

# Syllabus

## Course Information:

### Advanced Psychopathology and Diagnosis; Summer 2023

PSYC 5308.060 (Wednesday 5:00 – 7:45 pm online/synchronous)

Course Instructor: Bradley Green, Ph.D.

Professor of Psychology

Licensed Psychologist (Texas and Mississippi, Clinical)

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Office Hours: Wednesday 2-5:00pm or by appointment

**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.

## Required Texts:

DSM-5; Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013). American Psychiatric Association, Washington: APA Press

Adult Psychopathology and Diagnosis, 8<sup>th</sup> Edition. (2018). Deborah C. Beidel & B. Christopher Freuh (Eds.). Hoboken, N.J: Wiley.

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 examinations, a **mid-term** and a **final examination**, and class participation measured by completion and discussion of **differential diagnosis exercises**. The final will not be comprehensive. Exams will cover book chapters, lecture notes, and all assigned readings. Cases for differential diagnosis will be completed as take home assignments and discussed in class. **There may also be in-class quizzes to assess whether students are keeping up with the readings.**

The mid-term examination will count 35% of the final grade. The final examination will count 35% of the grade. Quizzes and completion/discussion of differential diagnosis exercises will count 30%. A description of each test will be provided prior to the test as a study guide. There will be no research paper required. **It is expected that you attend class, read the assigned chapters and articles in advance, and participate in class discussions.**

## Late Assignments and Tests:

Late assignments and tests/exams lose 10% per day, so don't be late. You will get all tests and assignments well enough in advance that there will be (almost) no acceptable excuses.

## **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.

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## **Tentative Class Schedule; Readings from journal articles will be posted on CANVAS**

\* Instructor may alter schedule as needed.

### **May 11      Introductions and Assignments; Classification & Methods Part 1**

*Read: Textbook Chapters 1, 2, & 3, pgs. 1-103.*

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### **May 17      Classification & Methods Part 2**

*Read: 1. Abramowitz, J.S. (2015). The Biomedical Model: Caveat Emptor. The Behavior Therapist, 38,169-171.  
2. Deacon, B.J. (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research. Clinical Psychology Review, 33, 846-861.*

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### **May 24      Schizophrenia Spectrum and Other Psychotic Disorders**

*Read: 1. Barch, D.M., Bustillo, J., Gaebel, W., Gur, R., Heckers, S., Malaspina, D...& Carpenter, W. (2013). Logic and justification for dimensional assessment of symptoms and related clinical phenomena in psychosis: Relevance to DSM-5. Schizophrenia Research, 150, 15-20.  
2. Cechnicki, A., Bielanska, A., Hanuszkiewicz, I., & Daren, A. (2013). The predictive validity of expressed emotions (EE) in schizophrenia: A 20-year prospective study. Journal of Psychiatric Research, 47, 208- 214.  
3. DSM-V Chapter on Schizophrenia-Spectrum and Other Psychotic Disorders  
4. Textbook Chapter 6, pgs. 159-207.*

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### **May 31      Case 1 due at start of class Depressive Disorders and Suicide (example video, Dep)**

*Read: 1. Antonuccio, D. O., Danton, W. G., & DeNelsky, G. Y. (1995). Psychotherapy versus medication for depression: Challenging the conventional wisdom with data. Professional Psychology: Research and Practice, 26, 574-585.  
2. DSM-V Chapter on Mood Disorders  
3. Textbook Chapter 8, pgs. 247-298.*

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**June 7**                    **Case 2 due at start of class**  
**Bipolar and Related Disorders (example videos, Bipolar & Schiz)**

- Read: 1. Hayden, E. P., et al. (2008). A multimethod investigation of behavioral activation system in bipolar disorder. *Journal of Abnormal Psychology*, 117, 164-170.
2. Bruchmuller, K., & Meyer, T.D. (2009). Diagnostically irrelevant information can affect the likelihood of a diagnosis of bipolar disorder. *Journal of Affective Disorders*, 116, 148-151.
3. Paris, J., Gunderson, J., & Weinberg, I. (2007). The interface between borderline personality disorder and bipolar spectrum disorders. *Comprehensive Psychiatry*, 48, 145-154.
4. Textbook Chapter 7, pgs. 209-245.
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**June 14**                    **Case 3 due at start of class**  
**Anxiety Disorders**

- Read: 1. Bentley, K.H., Gallagher, M.W., Boswell, J.F., Gorman, J.M., Shear, M.K., Woods, S.W., & Barlow, D.H. (2013). The interactive contributions of perceived control and anxiety sensitivity in panic disorder: A triple vulnerabilities perspective. *Journal of Psychopathology and Behavioral Assessment*, 35, 57-64.
2. Buckner, J.D., Schmidt, N.B., & Eggleston, A.M. (2006). Social anxiety and problematic alcohol consumption: The mediating role of drinking motive and situations. *Behavior Therapy*, 37, 381-391.
3. Mennin, D.S., McLaughlin, K.A., & Flanagan, T.J. (2009). Emotion regulation deficits in generalized anxiety disorder, social anxiety disorder, and their co-occurrence. *Journal of Anxiety Disorders*, 23, 866-871.
4. DSM-V Chapter on Anxiety Disorders
5. Textbook Chapter 9, pgs. 299-357.
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**June 21**                    **Mid-Term Examination Distributed**  
**Obsessive Compulsive Related Disorders**

- Read: 1. Moritz, S., Fricke, S., Jacobsen, D., Kloss, M., Wein, C., Rufer, M., Katenkamp, B., Farhumand, R., & Hand, I. (2004). Positive schizotypal symptoms predict treatment outcome in obsessive-compulsive disorder. *Behaviour Research and Therapy*, 42, 217-227.
2. Pietrefesa, A.S., & Coles, M.E. (2009). Moving beyond an exclusive focus on harm avoidance in obsessive-compulsive disorder: Behavioral validation for the separability of harm avoidance and incompleteness. *Behavior Therapy*, 40, 251-259.
3. DSM-V Chapter on Obsessive Compulsive Related Disorders
4. Textbook Chapter 10, pgs. 359-407.
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**June 28**                    **Mid-Term Due at start of class**  
**Trauma and Stressor-related Disorders**

- Read: 1. Maack, D.J., Tull, M.T., & Gratz, K.L. (2012). Experiential avoidance mediates the association between behavioral inhibition and posttraumatic stress disorder. *Cognitive Therapy and Research*, 36, 407-416.
2. DSM-V Chapter on Trauma & Stressor-Related Disorders
3. Textbook Chapter 11, pgs. 409-427.
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**July 5**                      **Personality Disorders**

- Read: 1. Samuel, D. B., & Widiger, T. A. (2004). Clinician's personality descriptions of prototypic personality disorders. *Journal of Personality Disorders*, 18, 286-308.
2. Hopwood, C.J., Thomas, K.M., Markon, K.E., Wright, A.G.C., & Krueger, R.F. (2012). DSM-5 personality traits and DSM-IV personality disorders. *Journal of Abnormal Psychology*, 121, 424-432.
3. DSM-V Chapter on Personality Disorders
4. Textbook Chapter 21, pgs. 757-797.
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**July 12                      Substance-Related Disorders**

- Read: 1. Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). *In search of how people change: Applications to addictive behaviors*. *American Psychologist*, 47, 1102-1114.
2. Field, M., & Powell, H. (2007). *Stress increases attentional bias for alcohol cues in social drinkers who drink to cope*. *Alcohol and Alcoholism*, 42, 560-566.
3. Tull, M.T., Gratz, K.L., Aklin, W.M., & Lejuez, C.W. (2010). *A preliminary examination of the relationships between posttraumatic stress symptoms and crack-cocaine, heroin, and alcohol dependence*. *Journal of Anxiety Disorders*, 24, 55-62.
4. *DSM-V Chapters on Eating Disorders and Substance-Related Disorders*
5. *Textbook Chapters 18 & 19*, pgs. 669-723.
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**July 19                      Case 4 due at start of class  
Eating Disorders**

- Read: 1. Keel, P.M., Holm-Denoma, J.M., & Crosby, R.D. (2011). *Clinical significance and distinctiveness of purging disorder and binge eating disorder*. *International Journal of Eating Disorders*, 44, 311-316.
2. Striegel-Moore, R.H., Rosselli, F., Perrin, N., DeBar, L., Wilson, G.T., May, A., & Kraemer, H.C. (2009). *Gender difference in the prevalence of eating disorder symptoms*. *International Journal of Eating Disorders*, 42, 471-474.
3. *Textbook Chapter 14*, pgs. 497-548.
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**July 26                      Case 5 due at start of class; Final Exam distributed;  
Somatic Symptom and Related Disorders and Dissociative Disorders**

- Read: 1. Gleaves, D.H. (1996). *The sociocognitive model of dissociative identity disorder: A re-examination of the evidence*. *Psychological Bulletin*, 120, 42-59.
2. *DSM-V Chapters on Somatic and Related Disorders and Dissociative Disorders*
3. *Textbook Chapters 12 & 13*, pgs. 429-495.
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**Aug 2                      Neurocognitive Disorders and Childhood Disorders, Last Class**

- Read: 1. *DSM-V Chapters on Neurocognitive Disorders and Childhood Disorders*
2. *Textbook Chapter 20*, pgs. 725-755.

**Friday Aug 5 Final Exam due at 5:00pm**

\* Instructor may alter schedule as needed.

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**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.