I. Course Overview and Goals

This course is designed to instruct graduate students in the basic diagnostic systems, research and explanations of psychopathology. Causes, course, outcomes and treatment of abnormal and maladaptive behavior will be discussed.

We will discuss psychopathology as it relates to several core areas of psychology including:

- ✓ Biological bases of behavior
- ✓ Developmental (across the lifespan) bases of behavior
- ✓ Social bases of behavior
- ✓ Cultural perspectives

II. Required Text

*Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (text revision).* (2000). American Psychiatric Association; Arlington, VA. (Required)


Recommended reading:


III. Course Requirements

1. **Class attendance is recommended.** You and your peers will benefit from regular attendance and cooperation. According to APA policy, your behavior in graduate
school requires ethical behavior as set forth in the APA standards. This includes your classroom behavior.

2. **Keep up with assigned readings.** Classroom discussion will depend on it. Your learning will be enriched by it. You are expected to read articles prior to class and be prepared to discuss the material in class. I will randomly call on students to speak to the readings in each class session, to summarize the reading and engage in dialogue about it. Your activity in this regard will meet your requirement for class participation (see grading below).

3. **You will be present for class tests and for the final examination.** Your performance on the examinations will constitute the majority of your final grade.

4. **You will write a term paper** on a topic of professional interest to you, and one that is not covered in depth in the class (as reflected in the class topics below). I want everyone to have a different topic that is clearly identified with the psychopathology literature. I have posted deadlines below for you to present a topic to me and to provide an outline (with preliminary references). **The paper must follow APA guidelines** -- if not, they will NOT be graded. All papers are to be submitted to me via email in MS Word or PDF format.

5. **You will present a 10-minute powerpoint presentation to the class on your term paper topic.** You should anticipate an additional 5 minutes of questions and discussion. This will occur on the last class session.

### IV. Grading Policy

You will be graded on the following activities:

- Class participation = 10%
- Tests 1 and 2 (25% each) = 50%
- Final examination = 25%
- Class presentation of term paper = 5%
- Term paper = 10%

### V. Course Outline

**August 28**

Overview of the class and review of the syllabus. History; conceptualization and etiological models.

**Readings**

- DSM-IV-TR pp. 1 -37
- M & W Chapters 1 & 5

(...and the following are not required, but you’ll thank me later)

September 4

Readings
- M & W Chapters 2, 3 and 4

Go to the CDC website for their project, Healthy People 2020, and use their online engine to determine disparities by race AND by age AND by gender in America...


September 11
Developmental perspectives of psychopathology. Clinical interviewing and working with diagnoses.

Readings
- M & W Chapters 6 and 16

September 18
Mood Disorders & Suicide

Readings
- DSM-IV-TR pp. 345-429
- M & W Chapter 9

September 25
❖ TEST# 1: Test will be held during the first part of class.

Anxiety, Phobias, Panic, OCD, PTSD (including changes in diagnostic criteria)

Readings
- DSM-IV-TR pp. 429-484

October 2
Complete anxiety segment.
- M & W Chapter 8

**October 9**
Dissociative, Factitious & Somatoform Disorders. Conditions associated with health problems.

*Readings*
- DSM-IV-TR pp. 485-519
- **M & W Chapter 13**

**October 16**
Schizophrenia

*Readings*
- DSM-IV-TR pp. 229-344
- **M & W Chapter 10**

**October 23**
❖ **TEST# 2: Anxiety, Dissociative, Fictitious, Somatoform and Schizophrenic Disorders**

❖ **TERM PAPER TOPIC DUE IN WRITING**

Axis-II Disorders: Cluster-A Personality Disorders

*Readings*
- DSM-IV-TR pp. 685-701
- **M & W Chapter 11**

**October 30**
Axis-II Disorders: Clusters B & C Personality Disorders

*Readings*
- DSM-IV-TR pp. 701-730

**November 6**
Substance Abuse, Sexual and Gender Identity Disorders

*Readings*
• DSM-IV-TR pp. 191-296; 535-582
• M & W Chapters 12 and 13
• Not required, but may find this one useful in the clinic:

❖ **TERM PAPER OUTLINE DUE**

November 13
Developmental Disorders; Child Psychopathology, externalizing and internalizing conditions.

*Readings*
• DSM-IV-TR pp. 39-134
• M & W Chapters 17, 18 and 19

November 20
Sleep & Eating Disorders

*Readings*
• DSM-IV-TR pp. 131-180; 583-662
• M & W Chapter 20

November 27
❖ **Class PowerPoint presentations & Wrap-Up**

December 4
Last day of class.

December 9
❖ **FINAL EXAM 12:30 am – 2:30pm**
❖ **TERM PAPER DUE** (must be received and recorded by 5 pm of this day)

VI. **Make-up exams** will be given **ONLY** for Texas A&M University absences, which are listed at [http://student-rules.tamu.edu/rules7.htm](http://student-rules.tamu.edu/rules7.htm). To request a make-up exam, you must provide documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence. Make-up exams may be different from the exam given in class and will be given on a scheduled date during the instructor’s office hours. For illness, documentation should include a note from a doctor or clinic. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days.
from the last day of the absence.

VII. Please turn off or silence cell phones during class. We understand that you may need to receive an important call, but we believe that you should respect your classmates and instructors enough not to interrupt class. Text messaging during class is similarly disrespectful, and we ask that you refrain from sending or reading received messages during class time.

VIII. Academic Dishonesty is simply a bad idea – don’t do it! The Aggie Code of Honor is in full force. Students found to be cheating or plagiarizing will fail this course. Plagiarism consists of passing off as one’s own ideas, words, writing, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. If you have any questions concerning plagiarism, refer to the Texas A&M student rules, under the section “Academic Misconduct” ([http://student-rules.tamu.edu/rule20](http://student-rules.tamu.edu/rule20); also see [http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx](http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)).

IX. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services in Cain Hall Room B118, (979) 845-1637. More information about Services for Students with Disabilities can be found at [http://disability.tamu.edu](http://disability.tamu.edu).

Academic Integrity Statements
AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Students with special needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an examination.