Overview of Course: This course will provide an in depth review of a broad spectrum of psychopathological conditions as defined in the DSM-IV. The focus of this review will include the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these theoretical perspectives. As a graduate level course, this review will be at an advanced level and presumes mastery of the content of an undergraduate Abnormal Psychology course.

Objectives: Upon successful completion of this course, the student should:

1. Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
2. Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.
3. Be familiar with and able to discuss the DSM-IV multiaxial classification of mental disorders and the criteria for diagnosing these disorders.
4. Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

Required Textbooks:


Supplemental References:

Grading and Course Requirements: The final grade for the course is based on a maximum possible total of 400 points, and will be composed of four graded items, each of which is worth a maximum of 100 points:

1. Three exams, each accounting for 25% of the final grade. Each exam will cover material in the assigned readings as well as class discussion. Each exam will be composed of objective, multiple choice questions for Part I, and a detailed clinical case for which a complete diagnosis will be required for Part II.

2. A 6-page paper assignment to present a formulation and diagnosis of an assigned clinical case, accounting for 25% of the final grade. Requirements for this paper are detailed at the end of this syllabus.

For the final grade and for each 100 point component, letter grades are based on % of maximum possible points:

\[ 90-100 = A, \ 80-89 = B, \ 70-79 = C, \ 60-69 = D, \ <60 = F \]

Class Attendance: I will assume that you are a responsible adult, capable of making independent decisions, and that what you learn and the grade you earn in this class are in your hands. Please refer to the university policy on class attendance in the UWF Catalog. Attendance at class is your responsibility and you will be expected to attend each class. Material presented in class will include material from sources other than the textbooks. If you do not attend a class, you will be at a disadvantage on the exams, which will cover material from the textbooks and class discussion. You will be expected to complete assigned readings prior to the assigned class, so that you can participate meaningfully in class discussions. If a legitimate, unusual, and unavoidable circumstance prevents you from taking an exam at the scheduled time, you must notify the instructor in advance to schedule an appointment for a make-up exam. Otherwise, no make-up exam will be permitted.

Class Schedule

          Reading: None.

          Reading: Text: Chapter 1.

          Reading: (1) Text: Chapter 3, pp.78 - 87. (2) DSM-IV: pp. xv - xxvii, 1 - 35.

Sept. 2:   Topic: Theoretical approaches to causes and treatment of psychopathology.  
           Reading: Text: Chapter 2.

Sept. 7:   Topic: Theoretical approaches to causes and treatment of psychopathology.  
           Reading: Same.
Sept. 9:  
**Topic:** Assessment of psychopathology.  
**Reading:** Text: Chapter 3.

Sept. 14:  
**Topic:** Research foundations and applications.  
**Reading:** (1) Text: Chapter 4.

Sept. 16:  
**Topic:** Child & Adolescent Disorders: Learning Disabilities, Mental Retardation, and Pervasive Developmental Disorders.  
**Reading:** (1) Text: Chapter 14. (2) DSM-IV: pp. 39 - 78.

Sept. 21:  
**Topic:** Child & Adolescent Behavior Disorders.  
**Reading:** (2) DSM-IV: pp. 78 - 121.

Sept. 23:  
**Topic:** Child & Adolescent Behavior Disorders.  
**Reading:** Same.

Sept. 28:  
**Test #1:** Material from Aug. 24 - Sept. 23. Review of test.

Sept. 30:  
**Topic:** Anxiety Disorders.  
**Reading:** (1) Text: Chapter 5. (2) DSM-IV: pp. 393 - 444.

Oct. 5:  
**Topic:** Anxiety Disorders.  
**Reading:** Same.

Oct. 7:  
**Topic:** Somatoform Disorders.  
**Reading:** (1) Text: Chapter 6, pp. 152 - 167. (2) DSM-IV: pp. 445 - 475.

Oct. 12:  
**Topic:** Dissociative Disorders.  
**Reading:** (1) Text: Chapter 6, pp. 167 - 181. (2) DSM-IV: pp. 475 - 491.

Oct. 14:  
**Topic:** Mood Disorders.  
**Reading:** (1) Text: Chapter 7. (2) DSM-IV: pp. 317 - 391.

Oct. 19:  
**Topic:** Mood Disorders.  
**Reading:** Same.

Oct. 21:  
**Topic:** Schizophrenia & Other Psychotic Disorders.  
**Reading:** (1) Text: Chapter 13. (2) DSM-IV: pp. 273 - 315.

Oct. 26:  
**Topic:** Schizophrenia & Other Psychotic Disorders.  
**Reading:** Same.

Oct. 28:  
**Test #2:** Material from Sept. 30 - Oct. 26. Review of test.

Nov.: 2:  
**Topic:** Eating Disorders.

Nov. 4: Topic: Sexual Dysfunctions

Nov. 9: Topic: Sexual Paraphilias.
Reading: (1) Text: Same. (2) DSM-IV: pp. 522 - 538.

Nov. 11: Veteran's Day. No Class.

Nov. 16: Topic: Substance Use Disorders.
Reading: (1) Text: Chapter 11. (2) DSM-IV: pp. 175 - 271.

Nov. 18: Topic: Substance Use Disorders.
Reading: Same.

Nov. 23: Topic: Personality Disorders.
Reading: (1) Text: Chapter 12. (2) DSM-IV: pp. 629 - 673.

Nov. 25: Thanksgiving Day. No Class.

Nov. 30: Topic: Personality Disorders.
Reading: Same.

Reading: None.

Dec. 7: Test #3: Material from Nov. 2 - Dec. 2. Review of test.

Case Formulation Assignment

This assignment is designed as an exercise in differential diagnosis to develop your skill in assessing an actual clinical case. Each student will be assigned a case vignette which provides clinical data from which a diagnostic formulation can be developed. The task is to present a comprehensive diagnostic formulation which integrates etiology, theory, and research, as they apply to your specific case. In addition, you should clearly identify your process of ruling-out other disorders as possible diagnoses, as you rule-in your final diagnosis. The case formulation should include a brief description of:

(1) the external or environmental factors that might be relevant in the etiology and maintenance of the client's presenting problems.

(2) the internal factors (biological, affective, cognitive) that might be relevant in the etiology and maintenance of the client's problems.
(3) the different theoretical perspectives which might be applicable to this particular case and how they apply.

(4) the complete DSM-IV diagnosis (all 5 axes) you would assign for this particular case.

To complete this assignment, you will need to be concise in covering each of the above four items. The paper must be typewritten, using APA format as defined in the APA Publication Manual, 4th Edition, with a maximum of six (6) pages of text. Your grade for this paper will be assigned according to the following scoresheet.

Scoresheet

_____ (1) External/environmental factors (20 points)

_____ (2) Internal factors (20 points)

_____ (3) Different theoretical perspectives (20 points)

_____ (4) Complete DSM-IV, 5-Axis diagnosis (rule-in/out) (30 points)

_____ (5) Details for Paper Assignment: (10 points). Typewritten, double-spaced, in regular/normal sized type, APA style, Social Security number, full case vignette attached to your paper, maximum of 6 pages of text, turned in at due date/time.

Total Score: ________