



Department of Psychology, Counseling, and Special Education

**PSY 503 Abnormal Psychology and  
Developmental Psychopathology**

*Spring 2015*

**Instructor:** Dr. Sarah Conoyer  
**Office Location:** Binnion 223  
**Office Phone:** 903-886-5142  
**Email:** Sarah.Conoyer@tamuc.edu

**Office Hours:** *Tuesdays*, 3:00 – 6:00 pm (Commerce)  
*Wed. & Thurs*, 3:00- 4:00 pm (MPLEX) or by appointment  
**Meeting Day:** *Thursdays*, 4:30 – 7:20 pm  
**Class Location:** Metroplex

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

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 Description

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

1. The student will understand and use the DSM-5, recognizing and articulating both the advantages and the limits of such a system by reviewing and diagnosing case studies.
2. The student will be an active and engaged participant in discussions by analyzing and evaluating information presented within the textbook, external readings/resources, presentations, and class activities.
3. The student will identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, biology, behavior, cognition, affect, and diagnostic criteria, as each is pertinent to a given condition through a presentation of the review of relevant research.
4. The student will describe a fundamental psychological approach to the assessment of psychopathological conditions, with biosocial qualifications as needed through case studies and class discussions.
5. The student will describe and analyze the basic models and evidenced based practices currently involved in treatment of persons manifesting the several forms of psychopathology discussed through weekly student presentations.
6. Students 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 via research of current literature and practical resources.

#### 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

## COURSE REQUIREMENTS

### Course Activities & Assignments

#### Clinical Symptoms Investigations (10 pts each)

Four times during the semester (see schedule) you will be given case studies to diagnose for homework. An example will be provided in the class and CSI #1 will be a practice trial that will allow you to gain feedback on your clinical considerations as well as writing. The other three will be graded according to the rubric below. Within your diagnostic paragraph(s), 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). All CSIs will be due at **11:59 pm** on Ecollege the day of class.

Criterion	Points
Introductory Sentence	1 0
Discussion of symptomology and evidence of symptoms provided through documentation of assessment results, interview, or self report; including discussion of diagnoses considered but not assigned	5 4 3 2 1 0
Concluding Sentence	1 0
Diagnostic label including correct code	3 2 1 0

### **Intervention Presentation** (40 pts)

Students will make a brief presentations on related disorders discussed each week of class. A schedule and list of topics will be provided on the first day of class and presentation dates will be assigned during the first class meeting. These presentations should be **25-30 minutes long**: 15-20 minutes of lecture and 5-10 minutes for activity/discussions and questions. The presentation should include: 1) An outline of the definition of the disorder, developmental perspective (etiology, risk factors, and promotive factors) 2) An activity that engages the class this could be a discussion, demonstration, or practice activity. 3) You will also need to identify and discuss Evidenced-Based intervention(s) or treatment(s) you would recommend as a mental health professional.

<b>RUBRIC</b>	<b>Excellent</b>	<b>Good/Acceptable</b>	<b>Weak</b>
Presentation (Scale = 15, 13, 11)	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 Activity/ Discussion (Scale = 15, 13, 11)	High quality questions or activities to engage classmates;	Proposed some questions or activities to engage classmates	Minimal attempt to actively engage classmates
Content (Comprehensive and Current) (Scale = 10, 8, 6)	Comprehensive content coverage of definition, developmental factors, and treatments; Extensive and thorough review of current literature (primarily last 10 years or less) on concepts discussed	Fairly thorough coverage of definition, developmental factors, and 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 definition, developmental factors, and treatments; 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 with 5 references by the 3<sup>rd</sup> week of class. You will also be required to submit an outline as well as a draft of your paper for peer review.

- I. Follow these guidelines. Use the 6<sup>th</sup> edition of the APA manual. - The goal of the review is to organize, integrate, and evaluate previous research (empirical, qualitative, and theoretical) on one of the topics above in order to provide a particular problem or issue. The paper should have an introduction, body and conclusion.
  - A. Introduction (1-2 pages)
    1. In your introduction, accurately delineate the research topic.
      - a. I strongly urge the use of headings for organizational purposes.
  - B. Body (6-8 pages)
    1. This section should present the relevant literature, ideas and applications. Please find as many pertinent references as you can. Do NOT use references prior to 2000 except to cite classical or seminal works.
    2. As you review the literature, ask yourself questions like “So what?” and “What is compelling about what I have reflected upon?” and “What is missing in what I have read that should be noted?”
  - C. Conclusions (2 pages)
    1. Summarize the main points of your paper.
    2. Draw appropriate conclusions

The paper should be **10-15 pages in length** (this does **not** include cover page and references) and should incorporate at least 10 research articles—at least 5 of those articles should be relatively recent (2000 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

<b>Quality Level</b>	<b>Writing Style</b> (10 points)	<b>Definitions</b> (10 points)	<b>Developmental Psychopathology Conceptualization</b> (10 points)	<b>Literature Review</b> (10 points)	<b>Overall Presentation</b> (10 points)
<b>Outstanding</b>  (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 or APA citation errors.
<b>Good</b>  (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. Some APA formatting or citation errors.
<b>Adequate</b>  (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. Multiple APA formatting or citation errors.
<b>Inadequate</b>  (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 APA 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, short answer, and essays. The midterm is an open book exam and open note; you may consult course materials and readings.

### **Final Exam** (50 pts)

Each student will complete a written final exam. The format of the exams will include multiple choice questions and short answers, and essays. The final 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.

<b>10 points</b>	<b>8-9 Points</b>	<b>5-7 Points</b>	<b>0-4 Points</b>
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* (6<sup>th</sup> ed.) Washington, D.C.: Author.

## **GRADING**

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
Information Handout	10
Presentation	40
Midterm	50
Final	50
Participation	10
<b><i>Total Points Possible</i></b>	<b>190</b>

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%

**Late Work:** It is very important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **points will be deducted for each day the assignment is late**. This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email). The number of points deducted for each day the assignment is late is equal to one letter grade. For example, if an assignment is worth 100 points and it is submitted a day late, the maximum number of points you can earn is 89.

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services .

### **eCollege Access and Log in Information**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COURSE AND UNIVERSITY PROCEDURES

### **Course Specific Procedures**

#### **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.

### **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**. All emails will be returned in 24 hours unless I notify you otherwise.

### **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.

### **University Procedures**

#### **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**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

#### **Non-smoking Policy**

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

## Spring 2015 Course Schedule PSY 503 (Subject to Change)

Date	Topic	Readings	In-Class Activities	Assignments due
1/22/15	Introduction to Course and DSM-5, Models of Psychopathology, Evidence Based Interventions (EBIs)	Craighead et al. Chapters 1 & 2 <i>DSM-5</i> (Preface and Section I)  <a href="http://nrepp.samhsa.gov/viewall.aspx">http://nrepp.samhsa.gov/viewall.aspx</a>	DSM-5 Scavenger Hunt	
1/29/15	Developmental Psychopathology & EBI cont. Neurodevelopmental Disorders (ID, LD)	Mash & Barkley Chapters 13 & 14 <i>DSM-5</i> (pp. 31-58)  Choosing the Right Treatment: What Families Need to Know About Evidence-Based Practices: (on Ecollege) <a href="http://www.nami.org/Content/ContentGroups/CAAC/ChoosingRightTreatment.pdf">http://www.nami.org/Content/ContentGroups/CAAC/ChoosingRightTreatment.pdf</a>	CSI Example In Class	Paper Topic & 5 References <b>Due on Ecollege</b>
2/5/15	<i>Online Class</i> - Neurodevelopmental Disorders (Autism, ADHD)	Mash & Barkley Chapters 11 & 2 <i>DSM-5</i> (pp. 59-66)	CSI # 1 assigned	
2/12/15	Depressive Disorders	Craighead et al. Chapters 8 & 9 <i>DSM-5</i> (pp. 123-188)	Student Presentations APA Quiz	CSI #1 due  Paper Outline & 10 references <b>Due on Ecollege</b>
2/19/15	<i>Online Class</i> – Bipolar and Related Disorders	Craighead et al. Chapter 10 <i>DSM-5</i> (pp.160- 188)		
2/26/14	Feeding and Eating Disorders	Craighead et al. Chapter 12 & 13 <i>DSM- 5</i> (pp. 242-247, 338-354)	Student Presentations CSI # 2 assigned	Peer Review Draft Exchange in Class <b>Hard Copy</b>



3/5/15	Anxiety Disorders	Craighead et al. Chapters 4,5,6 DSM-5 (pp. 247-251, 222-226, 202-208)	Student Presentations	CSI #2 Due <b>Peer Review Draft Feedback Due</b>
3/12/15	<b>Midterm Exam In Class</b>			
3/19/15	<i>No Class – Spring Break</i>			
3/26/15	Obsessive-Compulsive and Related Disorders	Craighead et al. Chapters 3 DSM-5 (pp. 235-242)	Student Presentations CSI #3 Assigned	
4/2/15	Trauma- and Stressor-Related Disorders	Craighead et al. Chapter 7 DSM - 5 (pp. 271-286)	Student Presentations	CSI #3 due
4/9/15	<i>Online Class - Substance Abuse and Sexual Dysfunctions</i>	Craighead et al. Chapter 15 & 17 DSM- 5 (pp. 423-443, 481-503)		<b>Research Paper Due at 11:59 pm on Ecollege</b>
4/16/15	Psychosis & Schizophrenia	Craighead et al. Chapter 11 DSM - 5 (pp. 87-123)	Student Presentations CSI #4 Assigned	
4/23/15	Disruptive, Impulse-Control, and Conduct Disorders	Mash & Barkley Chapter 3 DSM-5 (461-480)	Student Presentations	CSI #4 due
4/30/15	Personality Disorders	Mash & Barkley Chapter 18 Craighead et al. Chapter 14 DSM- 5 (pp. 645-694)	Student Presentations	
5/7/14	<b>Final Exam in Class</b>			

