Psychology 552: Psychopathology  
Fall, 2010

Instructor: Terri L. Weaver, Ph.D.  
Office: 226 Shannon Hall; weavert@slu.edu  
Office Phone: 977-2198  
Office Hours: by appointment  
Class Meetings: Monday: 1:00 pm – 3:30 pm (see some weekly changes)  
219 Shannon Hall

Course Description: This course contributes to the core knowledge necessary for the science and practice of clinical psychology. The goal of this course is to present a conceptual framework for understanding the science of psychopathology in order to inform research and practice. Toward this end, the course will focus on etiological issues, the application of a biopsychosocial conceptual framework to case conceptualization, and to a lesser degree, phenomenological issues. Issues related to socioeconomic status, gender, age, culture and comorbidity will be addressed across the course. This course will utilize a seminar format with students actively leading and participating in group discussions that focus on synthesizing and expanding on the material within the readings. This course will not be a survey course, but rather will focus on helping students to gain an in-depth understanding of psychopathology, generally, and identified disorders, specifically. Student participation is expected to be active and contributory.

Required Text:


Optional Text:


Course Requirements: It is expected that students attend classes, complete all of the readings prior to class, and participate and on assigned days, lead seminar discussions. A 12-15 page (double-spaced paper) is also required. There will also be an out-of-class midterm and final examination.

Grading:  
Paper: 150 points  
Midterm: 150 points  
Participation: 25 points  
Leadership Presentation: 50 points  
Final Examination: 150 points
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

Academic Integrity and Honesty

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such Conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the Policy on Academic Honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University.

Students with Special Needs - Disability Services

Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course -- as outlined in the syllabus -- due to presence of a disability, should contact the Office of Diversity and Affirmative Action. Please telephone the office at 314-977-8885, or visit DuBourg Hall Room 36. Confidentiality will be observed in all inquiries.

Description of the Paper:

This semester we will be examining a number of different issues that relate to the etiology and expression of different forms of psychopathology. One process that we will discuss in detail is mediation and moderation (See Class 3 and Holmbeck, 1997). For your paper, I would like you to choose one of five different forms of psychopathology that is of particular interest to you (Major Depression, Panic Disorder, Posttraumatic Stress Disorder, Substance Dependence or Abuse Disorders, or (one type of) Personality Disorder. I have identified these possible disorders based on available research. Your paper will focus on issues related to the etiology of the disorder and factors that influence the disorder’s expression. (a) First provide a brief overview of your chosen disorder, including epidemiological data and overview of symptoms (10 points) (b) Please review the current research on at least four intervening factors (e.g., two mediators and two moderators of your disorder or three mediators and one moderator or 1 mediator and 3 moderators, etc.) that influence the expression or maintenance of the disorder or symptoms of the disorder. Please use empirical research for these factors rather than ‘review’ articles. These factors should intervene between a predictor and your chosen disorder (or symptoms of your chosen disorder) as
the outcome (100 points). (c) Finally, provide an integration of how factors identified in (b) advance our understanding of this form of psychopathology. Be specific as you elaborate on these points and link your discussion to broad issues that we have discussed in this course (90 points). Please complete this paper using 12-15 double-spaced pages. Your paper should be written as a formal paper using the standards of the American Psychological Association (sixth edition, include abstract, running head, etc). Please include the empirical studies in which you identify the mediators/moderators and related factors. **Deadlines for components of the paper are identified in the syllabus. Papers are due November 22, 2010.**

**Description of the Participation and Leadership Presentations:** Competency in effective communication with other professionals and with translating research findings is important for clinical psychology. In order to achieve this competency, students are expected to be participatory, engaging and to shape transformative class discussions each class period. Eight of our classes will have student leaders for a portion of the class period. These leaders will take responsibility for one of the class readings and will focus on leading the presentation of the reading material, raising provocative and integrative questions, and stimulating class discussion for the entire class period (not just for their identified article). **The student leadership discussion will take place during 45 minutes of the class period.** Student leaders are encouraged to be creative. Student leaders will receive a maximum of 50 points for their leadership. More details on grading student leadership will follow.

Students will also receive a maximum of 25 points for seminar participation throughout the semester. Participation can take many forms including amplifying points in the readings, asking questions, volunteering to get additional material based on classroom discussion, etc.
Class 1: Monday, August 23, 2010
Course overview. Definitions of psychopathology, mental disorders, phenomenology, taxonomy, etiology, models/paradigms.

Readings:

Class 2: Monday, August 30, 2010
History of DSM. Overarching Issues in Psychopathology: Measurement, Gender, Culture, and Psychopathology

Readings:
Hersen, Turner, & Biedel: 3-33; 101-121

Class 3: Monday September 6, 2010
NO CLASS
LABOR DAY

Class 4: Monday, September 13, 2010  **Class Meets at 12:15 pm**
Comorbidity and Historical Trends

Readings:
Hersen, Turner, & Biedel: 34-77
See http://www.hcp.med.harvard.edu/ncs/, which is the homepage for the National Comorbidity Survey. Please review the homepage description of the overview of the design for the National Comorbidity Study and the National Comorbidity Replication.
Class 5: Monday, September 20, 2010
Diathesis Personality Stress Model; Prenatal influences and family influences on psychopathology. Examining the process through which exogenous factors may influence the development of psychopathology.

**Turn in Selected Disorder for Class Paper**

Readings:
- Zuckerman: 3-23

Class 6: Monday, September 27, 2010
From temperament to personality: The diathesis/stress bridge

Readings:

Class 7: Monday, October 4, 2010
The continuum of stress and stress-related responses: From hassles to extreme stress; Intimate Partner Violence and poverty as a multidimensional stressor.

Readings:
MID-TERM DISTRIBUTED

Substance-Related Disorders: Overview of disorder, epidemiology, taxonomy, diathesis-personality-stress model; issues of comorbidity

Readings:
- Hersen, Turner, & Biedel: 166-200

SURVEY OF MENTAL DISORDERS: EMPHASIS ON STRESSOR-RELATED ETIOLOGY

Class 9: Monday, October 18, 2010
MID-TERM RETURNED

Mood Disorders: Epidemiology, core features, phenomenology, and subtyping

Readings:
- Hersen, Turner, & Biedel: 286-316

Class 10: Monday, October 25, 2009
Mood Disorders contd.: Etiology and Diathesis-Personality-Stress Models, Course and Outcome; Bipolar Disorder; Comorbidity

Readings:
- Hersen, Turner, & Biedel: 317-348
SURVEY OF MENTAL DISORDERS: EMPHASIS ON MULTIPLE ETIOLOGIES

Class 11: Monday, November 1, 2010
Posttraumatic Stress Disorder: Overview of disorder, epidemiology, taxonomy, diathesis-personality-stress model. Special focus on Historical and Contemporary Events: Vietnam War and September 11th.

Readings:

Class 12: Monday, November 8, 2010 ****Class Meets at 12:15 pm****
Suicide and Self-Harm Behaviors

**Turn in citations for Mediation/Moderation for Class Paper**

Readings:

Class 13: Monday, November 15, 2010
Anxiety Disorders: Overview, Core Features, Discriminant validity, Etiological Issues Diathesis-Personality-Stress Models, Emphasis on Panic Disorder; Comorbidity

Readings:
- Hersen, Turner, & Biedel: 349-409
**Class 14: Monday, November 22, 2010**
Schizophrenia: Overview, Epidemiology, Course, and Taxonomy; Biological and Etiological Issues Diathesis-Personality-Stress Models; Comorbidity

**********

**PAPERS ARE DUE**

**********

**Readings:**
Hersen, Turner, & Biedel: 234-285 (SKIM)

**Class 15: Monday, November 29, 2010**
Sexual Dysfunctions and Disorders: Overview, Epidemiology, Course, and Taxonomy

**Readings:**
Hersen, Turner, & Biedel: 504-570

**Class 16: Monday, December 6, 2010**
Personality Disorders: Overview and Core Features
Etiology, Focus Personality Disorder Structure and Stability

**Wrap up of Psychopathology**

**Readings:**
Hersen, Turner, & Biedel: 633-678

Final exam will be given at a mutually determined time