
Adult Psychopathology Psychology 210

Oxford College, Spring 2013

Kenneth Carter, PhD, ABPP
Professor of Psychology
E-Mail: kenneth.carter@emory.edu
Phone: 770-784-8439
Office: Seney 214a
Drop in Time: 11-12 MWF

Overview

The purpose of the course is to introduce you to the field of adult psychopathology, the science of diagnosing psychological disorders. A goal of the class is to emphasize the development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that proclaims to be scientific or based on research.

Learning Objectives

- Understand the development process of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
- Apply DSM-5 diagnostic criteria accurately
- Understand the differences between DSM-IVtr and DSM-5
- Understand the structure of the diagnostic categories of DSM-5
- Communicate the challenges of a diagnostic system such as the DSM-5

Assignments

Exams. There will be three exams (all cumulative) worth 25 points each. The exam items will be taken primarily from class material, but you can expect some questions on reading material, films, or any class activity. If you feel that the answer you chose for a question is better than the one I've selected as the correct answer, submit your case in WRITING to me (after a 24 hour "cool down" period). You will have until the next exam to turn in these written explanations. You may not, however, contest questions from Exam 3.

Intake Report (20 points + 5 points) Your assignment is to examine the way an autobiography portrays psychopathology. You will present an intake report by using the sample one provided on Blackboard. Missing from your presentation should be the final diagnosis. Starting on presentation days you will answer questions regarding your "client." Your points will be based on your ability to answer questions and the completeness of your intake presentation. You can also earn up to 5 points for participation on the days in which you do not present. The outline of your Intake Report along with your diagnosis will be due before you present. See the course outline and schedule for deadlines of client choices and outlines.

Evaluation

The final grade will be based on EXAM 1 (25 points), EXAM II (25 points), EXAM III (25 points), and your Intake Report (20 points + 5 points) for a total of 100 points. A letter grade will be assigned to the TOTAL points accumulated during the semester.

Materials

All readings will be available on Blackboard and the course [dropbox](http://goo.gl/MOJds) <http://goo.gl/MOJds>

You will need an autobiography of a person who has had a period of severe impairment or distress. Many are available at the Oxford Library.

Important Dates

2/11—Exam I

3/8— Exam II

4/5 — Intake report outline due

4/26—Exam III

Points off for absences starting 4/10

Course Outline and Schedule

Date	Day	Topic
Jan 16, 2013	1	Overview/ What is psychopathology
Jan 18, 2013	2	Composing diagnostic criteria/history of the DSM
Jan 21, 2013	3	No class
Jan 23, 2013	4	Etiology and Treatment CBT
Jan 25, 2013	5	Etiology and Treatment Biological -- Client choices due online
Jan 28, 2013	6	Depressive Disorders
Jan 30, 2013	7	Depressive Disorders
Feb 1, 2013	8	Bipolar Disorders
Feb 4, 2013	9	Bipolar Disorders
Feb 6, 2013	10	Treatments for Bipolar and Depressive Disorders
Feb 8, 2013	11	Review
Feb 11, 2013	12	Exam 1
Feb 13, 2013	13	Anxiety Disorders
Feb 15, 2013	14	Anxiety Disorders
Feb 18, 2013	15	OCD and Related Disorders
Feb 20, 2013	16	OCD and Related Disorders
Feb 22, 2013	17	Trauma and Stress Related Disorders
Feb 25, 2013	18	Trauma and Stress Related Disorders
Feb 27, 2013	19	Flex
Mar 1, 2013	20	Treatments
Mar 4, 2013	21	Treatments
Mar 6, 2013	22	Review
Mar 8, 2013	23	Exam 2
Mar 18, 2013	24	Psychotic Disorders
Mar 20, 2013	25	Psychotic Disorders and Treatments
Mar 22, 2013	26	Sleep/Wake Disorders
Mar 25, 2013	27	Sleep/Wake Disorders
Mar 27, 2013	28	Substance Use and Addictive Disorders
Mar 29, 2013	29	Substance Use and Addictive Disorders
Apr 1, 2013	30	Personality Disorders
Apr 3, 2013	31	Personality Disorders
Apr 5, 2013	32	Flex / Intake report outline due
Apr 8, 2013	33	Flex
Apr 10, 2013	34	Presentations A
Apr 12, 2013	35	No class

Apr 15, 2013	36	Presentations B
Apr 17, 2013	37	Presentations C
Apr 19, 2013	38	Presentations D
Apr 22, 2013	39	Presentations E
Apr 24, 2013	41	Presentations F/ review
Apr 26, 2013	41	Exam 3
Apr 29, 2013	42	No class

Course Policies

Subject to change

The class outline on the following page should be considered very fluid. Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

EMAIL (*I reserve the right not to answer emails that do not follow this policy.*)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don't ask questions you can easily find yourself like "When is the next test" or "When is the paper due?" You might consider the 'crossing the quad' rule. If you wouldn't cross the quad to ask me this question why email it to me?

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

ACADEMIC INTEGRITY

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the [Honor Code](#) and will result *in a failing grade for the entire course*. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code