Psychology 552: Psychopathology  
Fall, 2012

Instructor: Terri L. Weaver, Ph.D.  
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Office Hours: by appointment  
Class Meetings: Monday: 1:10 pm – 3:40 pm  
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. In addition to this syllabus, I have attached the specific competencies for this course and the accompanying course evaluation.

Required Text:


We will also frequently refer to the DSM-5 working groups that can be found at http://www.dsm5.org/Pages/Default.aspx. Final criteria are due to APA by December 31, 2012 with an anticipated release of DSM-5 at the annual APA convention in May, 2013.

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: 220 points  
Midterm: 150 points  
Participation: 25 points  
Leadership Presentation: 50 points  
Final Examination: 200 points
Grading Scale:

A:  93%- 100%
A-:  90% - 92%
B-:  80%-82%
B+:  87%-89%
B :    83%-86%
C:  70-79%
F:  69% or below

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

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.
**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, overview of symptoms, and overarching etiological perspectives (20 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. Within your description of each study briefly include the nature of the study and how the effect was shown (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 using at least 4 articles from class within this semester (90 points). Please complete this paper using 12-15 double-spaced pages (do not exceed 15 pages) using 12 point font size and standard margins. Your paper should be written as a formal paper using the standards of the American Psychological Association (sixth edition, include abstract, running head, etc) (10 points for adhering to standards). Please include the empirical studies in which you identify the mediators/moderators and related factors with your final paper. In order to organize your paper, you may wish to use subheadings. Deadlines for components of the paper are identified in the syllabus. Papers are due November 26, 2012.

**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 60 minutes of the class period. Student leaders are encouraged to be creative. Student leaders will receive a maximum of 50 points for their leadership presentation. (Given my
areas of expertise, I ask that you do not select the course material on family violence or PTSD. Ideally, I would also like there to be only one leadership presentation for each class period). 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.

Outline of Course Topics and Readings

OVERVIEW OF GENERAL FACTORS AND PSYCHOPATHOLOGY
EXPOSURE TO A COMPREHENSIVE MODEL AND DISMANTLED FACTORS

Class 1: Monday, August 27, 2012
Course overview. Definitions of psychopathology, mental disorders, phenomenology, taxonomy, etiology, models/paradigms.

Readings:

Class 2: Monday, September 3, 2012 NO CLASS LABOR DAY

Class 3: Monday September 10, 2012
History of DSM. Overarching Issues in Psychopathology: Measurement, Gender, Race and Ethnicity Culture, and Psychopathology

Readings:
- Hersen, Turner, & Biedel: 3-32; 91-115 (SKIM FOR YOUR REFERENCE), 117-145

Class 4: Monday, September 17, 2012
Comorbidity and General Factors
**Turn in Selected Disorder for Class Paper**

Readings:
Hersen, Turner, & Biedel:  33-89
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 24, 2012
Temperament and the Diathesis Personality Stress Model; Examining the process through which exogenous factors may influence the development of psychopathology.

Readings:


Class 6: Monday, October 1, 2012
From temperament to personality: The diathesis/stress bridge

Readings:


Class 7: Monday, October 8, 2012

The continuum of stress and stress-related responses: From hassles to extreme stress; Intimate Partner Violence and poverty as a multidimensional stressor.

Readings:


SURVEY OF MENTAL DISORDERS:

EMPHASIS ON ETIOLOGICAL PROCESSES

Class 8: Monday, October 15, 2012

MIDTERM DISTRIBUTED

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

Readings:

Hersen, Turner, & Biedel: 197-260


Class 9: Monday, October 22, 2012

MIDTERM RETURNED

FALL BREAK

NO CLASS
Class 10: Monday, October 29, 2012
Mood Disorders: Epidemiology, core features, phenomenology, and subtyping
Etiology and Diathesis-Personality-Stress Models, Course and Outcome; Bipolar Disorder; Comorbidity

Readings:
Hersen, Turner, & Biedel: 317-377

Class 11: Monday, November 5, 2012
Posttraumatic Stress Disorder: Overview of disorder, epidemiology, taxonomy, diathesis-personality-stress model. Special focus on Historical and Contemporary Events: Vietnam War and September 11th.

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

Readings:

Class 12: Monday, November 12, 2012
Suicide and Self-Harm Behaviors

Readings:


**Class 13: Monday, November 19, 2012**

Anxiety Disorders: Overview, Core Features, Discriminant validity, Etiological Issues Diathesis-Personality-Stress Models, Emphasis on Panic Disorder; Comorbidity

**Readings:**

- Hersen, Turner, & Biedel: 391-431

**Class 14: Monday, November 26, 2012**

Schizophrenia: Overview, Epidemiology, Course, and Taxonomy; Biological and Etiological Issues Diathesis-Personality-Stress Models; Comorbidity

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**PAPERS ARE DUE**

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**Readings:**

- Hersen, Turner, & Biedel: 261-315 (SKIM)

**Class 15: Monday, December 3, 2012**

Sexual Dysfunctions and Disorders: Overview, Epidemiology, Course, and Taxonomy

**Readings:**

- Hersen, Turner, & Biedel: 539-600

**Class 16: Monday, December 10, 2012**  
Personality Disorders: Overview and Core Features  
Etiology, Focus Personality Disorder Structure and Stability  
**Wrap up of Psychopathology**  
**Readings:**  
Hersen, Turner, & Biedel:  681-716  

**Final exam will be given at a mutually determined time**
Scientist-Practitioner Competencies
Core Clinical Coursework
PSY-552: Psychopathology/PSY-588: Psychopathology Practicum

A. Basic Skills, Attitudes, and Knowledge
1. Personality Characteristics, Intellectual, and Personal Skills
   ____ Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   ____ Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   ____ Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   ____ Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valueing of ethical behavior; personal courage
   ____ Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   ____ Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   ____ Personal skills: personal organization, personal hygiene, appropriate dress

2. Core Knowledge
   Psychopathology
   ____ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases
   ____ Training in diagnostic classification systems, including the DSM
   Ethical and Legal
   ____ Principles of ethical practice and decision making related to diagnosing dysfunctional behavior and psychopathology (APA, 2002)
   Individual and Cultural Difference (ICD)
   ____ Knowledge and understanding of principles and findings related to ICD as they apply to dimensions of ICS (e.g., class, race, physical disability, etc.)
   ____ Understanding of one’s own situation (situation (e.g., one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
   ____ Understanding of the need to consider ICD issues in identifying and diagnosing dysfunctional behavior and psychopathology
   Lifespan Development
   ____ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate psychopathology and diagnosis
B. Skills Necessary to Demonstrate Competencies

Relationship/Interpersonal Skills

a. With instructor
   ____ Ability to work collaboratively with the instructor; collaboration means understanding, sharing, and working by a set of common goals for learning; working cooperatively and collaboratively with the instructor to enhance the student’s learning, knowledge, and skills
   ____ Ability to prepare for instruction and learning
   ____ Ability/willingness to accept input and feedback from the instructor; able to follow through on instructor feedback.
   ____ Ability to self-reflect and self-evaluate regarding learning and the acquisition of

b. With peers
   ____ Ability to work collegially with other students; contributes respectfully to class discussions.
   ____ Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.

c. With support staff (including teaching assistants, practicum instructors)
   ____ Ability to be respectful of support staff roles and persons

Psychological Assessment Skills

____ Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups
____ Ability to utilize systematic approaches to gathering data to inform clinical decision making
____ Knowledge of psychometric issues and bases of assessment methods for diagnostic purposes
____ Knowledge of issues related to integration of different data sources for diagnostic purposes
____ Ability to integrate assessment data from different sources for diagnostic purposes
____ Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches

Diversity – Individual and Cultural Differences

____ Knowledge about the nature and impact of diversity in the etiology, phenomenology, and presentation of dysfunctional behavior and psychopathology

Ethics
Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to diagnosis
Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in diagnosis

Professional Development
a. Professional Skills for Effective Student Learning
   Timeliness: completing course-related tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly for class
   Developing an organized, disciplined approach to studying and learning
   Organizing and presenting information for class (including oral and written presentations)
   Organizing and presenting ideas and information
   How to self-identify personal distress, particularly as it relates to academic coursework and responsibilities as a student
   How to seek and use resources that support healthy functioning when experiencing personal distress
   Organizing one’s day, including time for studying and completing course requirements

b. Professional Development Competencies
   Critical thinking and analysis
   Using resources to promote effective learning (e.g. empirical literature, input from colleagues, technological resources)
   Responsibility and accountability relative to one’s level of training and seeking consultation when needed
   Time management
   Self-awareness, understanding, and reflection
   Self-care
   Awareness of personal identity (e.g., relative to individual and cultural differences)
   Awareness of one’s own beliefs and values as they relate to and impact academic activities and classroom learning
   Social intelligence; ability to interact collaboratively and respectfully with other fellow students
   Willingness to acknowledge and correct errors
   Ability to create and conduct an effective written and/or oral presentation

C. Metaknowledge/ Metacompetencies – Skilled Learning
   Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation to enhance learning
   The ability to use consultation and other resources to improve and extend knowledge and skills
   Knowledge of the process for extending current knowledge and skills into new areas
   Commitment to life-long learning and quality improvement
Awareness of one’s identity as a student of psychology; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a student of psychology.
Scientist-Practitioner Competencies Evaluation
Core Clinical Coursework
PSY-552: Psychopathology/PSY-588: Psychopathology Practicum

Student:
Student Year Level:
Supervisor:
Semester / Year:

Evaluation scale
For each broad area, indicate whether the student exceeds year level expectations, meets year level expectations, needs improvement to meet year level expectations, or whose performance is unsatisfactory for year level expectations. Year 1 = emerging novice; Year 2 = novice; Year 3 = intermediate; Year 4/5 = proficient. Please check (X) any areas in which the student’s performance has been unsatisfactory (U) or needs improvement (NI).

A. Basic Skills, Attitudes, and Knowledge
   1. Personality Characteristics, Intellectual, and Personal Skills
      
      ____ Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
      ____ Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
      ____ Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
      ____ Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valuing of ethical behavior; personal courage
      ____ Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
      ____ Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
      ____ Personal skills: personal organization, personal hygiene, appropriate dress

      Overall evaluation of personality characteristics, intellectual and personal skills:
      ____ exceeds expectations ____ meets expectations _____ needs improvement
      ____ unsatisfactory

   2. Core Knowledge
   Psychopathology
      ____ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases
Training in diagnostic classification systems, including the DSM

Ethical and Legal
____ Principles of ethical practice and decision making related to diagnosing dysfunctional behavior and psychopathology (APA, 2002)

Individual and Cultural Difference (ICD)
____ Knowledge and understanding of principles and findings related to ICD as they apply to dimensions of ICS (e.g., class, race, physical disability, etc.)
____ Understanding of one’s own situation (situation (e.g., one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
____ Understanding of the need to consider ICD issues in identifying and diagnosing dysfunctional behavior and psychopathology

Lifespan Development
____ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate psychopathology and diagnosis

Overall evaluation of core knowledge:
___exceeds expectations ___meets expectations _____ needs improvement ___unsatisfactory

B. Skills Necessary to Demonstrate Competencies

Relationship/Interpersonal Skills
a. With instructor
____ Ability to work collaboratively with the instructor; collaboration means understanding, sharing, and working by a set of common goals for learning; working cooperatively and collaboratively with the instructor to enhance the student’s learning, knowledge, and skills
____ Ability to prepare for instruction and learning
____ Ability/willingness to accept input and feedback from the instructor; able to follow through on instructor feedback.
____ Ability to self-reflect and self-evaluate regarding learning and the acquisition of

b. With peers
____ Ability to work collegially with other students; contributes respectfully to class discussions.
____ Ability to support others and their work and to gain support for one’s own work
Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers

c. With support staff (including teaching assistants, practicum instructors)
   Ability to be respectful of support staff roles and persons

Overall evaluation of relationship/interpersonal skills:
_____ exceeds expectations   _____meets expectations   _____ needs improvement
_____ unsatisfactory

Psychological Assessment Skills
   Ability to select and implement multiple methods and means of evaluation
   in ways that are responsive to and respectful of diverse individuals,
couples, families, and groups
   Ability to utilize systematic approaches to gathering data to inform clinical
decision making
   Knowledge of psychometric issues and bases of assessment methods for
diagnostic purposes
   Knowledge of issues related to integration of different data sources for
diagnostic purposes
   Ability to integrate assessment data from different sources for diagnostic
purposes
   Ability to formulate and apply diagnoses; to understand the strengths and
limitations of current diagnostic approaches

Overall evaluation of psychological assessment skills:
_____ exceeds expectations   _____meets expectations   _____ needs improvement
_____ unsatisfactory

Diversity – Individual and Cultural Differences
   Knowledge about the nature and impact of diversity in the etiology,
   phenomenology, and presentation of dysfunctional behavior and
psychopathology

Overall evaluation of diversity—individual and cultural differences:
_____ exceeds expectations   _____meets expectations   _____ needs improvement
_____ unsatisfactory

Ethics
   Knowledge of ethical/professional codes, standards, and guidelines;
   knowledge of statuses, rules, regulations and case law relevant to
diagnosis
   Recognize and understand the ethical dimensions/features of his/her own
attitudes and practice in diagnosis

Overall evaluation of ethics:
Professional Development

a. Professional Skills for Effective Student Learning
   - Timeliness: completing course-related tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly for class
   - Developing an organized, disciplined approach to studying and learning
   - Organizing and presenting information for class (including oral and written presentations)
   - Organizing and presenting ideas and information
   - How to self-identify personal distress, particularly as it relates to academic coursework and responsibilities as a student
   - How to seek and use resources that support healthy functioning when experiencing personal distress
   - Organizing one’s day, including time for studying and completing course requirements

b. Professional Development Competencies
   - Critical thinking and analysis
   - Using resources to promote effective learning (e.g., empirical literature, input from colleagues, technological resources)
   - Responsibility and accountability relative to one’s level of training and seeking consultation when needed
   - Time management
   - Self-awareness, understanding, and reflection
   - Self-care
   - Awareness of personal identity (e.g., relative to individual and cultural differences)
   - Awareness of one’s own beliefs and values as they relate to and impact academic activities and classroom learning
   - Social intelligence; ability to interact collaboratively and respectfully with other fellow students
   - Willingness to acknowledge and correct errors
   - Ability to create and conduct an effective written and/or oral presentation

Overall evaluation of professional development:
   - exceeds expectations
   - meets expectations
   - needs improvement
   - unsatisfactory

C. Metaknowledge/ Metacompetencies – Skilled Learning
   - Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation to enhance learning
   - The ability to use consultation and other resources to improve and extend knowledge and skills
   - Knowledge of the process for extending current knowledge and skills into new areas
Commitment to life-long learning and quality improvement

Awareness of one’s identity as a student of psychology; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a student of psychology

Overall evaluation of metaknowledge/metacompetencies—skilled learning:

______ exceeds expectations  ____meets expectations  _____ needs improvement  ____unsatisfactory

D. Comments

________________________________________

Instructor’s Signature