

PSY 613: Psychopathology over Lifespan

University of Hawaii at Hilo

Instructor:
Course Number:
Class Location:
Class Time:
Office Hours:
Office Location:
Phone/Email:

Text:

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

Optional Text

Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 11th Edition
by Benjamin J. Sadock and Virginia A. Sadock (2014)
ISBN-13: 978-1609139711
ISBN-10: 1609139712

Course Overview: This course will provide an in depth review of a broad spectrum of psychiatric disorders as defined and listed in DSM-5. The focus of this review will include the etiology, various theories and approaches to the disorder, prevalence/incidence, symptoms and criteria for differential diagnosis. By the end of the semester, students are expected to thoroughly understand the diagnostic systems, to develop critical thinking on psychopathology and DSM, and to be able to diagnose psychiatric disorders using DSM. Students are presumed to have mastered the content of an undergraduate abnormal psychology course.

Course Objectives:

1. Learning the nature, prevalence, etiology, and classification for a variety of psychological disorders.
2. Understanding current theoretical models of psychiatric disorders in DSM.
3. Becoming aware of current controversies and issues regarding psychological disorders, diagnosis and classification systems.
4. Becoming familiar with current ethical, legal, and professional issues in psychopathology.
5. Understanding bio-psycho-social basis and cultural foundations of psychopathology.
6. Being able to formulate cases of and diagnose psychiatric disorders using DSM.

Course Structure: Class will have a graduate seminar format, so students' active participation and preparation for each class is critical for learning. Students are required to read the assigned chapters of DSM each week, think about the material, and be responsible for participating in or leading discussion after their own presentation, Grades will be determined based on class attendance and participation, weekly quizzes, and your individual presentation/discussion.

Exams and quizzes: One final in-class exam will be administered. Students will be given multiple case vignettes and asked to develop a comprehensive diagnostic formulation which integrates etiology, theory, research and differential diagnosis. In addition, you should clearly identify your process of ruling-out other disorders as possible diagnosis, as you rule-in your final diagnosis. Finally, your answer should include a formal diagnosis for each case. A quiz will be given in each class after student presentation. Students are required to make and bring a letter size cheat sheet (front and back) and use it for the quiz. The cheat sheet should be submitted by the beginning of each class, and students are not allowed to work on making her/his cheat sheet once the class begins.

Individual Presentation: Each student will present to the class on a cluster of the disorders discussed in our text, DSM 5. Presentations should review the DSM chapter (using PowerPoint and/or handout), and include the followings: (a) diagnostic criteria and differential diagnosis, (b) how and why various groups (e.g. women, elderly, low income group, ethnic minorities, etc.) would be affected differently by the disorder as described in the DSM, (c) a debate topic or question for classroom discussion (Controversies regarding the disorders are often introduced in the DSM chapter. Feel free to use them). Presentations will be about 30 minutes. (Maximum number of ppt slides allowed for presentation is 15. Font size 20 or larger) You are welcome to be creative by using multiple forms of media or art, such as short video clips, photos, artwork, music, role play, etc. Additional guidelines will be discussed in class. **You must submit your presentation outline and material on the day of presentation (on Lualima Assignment Section), so that I can use them for grading and record keeping. Presenters should arrive in the classroom 10 minutes earlier to set up and prepare for the presentation.**

Assignment	Points
Quizzes	38
Cheat sheets	12
Final Exam	30
Individual Presentation	20
TOTAL POINTS	100

Promoting an Effective Learning Environment: To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/IM/FB during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

You are expected to arrive to class on-time. There will be no make-up exams or presentations for unexcused absences. **Students having more than two absences regardless of reasons (You don't have to bring reasons or documents to me until your absence is more than two.) will lose 20 points per absence after the two. Exceptions are allowed only for the most unusual circumstances.**

Academic Integrity: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php. I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination.

Should I have reason to suspect that academic dishonesty has occurred; I will have to conduct an investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University (Please see the discussion of Academic Dishonesty in the UHH Catalog).

SUPPORT AVAILABLE FOR STUDENTS
Link to document that can be added to syllabi:
<http://go.hawaii.edu/zAf>

ACADEMIC ADVISING

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

ACADEMIC SUCCESS

Kilohana: The Academic Success Center provides a range of free, drop-in academic services and resources to all currently enrolled UH Hilo students. Services include access to peer student staff from a range of academic majors, course related resources (handouts, practice exams, etc.) PC desktops with subject specific software, and study environments for individuals and small groups. Please check the Kilohana website at <https://hilo.hawaii.edu/kilohana/> for information, locations, and contact phone numbers for our various Centers on campus. You can also call 932-7287 (Karla Hayashi) or 932-7294 (Lindsay Heller) for more information.

DISABILITY SERVICES

Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E230, 932-7623 (V), 932-7002 (TTY), uds@hawaii.edu - as early in the semester as possible.

MENTAL HEALTH/SUICIDE PREVENTION

The UH Hilo community is committed to and cares about all students. Life at college can get complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties, family responsibilities, or diminished self-esteem. However, supportive services are available and effective. UH Hilo Counseling Services helps undergraduate and graduate students cope with difficult emotions and life stressors. Counseling Services is staffed by experienced, professional counselors, who are attuned to the diverse needs of all types of college students. The services are FREE and completely confidential. Find out more at <https://hilo.hawaii.edu/studentaffairs/counseling> or by calling (808) 932-7465. For immediate help, contact The Crisis Line of Hawaii [1-800-753-6879](tel:1-800-753-6879), the National Suicide Prevention Hotline [1-800-273-8255](tel:1-800-273-8255) (suicidepreventionlifeline.org), or text "Aloha" or "Hello" to the Crisis Text Line [741-741](tel:741-741).

TITLE IX

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

Confidential Advocate: Destiny Rodriguez, destinyr@hawaii.edu, 932-7958

UH Hilo Counseling Services: SSC, room E-203, 932-7465

UH Hilo Medical Services: Campus Center, room 212, 932-7369

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support*, contact:

Libby Bailey, Title IX Coordinator: 932-7818,
libby.bailey@hawaii.edu

Jennifer Stotter, Director of the Office of Equal Opportunity &
Deputy Title IX Coordinator: 932-7641, jstotter@hawaii.edu

Kalei Rapoza, Interim Vice Chancellor for Administrative Affairs,
932-7626, kaleihii@hawaii.edu

* Please note that you do not have to file a complaint with the University to receive institutional support or assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.hawaii.edu/titleix>

Note: Syllabus may be changed at discretion of professor - changes will be announced in class.

Course Schedule:

Week	Date	Topic	Reading DSM	Presenting Students
1		Introduction and Overview of DSM Americanization of Mental Illness Growth Mind Set/Fixed Mind Set	5-30	
2		Schizophrenia Spectrum and Other Psychotic Disorders	87-122	
3		Bipolar and Related Disorders	123-154	
4		Depressive Disorders	155-188	
5		Anxiety Disorders	189-234	
6		Obsessive-Compulsive and Related Disorders	235-264	
7		Trauma-and Stressor-Related Disorders	265-290	
8		Dissociative Disorders/Somatic Symptom and Related Disorders	291-308 309-328	
9		Feeding and Eating Disorders Disruptive, Impulse-Control, and Conduct Disorders	329-354 461-480	1. 2.
10		Neurodevelopmental Disorders	31-86	
11		Substance-Related and Addictive Disorders	481-590	1. 2.
12		Substance-Related and Addictive Disorders	481-590	
13		Neurocognitive Disorders	591-644	
14		Thanksgiving NO CLASS		
15		Personality Disorders	645-684	
16		In-class Essay Exam (with cheat sheets)		