

5741 Psychopathology and Family Dysfunction

DESCRIPTION: A survey of major theories of psychopathology and how these relate to family dysfunction. A study of the current DSM and its use in mental health counseling and marital and family therapy. Students will learn to diagnose mental disorders – whether cognitive, affective, or behavioral.

Professor:

Dr. Ed Gray
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2010

Format: Lecture / Case study (On- campus)

Day(s) Class Meets: Tuesdays
8:15 A.M. – 10:55 A.M.

Office Location: Ijams Administration Building, Room 204

Office Hours: Mondays-Fridays by appointment

Office Phone: (901) 681-9200

Email: egray@harding.edu

This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC INTEGRITY: Harding University’s Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

I. COURSE DESCRIPTION

This course focuses on abnormal psychology and your development of competency to diagnose mental disorders through readings, classroom interaction with clinical vignettes, and a research project on a specific disorder. This course is designed to give you a foundation for skills in diagnosing and conducting appropriate counseling interventions and treatment planning in clinical settings.

II. COURSE OBJECTIVES

1. To acquire knowledge of the basic concepts, diagnoses, and theories of abnormal psychology. (CACREP standards II – K.3c; CACREP standards Mental Health Counseling C. 1-4,7)
2. To develop the ability to observe and categorize behavior in an intake assessment and a mental status exam. (CACREP standards Mental Health Counseling C. 7)
3. To appropriately diagnose using the 5 axes of DSM IV - TR. (CACREP standards Mental Health Counseling C. 4,5)
4. To integrate a systemic understanding of family dysfunction with the traditional medical model of psychopathology. . (CACREP standards MFCTP – C.2)
5. To examine cultural, ethnic and other factors related to diversity that impact the assessment of psychopathology (CACREP standards II – K. 7f-h)

III. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. If you need to be absent you must call in advance as with any professional appointment. This does not imply that your absence will be excused by your professor.

The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

Self ratings will be also used to help determine the participation portion of your grade. Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 10 of this syllabus for your evaluation.*

Evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric
<ul style="list-style-type: none">• Demonstrates good preparation; knows readings well; has thought through implications of readings.• Demonstrates evidence of higher order processing skills according to Bloom's taxonomy.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views and respond professionally.

- Exhibits strong evidence of insight into psychopathology and diagnostic issues.

3. Literature review paper

A literature review is a paper in which the author examines research studies on a certain topic. Students will introduce readers to the importance of the topic, and proceed to summarize and synthesize the research before stating a conclusion. One of the main purposes of the literature review is to present published research in a manner that easily allows the reader to identify the relationship between the studies and the benefit of research in the topic.

As part of this course, you will prepare a literature review on a psychopathology topic. Your paper will review **six research studies published since 2000** on the topic. The **body** of the paper should be **four pages or less**. This paper must follow APA 6th edition style and format, and it should have a cover page, abstract, body, and references. Students will submit electronic copies of the six research studies reviewed as an appendix to the literature review, or as a separate attachment(s). **The grading rubric for the assignment is included on page 15 of the syllabus.** *The paper is **due as a Word attachment via email to the instructor at egrav@harding.edu before noon, April 13, 2010.** The student will receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment.*

Suggested topics are:

(A specific psychiatric diagnosis) as it relates to family dysfunction

Latest research findings regarding a specific psychiatric diagnosis

Depression in marriage

A specific addiction: gambling, eating, sex, religion, street drugs, prescription meds

The research and development of a new diagnostic category for DSM V

Current treatment protocols for a specific psychiatric diagnosis

Genetic studies in psychopathology of a (particular psychiatric diagnosis)

(A specific model) of conceptualizing family structure/dysfunction

Family life-cycle and onset of disordered roles, behavior

Power and family dysfunction

Genetic issues in the pre-disposition to alcoholism or other diagnoses

4. Midterm Exam February 23, 2010

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed up to the midterm and will include some comprehensive questions to assess students' grasp of the first half of course content regarding diagnosis.

5. Final exam April 27, 2010

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive diagnostic questions / vignettes to assess students' grasp of the entire course content regarding diagnosis.

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Class preparation/readings	15%
2. Mid Term Exam	30%
3. Final Exam	30%
4. Literature Review Paper	25%
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Total for course	100%

IV. AAMFT Conference

September 23-26, 2010 Atlanta, Georgia

V. TEXTS/MATERIALS

Required Texts/Readings:

Barlow, D. H., & Durand, V. M. (2011). *Essentials of Abnormal Psychology* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing.
Available at <http://hugsr.edu/onlinebookordering.php>.

Diagnostic and statistical manual of mental disorders IV-TR (4th ed.). (2000). Washington, DC: American Psychiatric Association. Not available through HUGSR.

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- Kaslow, F. W. (Ed.). (1996). *Handbook of relational diagnosis and dysfunctional family patterns*. New York: John Wiley & Sons.
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VI. COURSE SCHEDULE (*subject to modification*)

Date	Topics/Assignments Due	Readings
Jan 5 (1)	A Multidimensional Integrative Approach to Psychopathology	Barlow: Chapter 1 and 2 DSM- IV-TR: Introduction
Jan 12 (2)	Clinical Assessment and Diagnosis: Systemic Perspectives	Barlow: Chapter 3 DSM-IV-TR: pages 1-37
Jan 19 (3)	Anxiety Disorders Term Paper Topic Due	Barlow: Chapter 4 DSM-IV-TR: pages 429-84
Jan 26 (4)	Somatoform and Dissociative Disorders	Barlow: Chapter 5 DSM-IV-TR: 485 - 534
Feb 2 (5)	Mood Disorders Sheila Vamplin - Guest Lecturer	Barlow: Chapter 6 DSM-IV-TR: 345 - 428
Feb 9 (6)	Physical Disorders and Health Psychology	Barlow: Chapter 7 DSM-IV-TR: 181 – 190
Feb 16 (7)	Eating and Sleep Disorders	Barlow: Chapter 8 DSM-IV-TR: 583 – 662
Feb 23 (8)	Mid-term exam	
Mar 2	No classes – Study Break	
Mar 9	No classes – Spring Break	
Mar 16 (9)	Sexual and Gender Identity Disorders	Barlow: Chapter 9 DSM-IV-TR: 535 – 582
Mar 23 (10)	Substance-Related Disorders	Barlow: Chapter 10 DSM-IV-TR: 191 - 298, 663 - 678
Mar 30 (11)	Personality Disorders	Barlow: Chapter 11 DSM-IV-TR: 685-729
Apr 6 (12)	Schizophrenia and Other Psychotic Disorders Jim Mobley - Guest Lecturer	Barlow: Chapter 12 DSM-IV-TR: 297 - 344
Apr 13 (13)	Developmental and Cognitive Disorders Literature Review Due	Barlow: Chapter 13 DSM-IV-TR: 39 – 134
Apr 20 (14)	Psychopharmacology – Guest Lecturer Dr. Michelle Edgerson	DSM-IV-TR: 679 - 684, 731 – 742, 814 – 816
Apr 27 (15)	Final exam	

Name _____ Date _____

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Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . . .

Essentials of Abnormal Psychology

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

DSM-IV-TR 4th ed.

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

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- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.