

## **PSYC-531: Advanced Psychopathology**

AH0201

Thursdays 12:30 pm -3:20 pm

### **Instructor Information**

Professor: Eunyoe Ro, Ph.D.

Office: Alumni Hall Room 0131

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Office Hours: Please email me to set up a virtual meeting as that would be easier this semester than in-person.

### **Course Information**

Welcome! This course is designed to introduce a number of different topics in psychopathology, such as common mental disorders and their symptoms, etiology, course, treatment methods, and diagnostic procedures. As this is a graduate course, you are not only expected to retain important factual information about these disorders but also to understand major research findings surrounding each topic. Students are expected to participate in meaningful discussion based on their thorough reading/understanding of the class material as well.

### **Course Objectives**

After successfully completing this course, you are expected to:

- Understand mental disorder classification systems (e.g., Diagnostic and Statistical Manual of Mental Disorders) and critically evaluate strengths and limitations.
- Understand and identify major characteristics of common mental disorders.
- Understand comprehensive structure of psychopathology and its research.
- Gain knowledge of common mental disorder's psychological treatment approaches.
- Better understand how psychopathology research is conducted and learn to critically evaluate studies.

### **Required Texts and Readings**

#### Required Text

- Castonguay, L. G., & Oltmanns, T. F. (2016). *Psychopathology: From science to clinical practice*. New York, NY: Guilford.

#### Recommended Text

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.
- There are copies at the Resource Center and the Lovejoy Library.

## Course Requirements and Grading Criteria

Grades will be based upon performance on the following activities.

Graded Activity	Points
<p><b>Discussion Questions and Responses:</b></p> <p>For each class, you are expected to submit <u>2 discussion questions per week</u> based on the reading of <b><u>textbook chapter(s) and articles</u></b>. Please ask one question from the chapter(s) and one question from the article(s).</p> <p>Two things need to be done:</p> <ol style="list-style-type: none"> <li>(1) You should type your discussion question onto an excel spreadsheet by <u>Tues 5pm</u> each week so that everyone will have a chance to read them before class (the spreadsheet link will be posted on Blackboard).</li> <li>(2) Everyone is expected to choose 2 questions (one from chapter, one from article) submitted by others, answer them, and be prepared to discuss your responses in class. Please email me your answers, too, which I will count as a submission (<u>DUE before class on Thursday</u>).</li> <li>(3) Please check for grammar and typos.</li> </ol> <p>Each discussion question submission is worth 4 points, and your answer submission is worth 6 points (10 x 9 weeks = 90 points).</p>	90
<p><b>Research Proposal:</b></p> <p>Based on the topics/disorders learned in class, you will design and present a research project.</p> <p><u>Two requirements:</u></p> <ol style="list-style-type: none"> <li>a. Please explore symptoms using transdiagnostic dimensional approach.</li> <li>b. Please design a project with diversity issues in mind.</li> </ol> <p><u>Topic Discussion (50 points):</u></p> <ol style="list-style-type: none"> <li>a. What is your research about? What is your general hypothesis? (15 points)</li> <li>b. Provide literature supporting your general (not specific) hypothesis. (15 points)</li> <li>c. What is/are the transdiagnostic dimensional aspect(s) of your study? (10 points)</li> <li>d. How will you address diversity issues in your study? (10 points)</li> </ol> <p><u>Final Presentation (100 points):</u></p> <ol style="list-style-type: none"> <li>a. Explain your research topic and hypotheses (overall, specific). (20 points)</li> <li>b. Provide background literature supporting your hypotheses. (30 points)</li> <li>c. Explain your research methods: participants, measures, procedure. (20 points)</li> <li>d. Data Analysis (10)</li> <li>e. Slides and Presentation Quality (20)</li> </ol>	180

<p><u>Discussion (10 points x 3 = 30 points):</u> You are expected to listen to your peers' presentations and ask questions and/or provide feedback. Presenters are expected to incorporate feedback into their final presentation.</p>	
<p><b>Presentation on Self-Selected Topics (50 points)</b></p> <p>This class cannot cover all psychological disorders. Therefore, you will get a chance to select a topic not discussed in class, present information about the disorder, including interesting research findings (use 2-3 empirical articles).</p> <p>Handout with information would be helpful. Handout should include general information about the disorder and article information (please provide full reference; also please find recent (after 2020) articles for your presentation).</p> <p><u>Topic Discussion (50 points):</u></p> <ol style="list-style-type: none"> <li>What is your topic/disorder? (20 points)</li> <li>Articles information (20 points)</li> <li>Presentation and discussion quality (10 points) – please do not simply read the handout information!</li> </ol> <p><b>Class Paper (Due at the end of the semester: approximately 7-10 pages but I am not too strict on page limits; 50 points)</b></p> <ol style="list-style-type: none"> <li>Explain the topic/disorder (diagnostic criteria, risk factors, prevalence) (20 points)</li> <li>Three recent empirical articles summarize (20 points)</li> <li>APA style (citation &amp; References) + writing quality (10 points)</li> </ol>	100
<p><b>In-class Discussion Lead:</b></p> <p><u>Articles (one student will do a case study):</u> Every student should read the assigned class articles. However, we will have students lead class discussions on the articles for the week. This involves (1) summarizing articles/ case for students in class as needed (and understand the material), and (2) leading discussions based on submitted questions, including your own. You will present once throughout the semester (30 points). Handouts would be helpful. Please do not confuse reading the handout with a presentation.</p>	30
<b>TOTAL</b>	<b>400</b>

### Course Expectations:

#### Assignments/ Papers

All assignments must be *typed, 12-point font*. Late assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case-by-case basis.

### Other Noteworthy Points

- Please note that while you are welcome to share your life experiences you are not required to share personal information regarding mental disorder history, history of abuse and neglect, psychological treatment, or relationships with parents, peers, or partners.
- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can set up an appointment or email me.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates and impede my ability to cover the material in an efficient manner.

### **Departmental Policies**

#### Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

#### Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

#### Students Needing Accommodations

It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited

exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

#### Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

#### Writing Center Information

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. For more information, or to schedule a 30-minute consultation, please call our front desk (650-2045), visit our website ([siue.edu/lss/writing](http://siue.edu/lss/writing)), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).

<b>Class Schedule</b>			
*Schedule subject to change at the discretion of the professor			
<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Notes</b>
1	8/24	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus and semester overview</li> <li>• General topic articles discuss</li> </ul>	
2	8/31	<ul style="list-style-type: none"> <li>• CH1. Mental disorder definition; Diagnostic system</li> <li>• Diagnostic systems article</li> </ul>	Please skim DSM-5 <i>Preface, Introduction, and Use of the Manual</i> sections.  <u>Article Presenters (2):</u>
3	9/7	<ul style="list-style-type: none"> <li>• CH2. Depression + case</li> <li>• Depression articles</li> </ul>	<u>Article Presenter (1):</u>
4	9/14	<ul style="list-style-type: none"> <li>• CH3. Generalized Anxiety Disorder</li> <li>• P factor articles</li> </ul>	<u>Article Presenters (2):</u>
5	9/21	<ul style="list-style-type: none"> <li>• CH4. Panic Disorder and Phobias</li> <li>• Transdiagnostic approach articles</li> <li>• Homework for next week? (TBD: latent construct related)</li> </ul>	<u>Article Presenter (1):</u>
6	9/28	<ul style="list-style-type: none"> <li>• CH6. Posttraumatic Stress Disorder</li> <li>• HiTOP articles</li> </ul>	<u>Article Presenter (1):</u>
7	10/5	<ul style="list-style-type: none"> <li>• CH5. Obsessive-Compulsive Disorder</li> <li>• Intersectionality + Minority stress articles</li> </ul>	<u>Article Presenter (1):</u>
8	10/12	<ul style="list-style-type: none"> <li>• Research Project Topic Discussion – this will be an “idea sharing and giving feedback” session.</li> </ul>	
9	10/19	<ul style="list-style-type: none"> <li>• CH9. Personality Disorders (+case)</li> <li>• AMPD article</li> </ul>	<u>Article Presenter (1):</u> Case Study Presenter (1):
10	10/26	<ul style="list-style-type: none"> <li>• CH8. Substance Use Disorder + CH 11 &amp; 12 Schizophrenia</li> </ul>	
11	11/2	<ul style="list-style-type: none"> <li>• CH7. Eating Disorder</li> <li>• CH10. Bipolar Disorder</li> </ul>	
12	11/9	<ul style="list-style-type: none"> <li>• Research Project Presentations +Discussions</li> </ul>	<b>5 presenters (20 mins present+10 mins discuss)</b>
13	11/16	<ul style="list-style-type: none"> <li>• Research Project Presentations +Discussions</li> </ul>	<b>5 presenters (20 mins present+10 mins discuss)</b>
14	11/23	Thanksgiving Break	

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15	11/30	Disorders+ Articles Presentations + Discussions	<b>5 presenters (20 mins present+10 mins discuss)</b>
16	12/7	Disorders+ Articles Presentations + Discussions	<b>5 presenters (20 mins present+10 mins discuss)</b>
	12/12	Paper due Tues 11:59pm	

## Additional Required Readings

### Week 1: General Topic

Kendell, R. & Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.

Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256.

### Week 2: What is a mental disorder?; Diagnostic system (Presentations Start; Discussion Q /Responses Start)

Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72-145.

### Week 3: Depression

Hollon, S. D., Andrews, P. W., Singla, D. R., Maslej, M. M., & Mulsant, B. H. (2021). Evolutionary theory and the treatment of depression: It is all about the squids and the sea bass. *Behaviour Research and Therapy*, 143, 1-11.

Moncrieff, J., Cooper, R. E., Stockmann, T., Amendola, S., Hengartner, M. P., & Horowitz, M. A. (2022). The serotonin theory of depression: A systematic umbrella review of the evidence. *Molecular Psychiatry*, 28, 1-14.

### Week 4: GAD

#### P factor

Jones, D. (2020, January 25) Rethinking mental health. *New Scientist*, 34-37.

Caspi, A., & Moffitt, T. E. (2018). All for one and one for all: Mental disorders in one dimension. *American Journal of Psychiatry*, 175, 831-844.

Lahey, B. B., Applegate, B., Hakes, J. K., Zald, D. H., Hariri, A. R., & Rathouz, P. J. (2012). Is there a general factor of prevalent psychopathology during adulthood? *Journal of Abnormal Psychology*, 121(4), 971-977.

### Week 5: Panic and Phobias

#### Transdiagnostic approach

Dagleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology*, 88(3), 179-195.



Eaton, N. R., Rodriguez-Seijas, C., Carragher, N., & Krueger, R. F. (2015). Transdiagnostic factors of psychopathology and substance use disorders: a review. *Social Psychiatry and Psychiatric Epidemiology*, *50*(2), 171-182.

## **Week 6: PTSD**

### HiTOP

Kotov, R., Krueger, R. F., Watson, D., Cicero, D. C., Conway, C. C., DeYoung, C. G., Eaton, N. R., Forbes, M. K., Hallquist, M. N., Latzman, R. D., Mullins-Sweatt, S. N., Ruggero, C. J., Simms, L. J., Waldman, I. D., Waszczuk, M. A., & Wright, A. G. (2021). The Hierarchical Taxonomy of Psychopathology (HiTOP): A quantitative nosology based on consensus of evidence. *Annual Review of Clinical Psychology*, *17*, 83–108.

## **Week 7: OCD**

### Intersectionality + Minority Stress

Eaton, N. R. (2020). Measurement and mental health disparities: Psychopathology classification and identity assessment. *Personality and Mental Health*, *14*(1), 76-87.

Jardas, E. J., Ladd, B. A., Maheux, A. J., Choukas-Bradley, S., Salk, R. H., & Thoma, B. C. (2023). Testing the minority stress model across gender identity, race, and ethnicity among US gender minority adolescents. *Journal of Psychopathology and Clinical Science*, *132*, 542-554.

(Optional)

Settles, I. H., Warner, L. R., Buchanan, N. T., & Jones, M. K. (2020). Understanding psychology's resistance to intersectionality theory using a framework of epistemic exclusion and invisibility. *Journal of Social Issues*, *76*(4), 796-813.

## **Week 8: Personality Disorder**

Case Study: BPD [AMPD diagnostic criteria]

### DSM-5 Alternative Model in Section III

Bach, B., & Tracy, M. (2022). Clinical utility of the alternative model of personality disorders: A 10th year anniversary review. *Personality Disorders: Theory, Research, and Treatment*, *13*(4), 369-379.

Clark, L. A., & Watson, D. (2022). The trait model of the DSM–5 alternative model of personality disorder (AMPD): A structural review. *Personality Disorders: Theory, Research, and Treatment*, *13*(4), 328-336.

## **Week 9: Research proposal discussion**

## **Week 10: Substance Use Disorders+ Schizophrenia**

**Week 11: Bipolar Disorder + Eating Disorder**

**Weeks 12 & 13: Research Project Presentations and Discussion**

**Week 14 is Thanksgiving Break**

**Weeks 15 & 16. Student-selected Disorders' Article Presentation and Discussion**