Psychopathology
EDP383C (Unique #10770), Fall, 2017

PROFESSOR: Stephanie S. Rude, Ph.D.
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OFFICE HOURS:
Thursdays 3:45 to 5pm, by appointment. Email me at the above number to request a time. If this timeframe does not work for you feel free to email for an alternative appointment time.

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. Petrovich, A. & Garcia, B. (2016). Strengthening the DSM: Incorporating Resilence and Cultural Competence. NY,
NY: Springer Publishing Company.
4. Young, Jeffrey: Cognitive Therapy of Personality Disorders: A Schema-Focused Approach
5. 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.
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. Develop a nuanced understanding and sensitivity to the potential for de-humanization, social injustice, bias, and other
    harms that diagnostic systems may perpetuate.

COURSE STRUCTURE:

In this course I will use a structure that is highly interactive. While I will do some lecturing and will guide class activities, your role will not be passive. You will be encouraged to engage actively and critically with the material at all times, and to take responsibility for ensuring that you understand material from readings and lectures. Discussion will be an important component of each class. We will use discussion to harvest and discover meanings and implications of the readings and we will engage with each other respectfully and with as much openness and curiosity as we can muster.

I will be incorporating a distance component into the course. During two regular class sessions I will not be physically present in class but will participate using videoconferencing. On each of these two days (specified on the class syllabus below) we will devote part of class time to a guest speaker (with me listening in) and the remaining time to a remote lecture with discussion, delivered by me (Dr. Rude). Whenever I am not physically present in class, a student helper will be present and able to address any technological glitches and/or questions that may arise. I am confident that we will be able to maintain the high quality of engagement with the material and open, reflective discussion with each other during out distance classes. I will also not be in the room during our two exams but will be available remotely should any questions arise. Exams will take place in one of the computer labs in the building (see class schedule) and will be proctored by a TA, who will be in contact with me by phone and/or text throughout the exam period. The TA will be able to reach me with any questions or concerns you may have.

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 (25% of grade).

2. Exam 1 (In class): Essay questions (mostly short answers) covering material up to Oct 12 (30% of grade).

3. Exam 2 (In class): Essay questions (mostly short answers) covering material from prior exam up to Dec 7 (30% of grade).

4. Three take-home diagnostic homework 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: Nov 9, Nov 20, and Dec 8 (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
IMPORTANT: Reading guidelines and other information to help you prepare for class each week is available on CANVAS. Be sure to reference this information BEFORE you begin preparing for each class meeting. As a general rule, I want you to read assigned articles very thoughtfully and with the intention of discussing them in class. The DSM is primarily a reference book and so I want you to feel familiar with the organization and read the chapters somewhat selectively; that is, you will read parts very closely and others not. The important thing will be to develop a sense of the way each chapter is organized and the key features of particular disorders that will be our focus. In this regard, powerpoint slides that I post on the disorders will be helpful in orienting you to what I consider key features and important points.

Class Schedule

	Topic	Reading
August 31	INTRODUCTION	
September 7	HISTORICAL PERSPECTIVES: BENEFITS & DANGERS OF DIAGNOSTIC SYSTEMS	Schoch: "A Conversation with Kaiping Peng" Turk & Salovey: "Clinical Information-Processing.." Lilienfeld:,Ch. 2: Rosenhan essay (not responsible for Spitzer rebuttal) Lilienfeld: Ch. 4: Kaplan essay (not rebuttal) DSM-5: Preface, Intro, & Use of Manual (overview/skim) OPTIONAL: Changes from DSM-IV-TR to DSM-5
September 14	CULTURE & USE OF THE DSM-5	Waters: "The Americanization…" Francis: Diagnosing the DSM Petrovich & Garcia (P & G): Ch. 1-2 (focus on Ch. 1) DSM-5: 'Cultural Formulations' (p. 749; overview/familiarize)
September 21	ANXIETY DISORDERS	"How DSM Categorizes Anxiety" (slides/notes on Canvas) DSM-5: Anxiety Disorders Ch. (see reading instrs on Canvas) 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" Moses & Barlow: "A New Unified Treatment…"
September 28	DEPRESSIVE DISORDERS	"How DSM Categorizes Depression" (slides/notes on Canvas) DSM-5: Depressive Disorders Ch (see reading instrs on Canvas) Barnhill: Ch. 4 (4.1-4.7) and Ch. 3 (3.1-3.5) Petrovich & Garcia: Ch. 3 for REFERENCE: Nemeroff: "The Neurobiology of Depression

Oct 5   BIPOLAR DISORDERS   "How DSM Categorizes Bipolar" (slides/notes on Canvas)
      Dr. Rude - distance unit; (1st hr) DSM-5: Bipolar Disorders Ch (see reading instrs on Canvas)
      ALCOHOL USE DISORDER   "How DSM Categorizes Substance.." (slides/notes on Canvas)
      GUEST: DR. DAVID CLEMONS(2nd hr) DSM-5: Substance Related Ch (see reading instrs on Canvas)
      Dr. Rude –exam preparation (3rd hr) Barnhill: Ch. 16 (18.1-18.5)

October 12 1st EXAM (IN CLASS)

October 19 POSTTRAUMATIC STRESS DISORDER Herman Intro & Ch. 1-3

October 26 POSTTRAUMATIC STRESS DISORDER "How DSM Categorizes PTSD" (slides/notes on Canvas)
                  DSM-5: Trauma Disorders Ch (see reading instrs on Canvas)
Students to practice dx   Barnhill: Ch. 7 (7.1-7.5)
Bring DSM   Foa & Kozaks

November 2 PERSONALITY DISORDERS   "How DSM Categorizes Personality.." (slides/notes on Canvas)
Students to practice dx   DSM-5: Personality Disorders Ch (see reading instrs on Canvas)
Bring DSM   Barnhill: Ch. 18 (Ch. 18.1-18.10)

November 9 PERSONALITY DISORDERS   L.S. Brown: "A Feminist Critique…"
Students to practice dx   Young: Cognitive Therapy for Personality Disorders
Bring DSM   Wachtel: "Cyclical Processes…"
   1st Diagnostic HW Due   DSM "Alternative…" on P. 761

November 16 OBSESSIVE-COMPULSIVE DISORDERS "How DSM Categorizes OCD.." (slides/notes on Canvas)
      (Dr. Rude - distance unit; 1st hr) DSM-5: Obs-Compulsive Ch (see reading instrs on Canvas)
      NEURODEVELOPMENTAL DISORDERS DSM-5: Neurodevelopmental Ch (see reading instrs on Canvas)
      Guest speaker: Dr. Nussbaum   Barnhill: Ch. 1 (1.1-1.5)
                  P&G Ch. 6

   2nd Diagnostic HW Due Nov 20 (not a class day)

November 23 THANKSGIVING

November 30 SCHIZOPHRENIA   "How DSM Categorizes Schizophrenia (slides/notes on Canvas)
                  DSM-5: Schizophrenic Spectrum Disorders chapter
Students to practice dx   P & G: Ch 8
Bring DSM   Ely: "The Compassionate Therapist"
                  Barnhill: Ch. 2 (2.1- 2.7)

December 7 2ND EXAM (IN CLASS)

   3rd Diagnostic HW Due Dec 8