**EDUC 546 – Fall 2017**

**PSYCHOPATHOLOGY**

**Syllabus**

**Course Time:** Mondays 4:00-6:40p (section 27002D) and 7:00p-9:40p (section 27003D)

**Course Location:** WPH 207 (section 27002D) and WPH 205 (section 27003D)

Section 27002D:

Instructor: Amanda Schweizer, PhD, MPH

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Office Hours: By appointment

Section 27003D:

Instructor: Rachel Fried, PsyD

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Instructors’ USC Office: WPH 904E

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Masters Program Office: WPH 600

Program Office Hours: 8:30a-5p M-F

***Rossier School of Education Theme:***

*“The Rossier School of Education focuses on redefining excellence in urban education through research, teaching and service in the areas of leadership, learning, accountability, and diversity.”*

***Course Description and Goals***

The broad aim of this course is the understanding and identification of psychopathology as defined by the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5), published by the American Psychiatric Association (the APA). This course will provide instruction in mental health assessment and treatment planning utilizing the DSM-5, with its wide range of clinical, diagnostic, and mental disorder categorizations and dimensions, in order to better understand and identify a complex array of psychological symptoms and symptom clusters (e.g., mood disorders, psychotic disorders, personality disorders, neurocognitive disorders). Emphasis will be given to the interaction of the bio-psycho-social factors involved in mental health and functioning and students will learn to develop observation, diagnostic, treatment planning and skills within a multi-cultural, developmental perspective. Students will be introduced to empirically supported interventions for different psychiatric disorders and will have the opportunity to integrate knowledge of DSM-5 diagnoses with corresponding, effective treatment planning strategies. The aim of this course will be accomplished through lecture, class discussions, group exercises, films, and handouts.

1. Students will demonstrate an ability to diagnose abnormal and/or dysfunctional development, thought, behavior, and functioning using the DSM-5 classification system and integrate this conceptualization with cultural norms for development and functional behavior.
2. Students will develop an understanding of the general principles and methods used in case conceptualization and diagnosis.
3. Students will be able to integrate the skills of clinical observation, diagnosis, and treatment planning.
4. Students will be able to identify a wide range of treatment modalities for common diagnoses in the DSM-5, and will learn to articulate a plan for implementing these interventions using sound, empirically supported treatment planning techniques.
5. Students will demonstrate strong multicultural awareness and be able to integrate this knowledge into a holistic conception of individuals and effective treatment plans.

***Required Texts***

American Psychiatric Association. (2013). ***Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5*.**  Washington, DC: American Psychiatric Press.

[ **ISBN-13:**9780890425558 **ISBN:**0890425558]

Comer, R. J. (2017). ***Abnormal psychology***. New York: Worth Publishing.

[ISBN-13: 978-1464171703 ISBN-10: 1464139822  Edition: Ninth Edition] *NOTE: Either the hardcover or the e-Book version (will give you 6 months of access) are fine.*

***Course Requirements***

1. **Readings.** Read assigned chapters/sections before class and be prepared to discuss the material. At times, additional readings (e.g., journal articles) not listed on the syllabus will be assigned and distributed in class or posted to Blackboard.
2. **Class Participation (10 points).** Attendance and participation in class discussions are required. The interactive nature of this class encourages the sharing of individual ideas and reactions related to the course content. Active and appropriate participation in the class are critical to students’ learning and success.

**Class Format.** Film clips demonstrating various symptom clusters will be presented in each class, as well as lecture, in class exercises, and discussion of topics and readings. Classes will also include student presentations of case studies and treatment plans, followed by class discussion. Students are encouraged to challenge themselves to share their thoughts, feelings and experiences *as is relevant* to class discussions or exercises, however, specific self-disclosure is not required. Students who do share are asked to carefully consider the appropriateness of their comments and to ensure that they are exercising proper self-care in any self-disclosures. Students must treat such disclosure with respect and may not repeat or discuss personal material shared in class with others outside of the classroom. Information shared in class or in student papers will also be kept confidential by the instructor.

**Attendance Policy.** Students must arrive to class on time. A fifteen (15) minute grace period will be granted; those arriving to class more than 15 minutes late will be docked ½ point per occurrence. Arriving > 1 hour late will be treated as a missed class and will result in a one (1) point deduction per occurrence. However, students may miss 1 class during the semester without incurring point deductions, if the reason for the absence (e.g., illness) is communicated to the instructor by the class time. Undocumented absences will result in a 1-point deduction. Please consult your instructor, as well as your academic advisor, if you are in danger of missing more than one class. *Missing more than 3 classes will result in an additional 10% grade point deduction, which will seriously jeopardize a student’s chances of receiving a passing grade in the class.*

1. **Case Studies**
   1. **Group presentation (20 points).** An important component of this course will be participating in diagnostic assessments of case studies. Students will be responsible for an in-class presentation (in groups of 2-3) containing a full case history, complete diagnosis, treatment plan, and rationale for the main character in the film seen in class the week prior. This will not only give students the chance to hear a full lecture on the category of mental disorders they will be assigned, but it will also give them one week to work with their group and to do appropriate research and preparation. The entire class will then come together to discuss these case conceptualizations, diagnosis, and treatment formulations in detail. Further details will be distributed in class.
   2. **Case study (15 points).** Choosing from the list of approved films (listed at the back of this syllabus), students will create a brief, 3-5 page case history, full diagnosis (including differential diagnoses) and brief treatment plan for the main character (supporting characters may only be used if prior approval is given). The write-up is limited to 3-5 pages because learning to communicate a large amount of information in a concise and cogent manner is a useful skill in the clinical setting. Further details will be distributed in class.
2. **Exams**
   1. **Mid-term Exam (25 points).** This exam will test your diagnostic and critical thinking skills, your ability to recognize appropriate and effective treatment plans, and general information retention from the first eight weeks of the semester. Furthermore, it is designed to give you experience in taking multiple choice style tests, such as is required for the California MFT licensing exam. There will be a total of 50 questions on the exam (multiple choice and short answer), and you will have 90 minutes to complete it.
   2. **Final Exam (30 points).** The final will be the same format as the midterm and will cover material from weeks 10-15. There will be 50 questions, multiple choice and short answer, and you will have 90 minutes to complete it.

***Grading***

There are 100 possible points to be earned in this class: 10 for attendance and participation, 20 for the group presentation, 15 for the case study, 25 for the mid-term exam, and 30 for the final.

A 100-94

A 93-90

B+ 89-87

B 86-84

B- 83-80

C+ 79-77

C 76-73

NOTE: Every attempt will be made to provide an environment where every student will have the opportunity to receive a strong grade. However, there is a great deal of difficult material in this course and therefore the more you put into this course the more you will get out of it (including the quality of your grade).

***Scholarly Writing***

All papers should be professional documents, written in scholarly language. They should be type-written, in APA format, with sub-headings. Make sure you address all parts of the assignment. Please have a colleague give you feedback on writing errors and clarity before you turn it in. Your grade will be affected by your demonstration of writing skills (e.g., clarity, grammar, syntax, insight, mastery of course content, use of APA style, etc.). If you know writing is a challenge for you, please consult with the Master’s Program writing advisor. He is there to help you develop your writing skills early in your program, and you should avail yourself of his help *before* you submit your papers. Additionally, you should refer to the following link for writing tips and related resources:  <http://rsoemastersprogramsoffice.blogspot.com/search/label/writing%20tips>

If your paper does not meet the appropriate standards for graduate level writing, you will be docked 10% of the total points for the assignment. **Furthermore, all students are required to submit written assignments through the TURNITIN program, which is accessible online via Blackboard.**

***Late Assignments***

In order to be fair to everyone in class, assignments should be turned in within the first 15 minutes of class on the date they are due. Any assignments turned in after that point will lose one full letter grade (10%), and an additional 10% for every week they are late, unless the student has been excused by the instructor. Please inform the instructor *before* class if you must miss class or if an assignment will be late, due to an emergency. Whenever possible, students should arrange to have their work turned in on time by one of their colleagues or via e-mail. If this is not possible, in the case of documented excusable absence, students may make arrangements with the instructor to make up missed work or turn in late assignments. If an emergency situation prevents students from completing all requirements in the course, students should see the instructor about how to proceed with retaking the course at a better time. Students should provide written documentation to validate emergencies (e.g., doctor’s note).

Students must hand in all assignments by the end of the final exam time in order to receive a passing grade for this course. If all assignments are not handed in, students will receive a failing grade for the course regardless of how they well they did on other assignments.

***Academic Accommodations***

Any student requesting accommodations due to a disability is required to register with the Disability Services and Programs office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 AM - 5:00 PM, M-F. The telephone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu); Website: <http://www.usc.edu/disability>

***Incompletes***

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete*: If an incomplete is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

*Time limit for removal of an incomplete*: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

***Academic Integrity***

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *Scampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at:<http://www.usc.edu/student-affairs/SJACS/>.

All students are required to submit written assignments via the “TURNITIN” program, accessible via Blackboard. Further instructions in using this tool will be distributed in class. TURNITIN aims to eliminate plagiarism. Plagiarism is the use of others’ ideas, writings, research, drawings, etc. in a paper without appropriate acknowledgment. Paraphrasing (putting the material in your own words, etc.) is usually acceptable as long as the original reference is cited, and you do not imply that the ideas or thoughts are your own. You must always use quotation marks and a citation when using someone else’s words verbatim. Cheating is defined as the act of obtaining or attempting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Action will be taken if an instructor suspects a student of cheating.

**Films that are suitable for the case study:**

A Streetcar Named Desire

Adam

American Beauty

American Psycho

American Splendor

Angels in America

Annie Hall

Analyze This

Benny & Joon

Big Little Lies

Boys Don’t Cry

Born On the 4th of July

Black Swan

Blow

Blue Sky

Breakfast at Tiffany’s

Brokeback Mountain

Call Me Crazy

Citizen Kane

Cold Souls

Color Purple

Clean, Shaven

Donnie Darko

Equus

Fight Club

Francis

Girl, Interrupted

The Godfather (I or II)

Goodwill Hunting

Hedwig and the Angry Inch

I Never Promised You a Rose Garden

In Country

Into the Wild

KPAX

King of California

Kramer vs. Kramer

Lady Sings the Blues

Lars and the Real Girl

Little Miss Sunshine

Lord of the Flies

Mad Love

Ma Vie En Rose

Midnight Cowboy

Margot At the Wedding

Memento

Mr. Jones

My Own Private Idaho

One Flew Over the Cuckoo’s Nest

Ordinary People

Precious

Proof

Psycho

Rachel Getting Married

Raging Bull

Reign Over Me

Requiem for a Dream

Revolutionary Road

Running With Scissors

Short Term 12

Silver Linings Playbook

Silence of the Lambs

Sophie’s Choice

Sunset Boulevard

Taxi Driver

The Assassination of Jesse James

The Aviator

The Bad Seed

The Best Little Girl In the World

The Fisher King

The Ice Storm

The Madness of King George

The Notebook

The Soloist

The Talented Mr. Ripley

The War of The Roses

There Will Be Blood

To Kill a Mocking Bird

Trainspotting

Trevor

Vicky Christina Barcelona

What’s Eating Gilbert Grape

What About Bob

Who’s Afraid of Virginia Wolf

*Active participation will be assessed as described in the table below.*

|  |  |  |
| --- | --- | --- |
| *Active Participation*  *9-10 points* | *Moderate Participation*  *7-8 points* | *Little to No Participation*  *1-6 points* |
| Attends all class sessions on time and returns from breaks in a timely manner.  Actively participates in class discussion and activities and shows verbal as well as nonverbal engagement (such as eye contact, body language, paying attention when others are talking). Stays on task during class discussion and exercises.  Is attentive and respectful when others are talking. Demonstrates awareness of impact of self on others by monitoring self-participation to not overly monopolize class discussion to allow others opportunity to contribute.    Demonstrates evidence of having completed all the assigned readings by specific reference and incorporation into class discussion and activities.  Does not engage in distracted behavior such as using computer or phone for non-class related functions. | Does not miss more than 1 class (excused absence only), is on time most of the time, and returns from breaks in a timely manner.  Moderate participation in class discussion and activities and shows verbal as well as nonverbal engagement (such as eye contact, body language, paying attention when others are talking). Stays on task during class discussion and exercises.  Mostly attentive and respectful when others are talking. Demonstrates some awareness of impact of self on others by monitoring self-participation to not overly monopolize class discussion to allow others opportunity to contribute.    Demonstrates adequate evidence of having completed all the assigned readings by specific reference and incorporation into class discussion and activities.  Does not engage in distracted behavior such as using computer or phone for non-class related functions. | Misses more than one class (with or without excused reason), is notably late on multiple occasions, and/or returns from breaks late in a manner that is disruptive to the class.  Little to no participation in class discussion and activities, limited non-verbal engagement (such as eye contact, body language, paying attention when others are talking). Does not stay on task during class discussion and exercises, and shifts to non-class related topic after only minimal engagement.  Appears withdrawn and uninterested majority of the time.  Inattentive and disengaged when others are talking.  Demonstrates little awareness of impact of self on others by overly dominating class discussion to the extent of inhibiting others from participating.  Demonstrates little evidence of having completed all the assigned readings. Comments offered are tangential and indicate lack of familiarity with readings or are vague and general.  Engages in distracted behavior in class by checking cell phone and focusing on a screen in a way that is evident to the instructor that the student is not engaged in what is happening in the class in the moment. |

***COURSE SCHEDULE***

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings** | **Due Dates** |
| 1 | Aug 21 | Introduction  DSM Overview and History  Film: *One Flew Over the Cuckoo’s Nest* |  |  |
| 2 | Aug 28 | Perspectives on Mental Health  Video Clips: various YouTube videos | DSM Section 1  Comer Ch. 1, 3 |  |
| 3 | Sept 4 | LABOR DAY  No Class |  |  |
| 4 | Sept 11 | Diagnostic Interviewing and Assessments; Differential Diagnosis; Empirically-supported Treatment Planning  Audio: *Girl, Interrupted* (from *This American Life*) | DSM pp. 715-27, 733-7  Comer Ch. 4 |  |
| 5 | Sept 18 | Anxiety and Obsessive-Compulsive Disorders  Film: ***As Good as it Gets,*** *Contamination* | DSM pp. 189-264  Comer Ch. 5 |  |
| 6 | Sept 25 | Trauma and stressor-related Disorders  Sleep disorders  Film: ***Manchester By the Sea*** | DSM pp. 265-290, 361-422  Comer Ch. 6 | Group #1 |
| 7 | Oct 2 | Depressive Disorders and Suicidality  Film:***The Hours*** | DSM pp. 155-188  Comer Ch. 7-9 | Group #2 |
| 8 | Oct 9 | Bipolar Disorder, [Impulse Control and Conduct Disorders]  Film: ***Silver Linings Playbook,*** *Infinitely Polar Bear* | DSM pp. 123-154  Comer Ch. 7-8 | Group #3  **CS Film Choice Due** |
| 9 | Oct 16 | **MIDTERM EXAM** |  |  |
| 10 | Oct 23 | Psychotic Disorders  Film: ***A Beautiful Mind***  Film: *Back from Madness*  Audio: *Guided By Voices* (from *This American Life*) | DSM pp. 87-122  Comer Ch. 14-15 | Group #4 |
| 11 | Oct 30 | Personality Disorders  Film: ***Rachel Getting Married*** | DSM pp.645-684  Comer Ch. 16  NY Times article | Group #5 |
| 12 | Nov 6 | Substance Use Disorders/Dual Diagnosis  Film: ***Flight,*** *Cake* | DSM pp. 481-590  Comer Ch. 12 | Group #6 |
| 13 | Nov 13 | Neurodevelopmental and other disorders of childhood  Films: ***Temple Grandin****, Short Term 12* | DSM pp. 31-86 Comer Ch. 17 | Group #7 |
| 14 | Nov 20 | Feeding and Eating Disorders  Somatic Symptom and Dissociative Disorders  Film: ***To the Bone,*** *The B Word* | DSM pp. 329-354 Comer Ch. 10-11 | Group #8 |
| 15 | Nov 27 | Neurocognitive disorders/other disorders of aging  Film: *Away From Her* | DSM pp. 591-644 Comer Ch. 18 | Group #9  **Case Study Due** |
| 16 | Dec 4 | Study Day |  |  |
| 17 | Dec 11 | **FINAL EXAM** |  |  |