

COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FALL SEMESTER, 2007
PSYC7200
PSYCHOPATHOLOGY
3 HOURS

REQUIRED TEXTBOOK(S)

American Psychiatric Association. (2000). The diagnostic and statistical manual of mental disorders (4th edition, text revision). Washington, D.C.: Author.

Hersen, M., Turner, S. M., & Beidel, D. C. (2007). Adult psychopathology and diagnosis (5th edition). Hoboken, NJ: John Wiley and Sons, Inc.

Outside readings TBA

COURSE DESCRIPTION

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology or Permission of the Instructor. Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate or empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criteria, comorbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual and developmental psychopathology literature. Case studies will be used to illustrate diagnostic issues.

M.S. CLINICAL-COUNSELING OBJECTIVES

Students will demonstrate:

3. knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories.
9. knowledge and awareness of current issues in the field of psychology and mental health
(e.g., neuropsychological assessment, substance abuse treatment, managed care practice, health psychology, and other relevant issues).
10. knowledge and awareness of the needs of a culturally diverse clientele

SCHOOL PSYCHOLOGY OUTCOMES

2.3 School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

COURSE OBJECTIVES

1. To develop knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories.
2. To develop the ability to integrate information from several sources in the writing of assessment reports and intervention notes and plans.
3. To develop an awareness of the needs of a culturally diverse clientele.

COURSE EVALUATION (related to objectives and activities)

Exams: There will be three exams, each worth 100 points. These exams will consist of essay and short-answer questions to reflect material discussed in class and appearing in the assigned reading. Missing an exam for any reason deemed avoidable by the instructor will result in failure of the course.

Diagnostic Interview Videos: Each student will conduct three videotaped diagnostic interviews with another student serving as a client with one or more DSM disorders. Interviews will be graded based on efficiency at getting information, rapport building, and style. Each interview will be worth 35 points.

Diagnostic Interview Reports: A diagnostic report must be handed in on the same date as the video. The report structure will be described in class. Multiaxial diagnosis is required. Each report, typed, double-spaced and no longer than five pages, will be worth 35 points.

Portrayals of Diagnoses: Students serving as “clients” in the videos will also be graded according to accuracy of portraying the diagnosis. Students should use the *DSM* and text to prepare for their portrayal (and/or consult with Dr. W.). In addition at least *one* of the three videos should involve a client portraying a dual diagnosis. Portrayals will be worth up to 5 points each.

Public Figure Paper: Each student will be required to write a diagnostic report based on a public figure. The figure (real or fictional) should be well known (ask Dr. W. if he's heard of the person you're using). The material in your report may be drawn from biographies, novels, movies, etc. Chapter 6 in your text contains an excellent example of such a report. This report will be worth 75 points.

Grading Criteria:

3 Exams:	100 points each
3 diagnostic videos:	35 points each
3 reports on videos:	35 points each
3 portrayals of diagnoses:	5 points each
Public Figure Paper:	75 points

540-600 total points = A

480-539 total points = B

420-479 total points = C

360-419 total points = D

Below 360 total points = F

ATTENDANCE POLICY

VSU policy requires class attendance. You will be expected to attend all class sessions unless outstanding and demonstrable circumstances arise. Unexcused absences and/or repeated late attendance will result in a penalty of one percentage point deducted from course average per hour of class missed without an excuse deemed acceptable by the instructor. In accordance with VSU policy, missing greater than 20% of in-class time will result in an automatic failure of the course.

CELL PHONE/TECHNOLOGY POLICY

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in bookbags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time.

PLAGIARISM AND CHEATING POLICY:

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn the letter grade of "F" for the course.

Second Offense: The student will earn the letter grade of "F" for the course, and further appropriate action involving referral of the matter (with documentation) to the appropriate university officials within the administrative structure will be taken.

If you are unclear about what constitutes plagiarism, I recommend you review the following web site:http://www.valdosta.edu/~cbarnbau/personal/teaching_MISC/plagiarism.htm

SPECIAL NEEDS STATEMENT

Valdosta State University, in accordance with the Americans with Disabilities Act, will make arrangements for students who require special assistance due to a disability. If you require some assistance, do not hesitate to make me aware of it. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

INSTRUCTOR

David Wasieleski, Ph.D.
#14 Psychology Building
Phone: 333-5620
Email: dwasiele@valdosta.edu
<http://chiron.valdosta.edu/dtwasieleski>
Office hours:
MWF 9:30-11:00 am
MW 1-5:00pm
(Available at other times by appointment)

COURSE SCHEDULE (please note all chapters referenced below refer to the Hersen et al. text unless otherwise noted)

8/17	Classification of Disorders (chapter 1)
8/24	Structured and Semistructured Interviews (chapter 3)
8/31	Report writing (no reading); Malingering (no reading)
9/7	Dual Diagnosis (chapter 2) Impact of Race and Ethnicity (text chapter 4) Tape 1 Due
9/14	Exam 1
9/21	Delirium, Dementia and Amnestic and Other Cognitive Disorders (chapter 5)
9/28	Substance-Related Disorders: Alcohol (chapter 6)
10/5	Substance-Related Disorders: Drugs (chapter 7)
10/12	Schizophrenia and Related Disorders (chapter 8) Tape 2 Due

10/19	Exam 2
10/26	Mood Disorders (chapters 9 & 10)
11/2	Anxiety Disorders (chapter 11)
11/9	Personality Disorders (chapter 17) Tape 3 Due
11/16	Disorders of Infancy and Childhood (outside reading) Public Figure Paper Due
11/30	Disorders of Infancy and Childhood (outside reading)

Final Exam: Thursday, December 6, 2007, 7:15-10:00 p.m.***time/day subject to change

<u>Program</u>	<u>Course</u>	<u>Program Outcome</u>	<u>Activity</u>	<u>Assessment</u>
M.S. Clinical- Counseling Psychology Degree	Psychopathology (PSYC 7200)	3. knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories.	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		9. knowledge and awareness of current issues in the field of psychology and mental health (e.g., neuropsychological assessment, substance abuse treatment, managed care practice, health psychology, and other relevant issues).	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
		10. knowledge and awareness of the needs of a culturally diverse clientele	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
Ed.S. Program in School Psychology	Psychopathology	2.3 School psychologists have knowledge of human learning	Lecture, Discussion,	Exams and assignments. The

(PSYC 7200)	<p>processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	Assigned text readings, Class activities	instructor uses appropriate grading criteria to evaluate students' work.
	<p>2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.
	<p>2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists</p>	Lecture, Discussion, Assigned text readings, Class activities	Exams and assignments. The instructor uses appropriate grading criteria to evaluate students' work.

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