

PSY 740 Advanced Psychopathology

CHAMINADE UNIVERSITY

Summer 2012 Term

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Texts

Hersen, M., & Beidel, D. C. (2012). Adult Psychopathology and Diagnosis (6th Ed.)_Hoboken, NJ: John Wiley and Sons.

Dziegielewski, S. F. (2010). DSM-IV-TR in Action (2nd Ed.). Hoboken, NJ: John Wiley and Sons.

Course Description

This course is designed as an extension and expansion of information covered in initial abnormal psychology courses. This course will focus on mental disorders from a diagnostic and assessment perspective with an emphasis on using the Diagnostic and Statistical Manual (DSM-IV). As with all classes at Chaminade University, the course has a foundation in the Marianist educational values of faith, the pursuit of excellence and quality, a spirit of family, the promotion of social justice, and the ability to adapt to change. Upon completion of this course, through active participation, reading, writing, discussion, critical thinking, and self-examination, students will:

1. have a practical understanding of the DSM-IV;
2. have working knowledge of how diagnoses are determined;
3. have experience using the multi-axial classification system;
4. be able to arrive at preliminary diagnostic impressions for most disorders found in the DSM-IV; and
5. have a working knowledge of mental status examinations.
6. have an understanding of the scientific method.
7. understand the cross cultural implications of mental disorders.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

A. Learning activities (10 @ 20 points each)	=	200 points
<u>B. Discussion Questions (10 @ 5 points each)</u>	=	<u>50 points</u>
TOTAL	=	250 points

A. Learning Activities (10 @ 20 = 200 points)

Ten learning activities will be turned in for credit. Each activity will be worth 20 points. These activities will be posted on Monday of each week and will be due on the following Sunday.

B. Discussion Questions (10 @ 5 points each)

Each week, on Monday, a discussion question will be posted in ecollege (you can view the question by clicking on the specific week over on the left side of this page in the Course Menu and then clicking on the discussion question). It is expected that everyone will respond to the question(s) and then also read and respond to some of the other students responses by the following Sunday.

Grading:

Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 400).

90%	-	100%	=	A
80%	-	89%	=	B
Below 80%			=	C

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of

faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously:

an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification should be made through the ecollege email system directly to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

SCIENTIFIC METHOD DEFINITION

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Psy 740 Course Schedule

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignments</u>
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Week 1 July 2

Read Chapter 1 Getting Started (DSM-IV-TR in Action)

Read Chapter 2 Basics and Application (DSM-IV-TR in Action)

Complete Activity 1

Week 2 July 9

Read Chapter 3: Documentation and The Multiaxial Diagnostic Assessment. (DSM-IV-TR in Action)

Read Chapter 4: Applications: Beyond the Diagnostic Assessment (DSM-IV-TR in Action)

Complete Activity 2

Week 3 July 16

Read Chapter 1 Mental Disorders as Discrete Clinical Conditions: Dimensional Versus Categorical Classification (Adult Psychopathology and Diagnosis)

Read Chapter 2 The Problem of Dual Diagnosis (Adult Psychopathology and Diagnosis)

Complete Activity 3

Week 4 July 23

Read Chapter 3 Structured and Semistructured Interviews for Differential Diagnosis: Fundamentals, Applications, and Essential Features (Adult Psychopathology and Diagnosis)

Read Chapter 4 Impact of Race and Ethnicity on the Expression, Assessment, and Diagnosis of Psychopathology (Adult Psychopathology and Diagnosis)

Read Chapter 5 Delirium, Dementia, and Amnesic and Other Cognitive Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 11: Delirium, Dementia, and Amnestic and Other Cognitive Disorders (DSM-IV-TR in Action)

Complete Activity 4

Week 5 July 30

Read Chapter 6 Substance-Related Disorders: Alcohol (Adult Psychopathology and Diagnosis)

Read Chapter 7: Substance-Related Disorders: Alcohol and Other Drugs (AOD) (DSM-IV-TR in Action)

Read Chapter 7 Psychoactive Substance Use Disorders: Drugs (Adult Psychopathology and Diagnosis)

Read Chapter 8 Schizophrenia (Adult Psychopathology and Diagnosis)

Read Chapter 8: Schizophrenia and the Psychotic Disorders (DSM-IV-TR in Action)

Complete Activity 5

Week 6 August 6

Read Chapter 9 Mood Disorders: Depressive Disorders

Read Chapter 10 Bipolar Disorder

Read Chapter 9: Selected Mood Disorders. (DSM-IV-TR in Action)

Complete Activity 6

Week 7 August 13

Read Chapter 11 Panic Disorder, Agoraphobia, Social Anxiety Disorder, and Specific Phobias

Read Chapter 12 Generalized Anxiety Disorder, Posttraumatic Stress Disorder, and Obsessive-Compulsive Disorder

Read Chapter 10: Anxiety Disorders (DSM-IV-TR in Action)

Complete Activity 7

Week 8 August 20

Read Chapter 13 Somatoform Disorders

Read Chapter 14 Dissociative Disorders

Read Complete Activity 8

Week 9 August 27

Read Chapter 15 Sexual Dysfunctions and Paraphilias

Read Chapter 12: Selected Sexual Disorders (DSM-IV-TR in Action)

Read Chapter 16 Gender Identity Disorders

Read Chapter 5: Overview of Selected Childhood Disorders: The Disruptive Behavior Disorders (DSM-IV-TR in Action)

Complete Activity 9

Week 10 September 3

Read Chapter 17 Eating Disorders

Read Chapter 6: Selected Eating Disorders in Children and Adults (DSM-IV-TR in Action)

Read Chapter 18 Personality Disorders

Read Chapter 13: Personality Disorders (DSM-IV-TR in Action)

Read Chapter 19 Sleep Disorders

Complete Activity 10
