PSYCHOPATHOLOGY
PSYC 5341.001 – Fall 2019

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Office Hours: M 2-4;          Class: BH 201/M 4:20-6:50 p.m.
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TEXTS (Required):
American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders

Guilford: New York/London.

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Additional readings from other sources may be assigned as they become available and will be
distributed in class at least one week before being added to the syllabus.

COURSE DESCRIPTION:
Psychology 5341 is designed to introduce the graduate student to the primary diagnostic categories of
abnormal behavior used by mental health professionals today. Topic areas will include: categories of
psychopathology, diagnostic interviewing and related issues, symptom expression and management,
etiology and theoretical understandings of disorders, current treatment trends, and professional ethics and
conduct. Previous graduate work in psychology or permission of the instructor is required for this course.

STUDENT LEARNING OUTCOMES:
1. The student will demonstrate knowledge of the use of professional diagnostic skills and procedures as
measured by the mid-term examination and other assignments.
2. The student will demonstrate knowledge of the appropriate ethical and professional use of the
diagnostic categories in current use in the DSM-5 as measured by the mid-term examination and other
assignments.
3. The student will demonstrate an understanding of the key etiologies of psychological disorders and
their proposed treatments as measured by in-class discussions and the final project/paper.
4. The student will successfully research appropriate professional resources (e.g. professional articles,
etc.) related to mental health treatment and summarize their results in written and oral formats
conforming to APA standards as measured by the final project/paper.

COURSE STRUCTURE:
The primary format of this course is lecture, individual/group presentations, and discussion. Beginning
the second week of class, students may be assigned a variety of individual or group presentations
including, but not limited to case presentations, brief summaries of the assigned readings and
presentations on relevant articles related to assigned topics, etc. (more information will be given on these
assignments in class). Assignments will be adjusted according to the time constraints of the class. Grades
will be assigned for these individual presentations and students must turn in a paper copy of their
presentation materials to the instructor at the time of the presentation.

All assignments should be typewritten, professionally presented and use APA style.

A mid-term examination will be given on the assigned reading material, lectures, and presentations.
Students will also be required to complete a research paper of 15-20 pages in length (text, excluding title and references) using APA style that provides a critical view of a topic area on the treatment of a specific psychological disorder including a paper topic proposal and reference section as well as a rough draft that must be approved by the instructor.

Prior to beginning the paper, the student will need to meet with the instructor to discuss possible topics and should come to that meeting having done some preliminary research on their topic of interest. Late assignments will not be given full credit (subtract a maximum of 25% of total points for each day the assignment is late) and incomplete assignments will be asked to be resubmitted and will earn fewer points.

Students will also be required to submit their rough draft and final papers to “Turn It In” or a similar online plagiarism service (more on this in class). Final papers that violate the standards set for “Turn It In” plagiarism (as determined by the instructor and announced in class) will receive a failing grade. If a student’s rough draft paper scores at 90% or better than may opt out of resubmitting a final draft and stand with the grade received on the rough draft for both the rough draft and final paper grades.

As is always the case, attendance and class participation are critical learning issues in a graduate class. While attendance is not required per se, assessment of attendance and class participation will contribute to the course grade. Participation means coming to class prepared to actively contribute to class discussion. Students with three or more absences from class will lose half a letter grade of their final grade for each three absences. Chronic lateness will be assessed as an absence. Why is this important? When you begin to see patients, timeliness will be critical in establishing therapeutic rapport. Now is the time to strengthen this personal habit which will help you become a more effective clinician.

Make-up exams will be given only in the case of extreme emergencies at the discretion of the instructor. Please call me prior to the exam and speak to me directly if you feel you merit this consideration. Make-up exams will not be given when the student is unavailable to take the exam due to non-emergency factors outside of class. If the exam format is a take home exam, students are expected to turn it in at the time discussed in class. Late exams will be penalized 25% of total points for each day they are late.

Blackboard: All materials related to the course, including exam grades, will be posted on Blackboard when possible.

**Evaluation/Grades:**
Course grades will be based on the total number of points listed for each assignment below. The following point system can be used to calculate your final grade in the course: 90% or 360+ pts. = A; 80% or 359-320 pts. = B; 70% or 319-280 pts. = C; and so on.

<table>
<thead>
<tr>
<th>Class Assignments</th>
<th>100 points (point totals for individual assignments will be announced when the assignment is given and will typically be 5-20 points)</th>
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<tbody>
<tr>
<td>Paper Proposal and References</td>
<td>25 points</td>
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<tr>
<td>Paper Rough Draft</td>
<td>50 points</td>
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<tr>
<td>Mid-term</td>
<td>100 points</td>
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<tr>
<td>Final Presentation (paper)</td>
<td>50 points</td>
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<tr>
<td>Final Paper</td>
<td>100 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>425 points (or less if fewer assignments are given)</strong></td>
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At the discretion of the instructor a student's final grade may be raised, but never lowered for any of the following reasons: 1) exceptional class participation and effort; 2) significant improvement throughout the course; and 3) isolated low grade. These exceptions will be considered only when a student's final average is within a few points of the curf-off for the next highest grade.

**CLASSROOM POLICIES:**

*Classroom etiquette* - Imagine you’re a patient and your psychologist is distracted during your session because they chronically check their cell phone? Class attendance is meaningless without appropriate focus. You are preparing yourself to become a professional; begin by practicing professional behaviors in class. Students who engage in inappropriate technology use during class will be asked to leave and will be counted absent for that class period. *All cell phones must be turned off completely and put away during class.*

**Academic Integrity**

Academic dishonesty, which includes plagiarism, handing in materials used in other courses, the use of old exams from previous classes, or the use of any work that is not the student’s will be dealt with according to university policy (see the current University Catalog and Student Handbook).

**Withdrawal/Incomplete** - The last day you may drop a course is November 8th and you must complete the necessary paperwork yourself. A grade of “Incomplete” is given only with the permission of the instructor if you have satisfactorily completed all course requirements to that point and you contact me at least one week prior to the end of class.

**Notice to 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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeal Process**

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf)
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website: [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., email, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**Course Calendar:** This calendar is tentative and all scheduled assignments are subject to change at the discretion of the instructor in the interest of maintaining an optimum learning environment for the course.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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| 1    | 8/26 | Essentials of Diagnosis; V codes, medication and other mental disorders; General Issues in Understanding and Treating Psychopathology | DSM-5: pp.1-30; 707-727  
Castonguay & Oltmanns: Ch. 1  
APA Ethics Code |
| 2    | 9/2  | Labor Day – take a break from class! |  |
| 3    | 9/9  | Anxiety Disorders: Generalized Anxiety Disorder, Panic Disorder & Phobias | DSM-5: pp.189-234  
Castonguay & Oltmanns: Chs. 3 & 4 |
| 4    | 9/16 | Obsessive Compulsive and Related Disorders  
Trauma and Stressor Related Disorders | Castonguay & Oltmanns: Chs. 5 & 6  
DSM-5: pp. 235-290 |
| 5    | 9/23 | Depressive Disorders; Bipolar and Related Disorders | Castonguay & Oltmanns: Ch. 2 & 10  
DSM-5:pp. 123-188 |
| 6    | 9/30 | Schizophrenia Spectrum & other Psychotic Disorders | Castonguay & Oltmanns: Ch. 11 & 12  
DSM-V: pp.87-122 |
| 7    | 10/7 | Substance Related and Addictive Disorders | Castonguay & Oltmanns: Ch. 8  
DSM-V: pp. 483-590 |
| 8    | 10/14| Neurocognitive Disorders | DSM-V: pp.591-644  
Assigned Reading (to be distributed) |
| 9    | 10/21| Personality Disorders | Castonguay & Oltmanns: Ch. 9  
DSM-5: pp. 645-684 |
| 10   | 10/28| Somatic Symptom and Related Disorders  
Dissociative Disorders | DSM-5: pp. 309-327; 291-308 |
| 11   | 11/4 | Neurodevelopmental Disorders; Eating and Elimination Disorders | DSM-V: pp. 31-86; 329-360; 461-480;  
Assigned Reading (to be distributed) |
| 12   | 11/11| Disruptive, Impulse-Control, & Conduct Disorders | DSM-V: pp. 329-360; Assigned  
Reading (to be distributed) |
| 13   | 11/18| Sleep-Wake, Sexual & Paraphilic Disorders  
Gender Dysphoria | DSM-5: pp. 361-459; 685-706 |
| 14   | 11/25| Marital and Relational Discord  
Psychopathology Research  
**Paper Rough Draft Due** | Castonguay & Oltmanns: Chs. 13& 14 |
| 15   | 12/2 | Class Presentations |  |
| 12/9 |      | **Final Paper Due at 4:20** – Additional Presentation Time if needed |  |