Psychology 5520: Psychopathology

Fall, 2017

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Office Hours: *by appointment*

Class Meetings: Monday: 1:00 pm – 3:30 pm

2601 Morrissey 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 and other intersecting aspects of multiculturalism will be addressed across the course material.

**Course Expectations:**

This seminar course will utilize a seminar format with students actively leading and participating in group discussions. **This is your course**; your contributions will build upon and deepen our collective understanding of the course material. **Student participation is expected to be active and contributory**. 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 sometime historical perspectives on psychopathology. 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. Selected forms of psychopathology have been chosen because of their high prevalence or your likelihood of encountering them in your 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.). (2014). *Adult psychopathology and diagnosis (seventh edition).* Hoboken, New Jersey: John Wiley & Sons. **(APD)**

We will also frequently refer to the DSM-5:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.).* http://dx.doi.org/10.1176/appi.books.9780890425596.910646

<http://www.dsm5.org/Pages/Default.aspx>.

**Course Requirements:** It is expected that students attend classes, complete all of the readings prior to class, 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: 270 points

Midterm: 150 points

Participation: 25 points

Leadership Presentation: 100 points

Final Examination: 220 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

*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 via which SLU embodies 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 governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:[http://www.slu.edu/Documents/provost/academic\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf" \t "_blank).*

*Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites.  All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals.  You may find the policy of the College of Arts and Sciences at* [*http://www.slu.edu/college-of-arts-and-sciences-home/faculty-and-staff-resources/college-of-arts-and-sciences-policy-manual/policy-on-academic-honesty*](http://www.slu.edu/college-of-arts-and-sciences-home/faculty-and-staff-resources/college-of-arts-and-sciences-policy-manual/policy-on-academic-honesty)*. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.*

### Students with Special Needs - Disability Services Academic Accommodations

*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 and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit*[*www.slu.edu/success*](http://www.slu.edu/success)*to learn more about:*

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

*·   University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).*

***Disability Services Academic Accommodations Syllabus Statement****Students with a documented disability who wish to request academic accommodations****must****contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also****must****notify the course instructor that they wish to access accommodations in the course.*

*Please contact Disability Services, located within the Student Success Center, at*[*Disability\_services@slu.edu*](mailto:Disability_services@slu.edu)*or*[*314.977.3484*](tel:314.977.3484)*to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.*

*Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.*

***Title IX Syllabus Statement***

*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 misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36;*[*akratky@slu.edu*](mailto:akratky@slu.edu)*;*[*314-977-3886*](tel:314-977-3886)*) and share the basic facts of your experience with her. 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.*

*If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web addresses:*

[*http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy*](http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy)

[*www.slu.edu/here4you*](http://www.slu.edu/here4you)*.*

**Description of the Paper (270 points)**:

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 (**Bipolar Disorder, Panic Disorder, Posttraumatic Stress Disorder, Major Depressive Disorder or Substance Dependence or Abuse Disorders**). I have identified these possible disorders as options for your paper based on available research.

Your paper will focus on issues related to the **etiology of the disorder and identify factors that influence the disorder’s expression.**

**(a) First provide a brief overview of your chosen disorder, including epidemiological data and overview of symptoms. Select one of the etiological models reviewed in class and explicate the etiological processes involved in the development and maintenance of your disorder from the perspective of your chosen model. (110 points)**

**(b) Please review the current research on at least two intervening factors (e.g., one mediator and one moderator of your disorder) 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* **(60 points)*.***

**(d) Finally, provide an integration of how identified factors 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).**

**Paper Structure**: Please complete this paper using 12-15 double-spaced pages (do not exceed 15 pages) using 12 point font size, standard margins and provide headings for each of your sections. 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 post the empirical studies in which you identify the mediators/moderators and related factors on the T drive in the psychopathology folder. In order to organize your paper, I highly recommend that you use subheadings.* **Deadlines for components of the paper are identified in the syllabus.** **Papers are due November 20, 2017.**

**Description of the Participation and Leadership Presentations:** Competency in effective communication with other professionals and with translating research findings is important 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. 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 (please do not exceed this time limit).** Student leaders are encouraged to be thoughtful and creative in their presentations. Student leaders will receive a maximum of 100 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 competencies and grading for the student leadership will follow.

**Participation:** 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 28, 2017

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

# Readings:

Blashfield, R. K., Keeley, J. W., Flanagan, E. H., & Miles, S. R. (2014). The cycle of classification: DSM-I Through DSM-5. *Annual Review of Clinical Psychology, 10,* 25-51.

Achenbach, T.M. (2015. Transdiagnostic heterogeneity, hierarchical dimensional models, and societal, cultural, and individual differences in the developmental understanding of psychopathology. *European Child and Adolescent Psychiatry*, 24, 1419- 1422. doi:10.1007/s00787-015-0795-0

**Class 2: Monday September 4, 2017**

NO CLASS LABOR DAY

[***The true meaning of labor day is remembering those who have given their time, best efforts and worked hard in their lives for this blessed country. Happy labor day.***](http://www.searchquotes.com/quotation/The_true_meaning_of_Labor_Day_is_remembering_those_who_have_given_their_time%2C_best_efforts_and_worke/530513/) ***(unknown)***

# Class 3: Monday, September 11, 2017

Models of Psychopathology

**Readings:**

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.

Krueger, R. F. & Markon, K. E. (2006). Understanding Psychopathology: Melding behavior genetics, personality, and quantitative psychology to develop an empirically based model. *Current Directions in Psychological Science, 15, 113-117.*

Sanislow, C. A., Pine, D. S, Quinn, K. J., Kozak, M. J., Garvey, M. A. Heinssen, R. K., Sung-En Wang, P., & Cuthbert, B. N. (2010). Developing constructs for psychopathology research: Research Domain Criteria. *Journal of Abnormal Psychology, 119,* 631-639.

**Class 4: Monday, September 18, 2017**

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

**\*\*Turn in Selected Disorder for Class Paper\*\***

Readings:

**APD** : 3-33; 103-127 (SKIM FOR YOUR REFERENCE), 139-154 (READ CAREFULLY)

Nolen-Hoeksema, S. (2012). Emotion regulation and psychopathology: The role of gender. *Annual review of clinical psychology, 8,* 161-187.

Zahn-Waxler, Shirtcliff, E. A., & Marceau, K. (2008). Disorders of childhood and adolescence: Gender and psychopathology. *Annual review of clinical psychology, 4,* 275-303.

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

Alarcón, R. D., Becker, A. E., Lewis-Fernandez, R., Like, R. C., Desai, P., Foulks, E., ... & Cultural Psychiatry Committee of the Group for the Advancement of Psychiatry. (2009). Issues for DSM-V: the role of culture in psychiatric diagnosis. *The Journal of nervous and mental disease*, *197*(8), 559-660.

**Class 5: Monday, September 25, 2017**

Comorbidity and Psychopathology

**Readings: APD**: 35-81

**See** [**http://www.hcp.med.harvard.edu/ncs/**](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.*

# Class 6: Monday, October 2, 2017

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.

Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology, 67,* 187-211.  doi: 10.1146/annurev-psych-122414-033259

Clark, L. A. (2005). Temperament as a unifying basis for personality and psychpathology. *Journal of Abnormal Psychology, 114,* 505-521.

Holmbeck, G. N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Example from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology, 65* (4), 599-610.

McAdams, D. P., & Pals, J. L. (2006). A new big five: Fundamental principles for an integrative science of personality. *American Psychologist, 61,* 204-217.

**Class 7: Monday, October 9, 2017**

Affective Bases of Behavior with an Emphasis on Psychopathology

**Readings:**

Chiao, J. Y. (2015). Current emotion research in cultural neuroscience. *Emotion Review*, 7, *280-293.* doi:10.1177/1754073914546389.

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

Kreibig, S. D. (2010). Autonomic nervous system activity in emotion: A review. *Biological Psychology, 84,* 394-421.

Rottenberg, J. (2017). Emotions in depression: What do we really know? *Annual review of clinical psychology, 13,* 241-263.

**Class 8: Monday, October 16, 2017**

# MIDTERM DISTRIBUTED

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

Readings:

Aneshensel, C. S. (2009). Toward explaining mental health disparities. *Journal of Health and Social Behavior*, *50*(4), 377-394.

Munroe, S. M. (2008). Modern approaches to conceptualizing and measuring life stress. *Annual review of clinical psychology, 4,* 33-52.

Danese, A., & Baldwin, J. R. (2017). Hidden wounds? Inflammatory links between childhood trauma and psychopathology. *Annual Review of Psychology, 68, 517-544.*

Abramsky, T., Watts, C. H., Garcia-Moreno, C., Devries, K., Kiss, L., Ellsberg, M., ... & Heise, L. (2011). What factors are associated with recent intimate partner violence? Findings from the WHO multi-country study on women's health and domestic violence. *BMC public health*, *11*(1), 109.

# Class 9: Monday, October 23, 2017

# MIDTERM RETURNED

**FALL BREAK**

**NO CLASS**

SURVEY OF MENTAL DISORDERS:

EMPHASIS ON ETIOLOGICAL PROCESSES

# Class 10: Monday, October 30, 2017

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

**Readings:**

**APD**: 641-661

Cavazos-Rehg, P. A., Breslau, N., Hatsukami, D., Krauss, M. J., Spitznagel, E. L., Grucza, R. A., Salyer, P., Hartz, S. M., & Bierut, L. J. (2014). Smoking cessation is associated with lower rates of mood/anxiety and alcohol use disorder. *Psychological Medicine, 44,* 2523-2535.

Everitt, B. J., & Robbins, T. W. (2016). Drug addiction: Updating actions to habits to compulsions ten years on. *Annual Review of Psychology, 67,* 23-50.

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.

Koob, G. F., & Le Moal, M. (2008). Addiction and the brain antireward system. *Annual Review of Psychology, 59,* 29-53.

**Class 11: Monday, November 6, 2017**

# \*\*Turn in citations for Class Paper\*\*

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

Etiology and Diathesis-Personality-Stress Models, Course and Outcome; Bipolar Disorder; Comorbidity

**Readings:**

**APD**: 253-285

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.

Iacoviello, B. M., Alloy, L. B., Abramson, L. Y. & Choi, J. Y. (2010). The early course of depression: A longitudinal investigation of prodromal symptoms and their relation to the symptomatic course of depressive episodes. *Journal of Abnormal Psychology, 119,* 459-467.

Suvisaari, J., & Mantere, O. (2013). Inflammation theories in psychotic disorders: A critical review. *Infectious Disorders, 13,* 59-70.

**Class 12: Monday, November 13, 2017**

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

**Readings:**

**APD**: 387-400

Michopoulos, V., Norrholm, S. D., & Jovanovic, T. (2015). Diagnostic Biomarkers for Posttraumatic Stress Disorder: Promising Horizons from Translational Neuroscience Research. *Biological psychiatry*.

Alegría, M., Fortuna, L. R., Lin, J. Y., Norris, L. F., Gao, S., Takeuchi, D. T., ... & Valentine, A. (2013). Prevalence, Risk, and Correlates of Posttraumatic Stress Disorder across Ethnic and Racial Minority Groups in the US. *Medical care*, *51*(12), 1114.

Sharma, S., Powers, A., Bradley, B., & Ressler, K. J. (2016). Gene x environment determinants of stress- and anxiety-related disorders. *Annual review of psychology, 67, 239-261.*

Wolf, E., Miller, M. W. Harrington,K. M., & Reardon A. (2012). Personality-based latent classes of posttraumatic psychopathology: Personality disorders and the internalizing/externalizing model. *Journal of Abnormal Psychology, 121* (1), 256-262.

# Class 13: Monday, November 20, 2017

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.

Hendin, H., Maltsberger, J. T., Szanto, K. (2007). The role of intense affective

states in signaling a suicide crisis. *The Journal of Nervous and mental Disease, 195,* 363-368.

Klonsky, E. D., May, A. M., & Saffer, B. Y. (2016). Suicide, suicide attempts and suicidal ideation. *Annual review of clinical psychology, 12,* 307-330.

Leardman, C. A., Powell, T. M., Smith, T. C., et al. (2013). Risk factors associated with suicide in current and former US military personnel. *JAMA, 310,* 496-506.

**Class 14: Monday, November 27, 2017**

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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

**Readings:**

**APD**: 299-331

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

Mineka, S. & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders. *American Psychologist, 61,* 10-26.

Watson, D. (2009). Differentiating the mood and anxiety disorders: A quadripartite model. *The Annual review of Clinical Psychology, 5,* 221-247. (complex article skim for main points)

Mueret, A. E., Kroll, J., & Ritz, T. (2017). Panic disorder comorbidity with medical conditions and treatment implications. *Annual Review of Clinical Psychology, 13,* 209-240.

# Class 16: Monday, December 4, 2017

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

**Readings:**

**APD**: 165-196 (SKIM)

Hooley, J. M. (2007). Expressed emotion and relapse of psychopathology. *Annual review of clinical psychology, 3,* 329-352. (complex article skim for main points)

Kuehn, B. M. (2012). Evidence suggests complex links between violence and schizophrenia. *JAMA, 308,* 658-659.

Pearlson, G. D. (2015). Etiologic, phenomenologic, and endophenotypic overlap of schizophrenia and bipolar disorder. *Annual review of clinical psychology, 11,* 251-281.

St. Clair, D. et al. (2005). Rates of Adult Schizophrenia Following Prenatal Exposure to the Chinese Famine of 1959-1961. *JAMA: Journal of the American Medical Association.* 294(5), 557-562.

**Class 16: Monday, December 11, 2017**

Personality Disorders: Overview and Core Features

Etiology, Focus Personality Disorder Structure and Stability

# Wrap up of Psychopathology

Readings:

**APD**: 739-763

Links, P. S., & Eynan, R. (2013). The relationship between personality disorders and Axis I Psychpathopathology: Deconstructing comorbidity. *Annual review of clinical psychology, 9,* 529-554.

Skodol, A. E. (2012). Personality disorders in DSM-5. *Annual review of clinical psychology, 8,* 317-344.

# 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/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

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

***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

*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 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***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Instructor’s Signature**