

SYLLABUS
Psychology 268: Advanced Psychopathology
California State University, Sacramento
Department of Psychology
Fall 2009

Instructor: Rebecca Cameron, Ph.D.	Office Hours: TUES 1:30-3:30 PM
Office: Amador 353C	WED 7-8 PM
Email: Cameron@csus.edu	Also by appointment
Phone: 916-278-6892	web: www.csus.edu/indiv/c/cameron
Course meeting time: Wednesdays 4-6:50 PM	Course location: Amador 362

Please note, we will have access to a SacCT class account for this course. Emails pertaining to the class or requesting appointments should be directed to my SacCT email address (rather than the email address listed above) in order to facilitate my ability to track and respond to these communications.

Description of the course: Covers an advanced and detailed discussion of the description, etiology, development, dynamics, and treatment of individuals with mental disorders. Since the DSM-IV is the major classification system used by mental health professionals, it will also be discussed. This manual describes essential features of a variety of disorders and outlines the basis on which an experienced clinician can differentiate one disorder from another.

Instructor's note: We will approach the material from the perspective of the scientist-practitioner. Given that this is a graduate class, the structure of the class meetings will be collaborative.

Required course readings:

Texts:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (4th ed.): Text revision (DSM-IV-TR)*. Washington, DC: American Psychiatric Association. [DSM]
Maddux, J. E., & Winstead, B. A. (Eds.). (2005). *Psychopathology: Foundations for a contemporary understanding (2nd ed.)*. New York, NY: Routledge. [M&W]

Recommended:

Morrison, J. R. (2007). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York: Guilford Press.

Supplemental readings:

The instructor may assign additional readings to supplement the course texts (these will be chosen to augment information covered in the Maddux & Winstead text or to fill in disorders or topics not covered by Maddux & Winstead). These may be required or recommended, at the instructor's discretion. Typically, these will be limited to one per week, and may include first-person accounts, journal articles, chapters, or other types of readings.

- It is **expected** that you will read the assigned material **before** attending lectures on a particular topic. This will be essential to class discussion.
- Please bring the DSM-IV-TR to class each week.

Classmate's name, number, and email

Need for Accommodation: If you have a documented disability and verification from the office of Services to Students with Disabilities, and wish to discuss academic accommodations, please contact the instructor as soon as possible.

COURSE REQUIREMENTS:

Classroom environment: Pagers and cell phones can be highly disruptive to the classroom. Please switch these devices to “vibrate only” or off. Frequent interruptions of this kind will be addressed by the instructor.

Attendance, promptness, and participation: Repeated lateness or absences will result in a lower final grade or an incomplete. Your contributions to class discussions and activities are highly valued by this instructor. Part of your grade will be contingent upon your active participation. Although this comes more or less naturally to different people, active participation in a professional group setting is an important professional skill that can be developed.

Presentation: You will be assigned to prepare and present on one of the disorders listed on the schedule (below). **At least part of your time should be spent in an interactive format (e.g., class discussion or activities).** If your presentation is entirely didactic, you will be marked down for this. This means it is up to you as a presenter to generate enthusiasm. Each of you will benefit if the class as a community adopts an engaged, participatory approach. Interactive formats may include leading discussion on topics you have prepared; developing a game format (e.g, Jeopardy); providing some kind of structured task; discussing a case; leading a role play, etc. **You should plan to distribute a handout to your classmates before your presentation; this may include additional references, such as local treatment resources, recommended books or articles, websites with helpful information, etc.** The ideal handout would be something your classmates might choose to keep for reference when they begin treating someone with this diagnosis in the future. You will need to meet with the instructor a few weeks ahead of time to discuss your plans for your presentation; the instructor may assign you specific topics to cover. **Typically these presentations will focus on treatment issues:**

- What is the scientific community saying about treatment and prognosis? Is there an empirically validated approach? A treatment manual? More than one? Any controversies, important historical information regarding treatment? New treatments?

However, topics developed in consultation with the instructor may include:

- Research on this disorder (the latest study...Journal of Abnormal; Journal of Consulting and Clinical Psychology, etc.? A reference from the chapter that was intriguing?)
- Assessment for this disorder.
- Specific ethical issues that relate to this category of diagnosis that would be worth discussing.

To facilitate your presentation, you may choose to:

- Illustrate or lead discussion with a case (from a casebook, published article, autobiography or biography, video, etc.). You may distribute a brief case reading a week ahead of your presentation.

You will need to plan your presentation well in advance in order to decide on your focus and format and to obtain necessary resources. I am very interested in helping you to plan and will be delighted to consult with you and share what resources I may have or be aware of; however, you will need to initiate that conversation. If you cannot attend my office hours, please schedule an appointment. The best way to do that (other than in person) is to email me with specific suggestions of dates and times you can meet; this allows me to check my schedule for openings that match your availability. **You are required to provide me with a draft copy of your outline (with APA-style references) no later than two weeks before your presentation, and a finalized copy on the day you give your presentation.** This outline may still be a work in progress at the two-week mark, but it should reflect considerable time and thought, or your final presentation grade will be lower. I **strongly** suggest that you utilize high-quality journals (such as those

published by APA) and chapters as sources for your presentations. **You will be graded on: handing in your outline on time; the adequacy of research and preparation apparent in the outline and presentation (including how adequately you cite your sources); your presentation skills and ability to involve classmates; materials (handouts, overheads, reference lists, outside materials such as assessment tools, etc.); and your ability to respond to classmate's questions about your topic. You will be asked to provide a self-critique, and your classmates will also be asked for feedback.**

Exams: Two exams will be offered. Each will be 2-3-hour exams that will be administered through SacCT. These will be open-book and open-note essay exams. They will focus on questions concerning a case that will be provided one week prior to each exam. A portion of the exam will focus on your diagnostic impressions, but you will be expected to address additional relevant topics drawn from assigned readings or class presentations as well. This will be designed to reflect familiarity with the readings rather than memorization. A few weeks prior to each exam, I will give you as much information as I deem reasonable to allow you to plan your preparation. A good strategy is to keep up on the readings, and to highlight, take notes, or otherwise annotate the readings such that you can easily remind yourself of the major topics or points covered in each chapter.

Evaluation:

Midterm	25
Final	25
Outline & Presentation	40
Class participation	10
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Total possible points	100

The grading scale is as follows:

Letter grade	Minimum Percentage Points	
A	93%	A- 90%
B+	87%	B 83%
C+	77%	C 73%
D+	67%	D 63%
F	<60%	B- 80%
		C- 70%
		D- 60%

Academic honesty: You are expected to be honest in your academic work. You must not plagiarize, cheat, or collude in connection with exams or assignments and must acknowledge fully all sources and all assistance received in work submitted to a faculty member for evaluation. Please refer to university policy for additional information: <http://www.csus.edu/umannual/student/UMA00150.htm> .

In order to encourage academic honesty in this course, the instructor will implement certain strategies and policies surrounding examinations. Students who are honest should not be disturbed by these precautions and should know that every effort is being made to create an environment in which there exists fair and just evaluation.

Important information about furloughs affecting academic year 2009-2010: (This statement was adapted from models shared among faculty colleagues in preparation for this year.) Because of the California state budget crisis and the subsequent cutting of services to balance the state budget, the CSU system has lost funding. To address this fiscal shortfall, CSUS has instituted furloughs. This means that faculty and staff will experience about a 10% decrease in pay and a 10% decrease in workload. In concrete terms, faculty are **required to not work** on 9 of our normal semester days this fall (and an additional 9 this spring). For PSYC

268, there will be **1 cancelled class (anticipated) on November 25** due to furloughs, as indicated in your course schedule, below. This instructional day is not a holiday; but rather an independent study day in which you will be held responsible for the assigned readings. I will not be able to cover the assigned material during class time, so you may want to see me during office hours the following week to ask any questions you may have. The topics assigned for this day are no less important to your understanding of psychopathology than are any other topics.

My planned furlough days are as follows (**to be finalized when approved by the Dean**): September 18 (F) & 29 (Tu), October 16 (F, designated by President Gonzalez) & 19 (M), November 23 (M), 24 (Tu), & 25 (W), and December 10 (Th) & 14 (M). On those dates, I will be unable to hold office hours, schedule appointments, review student work, conduct research, carry out University or professionally-related community service obligations, attend meetings or training sessions, respond to emails, and return phone calls.

I understand that the economic crisis has impacted you as well; many of you have been affected by employment and/or housing problems related to this crisis. In addition to reduced instructor time this academic year, you will also experience reduced hours for many of the campus services you normally count on; this will make your responsibilities as a student more inconvenient. In addition, you are paying higher fees. I hope that you will experience your faculty as your allies in this difficult time. I and my colleagues are distressed about the budget cuts and their impact on your education.

If you would like to take action, or simply learn more, you may contact the Students for Quality Education at CSU Sacramento:

e-mail: csus.sqe@gmail.com

web: <http://www.allianceforthecsu.org/signup.html>

Course calendar (DATES AND TOPICS ARE SUBJECT TO CHANGE):

Week	Topic	Reading
W 09/02	Introduction to the Course: Psychopathology; DSM-IV-TR Presenter: Cameron	M&W 1, 5 DSM xxiii-37
W 09/09	Introduction: Psychopathology; DSM-IV-TR Social and Biological Factors Presenter: Cameron	M&W 2, 3, 4 DSM Appendix I
W 09/16	Introduction: Psychopathology, DSM-IV-TR; Assessment and Psychotherapy Research Presenter: Cameron	M&W 6, 7
W 09/23	Anxiety Disorders: Presenter: Cameron	M&W 8 DSM 429-484
W 09/30	Unipolar & Bipolar Mood Disorders Presenter (Unipolar): Presenter (Bipolar):	M&W 9 DSM 345-428

W 10/07	Eating Disorders Presenter:	M&W 12 DSM 583-595
	Sleep Disorders Presenter:	Reading TBA DSM 597-661
W 10/14	Somatoform Disorders Presenter:	M&W 14 DSM 485-511
	Factitious Disorders	DSM 513-517
	Dissociative Disorders Presenter:	Reading: McWilliams DSM 519-533
W 10/21	Midterm Exam (via SacCT)	
W 10/28	Schizophrenia Presenter(s):	M&W 10 DSM 297-343
W 11/04	Personality Disorders Presenter(s):	M&W 11 DSM 685-729
W 11/11	VETERANS' DAY	
W 11/18	GID and Sexual Dysfunctions and Disorders Presenter (Dysfunction): Presenter (Disorders):	M&W 13 DSM 535-582
W 11/25	PLANNED FURLOUGH DAY- PREPARE & REVIEW MATERIAL INDEPENDENTLY Externalizing Disorders Internalizing Disorders of Childhood and Adolescence Cognitive Disorders of Childhood	M&W 16 M&W 17 M&W 18 DSM 39-134
W 12/02	Substance Use Disorders Presenter(s):	M&W 15 DSM 191-295
W 12/09	Preparation for Final Mental Health and Aging Presenter:	M&W 19 DSM 135-190
Final exam:	Wednesday, December 16, 4:00 PM – 6:50 PM (via SacCT)	