

**Graduate Seminar in Psychology 6309
Spring 2022**

Meetings:

Monday 1:30 – 4:20, LART 103

Instructor:

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Required Textbooks:

Kring, A. M., & Johnson, S. L. (2021). *Abnormal Psychology: The Science & Treatment of Psychological Disorders* (15th ed.). New York: Wiley.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition (DSM 5)*, . Washington, DC. *

* The midterm is open book. PDF's and ebooks will not be allowed.

Other instructional methods include: (a) videos on topics in psychopathology, (b) videos of diagnostic interviews, (c) written case studies and classroom discussion (c) role-played diagnostic interviews conducted by students in class, (d) writing of diagnostic intake reports and referrals and (e) supplementary readings

OBJECTIVES OF COURSE.

By completion of course, students will be able to

1. Demonstrate thorough knowledge of the organization and logic of the DSM-5, and of the criteria it provides for diagnosis of psychological disorders;
2. Demonstrate basic knowledge of psychopathology, including the etiology, symptomatology, and course of psychological disorders;
3. Conduct diagnostic interviews, form appropriate diagnostic opinions based on them, and write up reports (referrals and intake reports)

Objective 1: DSM-5, will be emphasized during weekly quizzes and presentations

Objective 2: Psychopathology, will be emphasized up to the midterm.

Objective 3, Diagnostic interviewing and report writing, will be emphasized for the final.

PREREQUISITES

Students are presumed to have the background equivalent to an undergraduate course in Abnormal Psychology. Passing this course without a prior course in Abnormal Psychology is extremely difficult.

Psychopathology 6309

Date	Topic	Chapters	Presenter	Due
Jan 24 th	Course Introduction	Kring Ch 3	Field	Quiz
	Introduction to DSM	DSM pp. 5-24		
Jan 31 st	Depression	Kring Ch 5	Fierro	Quiz
	Bipolar	DSM pp. 123 – 188	Lindquist	
Feb 7 th	Anxiety Disorders	Kring Ch. 6	Garcia	Quiz
		DSM pp. 189 - 234		
Feb 14 th	Obsessive Compulsive Disorder	Kring Ch 7	Hernandez	Quiz
	Post-Traumatic Stress Disorder	DSM pp. 235 – 290	Cervantes- Borges	
Feb 21 st	Schizophrenia	Kring Ch 9	Queen	Quiz
		DSM pp. 87 - 122		
Feb 28 th	Substance Use Disorder	Kring Ch. 10	Mathis	Quiz
		DSM pp. 481-590		
March 7 th	ADHDH/Conduct Disorder	Kring Ch 13	Portillo	Quiz
	Autism	DSM pp. 31-86	James	
March 14 th	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 21 st	Dementia	Kring Ch 14	Rodriguez	Quiz
	Delirium	DSM pp. 591-644		
March 28 th	Personality Disorders	Kring Ch 15	Field	Quiz
		DSM pp. 645 – 686		
		Reading(s) TBD)		
April 4 th	“Mid-Term”			
April 11 th	Clinical Interview	K&S Ch 1 (provided)	Field	Quiz
	Diagnostic Formulation	Reading(s) TBD		
	Differential Diagnosis	Reading(s) TBD		
April 18 th	Cultural Formulation	DSM pp. 749 – 760	Field	Quiz
	Report Writing	Reading(s) TBD		
April 25 th	Clinical Interviews		NA	NA
May 2 nd	Clinical Interviews		NA	NA
May 9 th	Final		NA	NA

APPROACH

Weekly Quizzes

Every week that a disorder is presented there will be a quiz with 20 multiple choice questions based on information presented in Kring & Johnson (2021). There are eleven quizzes in all which will count toward 30% of your grade. Your ten highest quiz grades will count toward your final grade. Your lowest quiz grade will be dropped.

I advise you to read each assigned chapter in Kring & Johnson (2017) at least once, then make sure you understand the material covered in the "Summary" and "Key Terms" at the end of the chapter. Quiz questions will include but not be limited to the following from Kring et al.:

(a) Questions on big, dramatic, memorable, or highly emphasized points in the text. For example, such questions might ask about certain anecdotes in the text, or certain interesting points discussed in a graph or picture caption. These questions are to check that you really did read the text, and didn't simply read the Summary and Key Terms at the end of the chapter.

(b) Questions on important terms, concepts, or pieces of information in the chapter. These questions are to check that you have grasped the most important points in the book.

After reading about a particular set of disorders in Kring et al. (2017), you are required to read the relevant sections of the DSM-5. The main purpose of reading the DSM 5 is to become knowledgeable regarding the precise diagnostic criteria for the disorders we are studying. There is no way that you can remember all the diagnostic criteria for all the disorders in the DSM-5. For a particular chapter, concentrate on the following:

- (a) Learn the names of the various disorders and their simple definitions. For every disorder, you should be able to give a two or three-sentence description of the disorder and its most important features.
- (b) Read the diagnostic criteria for each disorder. You aren't expected to memorize them, but you should recognize and remember "big points" about them. For example, you would be expected to know that the criteria for a Major Depressive Episode exclude cases in which the patient has been recently bereaved, or in which the symptoms are due to the direct physiological effects of a drug of abuse or medication.
- (c) You are expected to know more about major clinical syndromes than about other disorders. For example, you are expected to know more details about Schizophrenia, Major Depression or Panic Disorder than about Stuttering. On a quiz, you might be asked more detailed questions about Schizophrenia, but only a general question about Stuttering.
- (d) For some disorders, the DSM-5 explains how to designate certain "specifiers." For example, there are several "specifiers" for schizophrenia. You don't have to memorize these specifiers, but you should definitely read about them and know approximately what they are and when they are assigned. Some quiz questions may ask about these specifiers.
- (e) Some major clinical disorders are divided from each other by fine definitional lines. You should take some time to understand what the distinctions are. For example, what are the differences among Schizophrenia, Schizoaffective Disorder, Brief Psychotic Disorder and Schizophreniform Disorder? As another example, what are the differences between Bipolar I Disorder and Bipolar II Disorder?

Presentation

Each student will present at least one psychological disorder based on information presented in the DSM 5. Presentations should be limited to 30 minutes. The presentation should cover each of the areas presented in the DSM 5 in detail. Below is the required content for your presentation.

1. Diagnostic Features (not criteria)
2. Associated Features
3. Subtypes & Specifiers
4. Prevalence
5. Development & Course
6. Risk & Prognostic Factors
7. Functional Consequences
8. Culture Related Diagnostic Issues
9. Gender Related Diagnostic Issues
10. Differential Diagnosis

To facilitate your presentation, please print out and provide copies of the notes page with three slides per page from PowerPoint. Regardless of the core disorders being presented, you do not need to cover substance or medication induced disorders or disorders due to another medical condition which cut across diagnostic categories. To prepare you for the highest quality presentation, please talk to me regarding the scope of the disorder(s) you are assigned to present. Furthermore, I will review your presentation if it is provided to me no later than Friday at 11:59 PM.

The presentation will count toward 15% of your final grade. 10% will be based on the coverage of the items listed above and 5% will be based on presentation materials and style. That is, the items listed above serve as the foundation of a rubric for your presentation.

Midterm: The midterm will count 30% toward your final grade. While weekly quizzes focus on introductory content from Kring and Johnson (2021), the midterm will focus on the DSM 5. The midterm will include multiple choice questions regarding the disorders covered in class and case vignettes. The multiple-choice questions will focus on various components of the presentations and content presented for each disorder in the DSM 5. The case vignettes will require you to provide a diagnosis and evidence supporting the diagnosis and any relevant information regarding differential diagnoses. The mid-term examination will count toward 30% of your grade. The mid-term examination will cover all readings and the lecture material up to the time of the examination. You may use the DSM 5 hardcopy for your mid-term.

Mock Interviews: At approximately mid-term (following all the lectures on the clinical interview), each student will conduct a mock interview with a mock patient played by a peer. The mock interview will follow the format presented in Kaplan & Saddock (readings to be provided) with the intent of establishing a diagnosis and ruling out any differential diagnoses.

The mock interviews will be observed by your peers and I so that group learning can occur and feedback can be provided in preparation for the mock interview that will serve as your final exam. The primary purpose of the mock interview is to apply what you have learned as a result of your mastery of the DSM 5. As a result, the mock interview conducted at mid-term does not count toward your final grade. Following the mid-term mock interview you will prepare a psychological intake report which will count toward 5% of your final grade (see below).

Diagnostic Report: There will be two written assignments. For both of these assignments, you are required to write a psychological intake report on a patient with whom you have conducted a mock interview. The written report should be structured based on the report structure provided in Kaplan & Saddock and supplementary readings (to be provided). The relevant components of the psychological intake report from Kaplan & Saddock will serve as the foundation for a rubric. Each diagnostic report will count toward

Standardized Patient: At the end of the semester, you will be asked to conduct a clinical interview with a standardized patient. The relevant components of the clinical interview identified from Kaplan & Saddock will serve as the foundation for a rubric. The clinical interview with the standardized patient will be recorded and count toward 15% of your final grade. Following the clinical interview with the standardized patient you will prepare a psychological intake report which will count toward 5% of your grade.

Grade:

Quizzes: 30% (minus lowest quiz score)

Presentation: 15%

Midterm: 30%

Standardized Patient: 15%

Psychological reports: 10% (5% each)