



Fall 2017

Washburn University

PY 625 – Advanced Psychopathology

Mondays 1 – 3:45pm

Office Hours: Tuesday noon - 2pm; Thursday 1:30pm – 2:30pm; by appointment

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Course Description:

This course will explore the major categories of psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and differential diagnosis will be examined in detail. Students will receive instruction in the use of the DSM-5. Perspectives on abnormal behavior that are supported by scientific research are emphasized. To a lesser extent, empirically-supported approaches to the treatment of these disorders will be covered.

This course is relevant to the following Program Student Learning Objectives for the MA in Psychology with an emphasis in clinical skills:

1. Clearly articulate the application of the peer-reviewed literature to a specific issue or situation relevant to psychology.
2. Competently execute empirically-based therapy techniques and incorporate sensitivity to individual client characteristics and contextual factors in their implementation.

Course Student Learning Objectives (SLO):

1. Articulate the etiology and maintenance of the major categories of psychological disorders based upon the most empirically supported theory available.
2. Provide diagnoses when given complex clinical material.
3. Articulate a conceptualization of complex clinical material consistent with major, empirically supported theoretical models.
4. Describe appropriate treatment interventions, consistent with case conceptualization.
5. Describe the theory underlying the most empirically supported approaches to the treatment of the major categories of psychological disorders.

Required Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing. ISBN: 0890425558

Barlow, D. H. (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (fifth edition). New York: Guilford. ISBN: 978-1-4625-1326-0

Required Articles:

Deacon, B. J. (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research. *Clinical Psychology Review*, 33(7), 846-861. doi:10.1016/j.cpr.2012.09.007

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.

Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. J. (2010). The interpersonal theory of suicide. *Psychological Review*, 117(2), 575-600. doi:10.1037/a0018697

Required Online Programs through Behavioral Tech (<http://behavioraltech.org>):DBT Chain Analysis Training (50% off \$99): http://behavioraltech.org/ol/details_chain.cfmDBT Validation Principles & Strategies (50% off \$49): http://behavioraltech.org/ol/details_validation.cfm**Semester Overview**

Class	Date	Topic	What is due/evaluations happening in class
1	8/21	Administrative issues, intro to DSM-5, limitations of the biomedical model; intro to the biopsychosocial model; intro to anxiety disorders	
2	8/28	Anxiety disorders – theory and etiology of anxiety and panic; panic disorder; agoraphobia; specific phobias; <i>take home case 1</i>	
	9/4	Labor Day – No Class	
3	9/11	Anxiety disorders – generalized anxiety disorder, social anxiety disorder; avoidant personality disorder; <i>take home case 2</i>	Tutorial 1
4	9/18	Obsessive-compulsive and related disorders; <i>take home case 3</i> ; group assignments made	Written assignment
5	9/25	Trauma- and Stressor-related disorders; <i>take home case 4</i> ;	Tutorial 2
6	10/2	Depressive Disorders; <i>take home case 5</i>	Tutorial 3; List of 3 movies
7	10/9	Bipolar and Related Disorders; Suicide	Tutorial 4
8	10/16	IN CLASS MID-TERM EXAM	Midterm Exam
	10/23	Fall Break – No Class	
9	10/30	<i>Student individual presentations</i>	Individual student presentations
10	11/6	<i>Student individual presentations</i>	Individual Student presentations; Group 1 Paper
11	11/13	Personality Disorders	Group 2 Paper; 2 DBT post-tests from Behavior Tech Courses
12	11/20	Substance-related & Addictive Disorders	Group 3 Paper; Group 1 Presentation
13	11/27	Eating Disorders	Group 2 Presentation
14	12/4	Schizophrenia spectrum and other psychotic disorders	Group 3 Presentation
15	12/13	IN CLASS FINAL EXAM at 1:30pm	

Tentative Class Schedule:**8-21: Administrative issues, intro to DSM-5, biomedical/biopsychosocial model/intro to anxiety disorders**

DSM-5 (pp. xiii – xlv; 19-24)

8-28: Anxiety disorders – theory and etiology of anxiety and panic; panic disorder; agoraphobia; specific phobias

DSM-5 (specific phobia section 197-202; panic/agoraphobia section 208 - 221)

Deacon, B. J. (2013).

Read the following chapter from Barlow, D. H. (2014).

Chapter 1: Panic Disorder and Agoraphobia (conceptualization emphasized pp. 5 – top of p. 10; case emphasized pp. 17 – 48)

Chapter 6: Emotional Disorders: A Unified Transdiagnostic Protocol (conceptualization emphasized pp. 238 – top of p. 241; case emphasized pp. 243-244; 256-270).

9-4: Labor Day – No Class

9-11: Social anxiety disorder, avoidant personality disorder, generalized anxiety disorder

DSM-5 (social anxiety disorder 202 – 207; generalized anxiety disorder 222 – 226; avoidant personality disorder 672- 675)

Read the following chapter from Barlow, D. H. (2014).

Chapter 3: Social anxiety disorder (emphasize bottom of p. 117 – 119; pp. 135 – 148)

Chapter 5: An acceptance-based therapy for generalized anxiety disorder (pp. 209 – 210; second half of 217 - 232)

9-18: Obsessive-compulsive and related disorders

DSM-5 (pp. 235 - 264)

Read the following chapter from Barlow, D. H. (2014).

Chapter 4: Obsessive compulsive disorder (emphasize bottom of p. 159 – 161; bottom of p. 181 – 194)

9-25: Trauma- and Stressor-related disorders

DSM-5 (pp. 265 - 290)

Read the following chapter from Barlow, D. H. (2014).

Chapter 2: Posttraumatic stress disorder (emphasize bottom of p. 66 – 69; second half of p. 80 – 107).

10-2: Depressive Disorders

DSM-5 (pp. 155 - 184)

Read the following chapter from Barlow, D. H. (2014).

Chapter 7: Cognitive therapy for depression (emphasize pp. 285- 291; 304-322)

Chapter 9: Behavioral activation for depression (emphasize the whole chapter)

10-9: Suicide; Bipolar and related disorders

DSM-5 (pp. 123 - 149)

Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E., Jr. (2010).

Read the following chapter from Barlow, D. H. (2014).

Chapter 11: Bipolar disorder

10-16: In Class Midterm Exam

10-23: Fall Break – No Class

10-30: Student presentations

11-6: Student presentations

11-13: Personality Disorders

DSM-5 (pp. 645 - 684)

Read the following chapter from Barlow, D. H. (2014).

Chapter 9: Dialectical behavior therapy (read case only)

Linehan, M. M., & Wilks, C. R. (2015).

11-20: Substance Use Disorders; group presentation

DSM-5 (pp. 481 - 590).

Read the following chapters from Barlow, D. H. (2014).

Chapter 12: Alcohol use disorders

Chapter 13: Drug abuse and dependence

11-27: Eating disorders; group presentation

DSM-5 (pp. 338 - 352).

Read the following chapter from Barlow, D. H. (2014).

Chapter 14: Eating disorders: A transdiagnostic protocol (emphasize whole chapter)

12-4: Schizophrenia and other psychotic disorders; group presentation

DSM-5 (pp. 87 - 122).

Read the following chapter from Barlow, D. H. (2014).
Chapter 11: Schizophrenia and other psychotic disorders

12-13: In class final exam at 1:30pm (see University finals schedule)

Student Evaluation:

The grading system is as follows:

A = Honors; Exceptional--Demonstrates High Levels of Competence (90% and up)

B = Pass; Meets the Required Standard--Demonstrates Adequate Levels of Competence (80-89%)

C = Marginal; Below Minimum Standard--Does Not Demonstrate Adequate Level of Competence (70-79%)

F = Fail; Substantially Below the Minimum Standard--Competence Substantially Below Accepted Professional Standards (69% and below).

*****Grades for this class will be based on the following:**

- ❖ 4 Tutorials Assignment @ 6% each = 24% of grade
- ❖ Written case assignment - 12% of grade
- ❖ In-class midterm exam – 14% of grade.
- ❖ 2 Behavior Tech online programs @ 5% each = 10% of grade
- ❖ In-class final exam – 14% of grade.
- ❖ Presentation on a disorder – 14% of grade
- ❖ Group Project – 12% of grade.
 - Paper – 9%
 - Presentation – 3%

Consistent with the expectations of professionalism of the MA program, there are expectations that all coursework will be completed on time. The following penalties will be assessed when these expectations are not met:

*If you miss the day of your presentation, tutorial, test, or any other in-class graded work, you will receive a zero. If the absence is excused via notification of the instructor prior to class, you will need to make up the work within 1 week and the highest score you can get will be an 80% (i.e., you will have a 20% point reduction from which points will be subtracted). One week after the scheduled in-class work, no make-up will be allowed for any reason. Absences not excused prior to class will be assigned a zero.

*Late papers and written assignments will be reduced by 20% per day later (i.e., the highest score a paper/assignment one day late can receive is an 80%; a paper/assignment that is two days late can only get a 60% as the highest score).

*Missed exams will be assigned a zero. No make-up exams.

Participation: Regular class attendance, being on time for class, a professional demeanor, and participation are expected throughout the semester. Attendance at every single class is expected.

Missing three classes automatically results in failure of the course because material presented in class

cannot be made up. Lack of participation and/or problematic classroom behavior will be discussed as a professional issue at the end of the semester faculty meeting.

In-class midterm and final exams: These exams are cumulative. For each exam, all of the points will be derived from multiple-choice questions. All lecture material and all reading material (*whether discussed in class or not*) are fair game for these multiple-choice questions. The multiple choice format provides a test of knowledge similar to what you will eventually face when you take the EPPP exam to become licensed. Some questions will be faculty (e.g., diagnostic criteria) but most questions will be applied (e.g., apply diagnostic criteria to a case).

- ❖ **YOU MUST PASS THIS FINAL WITH AT LEAST AN 80% TO PASS THE CLASS.** To clarify, a score lower than an 80% on the comprehensive final will result in a grade no higher than a C (failing) in the class, even if your overall class average including the final is better than 80%. For example, Joe has a 90% in the class, not counting the final exam. He earns a 65% on the final. In terms of overall class average, Joe would have an 86.25% in the class. Nevertheless, he would NOT be assigned a “B.” Instead, he would be assigned a “C” because he did not pass the final at a score of at least 80%.
 - The comprehensive final will be given during the finals period for the class.
 - Students who do not pass this final with at least an 80% will be given a chance to retake a different version of the final on the Monday after finals week, as long as the student’s class average, including the failed original final, exceeds 80%. If the student’s class average including the original failed does not exceed 80%, then the student will fail the course and no retake of the final will be permitted. That is, points earned on the retake in no way contribute to the point total in the class.
 - Students failing this retake opportunity will be assigned a failing grade in the class.
 - In the case of a score at 80% or higher on this second retake, the student will pass the class as long as the student’s class average (calculated with the original final) is above an 80%. The score on the retake will not be included in the student’s class average.

Tutorials: You will be asked to respond orally to a series of questions over the readings and cases. These assignments will focus on diagnosis and case conceptualization. Treatment implications of a given case conceptualization will be included as well. Tutorials will be primarily focused on diagnostics and case conceptualization (consistent with SLO 1 – 3); a less amount of time will be spent on understanding the relationship between conceptualization and treatment (consistent with SLO 4 -5). These tutorials help both of us to understand how well you know the material and allow you to receive in-the-moment feedback and clarification on weak or incorrect answers. Previous students have reported that these tutorials are very helpful in terms of preparation for the midterm and final exam. *These tutorials are cumulative.*

Written assignment: You will be given questions to give you practice working with actual case material. The assignment will be primarily focused on diagnosis and case conceptualization (consistent with SLO 1 – 3), although some time will also be spent on understanding the relationship between conceptualization and treatment (consistent with SLO 4 -5). The assignment is cumulative. That is, you should use all knowledge accumulated in the class to date when formulating your answers. These cases are meant to help you to practice applying what we are learning in class to a clinical situation. More detailed directions for each assignment will be handed out in class.

Behavior Tech Programs: These interactive online courses will help you to learn and practice multiple Dialectical Behavior Therapy (DBT) skills. These skills will be taught in the context of a DBT conceptualization of borderline personality disorder. These courses are most relevant to SLOs 3 – 5.

You will need to successfully complete two Behavior Tech online programs plus the associated post-test. You will print out the certificate showing that you have completed each program and give it to me in class no later than the due date indicated above (it is fine to turn it in early). If you complete the program and the final (at least an 85%), you will get a 100% for the assignment (I am able to go in and view your progress on each program but I am not able to see your answers or scores).

Presentation on a disorder: This assignment is relevant to all five SLOs for this course. Importantly, for this assignment, you are responsible for showing me that you can access the empirical literature yourself in order to better understand a specific disorder, how it is understood, and how it is best treated. Furthermore, your career will likely call upon you to make formal presentations, and this assignment is an opportunity to practice preparing and giving a talk.

You will select a topic from a list that I provide. You will give a 15 minute presentation on that topic. Please do not exceed this time limit. **You should email the instructor and the rest of the class a copy of the PowerPoint part of the presentation in advance (no later than 8am on the morning of your presentation; feel free to send your presentation sooner).**

The presentation should include:

- A description of the problem (e.g., DSM criteria, differential diagnosis, comorbidity),
- Why the problem is important (include things like prevalence, impairment, impact on others, course without treatment),
- Factors involved in the etiology and/or maintenance of the problem (what caused this disorder to develop? Why doesn't it go away on its own?), and
- The most empirically supported approach(es) to the problem's treatment; this should include an evaluation of the quality of the treatment studies that have been done (number of participants, was a control group included?, if there is little in the way of quality studies to guide treatment recommendations, say so, etc.).

You must use a minimum of 6 references (feel free to use more), which will be turned in to the instructor on the day of the presentation either in person or via email (you should use the DSM, but this does not count as one of the six references, and you do not have to turn a copy of that section of the DSM in to me; similarly, I do not need a copy of any chapter of our books or other readings that I provide). The quality of the references that you use will factor into your grade (that is, I am looking for journal articles and professional books within the last 10 years; a particularly compelling older study or information from an exceptionally good internet site may be used to supplement your presentation in addition to but not in replacement of the 6 professional references; note: I do search to verify that you have gotten the best possible sources).

Group Project: This assignment brings together everything that you have been learning (SLO 1 – 5), as you and your colleagues go through the process of diagnosing, conceptualizing, and treatment planning with a specific case. This project provides a simulation of diagnosing, conceptualizing, and making a treatment plan for a case that is likely not completely “textbook.” The group dimension of this project encourages professional collaboration, which you will hopefully engage in throughout your career. Group work provides practice in skills such as active and tolerant listening, helping one another in

mastering content, giving and receiving constructive criticism and managing disagreements. The assignment is meant to not only encourage your growth as an individual but also your growth as a member of a community of clinicians that work together and support each other.

Groups will consist of 3 students. Your group will write-up a case conceptualization and treatment plan for a movie character that experiences significant life interference or distress as a function of his/her psychopathology. This parallels what you will be asked to do next semester when you start seeing clients.

You will submit a list of three movies that your group is agreeable to doing. Please rank them in terms of preference. I will choose which movie you will do. You will generally get your top choice. However, I know from experience that some movies are not great for this project and submitting a list to me helps me to help you avoid making a bad choice. I will obviously be most helpful for those movies that I have already seen.

The movie that you choose must be easily obtainable from a video store so that I can rent it. If the movie that you would like to use is obscure and not easily accessible, you can use it only if you provide me with a copy. Groups must select different movies. If two groups want to do the same movie, the group that requests that movie first will be the one that gets to do it. The other group will have to come up with a different movie. I do not want you to use movies that have been selected by previous classes in recent years.

Group Project Presentation: Presentation of clinical material to your colleagues will be an activity that you engage in repeatedly throughout your career. Your presentation should cover the same material as your paper but can also include things to address feedback that I give you on your paper. **Unlike your paper, you should begin your presentation with a short summary of the movie.** If appropriate or desirable, the presentation may contain more of an explanation of the movie's plot than will be possible in your paper. **Your presentation must include several movie clips in support of the points you are making. Turn in a copy of your slides to the whole class no later than 8am on the morning of your presentation (via email).**

Since I will be returning your paper one week prior to your presentation, you may adjust your presentation to incorporate my feedback. In fact, doing so may increase your presentation grade. Your paper should be of high enough quality that it is reasonable to make changes to your presentation within one week.

IMPORTANT: Any group member should be ready to be called on to answer questions about any section of the paper and any article included in the paper during/after the presentation. To state what should be obvious, all group members should be equally involved in all aspects of this project – irrespective of whether one person takes the lead on writing a particular section.

University Syllabus Additions:

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Notice of Non-Discrimination/Safe Educational Environment:

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, (785) 670-1509, eodirector@washburn.edu.

Harassment & Discrimination

The University is required by federal laws to address complaints of discrimination and harassment. Faculty are considered responsible employees and as responsible employees, are required to report an incident of discrimination, sexual harassment, or sexual violence to Dr. Pam Foster. A faculty member is only required to report the name of the complainant, but may report more information at his or her discretion. A class assignment **WILL NOT** trigger an investigation or a report to Dr. Foster. Students and employees may file complaints with the Equal Opportunity Director/Title IX Coordinator, Dr. Pam Foster. <http://www.washburn.edu/statements-disclosures/equal-opportunity/how-to-file-a-complaint.html> or with Washburn University Police at (785) 670-1509.

Confidential Resources

On campus: University Counseling Services offers free, confidential counseling to students on any topic, including experiences with sexual assault or relationship violence: <http://washburn.edu/current-students/services/counseling/index.html>. Student Health Services offers confidential urgent care: <http://washburn.edu/current-students/services/health-services/index.html>

University Diversity and Inclusion – Student Accommodations, Military Connected Certifications, LGBTQ+ Resources, Multicultural and Non-Traditional Student Resources

The Student Services Office within this Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately. Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office. See contact information under On-Campus Resources below.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid

on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

Concealed Carry Policy:

Washburn University has regulations and procedures in place to address concealed carry of weapons on campus. Those regulations and procedures can be located at <http://www.washburn.edu/concealedcarry>

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html> Depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of "F" and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at (785) 670-1151 or e-mail financialaid@washburn.edu.

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>
2. Sign in
3. Click the **Gear** in the upper right
4. **Choose MyApp Settings > Mail**
5. Select **Accounts > Forwarding** from the list on the left
6. **Enter the email address** to which you want to forward all your email.
7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

On-Campus Resources:

- **Center for Student Success: Mabee Library, Room 201,** (785) 670-1942, <http://www.washburn.edu/success>
- **Student Health and Counseling Services: Morgan Hall Room 140,** (785) 670-1470, <http://www.washburn.edu/health>, <http://www.washburn.edu/counseling>
- **Student Life Office: Morgan Hall Room 240,** (785) 670-2100, <http://www.washburn.edu/studentlife>
- **Student One Stop (S.O.S.): Morgan Hall Welcome Center,** (785) 670-2162, sos@washburn.edu, www.washburn.edu/sos
- **University Diversity and Inclusion (Disability and Veterans Services and more) Morgan Hall Room 105,** (785) 670-1629, diversity.inclusion@washburn.edu, <http://www.washburn.edu/diversity/multicultural/index.html>
- **Student Success Week (Week before Finals):** <http://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/success-week-policy.pdf>