What is the Study of Psychopathology?

This course involves the study of the nature, diagnosis, and the treatment of psychiatric illness such as anxiety disorders, personality disorders, affective disorders (depression and bi-polar disorder), and psychosis (the prodrome and schizophrenia). Throughout the process of attending lectures, completing readings, and preparing for tests/assignments, you will be exposed to a wide variety of mental disorders, and also form an in-depth understanding of how we conceptualize and treat these constructs. By the end of the class you will have also developed requisite knowledge which will serve as a foundation for more advanced and specialized skills in careers such as clinical psychology, psychiatry, social work, psychiatric nursing, medicine, and neuroscience. More specifically, you will be able to:

1. Define and describe each of the major types of psychiatric disorders and explain how they are different from each other.
2. Explain each disorder from an integrative perspective, including genetic, neurobiological, behavioral, cognitive, emotional and environmental factors involved in the development of the disorder.
3. Provide an overview of treatments currently in use for each disorder, and demonstrate an understanding of empirically validated interventions.
4. Critically analyze case study material and think in terms of illness origins, prognosis, and effective treatment plans.
5. Discuss social, cultural, and gender context of diagnosis and treatment of the various disorders.

The Instructors

Dr. Mittal is an Assistant Processor of Psychology and Neuroscience. He got his undergraduate degree from the University of California Santa Barbara, conducted doctoral work at Emory University in Atlanta, and completed clinical training and postdoctoral studies at the University of California Los Angeles. Dr. Mittal's research focuses on early identification and intervention/prevention with adolescents at high risk for developing psychotic disorders; he is most interested in understanding how susceptibility and environmental stressors interact with neural and endocrine development during adolescence, and how this might contribute to eventual conversion to psychosis. In addition to research, Dr. Mittal is actively involved in treating mentally ill patients (predominantly adolescents and their families), and further, he loves teaching! In fact, Dr. Mittal has received recognition from the National Science Foundation for utilizing active learning techniques in teaching, and he looks forward to applying this background to our class!

The Teaching Assistant is Blair Kleiber, M.A. She received her undergraduate degree from the University of Washington, and is currently in her 4th year of graduate school. Ms. Kleiber's research focuses on the prevention and intervention of depression using behavioral
and mindfulness based approaches. Specifically, she is interested in treating postpartum depression in adolescent mothers with a modified version of Dialectical Behavior Therapy (DBT).

**Required Readings**


2. Oltmanns, Neale, and Davison, *Case Studies in Abnormal Psychology, 8th edition* (make sure to get the 8th edition- it is new!)

3. There will be a few additional readings posted on the course web site. These readings are designed to supplement primary course materials (lectures/Barlow/Oltmanns), express different theoretical perspectives, or provide a glimpse of cutting-edge developments surrounding the respective topics.

   **Note:** It is my hope that you will read and enjoy these articles, but also, that you will not get bogged down in the details! To this end- there will be no direct test questions from these articles (referring to specifics details in the articles). Rather, the only test questions derived from these supplementary readings will come from parts of the lectures that discuss these texts (relating to more general ideas).

   For example, there will not be multiple-choice questions such as "What evidence does Houran (2006) cite as empirical support that Risperidone is a valid treatment of psychosis?" However, there will be questions such as: "Based on the lecture describing an article from Houran (2006), which of the following types of treatments may help ameliorate symptoms of psychosis?" In short: the only parts from these supplementary readings that you will be tested on are those that we talk about in class. If you are confused about what may or may not be fair game for a given article, please feel free to come and speak with me after class or during office hours.

4. You can access the *Diagnostic and Statistical Manuel of Mental Disorders (DSM-IV TR)* for free through the library website. This text can help with several of the assignments.
   a. To access it on campus:
      i. Go to library website: ucblibraries.colorado.edu
      ii. Click Chinook and search for “DSM-IV”
      iii. Under the first resource that appears, click “go to this resource”
   b. To access from off campus:
      i. Download VPN if you don’t already have it at www.colorado.edu/cns/vpn
      ii. Connect through vpn
      iii. Follow steps i-iii under (a) above

   **Please read the assigned chapter/readings before attending lectures on the topic.**

**Course Wiki**

The course website will contain digital copies of the syllabus, APA guidelines for writing (necessary for the extra credit assignment), power-point slides for each lecture (after lectures are presented I will upload the slides for each week), worksheets for lab exercises, test answers (following each test the answers will be provided for review), and a selection of research articles designed to accompany the topics covered in Barlow.

   a. Go to: http://psych.colorado.edu/wiki/
   b. Login with codes: Username = 3313mittal; Password = 200wiki
c. Select Psychopathology 3313- Mittal – Fall 10

d. You will be directed to a homepage where you will be able to download or print course materials.

**Prerequisites**
This course is designed for students who are interested in perusing careers in promoting the understanding of and/or treating mental illness. The prerequisite for this course is general psychology, or the consent of the instructor. This course is designed for psychology majors. Unlike *Psychology 4303 (Abnormal Psychology)*, *Psychology 3313* goes into greater depth about the various disorders and their treatment. There will be greater emphasis on in-class discussion and seminar-style exercises (for example, small group discussions) than would be typical of a larger survey course.

**Class Participation**
You are encouraged to participate in all class/lab discussions and to share thoughts and opinions about the course material. That being said, you should not feel pressured to discuss any topic that makes you feel uncomfortable and if any of the material hits “too close to home,” and you want to discuss it with a mental health professional, please contact the Counseling and Psychological Services (303-492-6766). This service will help you with your concerns and is strictly confidential.

While this class is in no way designed to give you the ability to diagnose mental illness, it is entirely normal for anyone taking this type of class to begin to question roommates, parents, sibling, and one’s own mental health. In fact, this happens to nearly everyone when they learn about psychopathology the first time. Please keep in mind that while it is fun to practice and experiment with these new ideas, it is very rude to provide unsolicited diagnoses on roommates/friends/family. This can lead to severely hurtful situations. Further, in line with respecting everyone present, I will ask that discussion and questions/comments remain focused on class material, and be presented in a sensitive manner.

**Office Hours**
Contrary to popular belief, office hours are really fun for us, as it is a great opportunity to get to know each of you, and to discuss psychopathology- a topic we are obviously very interested in. This time can be used to discuss course materials and assignments, ask more detailed questions about the lectures, ask for career advice (choosing research and clinical careers can be confusing!), ask for reading suggestions, or prepare for exams. Also, if you are indeed serious about a career in psychology, please come and use this valuable opportunity to have one-on-one direction from an Assistant Professor and TA who are in different stages and know an incredible amount about the process! Remember, we are here to help you, and want very much for each of you to succeed in the course and to find great value in the time and effort you will have committed to this subject. If you cannot make any of the noted office hour times, call or send and email and we can set up an appointment.

**Grading Policies**

*Tests (300 points)*
The 3 exams (100 points each) will test material covered up to those points in the lectures, lab sections, and Barlow/Oltmanns texts (see course schedule). There will not be a cumulative exam covering the whole course. Review sessions will be provided prior to each exam. I will post the exam on the course website after it is graded so that you may look at the correct answers. While I will make every effort to provide unambiguous test questions two facts
remain: 1) I make mistakes, and 2) this material is often open to a variety of interpretations. Therefore, if a question does not seem fair, or if you feel that the answer you provided does hold merit, I encourage you to address this with me. Specifically, disagreements about test questions must be submitted to me in writing within 1 week after the exams are returned to you. I will evaluate these written rebuttals for full/partial/no credit.

Lab Section (100 Points)
You must attend one lab section per week as part of the course requirements. These lab classes will focus on case studies from the Oltmanns book and other topics relevant to the material presented in the lectures. The time will also be used to expand on discussions from the lectures, participate in active learning assignments, and review for the upcoming tests. The last 100 points will be based on the lab (including attendance (30 points), participation in discussion (20 points) and performance on various active learning in-class projects (50 points): the specific breakdown will be explained by your TA during the first lab meeting and at that time you will also be provided with a lab-specific syllabus as well. Readings for the lab and course will overlap and should be completed prior each respective session.

How to Calculate a Final Grade:
a. Three tests (300 possible points total) + 
b. Then add your Lab score (out of a total of 100 points) + 
c. Any Extra Credit Points (up to 10) = 
d. Final Grade: Your Score out of the 400 possible points total

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<tr>
<th>Total Points Earned</th>
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<th>Grade</th>
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<tr>
<td>372-400</td>
<td>93-100</td>
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<tr>
<td>360-371</td>
<td>90-92</td>
<td>A-</td>
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<td>348-359</td>
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<td>308-319</td>
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<td>292-307</td>
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<td>280-291</td>
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<td>268-279</td>
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<td>239 and below</td>
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If you are not doing as well as you feel that you should be, please come and speak with me and I can help you with study preparation. Do not wait until the end of the course to do this! We truly wish for each of you to get an A!

Make-up Exams:
Make-up exams are an option ONLY for an illness or a death in the family. You must provide a verifiable, written excuse (e.g., physicians note). You must let me know at least one working day in advance of the exam you plan to miss.
Incompletes:
Incompletes will only be granted if you have taken two of the course tests, and then, only if there is a verifiable reason for not completing the course (e.g., severe illness accompanied by a physician’s note). You must request an incomplete before the day of the final exam—they are not given automatically. In general, incompletes are discouraged and only given in outstanding circumstances.

Optional Extra Credit:
You have the option of picking one book or two movies that portray a mentally ill person. Then type a one-page report for the book or two pages for movies and address the following: 1. How is the depiction accurate and inaccurate given what you have learned in this class? 2. What is the correct DSM diagnosis? (include V code and subtypes); 3. What are two conceptualizations of how this came about? (refer to lectures regarding medical/genetic & psychological models); 4. Pick two appropriate treatments that could be effective and describe which you would eventually choose and why (it’s okay to choose both if you can justify it); 4) describe how the course has changed your perspective on this illness (talk about how you would have viewed this character in the book or movie before taking the class).

The book assignment has less writing because it will take longer to read than watch three movies. However, I will know if you really read the book and if I feel like you have not, I will verbally quiz you and you will not receive extra credit if I am not satisfied with your answers.

If you complete this assignment, and I encourage each of you to do so, you will be allowed up to 10 points of extra credit. This is due by the day of the final (April 30th) in electronic format: email it to me and your TA.

Be creative in this assignment and also critical of how these characters are often miss-portrayed. Also, I suggest that come and talk to me before you do the project: I have some suggestions for wonderful books and movies that would fit well for this assignment.

General Course Policies
Attendance
The course is designed to integrate readings from the text and material presented in class. It is important to read the books and any additional supplementary assignments before each lecture and that you attend all class sessions. If you are unable to attend class, it is your responsibility to get class notes from a peer.

Students with Disabilities
If you qualify for accommodations because of a disability, please see me right away so that we may form a plan to best address your needs. The University of Colorado policy requires that you provide documentation from Disability Services [303-492-8671, Willard 322, www.Colorado.edu/disabilityservices]. Needless to say, the sooner you come and see me, the sooner we can put the accommodations in place! Please remember that any information you provide me will be kept entirely confidential.

Religious Observance
The right to observe religious holidays is something I feel strongly about and I will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with schedule exams, assignments, or required attendance. Thus, a class missed on a religious holiday will not be viewed as an absence and exam dates can be altered if they conflict
with a religious holiday. My only request is that you inform me ahead of time (minimum 2 weeks) if you plan to miss an exam because of a religious holiday.

**Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment and many of the topics we will cover can be controversial. The material can provoke strong emotions, particularly for individuals with a personal experience related to one of the mental disorders. Therefore, please be considerate of the feelings of others in the class. If you anticipate an upcoming topic may be particularly difficult, please come and speak with me in office hours and I will address your concerns to the best of my abilities.

**Honor Code**

It is expected that students will adhere to the Honor Code on this assignment as well as the tests. Adherence to the Honor Code on the extra credit paper includes using your own words, and referencing, with appropriate citations, quotes that have come from another source. For more information on the Honor Code, go to [www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) or to [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode).

**Discrimination and Sexual Harassment**

The classroom environment should be characterized by mutual respect and courtesy between students and teacher. Please let me know if there are any issues/preferences that would help me treat you in a respectful manner. Any student, staff, or faculty member who believes that s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at (303)492-2127 or the Office of Judicial Affairs at (303)492-5500.

**Course Schedule**

**Week 1 (January 11th & 13th)**
Topic: Review Syllabus, Discuss History
Readings: Barlow, Chapter 1 (for the 26th)

**Week 2 (January 18th & January 20th)**
Topic: Assessment, Diagnosis, and Research Informing Our Understanding of Mental Illness
Readings: Barlow, Chapter 3 & 4

a. Eysenck, 1992 (1952 reprint)

b. Russ Poldrack, 2009: Discusses the limitations of imaging as a diagnostic tool.

**Week 3 (January 25th & 27th)**
Topic: Models of Psychopathology
Readings: Barlow, Chapter 2; (this is the most essential chapter in the book- because everything we will talk about draws from these models and perspectives, I suggest that you read it twice and ask lots and lots of questions).

**Week 4 (February 1st & 3rd)**
Topic: Anxiety Disorders and Stress Conditions
Readings: Barlow, Chapter 5
Baxter et al., 1992: This landmark paper demonstrated that patients with OCD receiving psychotherapy (behavioral therapy) showed similar brain changes and improvement when compared with a group receiving antidepressant medication. This research hints that psychotherapy really does relate to physical changes in brain morphology, and further, that the various modalities of treatment may affect common underlying pathology!

**Week 5 (February 8th & 10th)**
Topic: Depression and Mood Disorders
Readings: Barlow, Chapter 7

d. TADS, 2004: This article is very important because it demonstrates that medication and psychotherapy combined are more effective than either modality alone in treating pediatric depression! These disorders are complex, and utilizing multiple tools can significantly help.

**Week 6 (February 15th & 17th)**
Topic: Finish Depression and Review
Readings: Study!

**Week 7 (February 22nd & 24th)**
Topic: February 22nd - You get the day off!, Test 1 (February 24th)

**Week 8 (March 1st & 3rd)**
Topic: Eating & Sleep Disorders
Readings: Barlow, Chapter 8

**Week 9 (March 8th & 10th)**
Topic: Somatoform/Dissociative Disorders
Readings: Barlow, Chapter 6

**Week 10 (March 15th & 17th)**
Topic: Personality Disorders
Readings: Barlow, Chapter 12

**Week 11 (March 22nd & 24th)**
Spring Break!

**Week 12 (March 29th & 31st)**
Topic: Test 2 (March 29th) ADHD/Learning disorders lecture
Readings: Study for Tuesdays test!

**Week 13 (April 5th & 7th)**
Topic: April 5th you get off!, April 7th: Developmental Disorders, Autism
Readings: Barlow, Chapter 14th

e. My life as a rain man: a touching and informative first-person account from an individual diagnosed as an autistic savant.

f. Early TV and ADHD: Does early exposure to television lead to later attentional difficulties?

**Week 14 (April 12th & 14th)**
Topic: Substance Abuse/Addiction Disorders
Readings: Barlow Chapter 11
**Week 15 (April 19th & 21st)**
Topic: The Prodrome and Psychosis
Readings: Barlow, Chapter 13

g. Houran et al., 2003: Discusses the difficulties and ethical implications of identifying and treating youth at high-risk for developing schizophrenia!

h. Mittal et al., 2010: a discussion I wrote about a patient- it really illustrates the difficulties clinicians and researchers face in diagnosing and treating complex pediatric cases.

**Week 16 (April 26th & 28th)**
Topic: Finish Psychosis lecture and discuss Career Paths for Clinical Psychology
Readings: Study for Test 3 and read the articles below for class!

i. Nicotine, 2004: This articles covers some of the most cutting edge developments in schizophrenia research—namely, why nicotine may help symptoms and cognitive deficits in schizophrenia! It also provides an interesting discussion about compensatory behavior, and the intersection between culture and mental illness.

j. Hochman, Karen: a touching and realistic account of how she lost her brother to schizophrenia

**Test 3** will be administered during the Final exam period: Saturday April 30th at 4:30