

San José State University
Department of Psychology
Psyc 210: Advanced Psychopathology
Spring 2022

Instructor:	Erin Woodhead, Ph.D.
Office Location:	DMH 316/Virtual Office
Telephone:	(408) 924-5654
Email:	Erin.Woodhead@sjsu.edu
Office Hours:	Wednesdays 10:30-12:30 on Zoom. In person meetings available by appointment
Class Days/Time:	Thursdays 12:00-2:45
Classroom:	DMH 347
Prerequisites:	Admission to MS Clinical Program and student in good standing

Course Description

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.

From the SJSU catalog: 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.

Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

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.

Program Learning Outcomes

Upon completion of the MS in Clinical Psychology

- 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
- 2.1 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
- 3.1 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
- 4.1 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

- 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets PLOs 1.1, 1.2, 2.1, 4.1, and 5.1

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.

Required Texts/Readings

Textbooks

- (1) Barlow, D. H. (Ed.) (2021). Clinical handbook of psychological disorders: A step-by-step treatment manual. (6th ed.) Guildford Press. ISBN 978-1462547043
- (2) American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author. ISBN 0890425558
- (3) Supplementary Journal Articles (see course schedule). Assigned journal articles are available on Canvas and are required readings for this class.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Note: This course is approved as meeting the Competency in Written English requirement set by Graduate Studies and Research at SJSU under the Graduate Writing Assessment Requirement (GWAR).

This class has a total of 310 points:

Assessment Items, Their Value, and Connection to Learning Outcomes				
	How Many?	% of Final Grade	Points	Relevant CLOs
Group Vignettes	1	50/310=16%	50	CLOs 1-4
Individual Vignettes	4	200/310=65%	200 total (50 each)	CLOs 1-4
Individual Vignette Rewrites	3	60/310=19%	60 total (20 each)	CLOs 1-4

Group and Individual Vignette Responses

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. These vignettes will be similar to the types that are seen on the MS first year comprehensive exam. 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 may not exceed eight pages.**

Each vignette is worth 50 points, divided as follows:

1. Diagnosis (5 points)

1. Provide a primary diagnosis and a justification for this diagnosis.
2. Name 2-3 other disorders that you considered, are still considering, and/or ruled out based on the information provided. For each, be sure to list: (a) why you considered it, and (b) why you ruled it out or what you would need to know to make a better diagnostic determination

2. Ethical/Legal Issues (12.5 points)

1. What do you see as the 3 most important ethical/legal issues raised in this case, and what would you do to address each one? Be sure to discuss ethical issues that are *specific* to this case based on the info provided.

3. Contextual Factors (12.5 points)

1. Discuss 3 contextual variables you think are relevant to this case. These could be related to age, gender, culture, ethnoracial background, family environment, community, sociopolitical environment or other contextual variables. For each, make sure to (a) clearly state the contextual factor, (b) articulate a hypothesis about how you think it might relate to the client's presentation or treatment considerations (be specific!), and (c) how you might individualize your approach to diagnosis, assessment, and/or treatment work with this client if your hypothesis were true.

4. Assessment and Case Conceptualization (10 points)

1. Discuss the 3 most important things you notice from the nomothetic assessment data provided. Be sure to discuss how each of these inform your case conceptualization.
2. What are three additional things you want to know about this case that would help with case conceptualization or treatment planning? For each, state how you could gather this information and what specifically it would add to your conceptualization.
3. How might you begin to conceptualize this case from your theoretical perspective? Be sure to name the key mechanism(s) of problem and change, and discuss how they relate to specific symptoms/behaviors the client is experiencing.

5. Treatment (10 points)

1. Name 2-3 issues that you would prioritize for treatment and state why you would prioritize these issues in this order.
2. Based on your conceptualization, and the empirical literature, describe an initial treatment plan. Your response should name at least 2-3 critical components of treatment and should describe how they would relate to this client.
3. How would you measure the outcome (i.e., progress) of treatment, and how would you measure whether or not your treatment is affecting your desired mechanism of change (i.e., process)?
4. Clearly state three measurable, specific treatment goals that align with the problem list and approach to measuring process and process. At least one goals must be related to mechanism/process.

5. What psychopharmacological issues are present in the case?

Vignette Rubric:

Diagnosis	Provided correct diagnosis and a full justification; rule outs were appropriate (5 points)	Provided incorrect diagnosis or no justification or rule outs were inappropriate (2 points)	Did not provide a diagnosis or did not provide rule outs (0 points)	Total points: 5
Ethical/Legal Issues	Provided thorough description of 3 legal/ethical issues specific to the case (12.5 points)	Less than 3 ethical issues identified or description is not thorough or issues are not specific to the case (7 points)	Ethical issues not identified or incorrectly identified (0 points)	Total points: 12.5
Contextual Factors	Provided thorough description of 3 cultural, racial, ethnic, gender, age, development and other contextual factors for the case (12.5 points)	Provided less than 3 factors or description of contextual factors was not thorough or adequate (7 points)	Provided no description of cultural, racial, ethnic, gender, age, development and other contextual factors for the case (0 points)	Total points: 12.5
Assessment and Case Conceptualization	Adequately discussed assessment results, additional information needed, and basic conceptualization (10 points)	Discussion in this section was not thorough and/or didn't present an adequate case conceptualization (5 points)	Assessment discussion was incorrect and/or case conceptualization was not provided (0 points)	Total points: 10
Treatment	All treatment questions answered fully and adequately; evidence based treatment appropriately identified (10	All treatment questions are not answered thoroughly or an inappropriate treatment is identified (5 points)	No treatment identified and/or missing items from this section (0 points)	Total points: 10

	points)		
--	---------	--	--

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. The following rubric will be used to grade the rewrites:

Attention to feedback from first vignette attempt	All relevant feedback is included and is addressed adequately in the rewrite (15 points)	All relevant feedback is included but there are problems with how adequately the new information is addressed (8 points)	Relevant feedback is not incorporated into the rewrite (0 points)
Overall writing style	Re-written sections are free of grammar errors and are generally well-organized and well-written; Any writing problems from first draft are corrected (5 points)	Re-written sections have minor grammar errors or minor problems with writing style (2.5 points)	Re-written sections have major grammar errors or major problems with writing style (2.5 points)

Grading Policy

Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (310 points). I will use the following grading rubric:

A+ = 97.0-100%	A = 93.0-96.9%	A- = 90.0-92.9%
B+ = 87.0-89.9%	B = 83.0-86.9%	B- = 80.0-82.9%
C+ = 77.0-79.9%	C = 73.0-76.9%	C- = 70.0-72.9%
D+ = 67.0-69.9%	D = 63.0-66.9%	D- = 60.0-62.9%
F = 59.9% or less		

Classroom Protocol

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.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Psyc 210 / Advanced Psychopathology, Spring 2022, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

Week	Date	Topic	Readings	Assignments
1	1/27	Introduction to course; Formulation/case conceptualization	1. Formulation Guidelines: Focus on sections 8, 9, and Appendix 1 2. Morris – metamodel article	Start discussing group vignette (Theresa)
2	2/3	Anxiety Disorders: Panic Disorder and Agoraphobia	1. Barlow Ch 1 (Panic)	Group vignette 1 due by end of class (work on in class)
3	2/10	Anxiety Disorders: GAD, Phobias, Social Anxiety Disorder	1. Barlow Ch 5 (GAD) 2. Barlow Ch 3 (SA)	Discuss group vignette
4	2/17	OC-Related Disorders: OCD	1. Barlow Ch 4 (OCD)	Individual vignette 1 (Janet) due by 9am on 2/17
5	2/24	Trauma and Stressor-Related Disorders: PTSD, ASD, Adjustment	1. Barlow Ch 2 (PTSD)	Janet case feedback
6	3/3	Depressive Disorders	1. Barlow Ch 7 (CBT) 2. Barlow Ch 8 (IPT)	Janet case re-write due by 9am on 3/3
7	3/10	Bipolar and Related Disorders	1. Barlow Ch 12 (bipolar) 2. Barlow Ch 9 (BA dep)	Individual Vignette 2 due (Out of class; Donna) Due by 9am 3/10
8	3/17	Substance-Related and Addictive disorders	1. Barlow Ch 15 (alcohol)	Donna case feedback
9	3/24	Schizophrenia and psychotic Disorders	1. Barlow Ch 13	Donna case re-write due by 9am on 3/24
10	3/31	SPRING BREAK		
11	4/7	Feeding and Eating Disorders	1. Barlow Ch 18 (Eating Disorders)	Individual vignette 3, in class (Marissa)
12	4/14	Somatic Symptom and Related	1. DSM Section	Marissa case

		Disorders & Dissociative Disorders	Dissociative Disorders 2. DSM Section Somatic Symptoms and Related Disorders	feedback
13	4/21	Sex Dysfunctions, Paraphilic Disorders and Couple Distress	1. Barlow Ch 19 (couples) 2. DSM Sections on Gender Dysphoria, Paraphilic Disorders, and Sexual Dysfunctions	Marissa case re-write due by 9am on 4/21
14	4/28	Guest Lecture: DBT (Matt) for Borderline Personality Disorder	1. Barlow Ch 10 (BPD)	
15	5/5	Sleep problems and chronic pain	1. Barlow Ch 16 (sleep) 2. Barlow Ch 17 (chronic pain)	
16	5/12	Wrap-Up		
The final exam will be in-person on Tuesday May 24 from 9:45-12. The final exam will be individual vignette #5 (Tom).				