

**Psychology Seminar: Psychopathology
Course Syllabus
Summer 2008**

Instructor: Monica Ramirez Basco, Ph.D.
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Time and Place of Class Meetings:

Mondays and Tuesdays: 3:30 – 6:30
Wednesdays 3:30 – 5:30
Life Sciences – Room 424

Office Hours:

MTW - 2:30 to 3:30 or by appointment

Course Number, Section Number, and Course Title:

Psychopathology (Psyc 6300)

Description of Course Content:

The process of diagnostic assessment, major forms of psychopathology, classification, etiology

Student Learning Outcomes:

1. Become familiar with diagnostic criteria for major mental disorders
2. Understand the limitations of diagnostic assessment
3. Develop an understanding of the biopsychosocial model of psychopathology

Required Textbooks and Other Course Materials:

Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition – Text Revision
Washington, D.C.: American Psychiatric Association

Additional articles as assigned. See syllabus.

Reading Assignments: Students are expected to read in advance the chapters designated by week in the outline below.

Class date	Topic	DSM-IV-TR Section	Presentation in class	Assignments
5/27	No class			
5/28	Biopsychosocial Model of Psychopathology	Introductory Sections		
5/29	Issues in diagnosis	Factitious disorders		
6/2	Depression	Mood Disorders	Quick Inventory of Depressive Symptomatology (QIDS) GAF (Axis V)	Cespedes & Huey (2008) article http://web.ebscohost.com/ehost/pdf?vid=7&hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
				Ryder et al (2008) article http://web.ebscohost.com/ehost/pdf?vid=7&hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/3	Bipolar Disorder	Mood Disorders	Young Mania Rating Scale Mood Disorders Questionnaire	Johnson et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=5&hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/4	Mood disorders in children & other childhood disorders	Eating Disorders & Disorders usually first diagnosed in infancy, childhood or adolescence	Dysfunctional Attitudes Scale Childhood Depression Inventory	Grilo et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=36&hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
				Soutullo et al. (2005) article http://web.ebscohost.com/ehost/pdf?vid=51&hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/9	Psychosis	Schizophrenia and other psychotic disorders	Brief Psychiatric Rating Scale	Henry et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=12&hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
				Chmielewski & Watson (2008) article http://web.ebscohost.com/ehost/pdf?vid=32&hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/10	Schizophrenia	Schizophrenia and other psychotic	Social Adjustment Scale	Heinrichs et al (2008) article http://web.ebscohost.com/ehost/pdf?vid=12

		disorders		&hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
				Brebion et al (2008) article http://web.ebscohost.com/ehost/pdf?vid=12 &hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/11	No class			Biopsychosocial Model Due
6/16	Anxiety Disorders	Anxiety Disorders	YBOCS Liebowitz Social Anxiety Scale	Hertel et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=18 &hid=109&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/17	Anxiety Disorders & Somatoform Disorders	Anxiety Disorders	Beck Anxiety Inventory Medical Outcome Study Short form (SF-36 or MOS-36)	Koenen et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=31 &hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/18	Substance Abuse	Substance related disorders		Kirisci et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=35 &hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/23	SCID		Structured Clinical Interview for DSM-IV	Basco et al. (2000) article http://ajp.psychiatryonline.org/cgi/reprint/157/10/1599
6/24	SCID		PRIME-MD	Bliese et al. (2008) article http://web.ebscohost.com/ehost/pdf?vid=31 &hid=105&sid=e6418f9c-b3a7-4416-a3ee-cb50555f20e0%40sessionmgr106
6/25	Diagnostic Assessment Due			Diagnostic Assessment Due

Attendance: Students are responsible for all material covered in class as well as in each reading assignment.

Descriptions of major three assignments
There will be no examinations in this course.

Diagnostic Paper Part I: Biopsychosocial Model

To test the application of your understanding of the process of diagnostic assessment, you will be asked to provide a biopsychosocial assessment of a popular or historical figure.

- Paper Length: 3 double-spaced pages, not including references.
- DUE: Wednesday, June 11th by midnight. Email to Dr. Basco at Basco@UTA.edu
- Use APA style for your references. Use the *Publication Manual of the American Psychological Association: Fifth Edition*
- Contents of paper:
 1. Select a popular or historical figure with psychological problems. Keep in mind that you must provide verifiable evidence of these problems. Sources of information can include books, articles, television stories, newspapers, and the Internet.
 2. Describe the biopsychosocial model of your subject's problems. For example, he or she might have a family history of alcohol abuse and is therefore genetically vulnerable (biological factor); is surrounded by drugs and alcohol because of his or her lifestyle (social factor); and feels depressed and uses alcohol to cope with his or her feelings (psychological factor).

Diagnostic Paper Part II: Diagnostic Assessment

- Paper Length: 4-6 double-spaced pages, not including references.
- DUE: Wednesday, June 25th by midnight. Email to Dr. Basco at Basco@UTA.edu
- Use APA style for your references. Use the *Publication Manual of the American Psychological Association: Fifth Edition*
- Contents of paper:
 1. Describe the person and the nature of his or her problems. Provide verifiable examples along with references that illustrate each problem.
 2. State your hypothesized diagnosis. Use DSM-IV diagnostic categories. Provide your evaluation **on all five** DSM-IV Axes.
 - Axis I: Clinical Disorders
 - Axis II: Personality Disorders and/or Mental Retardation
 - Axis III: Any important general medical conditions, illnesses, or injuries, even if they did not cause the Axis I or II problem
 - Axis IV: Psychosocial and Environmental Problems with:
 - Primary Support Group
 - Related To Social Environment
 - Educational Problems
 - Occupational Problems

Housing Problems
Economic Problems
Access To Health Care Services
Interaction With The Legal System/Crime
Other Psychosocial Or Environmental Problems

Axis V: Global Assessment of Functioning

3. Provide specific examples of each of the criterion symptoms the person displays. For example, if you diagnosed the person with Bulimia, provide a specific example of binge eating along with a reference for that source of information. Picture or other illustrations can be used if they assist in providing evidence of a symptom or disorder.

Psychometric Summary of Symptom Severity or Diagnostic Measure

The purpose of this assignment is to provide a description of an assessment measure used for psychiatric symptomatology.

1. Select a measure from the options provided on the syllabus
2. Write a summary of the measure including the following features
 - Purpose of the measure
 - General features
 - Scaling
 - Number of items
 - Reliability
 - Validity
 - Scoring and cut-off scores
3. Provide copies of the measure and the summary for members of the class and give a 5 to 10 minute oral presentation of the measure, summarizing the high points of the scale.

Grading Policy: The course grade will be based on your performance on three writing assignments. Each Assignment will be worth 50 points. The psychometric measure summaries will be graded on content (40 points) and presentation (10 points)

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an

examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Students may contact Dr. Basco by email at Basco@UTA.edu or by phone (817) 272-7559. In the event of an emergency, the student should contact the Psychology office (817-272-2281) to leave a message if unable to reach Dr. Basco by phone.