PSYX 532.01: Advanced Psychopathology

Bryan N. Cochran
University of Montana - Missoula, bryan.cochran@umontana.edu

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Syllabus – Psyx 532 – Autumn 2014

Advanced Psychopathology

Meeting Location and Time
CPC 121
Monday, Wednesday 12:10 – 1:30 pm

Instructor Information
Instructor: Bryan Cochran, Ph.D.
Office: Skaggs Bldg. 145
Email: bryan.cochran@umontana.edu
Phone: 406.243.2391
Office hours: Monday 2:30 – 4:00, Wednesday 9:00 – 10:30, or by appointment

Course Guidelines and Policies

Disability Modifications
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Incompletes
Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Pass/No Pass
For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.

Exiting Gracefully
Instructor permission is required to drop this course once the 15th day of instruction has passed.
Course Description
Psyx 532 is a graduate-level overview of adult psychopathology, encompassing etiological theories, epidemiology, and treatment approaches used with all major behavioral disorders.

Learning Outcomes
1. Students will learn about the development of the current diagnostic system, the DSM-5, and the issues that were involved in the recent revision of the manual.
2. Students will learn how to evaluate a client’s reported symptoms and how to assign DSM diagnoses.
3. Students will become familiar with both basic psychopathology and treatment outcome research.
4. Students will write extensively about key issues in psychopathology and will receive feedback on both writing content and style.
5. Students will learn about psychopathology from multiple sources: diagnostic manuals, research articles, and case studies.
6. Students will learn how to integrate diagnostic data with theory in the process of case formulation.

Grading/Evaluation
It is assumed that the best measure of your having met the objectives of this course is your ability to synthesize the material you have learned and to present your ideas to others (orally and in writing). With this in mind, evaluation of your progress will be through the following components:

45% Responses to Readings—Every two weeks, you will be asked to turn in a written response to one or more of your assigned readings. These are due by the beginning of class on Mondays (dates with an asterisk under ‘course organization’ are turn-in days for responses; seven total are required; on weeks in which Monday is a holiday, responses are due on Wednesday). Each response should directly address your reactions to assigned material over the past two weeks. An excellent response integrates ideas presented from multiple readings, theoretical perspectives learned in- or outside of this class, and your personal reactions to the material in equal measure. A good response is an in-depth reaction to one or two specific ideas presented in the readings. A poor response is an article summary or paraphrasing of the assigned material.

There is no page length requirement for your responses; however, anything two pages or less would need to be extremely concise and well organized to comprise an excellent response. I will not grade your first response due on 9/4 but will provide you with feedback that will assist in writing future responses. The remaining 6 responses will be assigned 0-7 points, totaling a possible 42 points of your final course grade (you will receive three points for handing in your response on 9/4).

15% DSM Quizzes—during the semester, there will be 3 announced quizzes to assess your comprehension and knowledge of the DSM. The format will be short-answer. Quiz dates will be scheduled in class.

25% Final Paper—the goal of this paper is to present a thorough review of one of the major topics in the field of psychopathology (e.g., exciting research areas, current controversies). As a general guideline,
construct a paper similar in length and in depth of understanding to a *Psychological Bulletin* article. Final papers should be at least 20 pages excluding title page, references, etc.. Your paper should have an abstract and should adhere to APA format. Individual meetings with me by 10/25 to establish your topic are required; provide at or before this meeting an approximately 2 page overview of your planned topic.

Examples of good paper topics are:

- Changes in the meaning of substance use disorder diagnoses with the abandonment of the abuse/dependence distinction in DSM-5
- Defining the concept of psychological disorder: Is there a possible synthesis between medical model and “harmful dysfunction” approaches?
- Somatoform disorders and the implication of a mind-body connection in current diagnostic practice
- Epidemiology of mental disorders from a cross-cultural perspective: What barriers hinder comparisons between cultures?

5% Presentation of Final Paper—in the final week of class, you will make a 20 minute presentation on the topic area of your paper.

10% Course Participation—your understanding of the material in class will be demonstrated through well-constructed questions and contributions to discussion. Of course, attendance is part of participation.

Final grades will be calculated using the plus/minus system (e.g., an overall grade of 90-92% is an A-, 77-79 is a C+, etc.).

Ungraded exercises will consist of informal case “consultations” in which you will receive a clinical case description and you will develop (in collaboration with your colleagues during class) diagnostic hypotheses and a case formulation.

**Required Texts**


Readings from relevant journals or other books are available on the Moodle site for this course. These materials comprise the bulk of your reading assignments over the course of the semester.

**Course Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Week 1 (8/25)</td>
<td>Introduction to Psychopathology, Case Formulation, and the DSM</td>
</tr>
<tr>
<td>Week 2 (9/3; response due *)</td>
<td>The Construct of “Disorder,” Stigma, and the Hot-Off-the-Presses DSM-5!</td>
</tr>
<tr>
<td>Week 3 (9/8)</td>
<td></td>
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</tbody>
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Readings
Note: Subscripts following a citation indicate the intended day of the week that we will discuss each article or chapter in class (M=Monday, W=Wednesday). For weeks 2, 12, and 14, there is only one meeting day for the class and subscripts are not used. DSM readings apply to the entire week and should be read for Mondays.

Week 1:

*Introduction to Psychopathology, Case Formulation, and the DSM*

Halgin text—Chapter 1, The Therapeutic Process, pp. 1-6


Week 2:


Read the highlights of changes to DSM-5

The final exam is scheduled for this class on 12/10 from 10:10-12. The final paper is due at this time.


**Week 3:**

**Epidemiology and Comorbidity**


**Week 4:**

**Mood Disorders: Unipolar**

DSM-5 – pp. 155-188

Chapter 11, Halgin Text (Flora)


**Week 5:**

**Mood Disorders: Bipolar**

DSM-5 – pp. 123-154

Chapter 10, Halgin Text (Irene)


**Week 6:**

**Anxiety Disorders: Panic, Agoraphobia, Specific Phobias, Generalized Anxiety Disorder, & Social Anxiety Disorder**

DSM-5 – pp. 189-233

Chapter 4, Halgin Text (Eric)


Week 7:

**Anxiety Disorders: Obsessive-Compulsive and Related Disorders, Trauma & Stressor-Related Disorders**

DSM-5— pp. 235-290

Halgin Text: Chapter 5 (Judy) and Chapter 6 (Sheila and Karen)


Week 8:

**Schizophrenia Spectrum Disorders**

DSM-5— pp. 87-122

Chapter 13, Halgin text (Jeff)


general emotional distress in patients with schizophrenia and their relatives. *Journal of Nervous and
Mental Disease, 193*, 359-368.

**Week 9:**

*Substance-Related and Addictive Disorders: Etiology and Epidemiology*

DSM-5— pp. 481-589

Chapter 16, Halgin Text (John)

depressive disorder, alcohol dependence, and substance use disorders. *Archives of General Psychiatry,
59*, 1039-1044.


illness. *JAMA, 284*, 1689-1695.

779-789.

there a progression from abuse disorders to dependence disorders? *Addiction, 98*, 635-644.

**Week 10:**

*Substance-Related and Addictive Disorders: Current Research and Treatment*

psychosocial interventions for people with co-occurring severe mental and substance use disorders.
*Journal of Substance Abuse Treatment, 34*, 123-138.

and co-occurring disorders: Prevalence estimates, treatment practices, and barriers. *Journal of
Substance Abuse Treatment, 31*, 267-275.


Xie, H., Drake, R. E., McHugo, G. J., Xie, L., & Mohandas, A. (2010). The 10-year course of remission,
abstinence, and recovery in dual diagnosis. *Journal of Substance Abuse Treatment, 39*, 132-140.
**Week 11:**

**Dissociative Disorders and Eating Disorders**  
DSM-5– pp. 291-307; 329-354  
Halgin text: Chapter 7 (Joe) and Chapter 17 (Sally)


**Week 12:**

**Personality Disorders**  
DSM-5– pp. 645-684  
Halgin Text: Chapter 3 (Murray)


**Week 13:**

**Personality Disorders**  
Halgin Text: Chapter 2 (Ann)


**Week 14:**

*somatic symptom & related disorders, sexual disorders, impulse control disorders, neurocognitive disorders*


Halgin Text: Chapter 9 (Ernie)


**Week 15:**

*Final Thoughts: Synthesis and Presentations*