The University of Calgary (revised September 11, 2006)
Department of Psychology

Psychology 651 (L01) – Adult Psychopathology

Fall Session 2006

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Office: Admin. 233C

Lecture Location: Admin. 248
Lecture Days/Time: Tuesday, 11-2

Required Readings:


Note: Although not explicitly stated in the course outline, it is expected that you will review the relevant disorders in the DSM-IV as the different diagnostic categories are discussed in class.

Additional readings TBA.

Additional (but not required) readings for your information:
For your information, another excellent book on adult psychopathology is:

In addition, the following book provides an interesting perspective on diagnostic practice:
**General Course Description:**

This course will provide an overview of the major psychological disorders seen in adults, with an emphasis on the phenomenology, etiology and course of the disorders from a theoretical and empirical point of view. A semester course that tries to cover the entire field of adult psychopathology can at best be an introduction to the many different diagnoses. A primary goal of the course is therefore to lay a foundation upon which the student can build through his or her own self study, related courses and practical experience. The course will focus on the primary texts but will also draw heavily on key studies and reviews. In addition, where possible, every effort will be made to provide some direct or indirect exposure to the disorder - to go beyond words on a page. Therapy and assessment of the disorders will only be addressed inasmuch as they shed light on the nature of the disorder. There are separate courses that will deal with assessment and treatment of adults. The primary approach taken will be a biopsychosocial one with an emphasis on cognitive-behavioural theories.

PSYC 651 is a core offering in the Program in Clinical Psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training. The course assumes a basic knowledge of abnormal psychology, experimental methods, statistics, developmental psychology, basic personality theory and physiological psychology. Students who have not had undergraduate courses in all of these areas may need to do additional reading to understand some of the concepts and study findings discussed in this course.

**Course Objectives:**

1. Students will acquire basic knowledge of all the major adult diagnoses and some of the less common ones. Special emphasis will be on diversity issues in psychopathology.

2. Students will acquire a critical method of thinking about the field of psychopathology that will help them in evaluating future research.

3. Students will know where the most likely sources are, to seek out additional knowledge should this prove necessary in future practicum settings or in pursuing a line of research.

4. Students will have some exposure, through videos, case studies, et cetera, to people who have active psychiatric disorders.

5. Students will have sufficient knowledge to understand in future courses how assessment devices and therapies address the processes underlying different diagnostic problems.

6. Students will have an understanding of the primary methodologies used in the field, their strengths and weaknesses.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sept. 12</td>
<td>Introductions and Organizational Meeting</td>
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<tr>
<td>Sept. 19</td>
<td>Issues in Psychopathology: Conceptual and etiological issues, classification, methodological issues, and diversity</td>
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<td>Sept. 26</td>
<td>Anxiety Disorders</td>
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<td>Oct. 3</td>
<td>Mood Disorders – Dr. Keith Dobson</td>
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<td>Student Presentation: Sleep/Wake Disorders</td>
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<td>Oct. 10</td>
<td>Schizophrenia</td>
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<td>Oct. 17</td>
<td>Eating Disorders</td>
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<td>Student Presentation: Somatoform Disorders</td>
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<td>Oct. 24</td>
<td>Midterm exam</td>
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<td>Oct. 31</td>
<td>Substance Use Disorders – Dr. David Hodgins</td>
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<td>Nov. 7</td>
<td>Student Presentation: Dissociative Disorders</td>
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<td>Student Presentations(2): Sexual Dysfunctions and Disorders</td>
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<tr>
<td>Nov. 14</td>
<td>Reading Day – no class</td>
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<td>Nov. 21</td>
<td>Overview of Personality Disorders</td>
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<td>Student Presentation: Personality Disorders</td>
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<td></td>
<td>Odd-eccentric cluster (Paranoid, Schizoid, and Schizotypal)</td>
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<td>Nov. 28</td>
<td>Student Presentations (2): Personality Disorders</td>
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<td>Dramatic-emotional-erratic cluster (Antisocial, Borderline, Histrionic, and Narcissistic)</td>
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<td>Dec. 5</td>
<td>Student Presentation: Personality Disorders</td>
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<td>Anxious-fearful cluster (Avoidant, Dependent, and Obsessive-Compulsive)</td>
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<td>Student Presentation: Psychopathology in Older Adults</td>
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<td>Final Exam</td>
<td>Date TBA</td>
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### Readings:

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<th>Date</th>
<th>Chapters</th>
<th>References</th>
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Oct. 17

Maddux & Winstead, Chapter 11, 13


Oct. 24

Midterm exam

Oct. 31

Maddux & Winstead, Chapter 14

Readings TBA

Nov. 7

Maddux & Winstead, Chapters 12


Nov. 21

Maddus & Winstead, Chapter 10


Nov. 28


Dec. 5

Maddux & Winstead, Chapter 18


**Evaluation:**

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<tr>
<th>Method</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Student Presentation</td>
<td>25%</td>
<td>TBA</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Midterm exam</td>
<td>30%</td>
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<tr>
<td>Exam 3</td>
<td>35%</td>
<td>TBA</td>
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<td><strong>Total</strong></td>
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**Evaluation Expectations:**

Student presentations: Please provide your fellow students with a handout of your powerpoint slides. Plan to present for 45 minutes. In addition, please assist your fellow students by actively participating in the discussion.

Student presentations will be evaluated using the following criteria:
- Creativity (e.g., diagnostic interviews/role plays, video clips, other presentation aids, case study of a prototypical client).
- Content (e.g., prevalence, diagnostic features, associated features, course, differentials, common comorbidities).
- Organization, and clarity.
- Ability to engage others in discussion.
- Integration of the case with the theoretical and empirical literatures. Ability to think critically about the conceptualization of the disorder and diagnostic issues.
- Your ideas about directions for further research.
- Your coverage of diversity issues.

Examinations: The midterm and final examinations will each be 2 hours long. Examinations may include short answer, essay questions and case descriptions. Based on the case description, students will need to identify the likely diagnosis, the differential diagnoses, what additional information would be needed to make the differential diagnosis, likely contributing factors, probable impact, and likely outcome.

Reappraisal of Grades:

A student who feels that an exam has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item’s return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances which warrant an appeal of the appraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on an assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student’s own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar, which present a Statement of Intellectual Honesty, as well as definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.
Academic Accommodation

It is the student’s responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence from a Test:

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the professor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor’s discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a make-up exam is written within two (2) weeks of the missed exam.

A completed Physician/ Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

The last day to drop this course and still receive a fee refund is September 22, 2006. The last day to withdraw from this course without academic penalty is December 8, 2006.