING BREAKDOWN:

- |                       |           |
|-----------------------|-----------|
| • Class participation | 20 points |
| • Quizzes             | 30 points |
| • Exam 1              | 25 points |
| • Exam 2              | 25 points |

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

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

80-82 points    B-

< 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.

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## Class Schedule

	<u>Topic</u>	<u>Reading (to be completed by the date shown)</u>
August 30	INTRODUCTION	
* Sept 6	HISTORICAL PERSPECTIVES: BENEFITS & DANGERS OF DIAGNOSTIC SYSTEMS	<b>Schoch: “A Conversation with Kaiping Peng”</b> <b>Turk &amp; Salovey: “Clinical Information-Processing...”</b> <b>Rosenhan essay</b> (in Lilienfeld: Ch. 2; not rebuttal) <b>Kaplan essay</b> (in Lilienfeld: Ch. 4; not rebuttal)
* Sept 13	Anxiety Disorders	<b>“How DSM Categorizes...”</b> (slides/notes on Canvas) Barnhill: Ch 5 (5.1 – 5.5) <b>Washington Post: “Anti-Anxiety...”</b>

		<b>Yeo: “The Anti-drug for Anxiety”</b> <b>Smith: “Nothing to Do but Embrace the Dread”</b>
*Sept 20	Depressive Disorders	“How DSM Categorizes...” (slides on Canvas) Barnhill: Ch 4 (4.1 & 4.5-4.7) <b>Nemeroff: “The Neurobiology of Depression”</b> <b>Moses &amp; Barlow: “Unified Treatment...”</b>
*Sept 27	Bipolar Disorders <i>Practice Exam</i>	“How DSM Categorizes...” (slides on Canvas) <b>Leigh: “Affect, Mood...Bipolar &amp; Related Disorders”</b> Logan: “The Problem w/ How We Treat Bipolar” Barnhill: Ch 3 (3.1-3.2 & 3.4-3.5)
Oct 4	1 <sup>st</sup> Exam (In Class)	
*Oct 11	Schizophrenia	“How DSM Categorizes...” (slides on Canvas) Barnhill: Ch 2 (2.1-2.2 and 2.4) <b>Waters: “The Americanization...”</b> <b>Sledge et al: “Effectiveness of Peer Support...”</b> <b>Ely: “The Compassionate Therapist</b>
Oct 18	Obsessive Compulsive Disorder  Alcohol Abuse guest lecture Dr. David Clemons	“How DSM Categorizes...” (slides on Canvas) Barnhill: Ch 6 (6.1-6.3) “How DSM Categorizes...” (slides on Canvas) Barnhill: Ch 16 (16.1-16.4)
*Oct 25	Posttraumatic Stress Disorder (PTSD)	<b>Herman Intro &amp; Ch. 1-3</b>
Nov 1	PTSD  Personality disorders	“How DSM Categorizes...” (slides on Canvas) Brewin & Holmes “Psychological Theories...” Barnhill: Ch 7 (7.3-7.5) “How DSM Categorizes...” (slides on Canvas) Barnhill: Ch 18 (18.1-18.2)
Nov 8	Eating Disorders guest lecture Dr. Vanessa Scaringi	DSM-5 summary page on Canvas Barnhill: Ch 10 (10.3-10.4)
*Nov 15	Personality Disorders	Barnhill: Ch 18 (18.3-18.10) <b>Brown: “A Feminist...”</b> (read closely) <b>Wachtel: “Cyclical Processes...”</b> (read closely)
Nov 22	Thanksgiving Break	NO CLASS
Nov 29	Exam 2 (In Class)	

\*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 of the quizzes that I administer will count toward your grade in the course. **Boldfaced readings will be particularly important for the quizzes as well as for class discussions.**