

Psychology 5555: Psychopathology I

Professor: Saadia McLeod, Ph.D.
Private Practice Office:
21660 Copley Drive, Suite 210
Diamond Bar, CA 91765
University Office: TBD
E-mail: saadiamcleod@gmail.com (preferred over cpp address)

Website: www.drsaadiamcleod.com (for course materials)

Class Times & Location: Mondays & Wednesdays, 2:30-3:45; Building 5, Room 118

Office Hours: Mondays 10-12pm; (Anytime by email)

Required Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Additional readings as listed in the course schedule, below.

Course Objective/Description:

This course is the first of a series of two required courses on psychopathology. These are graduate level courses required for a Master's Degree in Psychology. This course addresses the clinical features, diagnosis, prognosis, and suggested etiological explanations of non-psychotic, DSM categories, with special attention given to the familial and interpersonal relationship influences on pathological behavior. Prerequisite::Graduate Standing in Psychology program at Cal Poly Pomona.

Communication:

Please note that there will be two major ways in which information may be distributed in this course, through in-class announcements and through e-mail (using your Cal Poly Pomona email addresses). For this reason, it is essential that you check your e-mails frequently and attend classes consistently. In addition, the best way to get in touch with me is through e-mail. I will typically respond to student e-mails within 24 hours (unless over the weekend). If you do not receive a response to your e-mail within 24 hours, I recommend you assume I did not receive your e-mail and contact me again. Do NOT assume I received an e-mail unless you receive confirmation that this is the case.

Attendance:

Attendance at all class meetings is mandatory. For my part, I will try to make it worthwhile for you to attend each class meeting. Missed classes may adversely affect your class participation grade (see below). In general, exceptions to the attendance policy will be granted only in cases of *severe, documented* emergencies (e.g., medical emergencies requiring medical care). If such an emergency arises, please contact the instructor immediately.

Late Assignments/Missed Exams:

Missed exams or assignments not turned in by the due date will receive a grade of “0 points” for the exam or assignment. Exceptions to this policy will be granted only in cases of emergencies (e.g. medical emergencies) and at the discretion of the instructor. If such an emergency arises, please contact the instructor as soon as possible to determine whether an exception may be made. In the rare instances in which late work is accepted, late work may also be subject to a point deduction (a “late penalty”) at the instructor’s discretion.

Accommodations for Disabilities:

If accommodations are needed for this course, please speak with the instructor to make arrangements as early as possible in the term. Students with disabilities may contact the Disability Resource Center (DRC) to establish reasonable accommodations. For further information, please see the DRC website at <http://dsa.csupomona.edu/drc/> or call the DRC office at (909) 869-3333 (Voice) or (909) 869-4178 (TTD/TTY).

Academic Honesty:

Trust and honesty are central to both the scientific and clinical applications of psychology. The policies we follow regarding academic honesty have to do with trust. Violation of these policies is an attack on the foundation on which our professional work rests. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including papers, quizzes, tests, and exams, without assistance. Any student caught cheating on an exam, plagiarizing on a written or oral project, or otherwise committing academic dishonesty may be given a grade of “0” for the exam/project, may receive a grade of “F” for the course, and/or may be referred to Judicial Affairs for further administrative action. For further information about student responsibilities regarding academic honesty, please see the University Catalog.

Evaluation of Performance in Course:

Student performance in this course will be evaluated based on various aspects of your participation in class discussions, the two course exams, and a term paper. Due dates are listed in the class schedule, below. There are a total of 200 possible points that may be earned in this course. These points are distributed as follows:

Exams: 100 points

Participation: 20 points

Formal discussion contribution: 20 points

Term paper proposal: 10 points

Term paper: 50 points

Exams: There will be two exams in this class, a midterm and a final. On these exams, clinical vignettes will be presented. You will be asked to make diagnoses for the cases described in the vignettes, providing specific evidence from the case that diagnostic criteria are met. You will also be asked to comment on other relevant information that would be important to consider in approaching this case. Each exam will be worth 50 points.

Participation: It is essential that you be present in class and prepared to discuss the topic for the day. Class participation will be graded both on your attendance at class as well as the degree to which you are prepared to engage in discussion of the material (i.e., if it is clear you have not done the reading, this will adversely affect your participation grade). Class participation will be graded holistically at the end of the term and will comprise 10% of your final grade (20 points).

Participation grades will be assigned on a 0-20 scale with the following anchor points:

20 points: Present, well-prepared, and actively involved in discussion at all class meetings (including marked attentiveness during the presentations of fellow class members/guest speakers)

15 points: Present at all class meetings, but inconsistently prepared/poor participation *or* excellent participation while present, but a small number of absences (e.g., one missed class) *or* excellent participation and consistent attendance, but frequently late to class

10 points: Two or more missed classes *or* poor participation/preparation for many class meetings

5 points: Many missed classes (e.g., more than 3) *or* poor participation/lack of preparedness at most class meetings

0 points: Failure to attend all or almost all class meetings *or* failure to prepare for class meetings combined with poor attendance/lateness *or* rude/inconsiderate behavior during class especially if during guest lectures or presentations by fellow classmates (e.g., marked inattentiveness, off-task use of technology, making impolite comments)

Formal Discussion Contribution: Students will present one individual and one group formal contribution to the class discussion which will be worth 20 points (10 each). These contributions are expected to take approximately 40 minutes. Contributions will occur during a class meeting on a specific day (we will sign up during the first week of class). Discussion contributions should add information above and beyond the assigned reading for the day, rather than reviewing material in the assigned readings. In other words, do not summarize the readings. Discussion contributions are expected to spur discussion in the class and the student in charge of the presentation for that day is expected to take a leadership role in discussion that comes out of the presentation. Please feel free to be as creative as possible in your discussion contributions, as long as you can still convey substantive information about the topic. The format of your contribution is up to you (you can use power-point slides, debate format, simple lecturing, videos, interpretive dance, musical theater numbers, etc.). Discussion contributions will be graded pass/fail, with full credit for a passing presentation.

Term Paper: For this class you will write a term paper on the etiology of one of the psychological disorders covered in this course. Assignments must be submitted at the start of class on the due date listed in the course schedule, below.

Term paper proposal: You will write a short (approximately 1 paragraph) description of your proposed topic for your term paper. This must be accompanied by a literature search on the proposed topic of your final paper. You must identify *at least* 20 scholarly articles on your topic. You will be required to turn in a printed copy of the results of your literature search (full results, including abstracts) along with your topic description. This assignment will be worth a total of 10 points.

Final term paper: For your final paper in this course, you will complete an 8-10 page, review of the empirical research regarding the etiology of a specific psychological disorder covered in this course. This includes discussion of theories explaining the development of a disorder accompanied by a review of the empirical data supporting or detracting from the theories. Your paper must be prepared according to the guidelines set forth in the *Publication Manual of the American Psychological Association* (6th Ed.). (You are *highly* encouraged to purchase a copy of this manual if you do not already have one.) This review should synthesize the findings of multiple studies, draw conclusions about what the research shown, describe weaknesses and strengths in the literature, suggest areas that need further research, and discuss potential implications of the research you review. The final paper will be worth 50 points.

Final Course Grades: As mentioned above, there are a total of 200 points possible in this course. To calculate your final grade all of your points will be added (Exams + Participation + Formal discussion contribution + Term paper proposal + Term paper draft + Term paper). Final point totals will be converted to letter grades as follows:

- A = 184 or higher (92% or higher)
- A- = 180-183
- B+ = 177-179
- B = 164-176 (82-88%)
- B- = 160-163
- C+ = 157-159
- C = 144-156 (72-78%)
- C- = 140-143
- D+ = 137-139
- D = 124-136 (62-68%)
- D- = 120-123
- F = 119 or below (59.5 % or below)

Course Schedule & Reading Assignments:

For each day, you must read the relevant descriptions of disorders in the DSM 5. Additional readings can be found in full text form through the university library database or at the web address listed. Reading is to be completed **in advance** of the day it is listed.

<i>Date Topic</i>	<i>Readings & Other Assignments</i>
8/26 Introduction to Psychopathology; Assign Presentation Topics	
8/28 DSM 5: Introduction, Use of the Manual, and DSM 5 Diagnosis Cautionary Statement for Forensic Use (skim) Cultural Expressions of Distress (Case Comparisons); Diagnostic Decision Making; Differential Dx; Terms; Assessment of Symptoms; Medical Conditions presenting Psych Sx vs Psych Sx secondary to Med Illness	Kotov, R. et. Al. (2017). Hierarchical Taxonomies of Psychopathology: A dimensional alternative to traditional nosologies. <i>J of Abnormal Psychology</i> , 126(4). 454-477.
9/2 LABOR DAY – NO CLASS	
9/4 Adjustment Disorders (Contributions by ___VIVIAN_____)	
9/9 Anxiety Overview and GAD (contribution by ___SHANA_)	Appropriate DSM 5 sections Barlow, D. H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. <i>American Psychologist</i> , 55(11), 1247-1263. doi: 10.1037/0003-066X.55.11.1247
9/11 Specific Phobias & Social Anxiety Disorder (contribution by DORI_)	Appropriate DSM 5 sections Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. <i>American Psychologist</i> , 61(1), 10-26. doi: 10.1037/0003-066X.61.1.10
9/16 Panic Disorder & Agoraphobia (contribution by _MARISSA___)	Appropriate DSM 5 sections

9/18 OCD & Tic Disorders (contribution by <u>_JASMIN_</u>)	Appropriate DSM 5 sections Paper Proposals Due
9/23 Acute Stress Disorder, PTSD, & Complex PTSD (contribution by <u>_SHANA&DORI_</u>)	Appropriate DSM 5 sections Borderline Personality Disorder (skim) Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. <i>Psychotherapy: Theory, Research, Practice, Training</i> , 41(4), 412-425. doi: 10.1037/00333204.41.4.412 [also reprinted as Courtois, C. A. (2008). Complex trauma, complex reactions: Assessment and treatment. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , S(1), 86-100. doi:
9/25 Sleep-Wake Disorders (Contributions by <u>___GLORIA_____</u>)	
9/30 Dissociative Disorders (Contributions by <u>___JORDAN_____</u>)	
10/2 Substance Related and Addiction Disorders (Contributions by <u>_CHRIS_</u>)	
10/7 Gender Dysphoria (Contributions <u>___JESS&VIVIAN_____</u>)	
10/9 Personality Disorders/Borderline Personality Disorder; Narcissistic Personality Disorder (contributions by <u>_GLORIA&TANIA_</u>)	
10/14 Paraphilic Disorders (Contributions by <u>___CHRIS&JESS_+___</u>)	
10/16 Anorexia Nervosa (contribution by <u>_TANIA_</u>)	Appropriate DSM 5 sections
10/21 Bulimia Nervosa and Binge Eating Disorder (contribution by <u>_JORDAN&MICHELLE_</u>)	Appropriate DSM 5 sections Wilson, G. T., Grilo, C. M., & Vitousek, K. M. (2007). Psychological treatment of eating disorders. <i>American Psychologist</i> , 62(3), 199-216. doi: 10.1037/0003-066X.62.3.199
10/23 Midterm Exam	N/A

<p>10/28 ADHD (contribution by <u>_SHANA&JASMIN_-+</u>)</p>	<p>Appropriate DSM 5 sections Deault, L. C. (2010). A systematic review of parenting in relation to the development of comorbidities and functional impairments in children with attention-deficit/hyperactivity disorder (ADHD). <i>Child Psychiatry & Human Development</i>, 41(2), 168-192. doi: 10.1007/s10578-009-0159-4</p>
<p>10/30 Oppositional Defiant Disorder (contribution by <u>_KYLE_</u>)</p> <p>Conduct Disorder</p>	<p>Appropriate DSM 5 sections Singh, A. L., & Waldman, I. D. (2010). The etiology of associations between negative emotionality and childhood externalizing disorders. <i>Journal of Abnormal Psychology</i>, 119(2), 376-388. doi: 10.1037/a0019342</p> <p>Appropriate DSM 5 sections</p>
<p>11/4 Somatic Symptom and Related Disorders (Contributions by <u>__MICHELLE_</u>)</p>	
<p>11/6 Neurocognitive Disorders –Delirium/Dementias (Contributions <u>____JESS_</u>)</p>	
<p>11/11 VETERAN'S DAY – NO CLASS</p>	
<p>11/13 Autism (contribution by <u>_KYLE&JASMIN_</u>)</p>	<p>Appropriate DSM 5 sections Lord, C. E. (2010). Autism: From research to practice. <i>American Psychologist</i>, 65(8), 815-826. doi: 10.1037/0003-066X.65.8.815</p>
<p>11/18 Intellectual Disabilities</p> <p>Specific Learning Disorder</p> <p>(contribution by <u>____DORI&MICHELLE_-+_____</u>)</p>	<p>Appropriate DSM 5 sections Kanaya, T., Scullin, M. H., & Ceci, S. J. (2003). The Flynn effect and U.S. policies: The impact of rising IQ scores on American society via mental retardation diagnoses. <i>American Psychologist</i>, 58(10), 778-790. doi: 10.1037/0003-066X.58.10.778</p> <p>Appropriate DSM 5 sections & Communication Disorders</p>

11/20 Depressive Disorders (Contributions by _____ GLORIA -+ _____)	
11/25 Bipolar Disorders (Contributions by _____ DORI - + _____)	
11/27 Schizophrenia Spectrum and other Psychotic Disorders (Contributions by _____ MARISSA&CHRIS _____)	
12/2 Reactive Attachment Disorder & Disinhibited Social Engagement (Contributions by _____ JORDAN&VIVIAN -+)	Appropriate DSM 5 sections NICHD Early Child Care Research Network (2006). Infant-mother attachment classification: Risk and protection in relation to changing maternal caregiving quality. <i>Developmental Psychology</i> , 42(1), 38-58. doi: 10.1037/0012-1649.42.1.38
12/4 Alternative Classification Systems	Term Papers Due Egger, H. L., & Emde, R. N. (2011). Developmentally Sensitive Diagnostic Criteria for Mental Health Disorders in Early Childhood: Diagnostic and Statistical Manual of Mental Disorders—IV, the Research Diagnostic Criteria—Preschool Age, and the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood—Revised. <i>American Psychologist</i> , 66(2), 95-106. doi: 10.1037/a0021026
12/11 (Wed) Final Exam	3-4:50pm

*(+) EXTRA CREDIT

Note: The above schedule and procedures in this course are subject to change.

Title IX: Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive

Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what are called “mandatory reporters,” which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating. For additional information, please visit the following Cal Poly Pomona web page: <http://www.cpp.edu/~title-ix/index.shtml>