

## Psychology 210: Adult Psychopathology Spring 2005

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|-------------|---|-----------------|--|
| Instructor: | Kenneth Carter, PhD<br>Associate Professor of<br>Psychology | Office:         | Seney Hall 214A  |
| Phone:      | 770-784-8439  | Office<br>Hours | 10:15-11:15 Monday, Wednesday, Friday<br>1:15-2:15 Tuesday and Thursday<br>you can always make an appointment<br>with me--check my calendar first at<br><a href="http://calendar.yahoo.com/drkcarter">http://calendar.yahoo.com/drkcarter</a><br>this link can be found at the end of each<br>of my e-mail messages. |
| E-mail      | kcarter@learnlink.emory.edu                                 |                 |  |

### TEXT:

#### REQUIRED

Barlow & Durand *Abnormal Psychology: An integrated approach*

Client's Autobiography (described later)

### COURSE DESCRIPTION

### COURSE OBJECTIVES AND LEARNING OUTCOMES

In accordance with the National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (APA 2001) this course is designed to help develop and improve your critical thinking skills. You should leave this course with cognitive tools that can provide you with specific strategies for inquiry and well reasoned thought.

#### COURSE OBJECTIVES (What you will learn if you successfully complete this course)

1. To become more knowledgeable about criteria used to classify behavior as abnormal as well as diagnostic criteria for various psychological disorders.
  2. To understand how multiple factors interact to influence the development of psychological disorders.
  3. To develop a basic understanding of the methods used and the kinds of information gathered in clinical assessments.
  4. To increase awareness of cultural and personal biases toward individuals diagnosed with psychological disorders and how these biases can influence diagnoses, treatments, and outcomes.
  5. To acquire basic knowledge related to prevention strategies and current treatment options for various psychological disorders.
  6. To develop an understanding of some of the legal and ethical issues involved in providing mental health services.
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## Course Syllabus (cont.)

### REQUIREMENTS:

There are three regularly scheduled exams, six quizzes, one intake report and case consultations in this class. The assignments are discussed below in greater detail.

**TESTS** There will be three exams (all cumulative). The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. If you feel that the answer you chose for a test question is better than the correct answer, submit you case in WRITING to me (after a 24 hour “cool down” period). Make up exams (all essay) will be allowed ONLY for officially excused absences when notice has been provided to me in advance of the exam.

| <u>Exam I 30 points</u><br>February 22   | <u>Exam II 60 points</u><br>March 10th   | <u>Test III (Final) 100 points</u><br>During Finals   |
|--|--|---|
| Psychopathology<br>History and Systems<br>Dynamic Theories<br>Cognitive/Behavioral Theories<br>Biological Theories<br>Psychopharmacology<br>The DSM<br>Anxiety Disorders<br>Ethics and the Law | Previous Topics and<br>Mood Disorders<br>Suicide<br>Somatoform Disorders<br>Factitious Disorders<br>Dissociative Disorders<br>Eating and Sleep Disorders | Previous Topics and<br>Personality Disorders<br>Thought Disorders<br>Sexual Disorders<br>Treatments<br>Adjustment Disorders |
| Chapters 1,2,3,5,16  | Chapters 1,2,3,5,16<br>6,7, 8  | Chapters 1,2,3,5,16<br>6,7,8<br>13,10,12  |

### INTAKE REPORT (40 points)

The paper is due in class on Thursday April 7th. Your assignment is to examine the way an autobiography portrays psychopathology. You will write up an intake report by using the sample one provided on my website. Your report should be more than 4 single spaced typed pages. There is a penalty for late papers. You are to analyze the specific symptoms and diagnose the individual. Specific requirement are described in a separate part of the syllabus.

### GRAND ROUNDS PRESENTATION AND CASE CONSULTATION (10 points for presentation 12 points for consultation)

Starting on November 15th I will call on individuals to do a 10 minute presentation of their intake report. When called on, you will come to the front of the class, present your case and answer questions about your “client”. Afterwards, each member of the class will give their idea of what the diagnosis and appropriate treatment for the client might be (the consultation). Each person will get .5 points for the diagnosis and the presenter will get up to 10 points for their presentation. Your points will be based on your ability to answer questions as well as elocution.

### DIAGNOSTIC QUIZ: (25 points)

Diagnostic quizzes (5 points each) will test your ability to diagnose a case example in class. Some will be online, others in class. They come without warning, but I will only count your best 5 quizzes. Please be diligent about your attendance as you cannot “make-up” a diagnostic quiz.

### EVALUATION: (277 points)

The final grade will be based on EXAM I (30 points), EXAM II (60 points), EXAM III (100 points), and the Intake Report (40 points) as well as your consultation points (12) and your Grand Rounds Presentation (10) and diagnostic quizzes (25) for a total of 282 points. A letter grade will be assigned to the TOTAL points accumulated during the semester. I will NOT use plus/minus in this 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?

## **STATEMENT OF 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.

### Intake Report

This paper should be done with an autobiography of a person with one or more identifiable Axis I or Axis II disorders. Your paper will be no more than 3 pages in length. You should also include a “diagnostic memo” to your intake report.

Be careful about accepting the diagnosis of the character that is included in your book. Some books on your lists were written during DSM-II, a very different typology. Others are simply poorly diagnosed.

Your paper will consist of 4 sections. These are:

- ***Presenting problem (including signs and symptoms and history of present illness).***
- ***Biopsychosocial Assessment***
- ***Mental Status Exam.***
- ***diagnosis.*** A DSM-IV diagnosis or diagnoses (all five axes) should be provided and defended. Why did you reject other possible diagnoses?

### The Psychological Report

A psychological report also known as a integrated summary, a psychological evaluation, a consultative examination, or a clinical assessment, provides a technically accurate yet concise overview of the client's psychological functioning. The report integrates all aspects of the information gathered in a pre-interview screening and initial intake. Although several different report format exists, it is important that reports be easily understood by both mental health professionals and non-professionals. Using technical jargon is unnecessary, especially because the report is meant to be summative.

Different readers focus on different aspects of the report depending on their level of understanding and reason for reading the report. Some readers focus on raw data and observations, whereas others prefer reading the diagnosis and recommendations. Overall, the report should be written so that the client can easily understand it;

### The Biopsychosocial Assessment

The biopsychosocial assessment provides background information for several areas of the client's life. Much of the information is obtained through the initial interview and additions and revisions are made throughout therapy. Information covered includes biological (or physical), psychological, and social. Biological information includes information about the client's family, development, education, employment, legal, and other medical history. Psychological information focuses on previous and current psychological status and treatment. Social information includes the client's social relationships and supports. Each area of biopsychosocial information collected should include both strengths and weaknesses.

### The Presenting Problem

The presenting problem is the client's description of the problem rather than the clinician's diagnostic statement of it.

### History of Present Illness

The client's personal history provides valuable information to help predict future performance, identify precipitating factors such as strengths and stressors that tend to alleviate or increase problem areas, consider previous mental and physical health diagnoses, and recognize behavior patterns.

### Mental Status Exam

(described in the textbook)

Final Diagnosis on all 5 axis should then be given

### **Diagnostic Memo**

You normally would not do this, but you should attach a “memo” to your intake report that shows the connections between the diagnosis and the symptoms you described in your intake report. For example, for Major Depressive Disorder, you need to have 5 symptoms and you would indicate which symptoms you described in the narrative which correlate with the diagnosis.