

# Syllabus

## **Course Information:**

### **Advanced Psychopathology and Diagnosis**

Psyc 6308.001 (Monday 5:30-8pm pm in HPR 253)

Course Instructor: Dennis R. Combs, Ph.D.  
Professor of Psychology, Director of Clinical Training  
Licensed Psychologist (Texas, Clinical)  
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Office Hours: Monday 4-5; Tuesday 1-3; appointments made by request

**Course Description:** Examines psychopathology and diagnosis. Attention given to the causes of abnormal behavior patterns, the labeling process, the impact of culture, psychiatric nomenclature, and treatment procedures. Biological, psychological, and social constructs in diagnosis will be emphasized.

**Course Format:** Lecture and Discussion

## **Student Learning Outcomes:**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Demonstrate the ability to conduct and perform differential diagnosis activities.
- Demonstrate knowledge of different theories of the etiology of mental disorders.
- Communicate orally and in written documents the findings and implications of diagnostic assessment in an accurate and effective manner sensitive to a range of audiences.

## **Required Texts:**

DSM-5-TR-Text Revision; Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition-Text Revision (2022). American Psychiatric Association, Washington: APA Press

Beidel and Freuh. Adult Psychopathology and Diagnosis, Eighth Edition (2018). New York: Wiley Press

Selected Articles posted on Canvas class page

*Note.* A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## **Course Evaluation:**

Course evaluation is based on performance on two written examinations and an oral final. Exams will cover lecture notes, book chapters, and all assigned readings.

The mid-term examination will be essay format and will count 30% of the final grade. The written final examination will count 40% and the graded vignette will count 20%. Participation and any in class quizzes will count 10%. A description of each test will be provided several weeks prior to the test as a study guide. It is expected that you attend class and follow the readings.

### **Official Course Grading Scale:**

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = Below 59

Final Averages of over .5 of a point will be rounded to the next higher grade point. For example, a final average of 79.5 would be rounded to a grade of 80. However, a grade of 79.4 would remain a grade of 79. Final grades are not open to negotiation or extra points for other assignments. Changes will be made only if a clerical error is found.

### **University Policies: Excused Absences, Academic Dishonesty, Grade Forgiveness, and Accommodations for Disabilities**

#### **Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

#### **Disability Services**

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

#### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

#### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The

electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

### **College of Education and Psychology Mission Statement:**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

### **Vision:**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College

prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Clinical Psychology Ph.D. Program Mission:**

The University of Texas at Tyler's Ph.D. Program in Clinical Psychology strives to educate and provide high quality training to students in the science and practice of clinical psychology with an emphasis on the development of clinical and research skills to work with underserved populations. Students will be prepared to work in a variety of educational, research, and clinical settings. The program is based on the scientist-practitioner model of professional training and emphasizes evidence-based practices. Training in research and psychological science, intervention and assessment methods, ethics and professional dispositions, supervision and consultation, and a sensitivity to and awareness of issues diversity and individual differences are embedded throughout the curriculum.

### **Tentative Class Schedule**

<u>Date</u>	<u>Topic</u>
8/22	Introductions and Assignments
8/29	Introduction to Psychopathology, part 1
9/5	No Class Labor Day Holiday
9/12	Introduction to Psychopathology, part 2
9/19	Neurocognitive Disorders
9/26	Substance Use Disorders (Video Lecture - No Class Attendance)
10/3	Clinical Vignettes
10/10	Anxiety Disorders I
10/17	Anxiety Disorders II
<b>10/24</b>	<b>Mid-Term Examination</b>
10/31	Mood Disorders (Video Lecture, No Class Attendance)
11/7	Schizophrenia and Psychotic Disorders
11/14	Somatoform/Dissociative Disorders (Video Lecture-No Class Attendance)
11/21	No Class, Thanksgiving Break
11/28	Childhood Disorders/Review Slides on Personality Disorders
<b>12/8</b>	<b>Final Examination + Graded Vignette</b>

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**\* Instructor may alter schedule as needed.**

## Weekly Readings (posted on Canvas)

### Introduction to Psychopathology: History, Classification Models, Stigma, Labeling, part 1

1. Beidel and Frueh Chapter 1: Mental Disorders and Discrete Clinical Conditions: Dimensional Versus Categorical Classification
2. Article: Rosenhan, D.L. (1973). On Being Sane in Insane Places. *Science*, 179, 250-258.
3. Article: Reiger et al. (2013). The DSM-5 : Classification and criteria changes. *World Psychiatry*, 12, 92-98.
4. Article: Corrigan, P.W. & Penn, D.L. (2015). Lessons from Social Psychology on Discrediting Psychiatric Stigma. *Stigma and Health*, 1, 2-17.

### Introduction to Psychopathology- Role of Culture and Individual Differences in Diagnosis, part 2

1. Beidel and Frueh Chapter 5: Impact of Race, Ethnicity, and Culture on the Expression and Assessment of Psychopathology
2. Article: Hartung, C.M. & Lefler, E. K. (2019). Sex and Gender in Psychopathology: DSM-5 and Beyond. *Psychological Bulletin*, 145, 390-409.
3. Frances, A. (2013). What's Normal and What's Not? Saving Normal: An Insider's Revolt Against out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life. New York: Harper Collins Press
4. Article: Pickersgill, M.D. (2014). Debating DSM-5" Diagnosis and Sociology of critique. *Journal of Medical Ethics*, 40, 521-525.
5. DSM-5: Pages 5-28

### Neurocognitive Disorders

1. Beidel and Frueh Chapter 20: Neurocognitive Disorders
2. Article: Sachdev et al., (2014). Classifying Neurocognitive Disorders: the DSM- 5 Approach. *National Review of Neurology*, 110, 634-642.
3. Article: Ratiu, P., et al., (2004). The tale of Phineas Gage: Digitally remastered..
4. Article: Warriner, E.M. & Velikonja, D. (2006) . Psychiatric Disturbances After Traumatic Brain Injury: Neurobehavioral and Personality Changes. *Current Psychiatry Reports*, 8, 73-80.
5. DSM-5: Neurocognitive Disorders chapter

### Substance Use Disorders

1. Beidel and Frueh Chapter 18: Substance Related and Addictive Disorders: Alcohol
2. Beidel and Frueh Chapter 19: Substance Related and Addictive Disorders: Drugs
3. Article: Wise, R.A. (1988). The neurobiology of craving: Implications for the understanding and treatment of addiction. *Journal of Abnormal Psychology*, 97, 118-132.
4. Volkow, N.D. et al., (2016) Effects of Cannabis Use on Human Behavior, Including Cognition, Motivation, and Psychosis: A Review. *JAMA Psychiatry*, 73, 292-297.
5. Article: Rehm et al. (2009). Global Burden of Disease and Injury and Economic Cost Attributable to Alcohol Use and Alcohol Use Disorders, *The Lancet*, 373, 2223-2237.
6. DSM-5: Substance use disorders chapter

### Anxiety Disorders I: Panic Disorder and Phobias

1. Beidel and Frueh Chapter 9: Anxiety Disorders
2. Article: McNally, R.J. (1990). Psychological approaches to panic disorder: A review. *Psychological Bulletin*, 108, 403-419.
3. DSM-5: Anxiety and related disorders (read pages 224-250)

### Anxiety Disorders II: GAD, OCD, and PTSD

1. Beidel and Frueh Chapter 10: Obsessive-Compulsive and Related Disorders, pages 359-366 only
2. Beidel and Frueh Chapter 11: Trauma and Stressor Related Disorders
3. Article: Salkovskis, P. (1985). Obsessional-compulsive problems: A cognitive-behavioral analysis. *Behavior Research and Therapy*, 23, 571-583.
4. DSM-5: Anxiety and related disorders (pgs. pgs. 251-262); Review Criteria for OCD (pg 265 )and PTSD (pg. 301-304)

### Mood Disorders

1. Beidel and Frueh Chapter 7: Depressive Disorders
2. Beidel and Frueh Chapter 8: Bipolar Disorders
3. Article: Haaga, D.A. F. (1994). Empirical status of cognitive theory of depression. *Psychological Bulletin*
4. DSM-5: Depressive and related Disorders / Review Criteria for Bipolar I and II (pgs 139-161).

### Schizophrenia

1. Beidel and Frueh Chapter 6: Schizophrenia Spectrum and Other Psychotic Disorders
2. Article: Miyamoto (2003). Recent advances in the neurobiology of schizophrenia. *Molecular Innovations*, 13, 27-39.
3. Article: Ropke, B., & Eggers, C. (2005). Early Onset Schizophrenia: A 15 year Follow-Up. *European Child and Adolescent Psychiatry*, 14, 341-350
4. Article: Bellack, A.S. (2006). Scientific and Consumer Models of Recovery in Schizophrenia: Concordance, Contrasts, and Implications. *Schizophrenia Bulletin*, 32, 432-442.
5. DSM-5: Psychotic Disorders Chapter

### Somatiform and Dissociative Disorders

1. Beidel and Frueh Chapter 12: Somatic Symptom and Related Disorders
2. Beidel and Frueh Chapter 13: Dissociative Disorders, pages 451-461 only
3. Article: Gleaves, D.H. (1996). The sociopolitical model of dissociative identity disorder: A re-examination of the evidence. *Psychological Bulletin*, 120, 42-59.
4. Article: Pica (1999). The Evolution of Alter Personality States in DID. *Psychotherapy*, 36, 404-415.
5. Article: Pallis and Bumji (1979). Mcllory was here. Or Was he? *British Medical Journal*, 1, 973-975.

### Personality Disorders

1. Beidel and Frueh Chapter 21: Personality Disorders
2. DSM-5: Personality Disorders
3. Article: Widiger, T. A., & Frances, A. J. (2002). *Toward a dimensional model for the personality disorders*. In P. T. Costa, Jr. & T. A. Widiger (Eds.), *Personality disorders and the five-factor model of personality* (p. 23–44). American Psychological Association.
4. Article: Raine (2002): Pre-frontal deficits and schizotypal personality disorder. *Schizophrenia Bulletin*, 28, 501-513.
5. Article: Kraus and Reynolds (2001). The A-B-C's of the Cluster B's: Identifying, Understanding, and Treating Cluster B Personality Disorders. *Clinical Psychology Review*, 21, 345-373.
6. Bornstein (1992): Dependent Personality Disorder: Cultural, Social, and Clinical Perspectives. *Psychological Bulletin*, 112, 3-23.