

PSY 503.401
Abnormal Psychology and Developmental Psychopathology
Thursday 7:20 – 10:00 PM
Fall 2014

Instructor: Dr. DeMarquis Hayes

Office: Binnion 219

Office Hours: Tuesday 1:00 – 4:00 pm
 Thursday 3:00 – 4:30 pm (MPLX)
 or by appointment

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Class: MPLX

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Catalog Course Description: The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

Required Text:

Craighead, W.E. Miklowitz, D.J., & Craighead L.W. (2013) Psychopathology: History, Diagnosis, and Empirical Foundations. (2nd ed.). Hoboken, NJ: John Wiley and Sons.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. (5th ed.) Washington, DC: Author. [DSM-5]

Course Objectives:

1. Understand and use the DSM-5, recognizing and articulating both the advantages and the limits of such a system.
2. Describe and compare the principal theoretical perspectives involved in the contemporary understanding of psychopathology, coming to some at least provisional view of your own.
3. Identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, biology, phenomenology, behavior, cognition, affect, relevant defenses, intrapsychic organization, and diagnostic criteria, as each is pertinent to a given condition. Do this for each of the major diagnostic groups in the DSM-5, even those that escape the purview of a lecture moment.
4. Describe a fundamental psychological approach to the assessment of psychopathological conditions, with

biosocial qualifications as needed.

5. Describe the basic models currently involved in treatment of persons manifesting the several forms of psychopathology discussed in the course.
6. You will also gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Links to NASP Model 10 Domains of Practice

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

CMHC Learning Objectives

- C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders
- C4. Knows the disease concept and etiology of addiction and co-occurring disorders
- G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans
- G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments
- H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
- K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care
- K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders
- K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event
- L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
- L2. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals

Class Format

This course will consist of lecture, discussion groups, student presentations, and other active learning exercises. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

Course Requirements and Grade Determination

Clinical Symptoms Investigations (10 pts each)

Three times during the semester (see schedule) you will be given case studies to diagnose for homework. Underneath the diagnosis, include a brief rationale for the diagnosis you gave. As part of the rationale include a list of the symptoms you positively endorsed for the diagnosis you gave. You should also explain why you didn't give a diagnosis if you were considering it. It is possible that a case may have more than one diagnosis. It is also possible that a case may not need to be diagnosed with anything. You will be graded on accuracy of diagnosis (and your rationale can be used to argue any grey areas).

Intervention Presentation (40 pts)

Students will make brief presentations to the group on evidenced based interventions or treatments related to the disorders discussed that week of class. A schedule and list of topics will be provided on the first day of class. Presentation dates will be assigned during the first class meeting. These presentations should be **15-20 minutes long**: 10-15 minutes of lecture and 5 minutes for discussions and questions. You will need to outline *at least 2* available evidenced based interventions or treatments for the disorder. You will also need to identify and discuss which intervention(s) or treatment(s) you would recommend as a mental health professional.

You are expected to provide a **1-2 page handout** to each seminar member as part of your presentation. This handout should provide an overview of and/or supplement to your presentation, including references. You will need to consult relevant, up-to-date literature to prepare for this presentation. Presentations will be graded (by your peers and I) for enthusiasm and clarity of the delivery, depth and breadth of content coverage, and overall quality of the handout. You are expected to go outside of the required textbooks for sources for this presentation.

RUBRIC	Excellent	Good/Acceptable	Weak
Presentation (Scale = 15, 14, 13)	Well organized; Articulated key information so classmates understood relevant issues	Some organization; Provided most of the key information necessary to understand issues	Several organization problems made presentation hard to follow or understand; Poor articulation of many key components;
Class Discussion & Handout (Scale = 15, 14, 13)	High quality questions or activities to engage classmates; Handout covers content, is concise, and includes references	Proposed some questions or activities to engage classmates; Handout covers some but not all necessary content, some references	Minimal attempt to actively engage classmates; No Handout
Content (Comprehensive and Current) (Scale = 10, 9, 8)	Comprehensive content coverage of 2 treatments or more; Extensive and thorough review of current literature (primarily last 10 years or less) on concepts discussed	Fairly thorough coverage of the content of 2 treatments; Some gaps in content coverage lead to less comprehensive discussion of the overall concepts; Mainly recent literature cited	Weak coverage of the content or covering 1 treatment or less; Major gaps in content coverage lead to dated and/or disjointed discussion of the overall issues and concepts

Research Paper (50 pts)

For your research paper topic you may choose to explore any DSM disorder. The paper should focus on the Definition, Etiology, Developmental Psychopathology Conceptualization (i.e. *risks, promotive factors, timing*), and Treatment or Interventions available for the disorder you have chosen. You must submit your chosen topic by the 3rd week of class.

The paper should be **8-10 pages in length** (excluding cover page and references) and should incorporate at least 8 research articles—at least 4 of those articles should be relatively recent (2005 and later). In addition to articles you may use empirically based books (other than your textbook) which focus on the treatment of mental disorders. Your paper should be written in APA style. To complete this assignment successfully you will need to become proficient in using search databases (such as PsychInfo, Web of Science, and Medline) and interlibrary loan procedures for getting journal articles. Please consult with me or with the reference librarian to learn more about these resources. Please also note that you will exchange an electronic draft of your paper with a classmate to give and receive feedback to each other, see schedule for dates.

Quality Level	Writing Style (10 points)	Definitions (10 points)	Developmental Psychopathology Conceptualization (10 points)	Literature Review (10 points)	Overall Presentation (10 points)
Outstanding (9-10)	Exceptional scholarly writing; clear and logical thesis statement; accurate, clear, organized, and engaging paper.	Clearly defined the disorder or problem area and clearly identifies any strengths and limitations of your definition	Clearly conceptualized problem from a developmental psychopathology perspective (risks, promotive factors, timing) articulating how the disorder or problem area emerges	Thoroughly and concisely reviewed and described important and recent literature on your topic including detailed review or 2 or more key studies.	Exceptional paper from beginning to end. Interesting topic and creative approach. Outstanding intro and conclusion. No formatting/ citation errors.
Good (8)	Solid scholarly writing; reads well; one or two writing errors or lapses in scholarly tone.	Clearly defined the disorder or problem area but does not fully consider limits.	Clear conceptualization but missing a few details. Still shows understanding of key constructs of dev. psych approach.	Thorough, concise, and recent review; missing one or two details.	Solid paper from beginning to end. Well-presented. Good intro and conclusion. One or two errors that do not distract the casual reader.
Adequate (7)	Acceptable scholarly writing; contains a few lapses in organization, clarity, accuracy, or scholarly tone.	Defined the disorder or problem area but lacks specificity and does not fully consider limits of the definition.	Describes a developmental perspective but missing details or shows lapses in understanding key constructs.	A few omissions in describing the studies. Draws some connections between studies but may lack some logical connection.	Good paper from beginning to end. Intro and conclusion could use some minor adjustments. A few errors that might distract a casual reader.
Inadequate (1- 6)	Unacceptable scholarly writing; contains several lapses in organization, clarity, accuracy, or scholarly tone.	Unclear definition of disorder <u>or</u> missing a few major details including not considering limitations.	Vague conceptualization, missing major details, and/or major lapses in understanding key constructs.	Several omissions in study descriptions and critique. Unclear connections between chosen studies.	Paper needs substantial revisions. Several distracting formatting/citation errors.

Midterm Exam (50 pts)

Each student will complete a written mid-term exam. The format of the exams will include multiple choice questions and short essays. The midterm is an open book exam and open note; you may consult course materials and readings.

Participation (10 pts)

Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities	Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing "special circumstances" for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

Guidelines for Written Work

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

Evaluation

Final grades will be calculated based on the total number of points obtained for the assignments.

<i>Assignment</i>	<i>Points Possible</i>
Case Studies (10 pts x 3)	30
Presentation	40
Research Paper	50
Midterm (take-home)	50
Participation	10
<i>Total Points Possible</i>	180

Final grades will be assigned using the following scale:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

Administrative Policies and Requirements

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and eCollege. All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example **PSY 503: Question about Midterm**

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Fall 2014 Course Schedule PSY 503 (Subject to Change)

Week 1	8/28	Introduction	
Week 2	9/4	Intellectual Disability & Learning Disability	
Week 3	9/11	Autism & Attention Deficit Hyperactivity Disorder	Case Study #1
Week 4	9/18	Mood Disorders I	
Week 5	9/25	Mood Disorders II	Case Study #1 Due
Week 6	10/2	Eating Disorder	
Week 7	10/9	No Class ----- MIDTERM	
Week 8	10/16	Anxiety I	
Week 9	10/23	Anxiety II	Case Study #2
Week 10	10/30	Psychosis & Schizophrenia	Case Study #2 Due
Week 11	11/6	Personality Disorders	
Week 12	11/13	Substance Abuse & Sex Disorders	Case Study #3
Week 13	11/20	Disruptive Disorders	Case Study #3 Due
Week 14	11/27	No Class ----- Thanksgiving	
Week 15	12/4	Final Paper Due in Class (Class Discussion on Papers)	