I. Course Description and Goals

Using a scientific approach to psychopathology, this course will review concepts, theory, controversies, and research in adult psychopathology. The course will emphasize descriptive psychopathology (see definition below) and issues of etiology rather than treatment. The focus is not on memorizing diagnostic criteria. Instead, the content of this course is designed to foster a sophisticated understanding of adult psychopathology and an ability to think clearly and critically about contemporary issues in the field. Students are expected to master ideas and concepts that they will apply now and in the future to be both educated consumers of psychopathology research and critical readers of our diagnostic system. Students should also be able to apply what they learn in this course to how they conceptualize individual clinical cases and to their own research.

Objectives for the course include an increased understanding of and the ability to critically evaluate:

a. Definitions and diagnostic systems for adult psychological problems.

b. Descriptive psychopathology (e.g., phenomenology, epidemiology, risk factors, and course of the disorder).

c. Theoretical models for the onset and maintenance etiology of adult psychological problems.

d. Issues of diversity across gender, culture, and race as they pertain to adult psychopathology.

e. The empirical literature on adult psychopathology.

II. Required Texts and Selected Readings


(This is one of the first psychopathology textbooks designed specifically for clinical psychology graduate students. The chapters provide in-depth information about common psychological problems and disorders. The chapter authors, who are active researchers in their respective areas of specialization, highlight challenges to traditional assumptions and theories for the featured psychological disorder. Please skip or skim the parts of each chapter pertaining to interventions).

Additional selected readings will be assigned for each topic area. These readings will supplement the breadth of the textbook readings with an in-depth look at recently published reviews, chapters, meta-analyses, and studies in the literature. The selected readings will include both theoretical papers and cutting-edge experimental psychopathology studies. Additional readings for each topic will be made available to students at least 1 week before the scheduled class meeting. If available, PDF copies of readings will be emailed to students. Otherwise, a master copy of the readings will be placed in 208 Dewey for students to photocopy.

III. Course Format

A combination of didactic lecture and seminar formats will be employed during our class meetings. Accordingly, some of our class time will be devoted to informal lecture (with questions and comments welcome) and some class time will consist of seminar discussion. Each student will also have the opportunity to give a formal in-class presentation, as described below.

IV. Class Participation and Attendance

The course, as a whole, will be interactive, and its success is dependent upon active preparation, involvement, and discussion by the students. Given that a large portion of this course will be taught in seminar format, students are expected to complete the assigned readings and to come to class prepared to discuss them. Students will be asked to respond to questions that have arisen from the readings. This is your opportunity to share your reactions and thoughts about the readings. Students are expected to attend all class meetings and to participate fully.

If a student must miss a class meeting due to an illness, emergency, or Department-approved travel; he or she should contact Dr. Rohan in advance. If a student misses a class meeting, he or she should compose a reflection paper that demonstrates critical thinking and integration across the various readings assigned for the missed class as well as a discussion question (see below). Reflection papers should be no more than 3 double-spaced, typed pages in length, and submitted in hard copy to Dr. Rohan by no later than the next class meeting. Extensions on assignments will be permitted only in the case of a documented medical or family emergency with the period of extension determined on a case-by-case basis.
V. Discussion Questions

Each student will write at least one thought-provoking discussion question based on the readings in preparation for each class meeting. Discussion questions should integrate across various readings for each week (or even across weeks) and should not focus on treatment. Each student should email a discussion question to Dr. Rohan and to the rest of the class no later than 4:00 pm on the day before each class meeting.

VI. Examinations

There will be two examinations: a mid-term and a final. Both examinations will consist of take-home essay questions. The questions will be distributed 1 week before the exam answers are due. Students will have 1 week to compose short (i.e., no more than 5-6 double-spaced, typed pages using 12-point font for each question) responses to 2-3 essay questions covering the course content. Some questions will require thoughtful integration across the various reading assignments and seminar discussions. The exams are open-book, but must be completed alone. Each student should write the student ID number (i.e., full 950#) on the back of the last page of the essays so that exams can be evaluated blind to identity. The final exam will be cumulative. Submit a hard copy of your answers, not an email attachment.

VII. In-Class Presentation

Each student will give an in-class presentation and lead a discussion on a disorder or important construct in adult psychopathology for approximately 60 minutes (45 minutes of lecture and 15 minutes of seminar discussion). The presenting student should prepare a Power Point presentation and several questions to stimulate discussion. Your presentations should cover a description of the condition of interest, symptoms, epidemiology, diversity issues, risk factors, course, theories of etiology, and important issues (areas of controversy, recent lines of research), but should not focus on treatment.

At least 1-week prior to the presentation, the presenting student should provide the other students and Dr. Rohan with 1-2 representative readings on the topic (e.g., a chapter or review that summarizes important issues) and a more comprehensive reference list. At the time of presentation, the presenter should distribute an outline or a Power Point handout of the presentation material. Potential topics are relatively open, but should not focus on a major disorder covered in this course. Students should discuss their topic choices with Dr. Rohan by no later than our second class meeting and obtain her approval for a specific topic selection. Possible topics include: anxiety sensitivity construct, trichotillomania, premenstrual dysphoric disorder, postpartum depression, body dysmorphic disorder, schizoaffective disorder, factitious disorder, dissociative fugue, one of the sexual disorders, etc. As soon as topics are selected, we will incorporate the presentations into our class schedule.
VIII. Student Evaluation

Points earned in each domain will be summed to determine the final course grade. You will be most satisfied with your grade if you work hard and consistently from week to week by learning as much as you can from the readings, participating in the class discussions, composing a thoughtful discussion question, and selecting and presenting your topic of interest. This method will pay off with systematic accrual of points.

<table>
<thead>
<tr>
<th>100 - 94 A</th>
<th>89 - 87 B+</th>
<th>79 - 77 C+</th>
<th>69 - 67 D+</th>
<th>59 and below F</th>
</tr>
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<tr>
<td>93 - 90 A-</td>
<td>86 - 84 B</td>
<td>76 - 74 C</td>
<td>66 - 64 D</td>
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</tr>
<tr>
<td>83 - 80 B-</td>
<td>73 - 70 C-</td>
<td>63 - 60 D-</td>
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Component                              Potential Points
---------------------------------------------------------
Class Participation*                    30
In-Class Presentation                   20
Examinations                            50
  Mid-Term Exam                         (25)
  Final Exam                            (25)
Total                                   100

*Class participation will be based on your contributions to the class discussions and your written discussion questions.

IX. Feedback

Students will receive written feedback on their performance at specified times throughout the course. Personalized feedback memorandums will be provided subsequent to the in-class presentation to comment on the content and style of these presentations. At mid-term, each student will receive more general feedback regarding the quality of class participation as well as a summary of grades to date. When final examinations are returned at the end of the semester, students will receive the breakdown of their final grade calculation (i.e., class participation, presentation, and exams). All feedback is meant to be constructive and helpful. Students should see Dr. Rohan with any questions or to review their progress in person.

X. Course Evaluations

Dr. Rohan likes receiving feedback even more than she likes giving it. Completed course evaluations and informal discussions and/or emails about how her course may be improved are always welcome and appreciated!
XI. Special Needs

Any student who has a need for accommodation based on the impact of a disability should contact Dr. Rohan as soon as possible to discuss the specific situation. Students who believe that there is something Dr. Rohan needs to know that might improve the learning environment in the classroom should contact her as soon as possible.
### XI. Class Schedule and Critical Dates

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Course Introduction</td>
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<tr>
<td>January 26</td>
<td>Classification, Conceptual Issues, Culture, Role of Theory</td>
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<tr>
<td></td>
<td>*Finalize Presentation Topic</td>
</tr>
<tr>
<td>February 2</td>
<td>Anxiety Disorders: Panic Disorder</td>
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<tr>
<td>February 9</td>
<td>Anxiety Disorders: Post-Traumatic Stress Disorder</td>
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<tr>
<td>February 16</td>
<td>Anxiety Disorders: Generalized Anxiety Disorder and Obsessive-Compulsive Disorder</td>
</tr>
<tr>
<td>February 23</td>
<td>Anxiety Disorders: Social Anxiety Disorder and Specific Phobias</td>
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<tr>
<td>March 2</td>
<td>Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder</td>
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<tr>
<td></td>
<td>*Mid-Term Exam Questions Distributed</td>
</tr>
<tr>
<td>March 9</td>
<td>No Class—Spring Break</td>
</tr>
<tr>
<td>March 16</td>
<td>Mood Disorders: Phenomenology, Subtypes, Course, Epidemiology, Suicide</td>
</tr>
<tr>
<td>March 23</td>
<td>Mood Disorders: Unipolar Depression</td>
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<td></td>
<td>*Mid-Term Exam Due (submit hard copy no later than class time)</td>
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<tr>
<td>March 30</td>
<td>Mood Disorders: Bipolar Disorder and Seasonal Affective Disorder</td>
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<td>April 6</td>
<td>Personality Disorders</td>
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<td>April 13</td>
<td>Schizophrenia and Psychotic Disorders</td>
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<td>April 20</td>
<td>Substance-Related Disorders</td>
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<td>April 27</td>
<td>Dissociative Disorders: Amnesia, Dissociative Identity Disorder, Depersonalization, Fugue</td>
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<td>Somatoform Disorders: Hypochondrias, Somatization Disorder, Conversion Disorder, Body Dysmorphic Disorder</td>
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<tr>
<td>May 4</td>
<td>Sexual Disorders and Dysfunctions</td>
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<tr>
<td></td>
<td>Guest Lecturer: Dr. Alessandra Rellini</td>
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<td></td>
<td>*Final Exam Questions Distributed</td>
</tr>
<tr>
<td>(May 11)</td>
<td>(No Class)</td>
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<tr>
<td></td>
<td>*Final Exam Due (submit hard copy by 4:00 pm to Dr. Rohan’s box)</td>
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</tbody>
</table>
Reading Assignments

Classification, Conceptual Issues, Culture, Role of Theory

Textbook Chapters:

In DSM-IV-TR: pp. xxiii-xxxvii; 1-37


Additional Readings:


Anxiety Disorders: Panic Disorder and Specific Phobias

Textbook Chapters:

In DSM-IV-TR: pp. 429-443 (panic) and pp. 443-450 (specific phobias)

In Craighead, Miklowitz, & Craighead (2008): Chapter 4: Arch & Craske, Panic disorder. (pp. 115-158).

Additional Readings:


Anxiety Disorders: Post-Traumatic Stress Disorder
Textbook Chapters:

In DSM-IV-TR: pp. 456-463 (OCD) and pp. 463-472 (PTSD).


Additional Readings:


Anxiety Disorders: Generalized Anxiety Disorder and Obsessive-Compulsive Disorder

Textbook Chapters:

In DSM-IV-TR: pp. 450-455 (social anxiety) and pp. 472-484 (GAD).


Additional Readings:


**Anxiety Disorders: Social Anxiety Disorder and Specific Phobias**


**Mood Disorders: Phenomenology, Subtypes, Course, Epidemiology, Suicide**

Textbook Chapters:


In Craighead, Miklowitz, & Craighead (2008): Chapter 8: Craighead, Ritschel, Arnarson, & Gillespie, Major depressive disorder. (pp. 279-328).


Additional Readings:


The following epidemiological report is provided for your reference only (do not expect you to read for class):


**Mood Disorders: Unipolar Depression**


**Mood Disorders: Bipolar Disorder and Seasonal Affective Disorder**

Textbook Chapters:


Additional Readings:


Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder

Textbook Chapters:

In DSM-IV-TR: pp. 583-595; 785-787.


Additional Readings:


Personality Disorders

Textbook Chapters:

In DSM-IV-TR: pp. 685-; 785-729.


Additional Readings:


The following epidemiological report is provided for your reference only (do not expect you to read for class):


**Schizophrenia**

**Textbook Chapters**:


**Additional Readings**:


**Substance-Related Disorders**

**Textbook Chapters:**


**Additional Readings:**


**Dissociative Disorders**

**Textbook Chapters:**

In DSM-IV-TR: pp. 519-533.

**Additional Readings:**


**Somatoform Disorders**

**Sexual Disorders and Dysfunctions**

**Textbook Chapters:**


**Additional Readings:**
