

**Psychology 5520: Psychopathology  
Fall, 2022**

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Office Hours: *by appointment*  
Class Meetings: Monday: 1:00 pm – 3:30 pm  
Morrissey 2601  
Canvas: Course material can be found on Canvas

**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 both practice and research. Toward this end, the course will focus on etiological issues, the application of a biopsychosocial as well as other contemporary frameworks to guide case conceptualization, and to a lesser degree, phenomenological issues. Issues related to socioeconomic status, gender, gender identity, sexual orientation, age, disability and other intersecting identities as well as other aspects of multiculturalism will be addressed across the semester with an eye toward interrogating the social determinants of psychopathology and decolonizing the curriculum.

**Course Climate and Collective Commitments:**

Before we get into course content, I would like to share a few words on course climate. This is a seminar and we will gather each week as active learners as we participate in our weekly group discussions. *In acknowledging this time of transition to graduate education as well as our early days of emerging from the pandemic, we will engage in our work and with one another with patience, flexibility, kindness, and forgiveness.* Together, we will make this semester work so that we can all have a safe and productive experience! If you have any questions, concerns, or feedback, please reach out to me in whatever way is most comfortable: email, phone, text and/or comment on a google document that I will upload for ongoing course feedback. I will work with you.

**Personal Resources**

In a course on Psychopathology we are discussing experiences that deeply affect human lives. It is likely that each of us have personal, familial and/or friendship experiences in which we have been touched by some of the content we are discussing in class. In addition, over the course of a semester, stressful experiences can occur in your lives and you may need additional guidance and support to manage these experiences while also engaging in graduate study. **Self-reflection, understanding your needs and limits and advocating for yourself are competencies that are part of becoming a professional psychologist.** It is important that you develop good practices of self-care. In addition to working hard in your course, research, and clinical work, please develop a self-care/wellness plan that includes activities that support your health and that are stress

relieving. Please reach out for help if you could use additional resources. For example, let me know if I can assist with supporting your engagement in this class. **This support could include being flexible with course deadlines if you are experiencing personal challenges, providing strategies to balance engagement in class with emotional reactions to course material and providing information regarding more formal support resources.**

If more formal support such as personal therapy would be helpful as you navigate your professional training, the clinical program has developed a list of available providers who have expressed a willingness to see graduate students and who are not directly involved in supervisory roles within our program. This list is maintained on the T drive under clinical shared, student resources. One note, it is impossible to maintain a completely up-to-date list of therapy resources. Therapist availability changes daily and has been especially variable during the pandemic. If therapy resources would be helpful and the posted lists are not generating available options, please let a trusted faculty member or student know. **We support you in taking care of yourself and don't want you to feel isolated.**

### **Affirmative Class Climate**

Cultural humility acknowledges that it is impossible to know all there is to know about different cultures and identities and that this learning is a lifelong process. I am committed to creating a classroom environment that is affirming to all social and individual identities. I want this classroom experience to be free of microaggressions and to be a safe space for inclusive learning and discovery. As a trauma psychologist, I am aware of the power of words to not only harm but also to heal. While I will engage in self-evaluation and will examine the nature of the words that I use in my teaching, I am aware that there may be times in which my body language, tone, or the words I use could be disaffirming and constitute a microaggression. I welcome your feedback on those missteps and would be grateful if you would bring these observations to my attention using whatever format is most comfortable to you (phone, text, email). We want to cultivate a culture in which feedback (even difficult feedback) is a gift (i.e., crucial conversations). As a community of learners, we will also discuss an in-the-moment strategy for providing feedback to me and to one another during class. If you wish to leverage a concern through university-based reporting channels, formal reporting options can be found here: <https://www.slu.edu/general-counsel/institutional-equity-diversity/hate-crimes.php>.

### **Participation**

**Regarding weekly discussions, this is your course** and each individual's contributions will build upon and deepen our collective understanding of the course material. In-class discussions will not detail each of the components of the readings but, rather, will synthesize and expand upon the material. **We will not cover each reading with equal emphasis.** That is, we may focus on some readings in-depth; other readings we may only

touch upon. **However, each reading has been hand selected with a specific aim for showcasing current and sometimes historical perspectives on psychopathology.**

### **Course Content**

This course is not be a survey course. Rather, this course helps students gain an in-depth understanding of psychopathology, generally, and identified disorders, specifically. Selected forms of psychopathology have been chosen because of their high prevalence or your likelihood of encountering them in your graduate clinical practice. Readings are subject to additions/deletions; you will be provided with advance notice. In addition to this syllabus, I have attached the specific competencies for this course and the accompanying course evaluation.

### **Required Text:**

Beidel, D. C., Frueh, B. C., & Hersen, M. (Eds.). (2018). *Adult psychopathology and diagnosis (eighth edition)*. Hoboken, New Jersey: John Wiley & Sons. **(APD)**

Westhoff, B. (2022). *Little Brother: Love, Tragedy, and my Search for the Truth*. New York: Hachette Book Group. See

<https://www.hachettebooks.com/titles/ben-westhoff/little-brother/9780306923166/> for purchase options.

We will also frequently refer to the DSM-5-TR:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed., Text Revision)*. Washington, DC: Author.

**Course Requirements:** It is expected that students attend classes, complete all of the readings prior to class, participate with weekly discussion questions and on their designated 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.

<b><u>Grading:</u></b>	Paper:	200 points
	Midterm:	100 points (three essays-take home)
	Participation (Discussion/ Discussion Question Posts):	150 points
	Leadership Presentation:	150 points
	Final Examination:	150 points (two essays-take home)

### **Grading Scale:**

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

## University-Based Expectations and Resources

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

### Academic Integrity/Honesty

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

**Disability Accommodations:** Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success

Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

**Face Masks (until further notice):** Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

**When a University-wide face mask requirement is in effect,** the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

**When a University-wide face mask requirement is not in effect,** students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

**ADA Accommodations for Face Mask Requirements:** Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability

Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

**In-Person Class Attendance/Participation (until further notice):** The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

### **Student Success Center Syllabus Statement**

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. The Student Success Center assists

students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services Syllabus Statement**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

### **Basic Needs Security Syllabus Statement**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

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**Description of the Paper (200 points):** *More detail on the paper to follow. However, a general description is that the paper will ask you to translate several foundational concepts of psychopathology through the lens of the 'Little Brother' narrative as a case study. Detailed description of the paper will be posted by September 5, 2022. Papers are due December 5, 2022.*

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**Description of the Participation and Leadership Discussions:** Effective communication with other professionals and translation of research findings is an important competency for clinical psychologists. In order to achieve this competency, students are expected to be participatory, engaging and to shape **transformative** class discussions each class period. Seven of our classes will have student facilitators for a portion of the class period. These leaders will take responsibility for **one** of the class readings and will focus on leading the discussion 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-led leadership discussion will take place during 60 minutes of the class period (please do not exceed this time limit).** Student leaders are encouraged to be thoughtful and creative in their discussions. Student leaders will receive a maximum of 150 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).** More details on competencies and grading for the student leadership will follow. Potential articles for selection are bolded in each class period.

Facilitating discussions are not easy! However, here are some tips for enhancing your discussions:

*Prepare for your discussion by reading thoroughly and thinking reflectively:* This course is reading intensive. In order to facilitate discussions, you must read and think about the material. Consider questions, reactions and comments that help students to deepen their understanding of the course material. Think of ways in which your chosen article is similar to other articles in this class period and in previous class periods. Think of ways that your article is different from other articles in this class period and in previous class periods.

*Warm up and Launch:* Remember your goal is for the class to discuss **THEIR** knowledge of the material rather than to prove your extensive knowledge. Open your discussion with broad comments. Don't get too complicated or granular too quickly. You want there to be positive energy in the room and help people to feel comfortable with the discussion. Encourage the class to talk with each other not to the discussion facilitator. As the discussion deepens increase the level and complexity of the discussion. Augment the discussion with presentation points but let the discussants lead the presentation not vice versa. The presentation can punctuate the discussion, clarify points, and present a visual depiction of the topic but it **SHOULD NOT** drive the discussion. The later part of your discussion can focus on clinical implications, research implications, treatment implications or other related practice implications.

*Clarify Comments:* Don't be afraid to ask clarifying questions or seek resolution on a complex point that may be misrepresented or incorrectly stated. We all make mistakes and all our memories can be fallible. Respectfully and generously offer to seek clarification of details. It is not about 'proving you are right' but ensuring we all are being accurate in our discussion. These skills are critical to learn and to translate to settings such as research and clinical supervision.

**Participation:** Students will also receive a maximum of 100 points for seminar participation throughout the semester. This participation includes the posting of discussion questions as well as participation in class. Participation can take many forms including amplifying points in the readings, asking questions, volunteering to get additional material based on classroom discussion, etc. **In addition, students will post at least three discussion questions each week. Please post your questions by midnight the Sunday night before class.** These questions provide an opportunity for you to demonstrate integration of course material, intellectual curiosity and some of these questions will be selected for discussion within the course; therefore, you are shaping course content with your questions! Please ask thoughtful and interesting questions. Each week you can receive up to 7 points for your posted questions. Post your questions

to blackboard and focus on at least one question related to the course readings that expands and/or integrates the course readings with other aspects of the course.

**A sample course question is:**

*The RDoC system seems to represent great progress in coordinating information from genetics, neuroscience, and behavioral science in a research capacity, but what is its clinical utility in terms of diagnosis? Or, is its purpose to move away from diagnosis per se, and toward individualized, dimensional assessment? What would it look like for a psychologist's clinical practice to be more informed by the RDoC framework instead of the DSM/ICD system?*

**In addition, one of the questions will be designed to critique the course content that week through the lens of diversity, equity, or social justice.** Diversity entails a recognition of an individual's uniqueness and acknowledges individual differences including dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Inequities can occur through social biases, discrimination, socioeconomic disparities, cultural disparities, policies that reify discrimination and others. Equity is a process focused on identifying disparities and redressing these disparities with policies, resources, procedures and other approaches. Social Justice is focused on individuals, families, and groups (micro level), organizations and communities (meso level) and society and global community (macro level). Social justice affirms human dignity, community, equity, access, rights and responsibilities and stewardship. **Please consider intersectional identities when you write your diversity, equity, and social justice question.**

**A sample diversity, equity or social justice question critique is:**

*While PTSD has been diagnosed within cisgender as well as gender nonconforming individuals, the genesis of the disorder was based on clinical observations of white, male, cisgender (primarily Vietnam-era) combat veterans. Considering the cultural and historical context of this disorder, discuss the limitations of the symptom complex for different gender, racial and ethnic identities as well as different ages. How would you propose developing a more representative set of symptoms? What symptoms may already be inclusive and why?*

## Outline of Course Topics and Readings

### OVERVIEW OF GENERAL FACTORS AND PSYCHOPATHOLOGY EXPOSURE TO COMPREHENSIVE MODELS AND DISMANTLED MODEL COMPONENTS

Note: Articles with the \*\* may have limitations associated with their representation, language or dated publication year. They are included with intention based on some of their primary findings. Critiques will be discussed.

#### **Class 1: Monday, August 29, 2022**

Course Introduction, class structure, climate and logistics

*Setting the Stage: Micro aggressions and Micro Affirmations: Process and Content; Implications for the Studying, Researching, Treating and Discussing Psychopathology*

#### **Readings:**

Gonzales, L., Davidoff, K. C., Nadal, K. L., & Yanos, P. T. (2015).  
Microaggressions experienced by persons with mental illnesses: An exploratory study. *Psychiatric rehabilitation journal*, 38(3), 234.

Rowe, M. (2008). Micro-affirmations and micro-inequities. *Journal of the International Ombudsman Association*, 1(1), 45-48.

Rich Roll Podcast: Masterclass on Mindset:  
<https://www.richroll.com/podcast/mindset-masterclass-665/>

#### **Class 2: Monday, September 5, 2022**

**No Class Labor Day**

#### **Class 3: Monday, September 12, 2022**

Course overview. Definitions of psychopathology, mental disorders, and state of the Diagnostic and Statistical Manual, phenomenology, taxonomy, etiology, and transdiagnostic perspectives

**Select article to be the primary discussion facilitator**

#### **Readings:**

Achenbach, T. M. (2020). Bottom-UP and top-down paradigms for psychopathology: A half-century odyssey. *Annual review of clinical psychology*, 16, 1-24. \*\*

Fava, G. A., & Sonino, N. (2017). From the lesson of George Engel to current knowledge: the biopsychosocial model 40 years later. *Psychotherapy and psychosomatics*, 86(5), 257-259.

Robbins et al. (2012). Neurocognitive endophenotypes of impulsivity and compulsivity: towards dimensional psychiatry. *Trends in Cognitive Sciences*, 16, 81-91.

#### **Class 4: Monday, September 19, 2022**

Models of Psychopathology: Specific Models and a Transdiagnostic, Dimensional Perspectives

**Readings: APD: 33-43**

Borsboom, D. & Cramer, A. O. J. (2013). Network analysis: an integrative approach to the structure of psychopathology. *Annual Review of Clinical Psychology, 9*, 91-121.

Conway, C. C., Forbes, M. K., Forbush, K. T., Fried, E. I., Hallquist, M. N., Kotov, R., Mullins-Sweatt, S. N., Shackman, A. J., Skodol, A. E., South, S. C., Sunderland, M., Waszczuk, M. A., Zald, D. H., Afzali, M. H., Bornoalova, M. A., Carragher, N., Docherty, A. R., Jonas, K. G., Krueger, R. F., Patalay, P., ... Eaton, N. R. (2019). A Hierarchical Taxonomy of Psychopathology Can Transform Mental Health Research. *Perspectives on psychological science : A journal of the Association for Psychological Science, 14*(3), 419–436. <https://doi.org/10.1177/1745691618810696>

Cuthbert, B. N. (2014). The RDoC framework: facilitating transition from ICD/DSM to dimensional approaches that integrate neuroscience and psychopathology. *World Psychiatry, 13*(1), 28-35.

#### **Class 5: Monday, September 26, 2022**

Overarching Issues in Psychopathology: Measurement, Gender, Race, Ethnicity and Multiculturalism

**Readings:**

**APD : 131-156**

Berke, D. S., Reidy, D., & Zeichner, A. (2018). Masculinity, emotion regulation, and psychopathology: A critical review and integrated model. *Clinical psychology review, 66*, 106-116.. (KELLEN)

Marks, A. K., Woolverton, G. A., & Garcia Coll, C. (2020). Risk and resilience in minority youth populations. *Annual review of clinical psychology, 16*, 151-163.

Oyserman, D. (2017). Culture three ways: Culture and subcultures within countries. *Annual review of psychology, 68*, 435-463.

#### **Class 6: Monday, October 3, 2022**

Comorbidity and Psychopathology

**Readings: APD: 45-103**

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.

Krueger, R. F., & Markon, K. E. (2006). Reinterpreting Comorbidity: A model based approach to understanding psychopathology. *Annual Reviews of Clinical Psychology, 2*, 111-133.\*\*

Young, G., Lareau, C., & Pierre, B. (2014). One quintillion ways to have PTSD comorbidity: Recommendations for the disordered DSM-5. *Psychological Injury and Law, 7*(1), 61-74.\*\*

### **Class 7: Monday, October 10, 2022**

Temperament, Personality and the Diathesis Personality Stress Model; Examining the *process (mediation and moderation)* through which exogenous factors may influence the development of psychopathology.

#### **Readings:**

**Belsky, J. & Pluess, M. (2009). Beyond diathesis stress: differential susceptibility to environmental influences. *Psychological bulletin*, 135 (6), 885-908. (IRELAN)**

Widiger, T. A., Sellbom, M., Chmielewski, M., Clark, L. A., DeYoung, C. G., Kotov, R., ... & Wright, A. G. (2019). Personality in a hierarchical model of psychopathology. *Clinical Psychological Science*, 7(1), 77-92.

Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of counseling psychology*, 51(1), 115.

### **Class 8: Monday, October 17, 2022**

**\*\*MIDTERM DISTRIBUTED AND DUE OCTOBER 24, 2022\*\***

Affective Bases of Behavior with an Emphasis on Psychopathology

#### **Readings:**

Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issues. *Annual review of psychology*, 60, 1-25.

Kuppens, P., Allen, N. B., & Sheeber, L. B. (2010). Emotional inertia and psychological maladjustment. *Psychological science*, 21(7), 984-991.

**Watson, D., & Stanton, K. (2017). Emotion blends and mixed emotions in the hierarchical structure of affect. *Emotion Review*, 9(2), 99-104. (SAVVY)**

### **Class 9: Monday October 24, 2022**

**Class Cancelled**

### **Class 10: Monday, October 31, 2022**

The continuum of stress and stress-related responses: From hassles to extreme stress; childhood trauma as a multidimensional stressor.

#### **Readings:**

**Gernoimus, A. T. (2021). Weathering the Pandemic: Dying old at a young age from pre-existing racist conditions. *Washington and Lee University Journal of Civil Rights and Social Justice*, 409-440. (PAYTON)**

Slavich, G. M. (2019). Stressnology: The primitive (and problematic) study of life stress exposure and pressing need for better measurement. *Brain, Behavior, and Immunity*, 75, 3-5.

Sladek, Michael R., Leah D. Doane, Nancy A. Gonzales, Kevin J. Grimm, and Linda J. Luecken. "Latino adolescents' cultural values associated with diurnal cortisol activity." *Psychoneuroendocrinology* 109 (2019): 104403.

SURVEY OF MENTAL DISORDERS:  
EMPHASIS ON ETIOLOGICAL PROCESSES

**Class 11: November 7, 2022**

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

**Readings:**

**APD:** 669-694

**Special Module on Opioid Use Disorders**

Gilbert, L., Raj, A., Hien, D., Stockman, J., Terlikbayeva, A., & Wyatt, G. (2015). Targeting the SAVA (substance Abuse, Violence, and AIDS) Syndemic among women and girls: A global review of epidemiology and integrated interventions. *JAIDS*, *69*, 118-127.

**Fronk, G., Sant'Ana, S., Kaye, J., & Curtin, J. (2020). Stress allostasis in substance use disorders: promise, progress, and emerging priorities in clinical research. *Annual review of clinical psychology*, *16*, 401-430. (SYDNEY)**

McLellan, A. T. (2022). Preaddiction- A missing concept for treating substance use disorders. *Jama Psychiatry*, *E1-E2*.

**Class 12: Monday, November 14, 2022**

Mood Disorders: Epidemiology, core features, phenomenology, and subtyping  
Etiology and Diathesis-Personality-Stress Models, Course and Outcome; Bipolar Disorder; Comorbidity

**Readings:**

**APD:** 247-298

Alloy, L. B., Nusslock, R., & Boland, E. M. (2015). The development and course of bipolar spectrum disorders: an integrated reward and circadian rhythm dysregulation model. *Annual review of clinical psychology*, *11*, 213-250.

**Monroe, S. M. & Harkness, K. L. (2022). Major depression and its recurrences: Life course matters. *Annual review of clinical psychology*, *18*, 329-357. (ADAM)**

Beck, A. T., & Bredemeier, K. (2016). A unified model of depression: Integrating clinical, cognitive, biological, and evolutionary perspectives. *Clinical Psychological Science*, *4*(4), 596-619. doi:10.1177/2167702616628523

**Class 13: Monday, November 21, 2022**

Posttraumatic Stress Disorder: Overview of disorder, epidemiology, taxonomy, diathesis-personality-stress model. Special focus on Interpersonal Violence

**Readings:**

**APD:** 409-427

Bassir Nia, A., Bender, R., & Harpaz-Rotem, I. (2019). Endocannabinoid system alterations in posttraumatic stress disorder: a review of developmental and accumulative effects of trauma. *Chronic Stress*, 3, 2470547019864096.

Hawn, S., E., Wolf, E. J., Neale, Z., & Miller, M. W. (2022). Conceptualizing traumatic stress and the structure of posttraumatic psychopathology through the lenses of RDoC and HiTOP. *Clinical psychology review*, 95, 102177.

National Child Traumatic Stress Network (Spring, 2014). Conversations about Historical Trauma, Three Part Series.

**Class 14: Monday, November 28, 2022**

Suicide and Self-Harm Behaviors

**Readings:**

**Sachs-Ericsson, N. J., Rushing, N. C., Stanley, I. H., & Sheffler, J. (2015). In my end is my beginning: developmental trajectories of adverse childhood experiences to late-life suicide. *Aging & Mental Health*, (ahead-of-print), 1-27. (ANJUM)**

Wolford-Clevenger, C., Frantell, K., Smith, P. N., Flores, L. Y., & Stuart, G. L. (2018). Correlates of suicide ideation and behaviors among transgender people: A systematic review guided by ideation-to-action theory. *Clinical Psychology Review*.

Robinson, W. L., Whipple, C. R., Keenan, K., Flack, C. E., & Wingate, L. (2022). Suicide in African American adolescents: Understanding risk by studying resilience. *Annual review of clinical psychology*, 18, 359-385.

**Class 15: Monday, December 5, 2022**

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**PAPERS ARE DUE**

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

**Readings:**

**APD:** 299-357

Barlow, D. H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American Psychologist*, 55(11), 1247.

Cisler, J. M., Olatunji, B. O., Feldner, M. T., & Forsyth, J. P. (2010). Emotion regulation and the anxiety disorders: An integrative review. *Journal of psychopathology and behavioral assessment*, 32(1), 68-82.

**Zinbarg, R. E., Williams, A. L., & Mineka, S. (2022). A current learning theory approach to the etiology and course of anxiety and related disorders. *Annual review of clinical psychology, 18*, 233-258.**

**Final exam will be given at a mutually determined time**

**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

\_\_\_\_\_ of psychopathology  
\_\_\_\_\_ 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

professional psychology5 \_\_\_\_\_

Understanding of one's own 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 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 negotiate needs for autonomy from and dependency on supervisors

\_\_\_\_ Ability to self-reflect and self-evaluate regarding learning and the acquisition of knowledge and skills

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:  
\_\_\_\_ exceeds expectations \_\_\_\_ meets expectations \_\_\_\_ needs improvement  
\_\_\_\_ unsatisfactory

*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***

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**Instructor’s Signature**