

**Psychopathology
Psychology 503**

Time: 4:15 PM - 6:45 PM Mondays
Professor: Dr. Lynn Collins
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Office hours: Mondays, 1:30-3:30 PM; Wednesdays: 5:00-7:00 PM; Thursdays, 5:00-6:30 PM, and by appointment. I am on campus at other times as well. If you stop by during office hours and I am not seated in my chair, I may have gone to get coffee, make a copy, etc. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond quickly to e-mail messages.

Texts:

Maxman, J. S., & Ward, N. G. (1995). *Essential psychopathology and its treatment*. New York: Norton. **(M)**

Furst, M.B. (Ed).(1994). *Diagnostic and Statistical Manual (DSM-IV)*. Washington, DC: American Psychiatric Association **(F)**

Course Description:

This course is designed to familiarize students with different problems facing individuals. This course covers most of the major psychiatric diagnoses currently in use and theories about their probable causes. It requires a great deal of reading and the discipline to read the texts on ones own. Lectures will only partially cover the material presented in the text. Class time will be used for demonstrations, illustrative movies, discussion, and experiential exercises in addition to lectures. Ethical issues and limitations related to current diagnostic systems will be discussed.

Course Objectives:

1. To provide students with the general framework/context within which psychological diagnosis is done.
2. To introduce students to the ethical issues involved in diagnosis.
3. To introduce students to a wide variety of pathology.

Course Requirements:

1. Practice cases, attendance AND participation in class discussion. This class involves discussion and your input and ideas are important. Case reports will be created by students and distributed to the class. Students will be discussing diagnostic & etiological issues in class in simulated treatment teams. *Brainstorming with peers/colleagues and seeking feedback on ideas is a major part of becoming a responsible counselor or psychologist.*

2. Completion of two exams. Exams will include multiple choice, short answer, & short essay questions involving cases. Make-up exams will not be given. There will be an additional, optional cumulative final exam (TBA) that can replace one missed test or your lowest test score.

Studying with other students can be very helpful. This course requires a lot of reading. I highly recommend banding together with other student to sharing the outlining of chapters. The chapter outlines are valuable when you have to study for the comprehensive and licensing exams down the road.

How to study for my tests: My tests are characterized as comprehensive, but fair. Learn the material *well*! The outlines that I just mentioned are a great way to study for my tests. Studying with other students (even over the phone!) is also a good idea. It is better to get that uncomfortable feeling when a peer asks a question you can't answer than during the exam. The more ways your peers ask you questions, the more likely it is that you will come across an item that will be on the exam.

3. Completion of two case papers. Students will be asked to diagnose and explain the etiology, as well as answer other questions, about two cases. Students may work alone or with up to two partners. Cases will be discussed in class.

4. In-class diagnostic questions. Students will work together in groups during class to answer questions about cases.

5. Bonus points: Students can get extra credit by answering questions by e-mail. Students responding accurately *within a week* of the posting will receive a specified number of bonus points, typically one per question, up to 4% of their total grade. These points will be added to their semester total. Why is this assigned? It is assigned because there are numerous events and opportunities posted each week via university e-mail and students need to access this information for their professional development. Be sure to delete excess messages each week, or there may not be room for the next week's question!

Grading:

Created case	10%
Two Diagnostic Cases	30%
Two Exams	44%
In-class case questions	10%
<u>Attendance & discussion</u>	<u>6%</u>
Total	100%

Grades:

A	94+%	A-	90-93%
B+	87-89%	B	84-86%
B-	80-83%	C	70-79%
F	69 and below		

Plan Ahead!

The American Psychological Association meets in San Francisco, California this year!

Save your money and see famous psychologists, cruise the San Francisco Bay, meet Manny the hippy, and take a cable car! It happens at the end of August, but registration forms come out in April. You do not need to be a member to attend. It isn't that expensive if you share a room. Regular airfare is probably around \$400. For details, log onto the APA web site at: <http://www.apa.org> and follow the links to convention information.

Psychopathology 503

Case Outline:

By February 5th I would like you to develop a case history for use during class. Each student will be randomly assigned a diagnosis for the case which will appear at the top of their syllabus. Students can trade diagnoses. The case should be as realistic as possible and can be based on a well-disguised client or based on a compilation of real and other information. The case description should include the following information, but in narrative, not list form. Tell a very rich story about the person and their problem(s). It can be told in first person or as a description of another person. Please keep away from client write-up stilted psychobabble. Talk about the person as a human being. Please do not interpret the events or psychopathology. We'll do that in class.

Demographic information (sex, age, ethnic background, physical characteristics, disability, etc.)

Developmental milestones

Social context(s) in which they grew up

Significant events in infancy, childhood, adolescence, adulthood

What they were like as a child, adolescent, adult

Relationships with parents and any siblings, past and present

Peer relationship, past and present

Significant others/partners

Sexuality

Favorite memories/most unpleasant memories

Educational history

Spirituality

Vocational history

Family history re: health, including mental health

Date of onset of each symptom

How they describe themselves

Mental status type information

Presenting complaint.

Hobbies, priorities, habits, how they spend their time

Anything else that you think is important to know in order to understand one's frame of reference

Please type the case in 12 point font, times roman typeface, no colors, single spaced, nothing fancy. It should be 3-5 pages long. Make enough copies for the entire class and bring to class on February 5, 2001.

Syllabus, Spring 2001: Psychopathology

Week:	*Chapter:	Topic:
1/22		Introduction to Current Paradigms, Classification, and Diagnosis; Clinical Interview & Assessment (this should be a review)
1/29	M 1, 2, 3; DSM pp ix-36	No Class - work on creating cases
2/5	M 20; DSM, pp. 46-96	Disorders First Diagnosed In Infancy, Childhood or Adolescence. Pervasive Developmental and other Disorders
2/12	"	Learning Disorders, ADHD
2/19	"	Conduct Disorder
2/26	M 11; DSM pp. 393-444	Anxiety Disorders (case 1 due)
3/5	TEST ON READINGS AND CLASS MATERIAL COVERED FROM 1/21-2/19	
3/12	SPRING BREAK	
3/19	M 10; DSM pp. 317-392	Mood Disorders
3/26	M 16; DSM pp. 539-550	Eating Disorders
4/2	M 18 & 19; DSM pp. 629-674	Personality and Impulse Disorders
4/9	M 8; DSM pp. 175-272	Substance-Related Disorders
4/16	M 12-14; DSM pp. 445-492	Somatoform, Factitious, and Dissociative Disorders (case 2 due)

Eastern Psychological Association Conference in Washington, D. C. For conference information: <http://www.easternpsychological.org>.

4/23 M 9; DSM pp. 273-316 Schizophrenia & Other Psychotic Disorders

4/30 TEST ON READINGS AND CLASS MATERIAL COVERED FROM 2/19-4/23

Optional final will be scheduled during the week of April 30th after speaking with students planning to take it.

*Note: Syllabus may be changed at discretion of professor - changes will be announced in class.