



Department of Psychology
Psychology 651 (L01) – Adult Psychopathology
Fall 2011 – Course Outline

Instructor:	Vina Goghari	Lecture Location:	A247b
Phone:	403-210-7344	Lecture Days/Time:	M 9-11:50
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Office Hours:	Flexible appts as requested Also feel free to drop by		

Course Description and Goals

This course will provide an overview of the major psychological disorders seen in adults, with an emphasis on the phenomenology, etiology and course of the disorders from a theoretical and empirical point of view. **A semester course that tries to cover the entire field of adult psychopathology can at best be an introduction to the many different diagnoses. Therefore, students are responsible for all material in the course, regardless of whether we have time to cover it in class.**

A primary goal of the course is therefore to lay a foundation upon which the student can build through his or her own self study, related courses, and practical experience. The course will focus on the primary text but will also draw heavily on key studies and reviews. In addition, where possible, efforts will be made to provide some direct or indirect exposure to the disorder - to go beyond words on a page. Therapy and assessment of the disorders will only be addressed inasmuch as they shed light on the nature of the disorder. There are separate courses that will deal with assessment and treatment of adults. The primary approach taken will be an integrative one.

PSYC 651 is a core offering in the Program in Clinical Psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training. The course assumes a basic knowledge of abnormal psychology, experimental methods, statistics, developmental psychology, basic personality theory and biological processes. Students who have not had undergraduate courses in all of these areas may need to do additional reading to understand some of the concepts and study findings discussed in this course.

Course Objectives:

1. Students will acquire basic knowledge of all the major adult diagnoses and some of the less common ones. Special emphasis will be on diversity issues in psychopathology.
2. Students will acquire a critical method of thinking about the field of psychopathology that will help them in evaluating future research.
3. Students will know where the most likely sources are, to seek out additional knowledge should this prove necessary in future practicum settings or in pursuing a line of research.
4. Students will have some exposure, through videos, case studies, etc., to people who have active psychiatric disorders.

5. Students will have sufficient knowledge to understand in future courses how assessment devices and therapies address the processes underlying different diagnostic problems.
6. Students will have an understanding of the primary methodologies used in the field, their strengths and weaknesses.

Required Text

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis, and empirical foundations*. New York: John Wiley.

****Note in the textbook you are not responsible for the assessment and treatment sections of the chapters as they are covered in separate courses.**

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (4th edition): Text Revision*. Washington DC: American Psychiatric Association.

Useful Websites:

Official DSM- V Website: <http://www.dsm5.org/Pages/Default.aspx>

<http://carlatpsychiatry.blogspot.com/2009/07/dsm-v-armageddon-part-2.html>

Note: Although not explicitly stated in the course outline, it is expected that you will review the relevant disorders in the DSM-IV as the different diagnostic categories are discussed in class.

Evaluation:

Participation – 10%

Midterm – 30%

Student Presentations – 30%

Final – 30%

Evaluation Expectations:

(1) Participation

As this is a graduate class, it is expected that students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Quantity does not make up for lack of quality. Students will be expected to readings before class. It may be useful as students read the articles to think about comments or questions that arise and also integrating between articles and issues. Participation also includes listening to what others are saying respectfully.

(2) Student Presentations

These will be assigned first week of classes. With regards to the presentation, please provide me with a copy of your PowerPoint slides no later than Sunday at 5pm of the week of your presentation. (Note that this is a firm deadline.) I will post these to Blackboard. Plan to present for 50 minutes with integrated discussion and with a formal 10 minutes for thoughts and questions at the end. In addition, please assist your fellow students by actively participating in the discussion.

Student presentations will be evaluated using the following criteria:

- Ability to meet deadline (Monday noon) for emailing me the powerpoint. Please provide just myself with a handout the day of your presentation
- Creativity (e.g., diagnostic interviews/role plays, video clips, other presentation aids, case study of a prototypical client).
- Content (e.g., prevalence, diagnostic features, associated features, course, differentials, common comorbidities).
- Organization, and clarity.
- Ability to engage others in discussion.
- Integration of the case with the theoretical and empirical literatures. Ability to think critically about the conceptualization of the disorder and diagnostic issues.
- Your ideas about directions for further research.
- Your coverage of diversity issues.

Examinations

There will be two *non-cumulative* exams in this course that could include any of the class material or readings. Midterm and final examinations will each be 2 hours long. Examinations may include short answer, essay questions and case descriptions. Based on the case description, students will need to identify the likely diagnosis, the differential diagnoses, what additional information would be needed to make the differential diagnosis, likely contributing factors, probable impact, and likely outcome.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Important dates

Date	
M Sep 12	Lecture begins.
F Sep 23	Last day to drop a course with tuition refund.
M Sep 26	Last day for registration/change of registration.
M Oct 10	Thanksgiving Day. No lectures. University closed.
F Nov 11	Remembrance Day. No lectures.
Nov 10-13	Reading days. No lectures.
F Dec 9	Lecture ends.

Class Schedule

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
M Sep 12	Introductions/Organizational Meeting
M Sep 19	Issues in Psychopathology: Conceptual and methodological issues Readings: Textbook Chapter 1

	<p>Kendall et al. 2003 Raulin et al. 1999 Gottesman et al. 2006</p>
M Sep 26	<p>Issues in Psychopathology: Diversity Readings: Meyer (2003) Shah et al. (2008) Stewart (2008) McLean et al. (2009) Mini-presentations on DSM-IV Culture-Bound Disorders</p>
M Oct 3	<p>Anxiety Disorders - 2 <i>Student Presentations</i> Readings: Craighead et al. – Chapters 3-7</p>
M Oct 10	<p>Thanksgiving Day. No lecture. University closed.</p>
M Oct 17	<p>Mood Disorders – Dr. Hassel Readings: Craighead et al. – Chapters 8-10</p>
M Oct 24	<p>Psychosis & Prodrome - Dr. Piskulic will lecture on Prodrome Readings: Craighead et al. – Chapter 11 MacDonald et al. (2009) Fett et al. (in press) Carpenter et al. (2011)</p>
M Oct 31	MIDTERM
M Nov 7	<p>Eating disorders - Dr. von Ranson Reading: Craighead et al. Chapters 12-13 Keel et al. 2003 Striegel-Moore et al. 2008</p>
M Nov 14	<p>Somatoform Disorders / Dissociative Disorders – <i>Student Presentation</i> Readings: Kihlstrom et al. (2005) Noyes et al. (2008)</p>
M Nov 21	<p>Sleep Disorders / Sexual and Gender Identity Disorders – <i>Student Presentation</i> Readings: Craighead et al. – Chapters 15-16 O'Donohue et al. (2000) Cohen et al. (2010) Cognitive Disorders — <i>Student Presentation</i> Readings: Witlox (2010) Albert (2006)</p>
M Nov 28	<p>Substance Use Disorders – Dr. Hodgins Readings: Craighead et al. – Chapter 14 Shead et al. (2007)</p>
M Dec 5	<p>Personality Disorders – Guest Speaker: Client Perspective on Borderline Personality Disorder & Student Presentation Readings: Craighead et al. Chapters 17 & 18 Kruegar (2005) Lenzen Wakefield (2010)</p>
M Dec 12	FINAL

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made

available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Important Dates

The last day to drop this course and **still receive a tuition fee refund** is **Sep 23rd, 2011**. Last day for registration/change of registration is **Sep 26th, 2011**. The last day to withdraw from this course is **Dec 9th, 2011**.