

PSYC-228: Clinical Psychology

AMHERST COLLEGE—FALL 2023
 PROF. JULIA MCQUADE: JMCQUADE@AMHERST.EDU
 CLASS MEETING: TU & TH 10:00-11:20AM SCIENCE CENTER E108

Office Drop-in Hours

Just show up!

SCCE D211

Wednesday 1:30-2:30pm
 Thursday 2:30-3:30pm
 or email for another time

Keys to Success

- * Take notes using the posted lecture slides
- * Review your notes after every class
- * Read assigned articles carefully the day before class
- * Ask questions often (they are expected and welcomed)
- * Come to office hours to say hi, chat, and ask questions.
- * Study for exams one week in advance.
- * Communicate if you are struggling (I want to support you!)
- * Seek out mental health supports if content arouses concerns (see moodle for tips)
- * Eat cake, pet dogs, and go outside often

About this Course

This course will expose students to many of the psychological disorders of the Diagnostic and Statistical Manual of Mental Disorders, such as mood, anxiety, schizophrenia spectrum, trauma-related, dissociative, eating, disruptive, and addictive disorders. Based on a review of contemporary research findings, lectures and discussion will focus on the most relevant approaches for understanding, diagnosing, and treating psychological disorders. The biopsychosocial model will serve as a basis for explaining the etiology of psychological disorders. Students will read and critique empirical research articles investigating the presentation, causes, and treatment of psychological disorders and will use clinical case examples to apply course content.

NOTE: This course was formally listed as Abnormal Psychology

In accordance with major requirements, students must have taken PSYC 100 or to have placed out of PSYC 100.



Course Goals (what you get out of it)

1. Be able to identify the diagnostic features of DSM-5 psychological disorders covered in this course
2. Increase your understanding of the biological, psychological, and social factors that underlie the expression of the psychological disorders and the empirical research that informs this knowledge
3. Increase your familiarity with clinical intervention approaches and the scientific status of these approaches
4. Improve your ability to read and write about clinical psychology research
5. Expand your empathy for the impact that psychological disorders have on individuals and the stigma associated with these disorders



Assignment Due Dates

*Before each class:

- ⇒ Read assigned article
- ⇒ Answer reading prep Qs

Additional Assignments:

Exam 1

- ⇒ Tu Feb 13, in class

Exam 2

- ⇒ Tu Mar 5, in class

Unquiet Mind Assignment

- ⇒ Wed, Mar 13, 11:59pm

Exam 3

- ⇒ Th Apr 4, in class

Article Summary

- ⇒ Th Apr 11, 11:59pm

Article Revision

- ⇒ Fr Apr 26 11:59pm

Exam 4

- ⇒ Tu May 7, in class

Literature Review

- ⇒ Mon, May 13 11:59pm

Assignment Overview (read carefully)

Readings: For most topics, you will be asked to carefully read a published clinical psychology article, which we will discuss in detail in class. The purpose of reading these articles is to improve your ability to read, critique, and apply clinical research. In addition, for most topics a link to a background summary of current research from the open source Noba Project will be posted (Nobaproject.com). This reading is optional and serves as an additional resource for topics covered.

Reading Prep Questions (5%): Prior to class meetings when articles are discussed, you will be asked to answer 3-5 reading prep questions on moodle. Questions are designed to help you focus on key information and prepare you for an in-depth class discussion. Graded based on completion; you may miss once without penalty, due by 11:25am the day of class.

Participation (5%): All students are expected to participate in class. You will earn full credit for participation in each class meeting if you 1) attend; 2) demonstrate active engagement (participate in class activities, interact with peers, etc.); and 3) share your ideas or ask/answer questions. You can miss 2 class meetings for excused absences without a negative effect on your participation grade. You may supplement your participation grade by emailing me relevant articles from the media, questions, or comments from class or by coming to student drop-in hours to discuss content.

Exams (55%): There are four non-cumulative in-class exams, designed to ask you to apply and critically think about learned content. Exams consist of a series of short answer questions which should be answered based on what you have learned from lectures and read in assigned articles. Exams are open note but they are also timed (1 hr 20 min); thus, it is important that you are well-prepared. See moodle for detailed instructions.

Unquiet Mind Assignment (10%): The purpose of this assignment is to give you experience with the clinical side of this discipline by engaging in the diagnostic process using the DSM-5 criteria. You will be asked to read the memoir *An Unquiet Mind*, by Kay R. Jameson, which discusses the author's experiences with bipolar disorder. You will be asked to provide a justification for her diagnosis using the DSM-5 criteria and to reflect on this diagnostic process. We will also discuss the book in detail in class. See moodle for detailed instructions.

Literature Review (25%): The purpose of this assignment is to give you experience with the research side of the discipline and to improve your scientific reading and writing skills. You will choose a topic that interests you. In class, we will discuss effective writing and how to identify articles on your topic. You will first submit article summaries (5%) and receive feedback on your writing. Your final literature review (20%) will then summarize 5 articles, provide interpretations of what is

Academic Honesty Guidelines

Assessments:

- ⇒ Must be completed independently without consultation from others. Open note.

Other assignments:

- ⇒ Must be written by you in your own words

Course Materials

On Moodle:

- Lecture slides
- Articles and documentary link
- Reading prep questions
- Short Answer Exams
- Assignment instructions
- Psych Resources

Reserve Science Library

- DSM-5
- APA publication manual

Memoir

Jamison, K. R. (1995). *An unquiet mind*. Vintage Books, New York, NY.
ISBN:0679763309



Course Policies

Honor Code: I expect all students to uphold the expectations for academic honesty and integrity at Amherst College. I take academic dishonesty (including plagiarism and cheating) very seriously and encourage you to become familiar with Amherst's policy.

Artificial Intelligence Use: Student's intellectual development is a central goal of this course. As such, the use of GenAI tools (e.g., ChatGPT, Dall-E 2) for assignments or other course activities is strictly prohibited. Students are expected to complete all assignments without any assistance from Gen AI. The Writing Center is available for assistance with writing and the Strategic Learning Center is available for assistance with preparation for assessments.

Extensions: I understand that unexpected challenges can arise during a semester. If you need an extension on an assignment you should contact your class dean to discuss the challenges you are having and to identify the supports that could be put in place. I will only offer extensions and accept late work with support from the dean.

Academic accommodations: If you are a person with academic accommodations, please come and meet with me within the first two weeks of class to discuss your accommodations and please make appropriate arrangements with the Dean of Students Office.

The Personal Side of Clinical Psych

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. Although it can be tempting to share your own experiences in class, I strongly discourage you from making personal self-disclosures. This is not a confidential space and other students may not know how to respond in a sensitive manner. If you have thoughts or questions that stem from your own experiences, please share them in a more general way. Also, please remember that psychological processes are complex and that a person's individual experience may not necessarily reflect general trends.

Please also be aware that this course can be emotionally difficult for some students and will cover topics that can be triggering (e.g. abuse, trauma, suicide). Before taking this course, please reflect on your own mental health and whether you are prepared (and want) to engage in these topics. There are also resource links on moodle if content brings up personal concerns for you.

Diversity and Inclusion

It is my explicit goal to create an environment where each of you feel valued and are supported in your learning. I acknowledge that each of you comes into this course with your own identity, history, and personal experiences that will influence how you learn. I also acknowledge that the systems within academia inherently make some students feel less welcomed, empowered, and seen. I am committed to do all that I can as your professor to overcome these barriers.

In addition, I am constantly working to revise this course to make sure that multiple identities are represented and that we attend to the roles of culture, identity, and social structures in the manifestation of psychological disorders.

Week of	Tuesday	Thursday	Assignments
Jan 29	Intro and Welcome DISCUSS: Borelli, 2008	Defining Psychological Disorders DISCUSS: Szasz, 1960	
Feb 5	Assessment and Diagnosis DISCUSS: Rosenhan, 1973	Research Methods READ: Cherry, 2020	
Feb 12	Exam 1	Biopsychosocial Model I: Substance Use Disorder Example	
Feb 19	Biopsychosocial Model II: Substance Use Disorder Example DISCUSS: Costello, et al., 2010	Anxiety Disorders I DISCUSS: Schmidt et al., 2006	
Feb 26	Anxiety Disorders II DISCUSS: Salkovskis et al., 1997	Anxiety Disorders III DISCUSS: Freedman, 2010	Start Reading Unquiet Mind!
Mar 4	Exam 2	Mood Disorders I DISCUSS: Kaufman et al. 2004	
Mar 11	Mood Disorders II DISCUSS: Naeem et al., 2011	Bipolar Disorder DISCUSS: Unquiet Mind	DUE: Wed, Mar 13, 11:59pm Unquiet Mind Assignment
Mar 18	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>	
Mar 25	Borderline Personality Disorder I DISCUSS: Stiglamayer et al., 2005	Eating Disorders I DISCUSS: : <i>Thin</i> documentary	
Apr 1	Eating Disorders II DISCUSS: Lock et al., 2010	Exam 3	
Apr 8	Literature Review and PsycInfo DISCUSS: Marks et al., 2020	No Class (Complete Article Summary)	DUE: Thu, Apr 11, 11:59pm Article Summary

Week of	Tuesday	Thursday	Assignments
Apr 15	<i>BREAK</i>	Dissociative Identity Disorder DISCUSS: Kong et al., 2008	
Apr 22	Schizophrenia I	Schizophrenia II DISCUSS: López et al., 2024	DUE: Fri, Apr 26, 11:59pm Article Revision
Apr 29	Disruptive Disorders I: Antisocial Personality & Conduct Disorder DISCUSS: Ishikawa et al., 2001	Disruptive Disorders II: ADHD DISCUSS: Morgan et al., 2013	
May 6	Exam 4		DUE: Mon, May 13, 11:59pm Literature Review

Final Grades

Reading Prep Questions	5%
Participation	5%
Assessment 1	10%
Assessment 2	15%
Assessment 3	15%
Assessment 4	15%
Unquiet Mind Assignment	10%
Article Revision	5%
Final Literature Review Paper	20%
TOTAL	100%

Assigned Readings

Borelli, J.L. (2008). The game with no rules: A sibling confronts mental illness. *Breaking the silence: Mental health professionals disclose their personal and family experiences of mental illness*. Oxford University Press: New York.

Szasz, T. (1960). The myth of mental illness. *American Psychologist*, *15*, 113-118.

Costello, E. J., Erkanli, A., Copeland, W., & Angold, A. (2010). Association of family income supplements in adolescence with development of psychiatric and substance use disorders in adulthood among an American Indian population. *JAMA: Journal of the American Medical Association*, *303*(19), 1954–1960. <https://doi-org.amherst.idm.oclc.org/10.1001/jama.2010.621>

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, *179*(4070), 250-258. doi:10.1126/science.179.4070.250

Schmidt, N. B., Richey, J. A., Maner, J. K., & Woolaway-Bickel, K. (2006). Differential effects of safety in extinction of anxious responding to a CO₂ challenge in patients with panic disorder. *Journal of Abnormal Psychology*, *115*(2), 341–350.

Salkovskis, P. M., Westbrook, D., Davis, J., & Jeavons, A. (1997). Effects of neutralizing on intrusive thoughts: An experiment investigating the etiology of obsessive-compulsive disorder. *Behavior Research and Therapy*, *35*(3), 211-219. doi:10.1016/S0005-7967(96)00112-X

Freedman, S. A., Hoffman, H. G., Garcia-Palacios, A., Weiss, P. L. (Tamar), Avitzour, S., & Josman, N. (2010). Prolonged exposure and virtual reality-enhanced imaginal exposure for PTSD following a terrorist bulldozer attack: A case study. *Cyberpsychology, Behavior, and Social Networking*, *13*, 95–101. doi:10.1089/cyber.2009.0271.

Kaufman, J., Yang, B., Douglas-Palumberi, H., Houshyar, S, Lipschitz, D., Krystal, J.H., & Gelernter, J. (2004). Social supports and serotonin transporter gene moderate depression in maltreated children. *PNAS*, *101* (49), 17316–17321

Naeem, F., Waheed, W., Gobbi, M., Ayub, M., & Kingdon, D. (2011). Preliminary evaluation of culturally sensitive CBT for depression in Pakistan: Findings from Developing Culturally-Sensitive CBT Project (DCCP). *Behavioural and Cognitive Psychotherapy*, *39*(2):165-173. doi:10.1017/S1352465810000822

Jamison, K. R. (1995). *An unquiet mind*. Vintage Books, New York, NY. ISBN:0679763309

Stiglmayr, C. E., Grathwol, T., Linehan, M. M., Ihorst, G., Fahrenberg, J., & Bohus, M. (2005). Aversive tension in patients with borderline personality disorder: A computer-based controlled field study. *Acta Psychiatrica Scandinavica*, *111*(5), 372–379. <https://doi-org.ezproxy.amherst.edu/10.1111/j.1600-0447.2004.00466.x>

Lock, J., Le Grange, D., Agras, W., Moye, A., Bryson, S. W., & Jo, B. (2010). Randomized clinical trial comparing family-based treatment with adolescent-focused individual therapy for adolescents with anorexia nervosa. *Archives of General Psychiatry*, *67*(10), 1025-1032. doi:10.1001/archgenpsychiatry.2010.128

Marks, R. J., De Foe, A., & Collett, J. (2020). The pursuit of wellness: Social media, body image and eating disorders. *Children and Youth Services Review*, 119. <https://doi-org.amherst.idm.oclc.org/10.1016/j.childyouth.2020.105659>

Kong, L. L., Allen, J. B., & Glisky, E. L. (2008). Interidentity memory transfer in dissociative identity disorder. *Journal of Abnormal Psychology*, 117(3), 686-692. doi:10.1037/0021-843X.117.3.68

López, S. R., Nelson Hipke, K., Polo, A. J., Jenkins, J. H., Karno, M., Vaughn, C., & Snyder, K. S. (2004). Ethnicity, expressed emotion, attributions, and course of schizophrenia: family warmth matters. *Journal of Abnormal Psychology*, 113(3), 428-439. <https://doi.org/10.1037/0021-843X.113.3.428>

Ishikawa, S. S., Raine, A., Lencz, T., Bihrl, S., & Lacasse, L. (2001). Autonomic stress reactivity and executive functions in successful and unsuccessful criminal psychopaths from the community. *Journal of Abnormal Psychology*, 110(3), 423-432. doi:10.1037/0021-843X.110.3.423

Morgan, P. L., Staff, J., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2013). Racial and ethnic disparities in ADHD diagnosis from kindergarten to eighth grade. *Pediatrics*, 132(1), 85-93. <https://doi-org.ezproxy.amherst.edu/10.1542/peds.2012-2390>