

**Psychology 620: Psychopathology**  
**Fall, 2015**  
**Monday, 12:00-1:50 pm**

Location: 299 Straub  
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Office Hours: Monday, 2-4:00, and by appointment

**Course Overview and Objectives:**

Overview. This graduate level clinical psychology course is designed to familiarize the student with a range of child, adolescent, and adult psychological disorders. Emphasis will be placed on developmental factors, diagnostic issues, theoretical formulations, etiology, and research findings related to each of the conditions we review. Issues such as biological, genetic, familial, social and cultural factors related to the particular class of disorder will be considered.

Objectives. It is hoped that upon completion of this course, students will be able to

- Demonstrate knowledge of etiological factors and theoretical perspectives relevant to these forms of psychopathology
- Demonstrate knowledge of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span
- Discuss and examine the relevance of cultural factors to the development, diagnosis, and outcome of these conditions
- Demonstrate knowledge of current research findings relevant to these disorders
- Demonstrate knowledge of diagnostic criteria for various forms of psychopathology as these are reflected in children, adolescents, and adults
- Articulate the development and current critiques of DSM5, and
- Become familiar with issues related to conducting scientific investigations regarding the underpinnings of some disorders.

Course Format. The course will meet once weekly on Monday afternoons. This is a small seminar format. Each week we will read about and discuss a specific disorder or category of disorders (e.g., autism spectrum disorders). We are fortunate to have experts (most local) in each of the disorders that we will cover. These individuals have agreed to visit our class usually during the second hour to serve as our expert consultants. As such, class meetings will include an introduction and discussion of the specific disorder during the first hour of the class, and consultation with our expert during the second hour of the class (except in the case of our week on ADHD, when it will be reversed). Attendance and active participation in class sessions is required.

Required Text (although the Beauchaine chapters will be posted on canvas):

American Psychiatric Association, American Psychiatric Association, & DSM-5 Task Force. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Arlington, Va.: American Psychiatric Association.

Beauchaine, T.P. & Hinshaw, S.P. (2013). Child and Adolescent Psychopathology, Second Edition

A list of additional readings will follow. You will be able to find a copy of all the readings (except those from the required texts on the course canvas site.

## Requirements of the seminar

Students will be expected to attend all class meetings, do all assigned readings prior to class (with the exception of the first reading assignment), and to actively participate in seminar discussion. In addition each student will be responsible for the following course requirements:

1. **Reaction Papers.** In response to the readings (in addition to the listed readings, please expect 2-3 more readings suggested by the guest expert and discussion leader), students will write an approximately 500 word reaction paper. Students will email the reaction paper to [jcablow@uoregon.edu](mailto:jcablow@uoregon.edu), and to the assigned student discussion facilitator (by 10:00 AM Sunday prior to class). Your reactions should focus on insights, conceptual connections, criticisms, and questions regarding the readings. The standard is evidence of having read and thought about the material. The reactions should not be solely a summary of the readings, but also include comments, ideas or questions that come up as you read. Reaction papers are not graded on writing quality, although the writing should be adequate. Students will receive full credit for their reaction paper unless it is obvious to me that a student did not actually read or adequately reflect on the readings (*on the week a student is presenting, they may take a by on their reaction paper, but still receive full credit*). 3 points each X 8 = **24 points**
2. **Discussion Leader.** For one week in the quarter, students will be responsible for presenting an overview of the disorder in question and facilitate a class discussion. (If two students are assigned to one week, students will need to coordinate with the other student.) On these weeks, students will be responsible for presenting articles and leading class discussions of the weekly disorder. In addition to the assigned reading in the syllabus, students will be responsible for assigning 2-3 more background readings, one of which must address cultural considerations relevant to the specific syndrome (you may consult the expert consultant or me for suggestions). Articles must be sent to me at least one week prior to the class meeting, so that I can load them on Canvas for classmates. In addition, course facilitators might consult several additional articles to prepare their topic overview. The following issues related to each week's topic should be addressed: history; epidemiology/developmental course; genetics (quantitative or molecular); psychobiology; intraindividual processes (cognitive or emotional processes); family relations; cultural considerations/exceptions; diagnostic issues (including whether or not changes were made since DSM-IV-TR). **28 points**
3. **Post-presentation document.** After the class, class facilitators will create a document that includes presentation material, comprehensive coverage of the required presentation points, the discussion questions with important discussion points from class summarized, and an annotated bibliography (of both class-required and not-required readings). Ultimately this document will be circulated to the entire class, and should serve as an *Awesome!*, up-to-date, reference for a specific disorder. This document is due by the last day of class and should be emailed to me for evaluation and compilation with the other presentations. **16 points**
4. **Midterm.** Students will take 1 midterm test. The test will consist of primarily short-answer responses. Please bring your laptop to class on exam day. If you do not have a laptop, we can borrow one from the department. **24 points**
5. **Wrap-up.** For the last day of class each student will assign, present, and lead a brief discussion on an article of their choice (may be scholarly or "quality" layperson [e.g., Atlantic, New Yorker, New York Times Magazine; but not "pop" Psychology]). Articles may address themes that may have arisen throughout the course, may be a particular topic of interest (related to psychopathology), may address themes you feel were not discussed or that you want to discuss further, or may address salient future directions for the field of psychopathology. Email the .pdf of the article to me as early as you like, but at

least one week prior to the final class. Powerpoint presentation is not necessary. For the reaction paper assignment – students must think of and email one **thoughtful** question per article to me and to the student who assigned the article. **8 points**

**Grading.** Class = 100 points

Reaction Papers 24% | Presentation and Discussion Leader 28% | Post-Presentation Document 16% | Midterm 24% | Wrap-up article discussion 8%

<i>Week</i>	<i>Date</i>	<i>Guest Expert</i>	<i>Topic</i>	<i>Facilitator(s)</i>
1	9/28		Introduction: Development and Risk Factors in Psychopathology	NA
2	10/5	.	Diagnostic and Classification Issues and the DSM 5	NA
3	10/12	Paul Rohde, Ph.D. <a href="mailto:paulr@ori.org">paulr@ori.org</a>	Feeding and Eating Disorders	
4	10/19	Debra Eisert, Ph.D. <a href="mailto:debrae@uoregon.edu">debrae@uoregon.edu</a>	Neurodevelopmental Disorders	
5	10/26	Joel Nigg, Ph.D. <a href="mailto:niggj@ohsu.edu">niggj@ohsu.edu</a>	ADHD and Disruptive, Impulse-Control, and Conduct Disorders	
6	11/2	Midterm		NA
7	11/9	Nick Allen, Ph.D. <a href="mailto:nallen3@uoregon.edu">nallen3@uoregon.edu</a>	Depressive Disorders	
8	11/16	Margo Thienneman, M.D. Stanford University	Obsessive-Compulsive and Related Disorders	
9	11/23	Judy Andrew, Ph.D. <a href="mailto:judy@ori.org">judy@ori.org</a>	Substance-Related Disorders	
10	11/30		Hot topics, future directions and Wrap up	CLASS

### **Readings: Assigned Text and Articles**

#### ***For Week 1: Introduction and Risk Factors in Psychopathology***

1. Beauchaine & Hinshaw Ch. 3 & 4

#### ***For Week 2: Diagnostic and Classification Issues and the DSM 5***

1. Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2013).
2. Beauchaine & Hinshaw Ch. 2
3. DSM 5 pgs. 5-24, 733-759
4. <http://www.nimh.gov/about/strategic-planning-reports/index.shtml#strategic-objective1>
5. <http://www.nimh.gov/about/strategic-planning-reports/index.shtml#strategic-objective2>
6. Hwang, W., Myers, H. F., Abe-Kim, J., Ting, J. Y. (2008). Conceptual paradigm for understanding culture's impact on mental health: The cultural influences on mental health (CIMH) model. *Clinical Psychology Review*, 28, 211-227.
7. Review [www.DSM5.org](http://www.DSM5.org)

*Optional, but recommended*

8. Kraemer, H. C., Shrout, P. E., Rubio-Stipec, M. (2007). Developing the diagnostic and statistical manual V: what will statistical mean in DSM-V? *Social Psychiatry and Psychiatric Epidemiology*, 42, 259-267.
9. Nolen-Hoeksema, S., & Watkins, E. R. (2011). A heuristic for developing transdiagnostic models of psychopathology: explaining multifinality and divergent trajectories. *Perspectives on Psychological Science*, 6(6), 589-609.
10. Kupfer, D.J., Shaughnessy, M.F., Arington, T.J., Dawson, L., West, L., & Harrell, L. (2014). An Interview with David Kupfer on the new DSM 5. *New England Journal of Psychology*, 16, 235-240.

***For Week 3: Feeding and Eating Disorders***

1. DSM 5 pgs. 329-354
2. Beauchaine & Hinshaw Ch. 22
3. ***Additional Readings TBD by Discussion Leader***

***For Week 4: Neurodevelopmental Disorders***

1. DSM 5 pgs. 31-86
2. Beauchaine & Hinshaw Ch. 20
3. ***Additional Readings TBD by Discussion Leader***

***For Week 5: ADHD and Disruptive, Impulse-Control, and Conduct Disorders***

1. DSM 5 pgs. 461-480
2. Beauchaine & Hinshaw Ch. 12 & 13
3. ***Additional Readings TBD by Discussion Leader***

***For Week 6: Midterm – no readings***

***For Week 7: Depressive Disorders***

1. DSM 5 pgs. 123-188
2. Beauchaine & Hinshaw Ch. 17
3. ***Additional Readings TBD by Discussion Leader***

***For Week 8: Anxiety and Obsessive-Compulsive and Related Disorders***

1. DSM 5 pgs. 189-264
2. Beauchaine & Hinshaw Ch. 16
3. ***Additional Readings TBD by Discussion Leader***

***For Week 9: Substance-Related Disorders***

1. DSM 5 pgs. 481-590
2. Beauchaine & Hinshaw Ch. 15
3. ***Additional Readings TBD by Discussion Leader***

***For Week 10: Hot Topics, Future Directions, and Wrap-up***

1. ***Readings TBD***