

PY 815.41: PSYCHOPATHOLOGY SEMINAR

Spring, 2005

Amanda Thomas, Ph.D.

Tuesdays, 10:00 a.m.-12:00 p.m.

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Course Materials available on Blackboard

OFFICE HOURS: Please arrange with Ms. Deborah Dengler (Beatty 204, 410.617.5590). I almost always have a meeting right after this class, so I am generally unable to stay afterwards. If you have trouble getting an appointment, do not hesitate to call or email me directly.

OBJECTIVES OF THE COURSE:

The main objectives of this course are to reinforce previously attained knowledge regarding the main categories of psychopathology; to delve into emerging theories, research, and controversies in psychopathology; and to communicate clearly, succinctly, and persuasively ideas about psychopathology in oral and written form. These objectives are commensurate with the following goals and objectives of the Psy.D. program as well as Loyola's graduate programs (*in italics*):

Goal 4: Students will employ a scholarly, scientific approach to generating knowledge, resolving problems, and enhancing the development of individuals and groups (*discipline skills, methods, and knowledge*).

Objective 13: As scholars, students will behave in a manner that demonstrates a commitment to life-long learning (*professional development and life-long learning*).

Objective 15: Students will base their decisions on the broad knowledge base within psychology that informs professional work (*discipline knowledge*).

Goal 1: Students will form and maintain professional relationships as service providers, colleagues, and leaders with individuals with diverse identities and backgrounds (i.e., race, ethnicity, sexual identity, gender, age, socio-economic status) (*value individual differences/diversity*).

Think Critically: access, analyze, and evaluate information effectively, disseminate and communicate information effectively.

REQUIRED READINGS:

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed.-Text Revision). Washington, DC: Author.

Journal articles

PLAN FOR THE COURSE AND METHODS OF EVALUATION:

The lesson for each major category of disorder will be divided roughly into two parts. The first part will consist of a lecture given by the instructor, touching on such topics as the definition of disorder, differential diagnosis, important correlates of disorders, and major theoretical ideas concerning specific disorders. The second half will involve discussion of one or more journal articles concerning cutting edge research and/or a controversy concerning the topic. The discussions in the first half of the semester will be run by the instructor. Each student, working in a team, is responsible for conducting a discussion for a subsequent class period. Students may choose to focus on one specific disorder, a controversy about the disorder category in general, or a new theoretical idea about a disorder. Conducting the discussion involves:

- a. choosing articles that are relevant, **readable**, and either cutting edge or classic—check with the instructor concerning the appropriateness of your topic and readings. If there are other interesting and rather short readings related to the topic (e.g., newspaper article), you may include these also. **DO NOT** choose articles related to treatment.
- b. giving one copy of the article to the instructor the week before the assigned class discussion
- c. leaving **FOUR** copies in the designated folder in the student lounge for your fellow students to read or sending the instructor a copy of the articles in pdf format so it can be placed on the Blackboard site; either of these must be done 8 days before the discussion (the Monday before the discussion period); in the case of the group leading the discussion the week after spring break, the articles must be available 16 days before the discussion)—**FAILURE TO DO SO ON TIME WILL RESULT IN A 10 POINT DEDUCTION FROM THE GRADE ON THE PROJECT**
- d. coming up with sufficient questions and topics for discussion.
- e. actually leading the discussion, which may include explaining difficult aspects of the article if students are confused, giving relevant background to the article if context is important to comprehension (this may be a bit involved, but should not take more than 15 minutes or so to explain to the class), throwing out aforementioned questions and topics to spur discussion, filling in totally dead

spaces in the discussion with knowledgeable, witty, and entertaining words that indicate you fully know the area of research that you are responsible for discussing, and linking together the various works you have chosen in a coherent manner. Discussions will last approximately 45 minutes. Evaluation of the leaders of the discussion comes from three sources: self evaluation by the two team members, evaluation by each member of the class present for the discussion, and the instructor.

Besides being responsible for one class discussion, each student is responsible for contributing to the class discussion. Contributions will be evaluated by both the instructor and the student after each class period.

Finally, students will be required to answer 3 written essay questions through the course of the semester. These questions will be designed to be similar in structure to written comprehensive exam questions. At the beginning of each class period, members of the class will turn into the instructor possible essay questions that may be used. The questions should concern the day's topic and may come from the student's reading of the DSM, past knowledge of the disorder, current reading in that area the student may be engaging in, or the day's articles that have been distributed the previous week. Questions should NOT center on a simple regurgitation of the articles. Students are expected to turn in possible questions for at least 5 class periods, one of which must be the student's own discussion period. The instructor will make a determination of which questions will be ones that students may write answers to. Student questions may be edited or expanded upon by the instructor. Questions will be posted on the Blackboard by 9:00 p.m. on the day of the class. Students will have until the beginning of the next class period to answer one question in a clear and concise manner, integrating ideas from the class discussion as well as relevant theoretical or research work in the area. Discussion about the questions with other class members, professionals, or anyone else constitutes an honor violation. Answers should be between 2 and 5 typewritten pages (double spaced, 12 point) and may be turned in on paper to the instructor the next class period or by email in Word format to the instructor by the next class period. Guidelines for the grading of these questions will be given to students.

In summary: a) questions will be available after each class period, b) students should turn in possible questions 5 times over the course of the semester, c) students should answer 3 questions over the course of the semester.

GRADING:

1. Leading the class discussion:		
a. self-evaluation :	15%	
b. class member evaluation (average):	15%	
c. instructor evaluation:	70%	
final grade percentage:		40%
2. Participating in class discussion:		
a. self-evaluation	50%	
b. instructor evaluation	50%	
final grade percentage:		20%
3. Essays:		
a. turning in questions 5 times or more	5%	
b. instructor grade on answers (average of 3 essays)	95%	
final grade percentage:		40%

CLASS TOPICS: (other articles will be added as the semester progresses)

1/18 Introduction to Course, Defining Abnormality and Disorder, Stigma

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, 250-258.

Wahl, O. F. (1999). Mental health consumers' experience of stigma. *Schizophrenia Bulletin*, 25(3), 467-478.

1/25 Cultural and other Demographic Issues in Defining Abnormality. History of DSM

Spiegel, A. (2005, January 3). The dictionary of disorder: How one man revolutionized psychiatry. *The New Yorker*, 80, 56-63.

Azibo, D. A. Y. A. (1989). African-centered theses on mental health and a nosology of Black/African personality disorder. *The Journal of Black Psychology*, 15 173-214.

Atwell, I., & Azibo, D. A. Y. A. (1991). Diagnosing personality disorder in Africans (Blacks) using the Azibo nosology: Two case studies. *The Journal of Black Psychology*, 17(2), 1-22.

2/1 Anxiety Disorders: Choices for Discussion Topics Due

Lating, J. M., Sherman, M. F., Lowry, J. L., Everly, G.S. Jr., & Peragine, T.F. (2004). PTSD reactions and coping responses of east coast and west coast American airlines flight attendants in the wake of September 11: A possible psychological contagion effect? *Journal of Nervous and Mental Disease*, 192, 876-879.

Schmidt, N. B., Woolaway-Bickel, K. & Bates, M. (2000). Suicide and panic disorder: Integration of the literature and new findings. In T. E. Joiner & D. M. Rudd (Eds.), *Suicide science: Expanding the boundaries* (pp. 117-136). Boston: Kluwer Academic.

Vickers, K. & McNally, R. J. (2004). Panic disorder and suicide attempt in the national comorbidity survey. *Journal of Abnormal Psychology*, 113, 582-591.

**2/8 Continue with Anxiety
Sex Dysfunctions**

Laumann, E. O., Paik, A., & Rosen, R. C. (1999). Sexual dysfunction in the United States. *Journal of the American Medical Association*, 281, 537-544.

Nicolson, P. (2003). Feminism and the debate about female sexual dysfunction: Do women really know what they want? *Sexualities, evolution, and gender*, 5, 37-39.

2/15 Paraphilias, Debates regarding Homosexuality, Gender Identity Disorders

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology, 105*, 440-445.

Guindon, M.H., Green, A.G., Hanna, F. J. (2003). Intolerance and psychopathology: Toward a general diagnosis for racism, sexism, and homophobia. *American Journal of Orthopsychiatry, 73*, 167-176.

2/22 Disorders of Childhood: Externalizing

McGough, J.J. & Barkley, R.A. (2004). Diagnostic controversies in adult attention deficit hyperactivity disorder. *The American Journal of Psychiatry, 161*, 1948-1957.

Nigg, J.T., John, O.P., Blaskey, L.G., Huang-Pollack, C.L., Willcutt, E.G., Hinshaw, S.P., & Pennington, B. (2002). Big five dimensions of ADHD symptoms: Links between personality traits and clinical symptoms. *Journal of Personality and Social Psychology, 83*, 451-469.

3/1 Disorders of Childhood: Internalizing and Developmental Disabilities: Cara Jacobsen and Jennifer Oratio

Spring Break

3/15 Process

3/22 Mood Disorders: Chantal Abukutsa and Brandon Heck

3/29 NO CLASS: Blackboard Discussion conducted from 3/29 until 4/20—everyone make a posting from my prompt concerning the following articles:

Rind, R., Tromovitch, P., & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin, 124*, 22-53.

Lilienfeld, S.O. A funny thing happened on the way to my American Psychologist publication. *American Psychologist, 53*, 225-227.

4/5 Eating Disorders/Somatoform Disorders: Maria Alvarez and Rebekah Horst

4/12 Substance Use Disorders: Mitch Dornfeld and Jennie Wall

4/19 Psychoses: Mark Cochran and Jennifer Marks

4/26 Disorder in Older Adults-- Dementia/Delirium: Justin Barker, Shivangi Moghe, and Christian Von Tomsen

5/3 Personality Disorders

Lynam, D. R. & Widiger, T. A. (2001). Using the five-factor model to represent the DSM-IV personality disorders: An expert consensus approach. *Journal of Abnormal Psychology, 110*, 401-412.

Shey, M.T. and Yen, S. (2003). Stability as a distinction between axis I and axis II disorders. *Journal of Personality Disorders, 17*, 373-386.

GRADING SCALE:	A	93-100
	A-	90-92
	B+	88-89
	B	83-87
	B-	80-82
	C+	78-79
	C	70-77
	D	60-69
	F	50-59

HONOR CODE:

All students are expected to understand the meaning of the Honor Code. Ignorance of the Honor Code is not a valid reason for committing an act of academic dishonesty. The Loyola College Honor Code states that “All students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are products of their own minds demonstrate respect for themselves and the community in which they study. All outside resources or information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted.” Please refer to the College Catalogue and Student Handbook further explanation of the Honor Code and refer to the plagiarism statement below for further information regarding correct citation. All work submitted in this course should be signed. Your signature denotes your agreement with the following statement:

“I understand and will uphold the ideals of academic honesty as stated in the Honor Code.”

The penalty for an honor violation is failure of the assignment.

PSYCHOLOGY DEPARTMENT PLAGIARISM STATEMENT:

Plagiarism is a violation of the Loyola College Honor Code. As stated in the Code, plagiarism is “the act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one’s own mind” (Black’s Law Dictionary, 5th Edition). The Loyola College Writing Handbook (1994) clarifies that plagiarism is “the abuse, misuse, unauthorized borrowing, or outright theft of a phrase, sentence, paragraph, or an abstract idea.”

APA style, which is outlined in the Publication Manual of the American Psychological Association (4th ed., 1994), is to be followed whenever information from a source other than your own mind is included in any work you complete (i.e., papers, presentations). In order to insure that one is not plagiarizing, the following guidelines may be helpful:

1. Ideas or information that are presented with the identical words used by the original author must appear in quotation marks and the information required by the particular style of referencing used must be included in the text (e.g., author’s last name, year of publication, page number in the body of the text; full reference in the reference list or bibliography).

Note: In most cases, it is best to avoid the use of lengthy or frequent quotations; in most cases, a well written paper will go beyond direct reporting of others’ ideas and will summarize and integrate those ideas and therefore, will not quote them directly.

2. Ideas or information included in your paper/presentation which were generated from any source other than yourself (e.g., a book chapter, the discussion section of an article, a lecture, a conversation) must be referenced in the text according to the style used in that class.

e.g., Katz and Lewin (1990) discussed the possibility that eating disorders might be related to depression.

Note: The Loyola College Writing Handbook (1994) clarifies the difference between inappropriate and appropriate paraphrasing with the following examples. Simply shortening and substituting words is inappropriate; rather, the student should synthesize and present the author’s ideas in his or her own words. It is also inappropriate if a student does not clearly specify that an entire paragraph, as opposed to the last sentence of the paragraph, contains another author’s ideas.

3. Original sources should be cited for ideas and information that is referenced by a secondary source.*

e.g., Katz and Lewin (1990) discussed the results of Jones' study (1988) and concluded that eating disorders and depression are related.

*Note: Graduate students are typically expected to obtain and cite only original sources, not secondary sources.

Any instructor who believes a student has plagiarized will discuss the issue with the student as he or she deems appropriate. Following this, he or she must report the incident in writing to the Director of the student's program. Once a report is made, the case will be handled according to the procedures of the Professional Assessment Review process as a violation of the Honor Code.

STUDENTS WITH DISABILITIES:

To request academic accommodations due to a disability, please contact the Disability Support Services Office at (410) 617-2062. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations that you might need in this class.

CLASS CANCELLATION:

Information regarding the cancellation of all classes at Loyola due to weather or other emergency can be found on the Web page (Loyola.edu), via phone (410.617.2000), and on local media (best bet: WBAL). If I have to cancel class, I will send out a message via groupwise if I am able and will leave a message on my voicemail (so call in to check – 410.617.2796).

