

**Argosy University**  
**COURSE SYLLABUS**  
PP7300  
Psychopathology I  
Spring, 2009

---

---

**Faculty Information**

**Faculty Name:** Alison Steiner, Psy.D.

**Campus:** San Francisco Bay Area

**Contact Information:** [asteiner@argosy.edu](mailto:asteiner@argosy.edu) (preferred) or (510) 217-4763

**Office Hours:** Tuesdays 3-5; Thursdays 10-12 and by appointment (see or email me to arrange a time)

**Short Faculty Bio:** I am a graduate of the Wright Institute. I am a core faculty member of the Clinical Psychology program at the American School of Professional Psychology, Argosy University, SFBA. I am also a member of a group practice, The Berkeley Therapy Institute, where I work with individuals, couples and families, conduct psychological assessments and where I also supervise pre-doctoral and postdoctoral graduate students.

**Course description:** This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the *DSM-IV*, are presented and examined. Attention is also given to diagnostic interviewing, including a review of semi-structured interviews and opportunities for role-play.

**Course Pre-requisites:** None

### **Required Textbooks:**

Sadock, B. & Sadock, V. (2007). *Kaplan and Sadock's Synopsis of Psychiatry* (10th edition). New York: Lippincott Williams & Wilkins.

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision)* (4<sup>th</sup> Edition). Washington, DC: American Psychiatric Association.

First, M. B., Frances, A., & Pincus, H. A. (2002). *DSM-IV-TR Handbook of differential diagnosis*. Washington, DC: American Psychiatric Association. ISBN 1585620548

Zimmerman, M. (1994). *Interview guide for evaluating DSM-IV psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press. ISBN: 0963382136

**Course length:** 15 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

### **Course Relevant Program Outcomes, Competencies and Objectives**

**Goal 1:** The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

**Objective a:** Students will acquire an understanding of the current body of knowledge in psychopathology and diagnosis.

**Competency:** Students must be able to demonstrate an understanding of psychopathology and diagnosis. They must be able to express in a scholarly and professional way relevant, ethical, and accurate clinical diagnosis and treatment planning for a diverse set of clients. This competency will be demonstrated through both the written papers and the midterm and final exams. Each exam is worth 100 points and a minimum passing grade of 75% is necessary on both exams to demonstrate competency. As much of the learning is done in class through lecture and discussion, students are expected to attend each class, on time, and be prepared to discuss the relevant readings.

Exceeds Expectation	Meets Expectation	Does not meet Expectations
Excellent written papers or group presentations. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature	Well written papers or well delivered group presentations. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature	Poor writing style with little or no specific details or poor group presentation that is off topic. Little if any critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Use the DSM-IV-TR classification system and nomenclature appropriately for an Axis I diagnosis, including the description, etiology, assessment, and understanding of the symptomology.
2. Diagnose a “patient” (using case studies) using the DSM-IV-TR multiaxial system appropriately with an emphasis on Axes I, III, IV, and V.
3. Outline a differential diagnosis for a “patient” (using case studies) on Axis I.
4. Use appropriate and ethical interview techniques to determine an Axis I diagnosis (including such techniques as a mental status examination, a clinical interview, a suicide, homicide and/or violence assessment, etc.)
5. Understand the current theoretical and scientific thinking about psychopathology.
6. Identify an Empirically Validated Treatment or Empirically Based Best Practices for treatment of clients with specific Axis I diagnoses.
7. Discuss the contextual issues related to psychopathology, e.g., normal and abnormal behaviors and affective states that impact human performance; culture, development, and relational differences.

**Assignment Table:**

	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>1</b>	1/12/09	Course Overview/ syllabus Introductions Intro to DSM	none	
<b>2</b>	1/19/09	No Class- Holiday	-DSM-IV-TR pp. 1-37, 807-813, 743, 817-818	
<b>3</b>	1/26/09	Orientation to DSM Defense Mechanisms and Coping Styles Technical Terms	Zimmerman pp. 120-125, 132-141, 5-6 -Sadock and Sadock pp. 202-203 - DSM-IV-TR-pp. Appendix I, Skim Appendix A to	Complete assigned readings- bring questions

			understand its organization, Appendix C, pp. 814-816	
<b>4</b>	2/2/09	Clinical interview and Mental Status Examination  Signs and symptoms of mental disorders.  Culture Bound Syndromes  Adjustment Disorders.	-DSM-IV-TR pp. 897-903 pp. 679-683  - Sadock and Sadock: pp. 227-248, 272-283 pp. 786-790 pp. 521-526  - Zimmerman pp. 126-131	Complete assigned readings- bring questions
<b>5</b>	2/9/09	Disorders of Mood  Suicide Assessment	DSM-IV-TR pp. 345-428  Sadock and Sadock pp. 527-578 pp. 897-907	
<b>6</b>	2/16/09	No Class- Holiday	-DSM-IV-TR pp. 297-343	
<b>7</b>	2/23/09	Schizophrenia and Other Psychotic Disorders	- Sadock and Sadock pp. 467-521  -Zimmerman pp. 22-29  Sadock and Sadock pp. 579-633	Reading
<b>8</b>	3/2/09	Anxiety Disorders	-DSM-IV-TR pp. 429-484 -Zimmerman pp. 40-60	
<b>9</b>	3/9/08	<b>Midterm Exam</b>  Substance Related Disorders	DSM-IV-TR pp. 191-295  Sadock and Sadock pp. 381-466	<b>MIDTERM EXAMINATION</b>
<b>10</b>	3/16/08	Sexual and Gender Identity Disorders	- Sadock and Sadock pp. 718-726, pp. 753-772  - DSM-IV-TR pp. 535-582, pp. 597-661	

		Sleep Disorders			
<b>11</b>	3/23/08	Dissociative Disorders, Somatoform Disorders, Factitious Disorders, Psychological Factors Affecting Medical Condition.	- Sadock and Sadock  - DSM-IV-TR	pp. 665-679, 634-651, 658-664, 813-828  pp. 519-533, pp. 485-492, pp. 513- 517, pp. 731-734	<b>Empirically Validated Treatment (EVT)/ Empirically Based Best Practices (EBBP) Research Paper Due</b>
<b>12</b>	3/30/08	Delirium, Dementia, and other Cognitive Disorders	- DSM-IV-TR  - Sadock and Sadock	pp. 135-180  pp. 319-372	
<b>13</b>	4/6/08	Eating Disorders Impulse Control Disorders Childhood disorders: Mental Retardation.	DSM-IV-TR  Sadock and Sadock	pp. 583-595, 663-677, 40-48  pp. 727-747, 773-785, 1138-1156	
<b>14</b>	4/13/08	Childhood Disorders: Attention-Deficit Disorders, Reactive Attachment Disorder, Childhood Anxiety, Autistic Spectrum Disorders	DSM-IV-TR  Sadock and Sadock	pp. 39-134  pp. 1206-1214, 1250-1253, 1191- 1205, 1270-1286	
<b>15</b>	4/20/08	Evaluations  <b>Final Exam</b>	None- prepare for exam		<b>FINAL EXAMINATION.</b>

## Course Policies

**Attendance:** Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn **off** cell phones and pagers during class. Computers may be used for note taking only- if it is determined that you are using phones or computers for other purposes (texting, internet surfing, emailing, etc.) you will not be permitted to use these items in class. *If you miss more than 2 classes, you will receive a failing grade for the course.*

**Tardiness:** It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks *will* result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays. If you are late more than 15 minutes, you will be considered absent.

**Assignments:** Any assignments turned in **late will automatically be lowered one full grade.** Assignments are considered late if they are not turned in during the class time on the date the assignment is due. Incompletes are not given for this course.

**Class Participation:** Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

**Professional Ethics:** Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

**APA Manual:** Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

## **Course Assignments**

### **1. Empirically Validated Treatment (EVT) or Empirically Based Best Practices (EBBP) Research Paper (Using APA Format)**

**Your paper should meet the following requirements:**

1. APA Format, double spaced, page numbers in upper right hand corner of header.
2. Choose one disorder that interests you in either the Adult or the Child/Adolescent categories.
3. Write a 4-6 page paper that reviews a minimum of 3 and a maximum of 5 recent (1998-2008) empirical articles from peer reviewed journals or edited texts that report empirically validated or empirically based psychotherapy **and/or** pharmacological treatments of choice. You may also use one review article or meta-analysis article but the rest of your articles must be empirically based.
4. Use respectful language: You are describing “a person with anorexia” and not “an anorexic.”

5. In your review, briefly describe each study (number of participants, cultural diversity, methodology and treatment) and critique the research methodology indicating any limitations you note in addition to those cited by the authors, summarize the findings, and indicate how each study supports or contradicts the other studies.
6. In your conclusion, indicate how these studies would influence your treatment of this disorder.
7. This paper is **due in Class 10**. Incomplete grades are not given.

**Adult Disorders:**

1. Bipolar Disorder
2. Major Depressive Disorder
3. Schizophrenia
4. Alcohol Dependence and Abuse
5. Posttraumatic Stress Disorder
6. Obsessive Compulsive Disorder
7. Panic Disorder with and without Agoraphobia
8. Sexual Dysfunctions
9. Body Dysmorphic Disorder
10. Adult Bulimia
11. Generalized Anxiety Disorder
12. Social Phobia
13. Dissociative Disorders
14. Hypochondriasis
15. Paraphilias
16. Sleep disorders
17. Somatoform pain disorder
18. Specific phobias
19. Substance abuse disorders

### **Child/Adolescent Disorders:**

20. Oppositional Defiant Disorder
21. Attention Deficit/Hyperactivity Disorder
22. Adolescent Anorexia Nervosa
23. Adolescent Bulimia
24. Obsessive Compulsive Disorder
25. Adolescent Conduct Disorder
26. Bipolar Disorder
27. Specific Phobia
28. Autism

### **2. Clinical Report Paper**

A clinical report of 5-7 pages (THIS IS NOT AN ASSESSMENT REPORT) using a fictitious “patient” from a movie taken from *Reel Psychiatry* by David Robbins, M.D. (see the professor to borrow the book) will include: identifying information, presenting problem and history of presenting problem, family background and patient history, medical and psychiatry history, Mental Status Exam and/or behavioral observations, DSM-IV-TR 5-Axis diagnosis, treatment recommendations, and summary and conclusions.

## Grading and Evaluation

### *Grading Scale*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>D+</b>	69 – 68
<b>D</b>	67 – 63
<b>D-</b>	62 – 60
<b>F</b>	59 and below

Attendance/participation	20%
Midterm exam	20%
Clinical Report Paper	20%
Final exam	20%
Research Paper	20%
	100%

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.