

February 2

Kring et al.:

Chapter 4: Research Methods in the Study of Psychopathology.

Chapter 9: Schizophrenia

DSM-5:

Schizophrenia Spectrum and Other Psychotic Disorders

JPD Interview: (1) Screening Questions on Psychosis and (2) Psychotic Disorders Supplement.

February 9

Kring et al.:

Chapter 5: Mood Disorders

DSM-5:

Bipolar and Related Disorders; Depressive Disorders

JPD Interview: (1) Screening Questions on Depression & Mania/Hypomania, and (2) Mood Disorders Supplement.

February 16

Kring et al.:

Chapter 6: Anxiety Disorders

Chapter 7: Obsessive-Compulsive Related and Trauma-Related Disorders

DSM-5:

Anxiety Disorders; Obsessive-Compulsive and Related Disorders; Trauma and Stressor-Related Disorders

JPD Interview: (1) Screening Questions on Panic Disorder, Agoraphobia, Separation Anxiety, Social Phobia, Specific Phobias, Generalized Anxiety Disorder, Obsessive Compulsive Disorder, & Post-Traumatic Stress Disorder, and (2) Anxiety Disorders Supplement.

February 23

Kring et al.:

Chapter 8: Dissociative Disorders and Somatic Symptom-Related Disorders

Chapter 11: Eating Disorders

DSM-5:

Dissociative Disorders

Somatic Symptom and Related Disorders

Feeding and Eating Disorders

Sleep-Wake Disorders

Other Conditions That May Be a Focus of Clinical Attention

JPD Interview: (1) Screening Questions on Anorexia Nervosa & Bulimia Nervosa, and (2) Eating Disorders Supplement.

March 1

Kring et al.:
Chapter 10: Substance Use Disorders
Chapter 15: Personality Disorders

DSM-5:
Substance-Related and Addictive Disorders
Disruptive, Impulse-Control, and Conduct Disorders
Personality Disorders

JPD Interview: (1) Screening Questions on Tobacco Use, Alcohol Use, & Drug Use, and (2) Substance Use Disorders Supplement.

March 5-12 Spring Break

March 15

Kring et al.:
Chapter 12: Sexual Disorders

DSM-5:
Sexual Dysfunctions
Paraphilic Disorders
Gender Dysphoria

March 22

Kring et al.:
Chapter 13: Disorders of Childhood

DSM-5:
Neurodevelopmental Disorders
Elimination Disorders

JPD Interview: (1) Screening Questions on Attention Deficit Hyperactivity, Oppositional Defiant Disorder, Conduct Disorder, Tic Disorder, & Autism Spectrum Disorder, and (2) Behavioral Disorders Supplement, Tic Disorders Supplement, and Autism Spectrum Disorders Supplement.

March 29

Kring et al.:
Chapter 14: Late Life and Neurocognitive Disorders
Chapter 16: Legal and Ethical Issues

DSM-5:
Neurocognitive Disorders
Other Mental Disorders
Medication-Induced Movement Disorders and Other Adverse Effects of Medication

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| April 5 | Midterm examination |
| April 12 | Othmer & Othmer, pp. 1-167 |
| April 19 | Othmer & Othmer, pp. 169-358. |
| April 26 | Othmer & Othmer, pp. 359-473. |
| May 1 | TAKE-HOME ASSIGNMENT IS DUE. Email to instructor by 9 p.m. |
| May 12 | (Thursday). 10:00-11:30 a.m. Final Examination |

OBJECTIVES OF COURSE.

By completion of course, students will be able to

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

Objective 1, psychopathology, will be emphasized up to the midterm.

Objective 3, diagnostic interviewing, will be emphasized after the midterm.

Objective 2, DSM-5, will be emphasized throughout the course.

PREREQUISITES

Students are presumed to have the background equivalent to an undergraduate course in Abnormal Psychology.

APPROACH

This course will require a great deal of reading. The grading system is designed to reward students for doing the readings promptly, carefully, and thoughtfully. Most class meetings will involve lectures by the instructor. Other instructional methods may include: (a) videos on topics in psychopathology, (b) videos of diagnostic interviews, (c) role-played diagnostic interviews conducted by students in class, and (d) writing of diagnostic intake reports and referrals.

The emphasis in the course is on preparing students to be knowledgeable and competent diagnosticians.

SUGGESTIONS REGARDING THE READINGS

I advise you to read each assigned chapter in Kring et al. (2013) 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 may cover the following in Kring et al.:

(a) Questions on big, dramatic, memorable, or highly stressed 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. (2013), you are required to read the relevant sections of Desk Reference of the DSM-5 and relevant sections of the El Paso Juvenile Probation Department Structured Mental Health Interview (JPD Interview). The main purpose of reading the Desk Reference 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?

The purpose of reading the JPD interview is to familiarize you with wording that you can use to ask a patient about a particular symptom. During the second half of the course you will return to the JPD interview and practice using it.

GRADING:

Pop quizzes: There will be a pop quiz on every day in the semester that a reading is due from Kring et al. (2013), Othmer and Othmer (2002) or any other reading. There are no make-ups for pop quizzes, so if you miss a pop quiz your grade will be 0. At the end of the semester, the grades from your three lowest pop quizzes will be dropped (if you have missed a pop quiz, it will probably be one of the grades that is dropped), and the remaining nine pop quizzes will be averaged to compute your "pop quiz grade". This grade will count toward 60% of your course grade.

A pop quiz will normally cover all the readings assigned for the date of the quiz (including the DSM and JPD Interview), unless I've announced otherwise beforehand. The purpose of pop quizzes is to ensure that you do the readings on time. A typical pop quiz will consist of 10-20 multiple choice questions.

Papers: There will three brief written assignments. For two of these assignments, you will be asked to write a short referral for a simulated "patient" you have interviewed or seen interviewed in class. Each referral will count toward 5% of your course grade. The third written assignment is a take-home project that will require you to write an intake report on a fictional patient. This assignment will not require any library research. It will count toward 10% of your grade.

Mid-term and final: The mid-term examination will count toward 10% of your grade. The mid-term examination will cover all readings and the lecture material up to the time of the examination.

The final examination will count toward 10% of your grade. It will be very similar to the paper: you will be given a description of a patient and asked to write an intake report. The only difference is that for the final exam, you will be asked to write the intake report in class, in a 90-minute period.