

Advanced Psychopathology Section 01

PSYC 210

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/16/2024

Contact Information

Instructor	Erin Woodhead, PhD
Office Location	DMH 316
Telephone	408-924-5654
Office Hours	Tuesdays 12:30-2:30 in DMH 316
Class Days/Times	Thursdays 12-2:45pm
Classroom	DMH 308
Prerequisites	Admission to MS Clinical Program and student in good standing
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Course Description and Requisites

Advanced course to provide knowledge and experience in the classification and treatment of disorders of childhood, adolescence and adulthood as they are identified in schools, family interactions and worksite settings. Critical review of research related to the evaluation of treatment strategies.

Prerequisite: PSYC 110.

Notes: MS program priority.

Letter Graded

Classroom Protocols

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

Attendance is expected each week. If you do not attend classes, you will miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical and Mental Health Counseling (CMHC) degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications
 - 1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
 - 1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
2. Communication and Case presentation
 - 2.1 Students will demonstrate effective integration and communication of clinical case material
 - 2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
 - 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
 - 2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
3. Competent Assessment and Evaluation
 - 3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
4. Professional clinical practice
 - 4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
5. Preparation and meeting professional licensing requirements
 - 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Goals

This course is designed to build on knowledge accumulated in undergraduate classes to develop an understanding and classification of types of human psychopathology. This is a core course in the MS Clinical Program. It will have a heavy emphasis on the practical evaluation and utilization of research findings and psychological principles in practice settings. This course is designed to prepare clinicians for service provision or research in applied settings. We will not focus extensively on the philosophy or empirical development of nosological classifications systems. We will instead engage in assignments geared toward helping students become competent with using the current diagnostic system and tying diagnosis to the conceptualization and treatment of human suffering. We will emphasize the use of empirically supported assessment approaches and treatments for those disorders with this information. Students have to pass this course with a B or higher per the student handbook.

Course Learning Outcomes (CLOs)

1. CLO1: Know the diagnostic criteria for the major disorders in DSM-5 and have a working understanding of how this classification system operates. This CLO will be met by completing in-class and out-of-class vignettes.
2. CLO2: Develop a case conceptualization and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations. This CLO will be met by completing in-class and out-of-class vignettes.
3. CLO3: Utilize and be familiar with the empirical literature concerning treatments for specific disorders. This CLO will be met by completing in-class and out-of-class vignettes.
4. CLO4: Learn treatment planning within the principles of evidence-based practice. This CLO will be met by completing in-class and out-of-class vignettes.

Licensure Learning Outcomes

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

1. LLO1: For the LPCC requirements, this course is designed to fulfill category: (G) "Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care." Per BPC Section 4999.12 This course will also cover aspects of the additional LPCC requirements of: (d) sections (1) - (5) as follows: (1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position. (2) The understanding of human behavior within the social context of a representative variety of the cultures found within

California. (3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. (4) An understanding of the effects of socioeconomic status on treatment and available resources. (5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

2. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (BPC Section 4980.36(d)(2)(A))

This course will also cover aspects of the general MFT requirements that programs:

- (1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.

Course Materials

Clinical handbook of psychological disorders: A step-by-step treatment manual.

Author: Barlow, D. H.

Publisher: Guilford Press

Edition: 6

ISBN: 978-1462547043

Availability: Online outlets and the campus bookstore

Price: 85.00

Course Requirements and Assignments

Weekly Discussion Questions

To assist with classroom discussion, students will submit 3 discussion questions on Canvas each week by Tuesday night. These are worth 5 points each and should focus on questions you'd like to pose to the class or areas where you'd like additional clarification. Please have your questions available during class so that we can go through them together. **(12 discussion question assignments at 5 points each)**

Group and Individual Vignettes

Over the course of the semester, you will be asked to consider several vignettes both in groups and individually and both out-of-class and in-class. In response to these vignettes, you will answer specific questions designed to assess your comprehension of both the diagnosing of the individual in the vignettes and the clinical and assessment issues present in the case. Your responses are to be written out in full sentences. You are not to bullet answers or provide 2-3 word sentences. You can propose questions ("What was her childhood like?") but you must state why the answer to this question is important in your overall case conceptualization.

Please number your response to each item. **Vignette responses should be around 8-10 pages.**

Each individual vignette is worth 50 points (**4 total individual vignettes = 200 points**). The group vignette is worth 25 points. Please see Canvas for vignette grading rubrics. Points for each section are as follows:

1. Diagnosis (5 points individual, 3 points group)
2. Ethical/Legal Issues (12.5 points individual, 6 points group)
3. Contextual Factors (12.5 points individual, 6 points group)
4. Assessment and Case Conceptualization (10 points individual, 5 points group)
5. Treatment (10 points individual, 5 points group)

Individual Vignette Rewrites

For three of the individual vignettes, you will complete a re-write that incorporates feedback from the instructor and relevant class discussion about the case. You will turn in the entire vignette document for your re-write, with the revised sections highlighted. To receive full points on the re-write (20 points each), you are required to address all of the concerns raised by the instructor on your first vignette attempt. This grade does not replace your original grade on the vignette. A rubric is provided on Canvas. **(3 re-writes worth 20 points each)**

✓ Grading Information

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (345 points). I will use the following grading rubric:

A+ = 97.0 to 100%

A = 93.0 to 96.9%

A- = 90.0 to 92.9%

B+ = 87.0 to 89.9%

B = 83.0 to 86.9% (students must receive a B or higher to pass this class)

B- = 80.0 to 82.9%

C+ = 77.0 to 79.9%

C = 73.0 to 76.9%

C- = 70.0 to 72.9%

D+ = 67.0 to 69.9%

D = 63.0 to 66.9%

D- = 60.0 to 62.9%

F = 59.9% or less

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Week 1, Jan 25 DMH 308	Introduction to course; Formulation/case conceptualization	Readings: 1. Kuyken et al. (2008) Assignments due: Start discussing group vignette (Theresa)
Week 2, Feb 1 DMH 308	Anxiety Disorders: Panic Disorder and Agoraphobia	Readings: 1. Barlow Ch 1 (Panic) Assignments due: Group vignette 1 due by end of day Friday Feb 2 (11:59pm; work on in class); Discussion Questions 1 due Tues 1/30
Week 3, Feb 8 DMH 308	Anxiety Disorders: GAD, Phobias, Social Anxiety Disorder	Readings: 1. Barlow Ch 5 (GAD) 2. Barlow Ch 3 (SA) Assignments: Group vignette feedback; Discussion Questions 2 due 2/6

When	Topic	Notes
Week 4, Feb 15 DMH 308	OC-Related Disorders: OCD	Readings: 1. Barlow Ch 4 (OCD) Assignments: Individual vignette 1 (Janet) due by 11:59pm on Friday 2/16; Discussion Questions 3 due 2/13
Week 5, Feb 22 DMH 308	Trauma and Stressor-Related Disorders: PTSD, ASD, Adjustment	Readings: 1. Barlow Ch 2 (PTSD) Assignments: Janet case feedback; Discussion Questions 4 due 2/20
Week 6, Feb 29 DMH 308	Depressive Disorders	Readings: 1. Barlow Ch 7 (CBT) 2. Barlow Ch 8 (IPT) Assignments: Janet case re-write due by 11:59pm on Friday 3/1; Discussion Questions 5 due 2/27
Week 7, Mar 7 DMH 308	Bipolar and Related Disorders	Readings: 1. Barlow Ch 12 (bipolar) 2. Barlow Ch 9 (BA dep) Assignments: Individual Vignette 2 due (Out of class; Donna) Due by 11:59pm on Friday 3/8; Discussion Questions 6 due 3/5
Week 8, Mar 14 DMH 308	Substance-Related and Addictive Disorders	Readings: 1. Barlow Ch 15 (alcohol) Assignments: Donna case feedback; Discussion Questions 7 due 3/12
Week 9, Mar 21 DMH 308	Eating Disorders	Readings: 1. Barlow Ch 18 (Eating Disorders) Assignments: Donna case re-write due by 11:59pm on Friday 3/22; Discussion Questions 8 due 3/19
Week 10, Mar 28 DMH 308	In-Class Vignette (timed, open notes)	Marissa case due by the end of class
Week 11, Apr 4		No class, spring break

When	Topic	Notes
Week 12, Apr 11 DMH 308	Sleep Problems and Chronic Pain	Readings: 1. Barlow Ch 16 (sleep) 2. Barlow Ch 17 (chronic pain) Marissa case feedback Discussion Questions 9 due by 4/9 at 11:59pm
Week 13, Apr 18 DMH 308	Somatic Symptom and Related Disorders & Dissociative Disorders	Readings: 1. DSM Section Dissociative Disorders 2. DSM Section Somatic Symptoms and Related Disorders Assignments: Marissa revision due by Friday 4/19 at 11:59pm
Week 14, Apr 25 DMH 308	Sexual Dysfunctions and Couple Distress	Readings: 1. Barlow Ch 19 (couples) 2. DSM Sections on Gender Dysphoria, Paraphilic Disorders, and Sexual Dysfunctions Assignments: Discussion Questions 10 due 4/23
Week 15, May 2 DMH 308	Schizophrenia and Psychotic Disorders	Readings: 1. Barlow Ch 13 Assignments: Discussion Questions 11 due 4/30
Week 16, May 9 DMH 308	Borderline Personality Disorder	Readings: 1. Barlow Ch 10 (BPD) Assignments: Discussion Questions 12 due by 5/7, 11:59pm The final exam will be available on Canvas from Friday May 10 at 9am until Thursday May 16 at 11:59pm. It will be a 3-hour timed exam in Canvas. The final exam will be individual vignette #5 (Tom).