Psychology 3340

## Psychopathology

Spring 2014

Tuesday/Thursday 11:20-12:35

CSI 204

Instructors: Carolyn B. Becker, Ph.D.

Office/Phone: Becker CSI 225, 999-8326

Email: [Cbecker@trinity.edu](mailto:Cbecker@trinity.edu)

Office Hours: Monday 10:00 to noon; Wednesday 2:00-4:00.Also, by appointment or inquire by open door.\*

\* *I am generally here most days with my door open (or cracked if I am trying to keep my office warm from cold hallway air). You are always welcome to stop by my open door to set up an appointment or see if I am free to meet with you right then.*

##### IT IS RECOMMENDED THAT YOU READ THE ENTIRE SYLLABUS CAREFULLY

# Course Description

This course is designed to provide students with an in-depth examination of the major forms of psychopathology. Because the nature of psychopathology is not agreed upon, this course presents different approaches to understanding and conceptualizing psychopathology. Relevant psychological theories and research, along with cultural perspectives, regarding the phenomenology and causes of psychological disorders will be included. You also will study, in detail, the major psychological disorders. The goal is for each student to formulate his/her own thoughts regarding the nature of psychopathology. Since the course does not include a “traditional” textbook, an overarching goal for each student will be to incorporate varying perspectives from the different course readings. The purpose here is to improve your ability to assess different perspectives and make sense of these. You should be prepared to work hard in this course. Because I believe that one goal of a liberal arts education is to improve your reading skills, the reading load is high and difficult. I also expect, however, that we will have fun in the class. You can expect to have a good foundation in psychopathology by the end of the course and to have improved your general reading and writing skills.

Required Text

Note: The reading load in this class varies considerably from class to class. Some days it is light and some days it is quite heavy. Please look ahead and plan for heavy reading days. This will make your life easier and you will come to class better prepared.

Castonguay, L.G. & Oltmanns, T. F. (Eds) (2013). *Psychopathology: From Science to Clinical Practice.* New York, NY: Guilford Press.

Oltmanns et al. (2012) *Case Studies in Abnormal Psychology, 9th Edition.* Hoboken, NJ: John Wiley & Sons, Inc.

Additional Readings are available via TLEARN.

### Course Requirements (Neuroscience Majors see \*\*\* below for additional requirements for Neuroscience Major Credit)

15% First Exam – Short answer and essay. It is considered acceptable to study with other students for the exam and to talk with students who have previously taken this class in order to develop an understanding of what to expect. I collect exams after each test and my policy is that prior exams may **not** be used in studying for a test. Use of an earlier test is a violation of academic integrity and the honor code. As a reminder, student organizations are no longer allowed to maintain old test files. To do so is a violation of the honor code and academic integrity. In addition – you are not allowed to use your phones during exams. This means no texting and no answering your phones during exam time.

20% Second Exam – Short answer and essay. Exam 1 study policy applies to this exam.

25% Cumulative Final Exam - Short answer and Essay. Exam 1 study policy applies to this exam. I give a cumulative final because it encourages you to pull together what you learned in the course and really make sense of the material. Also – learning to distill large bodies of information is a good skill to take with you after college – whether you continue on in graduate school or move into the workforce.

30% Short papers – This portion of the course is designed to help you critically think about the material covered in the readings and to facilitate critical thinking in class. Also, the only way to get better at writing is to write.

You are required to turn in 2 short papers discussing the topic covered in the readings. The first paper is worth 10% and the second is worth 20%. You will write two papers so that you can take feedback from the first paper and use it to write your second paper. Also, many of the readings in this course are quite difficult and the papers are included to help you work through the readings.

At the beginning of the course, each of you will sign up for two different topics (ideally ones that particularly interest you) and will be responsible for handing in your papers during class. This is a critical position paper, thus you should take a position in your paper (unless you have another creative appropriate idea that relies on the readings in a meaningful way). In other words, do *not*simply summarize the reading, but rather make an argument based on the material provided and any other material that you choose to use in your paper.

A summary paper will not earn anything better than a C grade. There is significant controversy in the field of psychopathology – even more these days with the release of DSM-V. As such, you should feel free to adopt a position even if you think others might disagree. Papers should be long enough to adequately discuss the class readings in some detail; typically they will range from 6-9 pages, double spaced, 12 pt Times New Roman font with one inch margins not including reference page. Longer is not necessarily better – you will be graded on the content of your paper and the degree to which you can articulate and defend a point of view using material from the class readings. This paper does need to be anchored in the literature – in many cases you will be able to exclusively rely on the class readings as your main sources. You can, however, also use supplemental readings. You also will be graded on the quality of your writing. You will receive a letter grade for your paper.

Most topics contain multiple readings. Papers should attempt to incorporate the different perspectives presented in the different readings. However, if you have a good idea that is based on a single reading, that is okay. You must meaningfully use at least one reading from your assigned day. Also, you may use readings from earlier classes as long as at least one reading from your assigned day is incorporated into your paper. Most students find it very helpful to use material from early in the class when writing papers later in the course.

Group efforts – you are welcome to discuss the readings with other members of the class before writing your paper. In addition, if two people who are scheduled for the same day wish to write a paper together, this is also acceptable. If you choose to write a paper with another person, you must clear this with me in advance. You may not write a paper with more than one other person and you may only write one paired paper. Writing with other people can be a great experience and you are encouraged to try this out with one paper.

If you do not turn in a paper on a scheduled day in or before class, you will receive a minimum of one full letter grade reduction for that paper for every day that it is late. A paper will be counted one day late if you hand it in on the day it was due but after class has ended. In other words, if you hand in the paper the evening of class, your grade will be reduced by a minimum of one full letter grade. If you hand it in the next day it will be reduced by a minimum of two full letter grades. **In addition, you must request permission to hand a paper in late. I reserve the right to not accept papers that are handed in late.**

**CITATIONS –** You are expected to cite appropriately in your paper using APA style. If you do not know APA style, please see me or sign out a copy of the APA manual from the psychology office. You may also consult the Castonguay and Oltmanns text for examples. Several points regarding citations are very important for you to keep in mind: 1. You **must** cite appropriately from the course texts when you use material from those sources. Also, it is **NOT** sufficient to simply cite when you quote. You **must cite content** as well as exact wording. Remember – the goal of citing is to tell your reader when you are using content and/or words from another source. 2. Citing once at the end of a paragraph is not adequate. Please review articles or chapters in this course to familiarize yourself with standards of citing in psychology. Also, consult the APA manual.

**Citation hint –** When citing an edited volume such as the Castonguay and Oltmanns text – **you cite the chapter authors** not the text editors.

Please remember that failure to cite content appropriately constitutes plagiarism. Failure to quote and cite when you are using the wording of another person also constitutes plagiarism. Having said that, I encourage you to take the time to make sure you understand the content of what you read and to then put it into your ***own*** words (simply shifting a few words is not sufficient – if you do that and fail to quote, that is plagiarism). Quote only when you must. Over-reliance on the words of another person is considered lazy writing in psychology. Use content from what you read and then **cite** that content. If you absolutely have to use the same wording as the person you are citing…then quote and cite.

10% Class Participation – There is no specific attendance requirement for this. Keep in mind, however, that 10% of your grade comes from class participation. In addition it will be extremely difficult for you to do well in this class if you miss days. Class participation goes beyond simply showing up for class. Just because you are present, does not mean you are participating. It means active involvement in class discussions and active participation in group activities – this grade is not an easy A. The rationale for class participation is as follows. A liberal arts education includes learning to communicate – and that includes both written and oral communication. Participating in class is a way to improve your oral communication – which is why it is required. If you find participating anxiety provoking – then this is a good forum for starting to overcome that anxiety.

* Movie: Finally, you are required to view a movie as part of class. This semester, I will have a showing of the movie – Girl Interrupted - from 2:30-5pm on Friday January 17th likely in CSI 4448 (room still being booked). Alternatively, you can stream the movie (e.g., free from Amazon if you have Amazon prime). The purpose of the movie is to help anchor some of the more conceptual material that we will examine early in the class. Basically – the movie will make it easier for you to think about this material and have fun with it. Content of the movie may also be used in exams for essay questions. Thus, while it is not essential to take detailed notes during the movie – you will want to see it and pay attention. If you choose to watch the movie on your own – you must submit 4 typewritten questions linking the movie to the first readings in the class by Szasz so I have evidence you watched the movie.
* Neuroscience Lecture – ALL students are also expected to attend a lecture by Dr. Walss-Bass on the genetic basis of Schizophrenia. We will video tape the lecture for those students who have an excused absence. I will be taking attendance.

\*\*\* Neuroscience Majors

If you have enrolled in this course with the intention of receiving credit in the neuroscience major, you are required to write your two papers taking a neuroscience perspective. A number of days are \*\* as having reading assignments appropriate for this purpose or \*\*\* as having supplemental reading assignments that you can use. In either of these cases you can just follow the general assignment rules making sure you use the neuro-related papers. If you choose to write on a day that is not \*\* or \*\*\*, then you must identify two neuroscience readings on that topic and still use at least one of the assigned readings for that day in writing your paper. All self-selected neuroscience readings will have to be approved by me before you write your paper, so this means you will have to get started a bit early on this project should you pick a non\*\* or \*\*\* day. You should note that sometimes the Castonguay and Oltmanns text has neuroscience discussion in the chapters for specific disorders. Although you can use this as a supplement in writing your paper and also as a way of finding some relevant papers, you must have additional neuroscience papers that I have either flagged or that you find and get approved by me.

**Please note that all students who want neuro credit for this course must declare this intention at the start of the semester. To do you will need to fill out a duplicate form, have me sign both copies (I will keep a copy), and then turn the remaining copy in to Dr. Roberts. You can obtain the duplicate copy form from me or Dr. Roberts. You must turn in this form within the first two weeks of class or before your first paper – whichever occurs first. Note that in order to actually receive credit in the neuroscience major, you must satisfactorily complete the assignments.**

Here is the boring though important exam policies paragraph:

*It is your responsibility to take all exams on the date and time scheduled. Make-up examinations will only be given in very rare circumstances such as a serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you MUST notify me prior to the exam. I have both voice-mail and email and am quite easy to reach. In this age of technology there really is no good reason for failing to notify me. Make-ups will only be given if I have been notified prior to the exam and can verify your reason for missing the exam. All missed exams not meeting the criteria for a make-up will be given a grade of F. If you show up late for an exam I reserve the right to only allow you the remaining class time to complete the exam. If you show up after the exam period because you “overslept” I reserve the right to not give you the exam and to award you a grade of F for the exam. It is your responsibility to get to the exam at the scheduled time.*

Academic Integrity

“All students are covered by the Trinity University Honor Code that prohibits dishonesty in academic work.

The Code asserts that the academic community is based on honesty and trust, and defines specific violations as well as the procedure to determine if a violation has occurred.  The Code also covers the process of hearings for alleged violations and the various sanctions applied for specific violations.  The Code also provides for an appeal process.

The Code is implemented by the Academic Honor Council.  Under the Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council.  It is the task of the Council to collect the pertinent evidence, adjudicate, and assign a sanction within certain guidelines if a violation has been verified.

Students who are under the Honor Code are required to pledge all written work that is submitted for a grade:  “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature.  The pledge may be abbreviated “pledged” with a signature.

The specifics of the Honor Code, its underlying philosophy, and the norms for sanctioning can all be found on the Academic Honor Council website, accessed through the Trinity Homepage.” *Trinity University Academic Honor Code Committee*

<http://www.trinity.edu/departments/academic_affairs/honor_code/>

Course Schedule

The following is a tentative schedule. If we need to modify this as we go along – we will do so.

Please read all readings prior to class. Also, please bring to class copies of the readings scheduled for that day. There will be days when you will want to use materials for class exercises.

Date Topic Readings

1/16 Introduction to Course, Defining

Abnormality, and History. Start getting ahead on the readings for next week – there is a lot!!

1/17 Showing of movie – 2:30-5 pm.

1/21 Models of Psychopathology 1) TLEARNTwo articles by Szasz

1. TLEARNWakefield (1992). The concept of mental disorder: On the boundary between biological facts & social values. American Psychologist.

1/23 \*\*\*Models of Psychopathology 1) TLEARNCastillo, Culture and Mental

Illness: A Client Centered Approach

2) TLEARN Lilienfeld & Marino (1995). Mental disorder as a roschian concept: A critique of Wakefield’s “harmful dysfunction” analysis. Journal of Abnormal Psychology.

3) NY Times Article - Watters

1/28 \*\*\*Stress Diathesis and Differential

Susceptibility, Start Psychodynamic

Perspective 1) TLEARN Zuckerman (1999) Vulnerability to

Psychopathology: A Biosocial Model. (Diathesis Stress Models)

2) TLEARN Belsky & Pluess (2009) Beyond Diathesis Stress:

Differential Susceptibility to Environmental Influences **\*\***

1. TLEARN Lothane (2006). Freud’s legacy – is it still with us?

1/30 Finish Psychodynamic Perspective, Cognitive

Behavioral Perspectives 1) TLEARN Bornstein (2001). The impending death of psychoanalysis. Psychoanalytic Psychology.

1. TLEARN Craighead, Craighead, Kazdin & Mahoney (1994), Cognitive & Behavioral Interventions An empirical approach to mental health problems.  Boston:  Allyn and Bacon.
2. TLEARNMogg, Stopa, & Bradley (2001)From the Conscious into the Unconscious:' What Can Cognitive Theories of psychopathology Learn From Freudian Theory?Psychological Inquiry

**THIS DAY IS ROUGH IN TERMS OF READINGS**

**DO NOT LEAVE THE BIOLOGICAL PERSPECTIVE TO THE LAST MINUTE!!!**

2/4 \*\*\*Biological Perspective

1. TLEARN Stahl. (2008). Psychiatric Genetics. \*\*
2. TLEARN Stahl (2008). Signal Transduction and the Chemically Addressed Nervous System. \*\*
3. TLEARN Deacon (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research. \*\*

4) TLEARN – watch very short A Tale of Two Mice video

5) TLEARN Optional - For students who find the biological readings difficult, you may find it helpful to first read the optional Gitlin chapter and then move on to the 2 Stahl chapters.

2/6 & 2/11 Finish Biological Perspective / Diagnosis & Diagnostic Exercise

1) TLEARN Widiger & Samuel (2005). Diagnostic Categories or Dimension? A question for the DSM-5. Journal of Abnormal Psychology.

2/13 Finish Diagnosis – DSM or RDOC

Race and Ethnicity 1) Insel, 2013 Directors Blog and Kupfer, 2013 response

2) TLEARN Li et al. Impact of Race and Ethnicity (2012).

2/18 EXAM I

2/20 \*\*\*Begin Anxiety Disorders 1) Castonguay & Oltmanns **Text** – Chapter 4: Teachman et al.

Panic Disorder & Phobias Panic Disorder and Phobias (p. 88-142)

1. Oltmanns **Text** - Panic Case

\*\*\* Additional Neuroscience paper reading: TLEARN:

Yevtushenko et al. (2010). Early response to selective

serotonin reuptake inhibitors in panic disorder is associated

with a functional 5-HT1A receptor gene polymorphism.

2/25 \*\*\*Obsessive Compulsive Disorder & GAD 1) Castonguay & Oltmanns **Text** – Chapter 5: Abramowitz &

Siqueland. OCD (p143-171).

2) Castonguay & Oltmanns **Text** – Chapter 3: Newman et al.

GAD (p 62-88).

3) Oltmanns **Text** – OCD case

\*\*\* Additional Neuroscience paper reading: TLEARN: Nakao et al. (2009). Working memory dysfunction in obsessive-compulsive disorder: A neuropsychological and functional MRI study.

AND

\*\*\*TLEARN Bennett et al. (2010). Correlates of interspecies perspective taking in the post-mortem Atlantic salmon: An argument for proper multiple comparisons correction

AND

\*\*\* TLEARN Feusner et al. (2013). White matter microstructure in body dysmorphic disorder and its clinical correlates.

2/27-3/4 \*\*\*Posttraumatic Stress Disorder 1) Castonguay & Oltmanns **Text** – Chapter 6: Bryant & Keane.

PTSD (p. 172-197).

2) Oltmanns **Text** – PTSD case

3) TLEARN: Three military newspaper PTSD articles

\*\*\* Additional Neuroscience paper reading: TLEARN:

CeCarolis and Eisch (2010) Hippocampal neurogenesis as a target for the treatment of mental illness: A critical evaluation

3/6 \*\*\*Mood Disorders: Depressive Disorders 1) TLEARN Feliciano et al. (2012) Mood

disorders: Depressive disorders

1. Oltmanns **Text** – Major depressive Disorder
2. TLEARN Wakefield (2013): The DSM-5 debate over the bereavement exclusion: Psychiatric diagnosis and the future of empirically supported treatment

\*\*\* Additional Neuroscience paper reading: TLEARN: Benet et al. (2010), 5-HTTLPR moderates the effect of relational peer-victimization on depressive symptoms in adolescent girls.

AND

\*\*\*TLEARN Pryce and Klaus (2013). Translating the evidence for gene association with depression into mouse models of depression-relevant behaviour: Current limitations and future potential.

3/11 – 3/13 Spring Break

3/18 Mood Disorders: Bipolar Disorders 1) Castonguay & Oltmanns **Text** - Chapter 10: Johnson et al.

Bipolar disorder (319-343)

1. Oltmanns **Text** –Bipolar disorder

\*\*\*Additional Neuroscience paper reading: TLEARN: Garrett & Chang (2008): The role of the amygdala in bipolar disorder development.

3/20 Somatic Symptom & 1) TLEARN – Noyes et al. (2008). Reconceptualization of the

Related Disorders somatoform disorders

2) Oltmanns **Text** – Somatization Case

3) TLEARN Dimsdale & Creed (2009): The proposed diagnosis

of somatic symptom disorders in DSM-V to replace somatoform disorders in DSM-IV—a preliminary report

1. TLEARN Sykes (2012): Somatoform Disorder and the DSM-V Workgroup’s Interim Proposals: Two Central Issues
2. TLEARN Stone et al. (2010): Issues for DSM-5: Conversion Disorder

3/25 EXAM II

3/27 CLASS CANCELLED

4/1 Eating Disorders 1) Castonguay & Oltmanns **Text** - Chapter 7: Glasofer et al.

Eating disorders **(p.198 - top of p.211).**

1. Oltmanns **Text** – Anorexia nervosa case
2. Oltmanns **Text** – Bulimia nervosa case

\*\*\* Additional Neuroscience paper reading: TLEARN: Favaro (2013): Brain development and neurocircuit modeling are the interface between genetic/environmental risk factors and eating disorders.

4/3-4/8 \*\*\*Schizophrenia 1) Castonguay & Oltmanns **Text** – Chapters11 and 12:

(344-392)

2) Oltmanns **Text** – Schizophrenia case

3) TLEARN Shapiro et al. (2011): Schizophrenia

\*\*\* Additional Neuroscience paper reading: TLEARN: Ebdrup et

al. (2010) Hippocampal and caudate volume reductions in

antipsychotic-naïve first-episode schizophrenia

AND

\*\*\* TLEARN Walker et al. (2010): Neurodevelopment and Schizophrenia: Broadening the Focus

AND

\*\*\* TLEARN Need et al. (2009) Genome-wide investigation of

SNPs and CNVs in Schizophrenia

**4/11 (FRIDAY) Schizophrenia Lecture by Dr. Walss-Bass 12:30 – 1:20**

4/10-4/15 Substance Use Disorders 1) Castonguay & Oltmanns **Text** - Chapter 8: Pihl & Stuart

Substance use disorders (p. 241-274)

2) Oltmanns **Text** – Alcohol Dependence

4/17 No Class

4/22 Dissociative Disorders 1) **TLEARN Boysen & VanBergen (2013). A review of published research on adult DID 2000-2010 - \*\*\* READ FIRST**

1. TLEARN Sar et al. (2013) Reaction to Boysen & VanBergen
2. TLEARN Brand et al. 2013 with Boysen & VanBergen 2013 – reaction and response.
3. TLEARN Boysen & Vanbergen (2014). Simulation of multiple personalities: A review of research comparing diagnosed and simulated DID

4/24 Personality Disorders 1) Castonguay & Oltmanns **Text** - Chapter 9: Magnavita et al.

Personality disorders (p. 275-318).

1. Oltmanns **Text** – Antisocial personality disorder
2. Oltmanns **Text** – Paranoid personality disorder

4/29 Borderline Personality Disorder 1) Oltmanns **Text** – Borderline personality disorder

2) TLEARN Gunderson et al. (2011): Ten-year course of

Borderline personality disorder: Psychopathology and function from the collaborative longitudinal personality disorders study

5/1 Autism 1) Oltmanns **Text** – Autistic Disorder

2) TLEARN Wing et al. (2011): Autism spectrum disorders in

the DSM-V: Better or worse than the DSM-IV?

3) TLEARN Klin et al. (2009): Two-year-olds with autism orient

to non-social contingencies rather than biological motion \*\*

5/13 Tuesday CUMULATIVE FINAL – 8:30-11:30