**Professor:** Dr. Ty Schepis

**Office:** UAC 238

**Campus Telephone:** 5-6805

**Email:** schepis@txstate.edu

**Office Hours:** MF 11-12, W 11-2 or by

appointment

**Textbook (required):** Oltmanns, T. F., Martin, M. T., Neale, J. M., Davidson, G. C. (2015). Case Studies in Abnormal Psychology, 10th Ed. Wiley: Hoboken, NJ. (ISBN-13: 978-1-118-83629-3)

**Course Website**: <http://tracs.txstate.edu>

**Course Description:** Critical analysis of the definition and classification of abnormal behavior and experience and an in-depth study of theories and research on causes, remediation and prevention.

**Prerequisite:** Graduate standing and/or instructor approval

**Course Objectives:**

* Students will learn about psychopathology, including their presentation, causes and treatments.
* Students will practice writing skills through the case study paper and short essays on exams.
* Students will practice critical thinking skills through in-class discussions and the case study paper.
* Students will practice presentation skills through leading discussions and short presentations on psychological treatments for disorders.

**Student Learning Outcomes:**

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website: <http://www.psych.txstate.edu/assessment/>

**Academic Integrity:**

*University Policy*: "Violation of the ‘Honor Code’ includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.” (UPPS 07.10.01)

*Psychology Department Policy*: The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include: (1) passing off others' work as one's own, (2) copying off of another person during an examination, (3) signing another person's name on an attendance sheet, (4) in written papers, paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation. The Psychology Department faculty believes that appropriate penalties for academic dishonesty include an "F" in the course and/or prosecution through the Student Justice System.

Please see me at any time with questions about this policy.

**Course Grading:**

Midterm Examination: 25%

Final Examination: 25%

Case Study Paper: 25%

Presentation: 15%

Discussion Leadership & Participation: 10%

**PowerPoint Note Policies:**

The PowerPoint presentations will be made available via TRACS. Please feel free to print off copies to bring to class in order to aid the note-taking process.

**Students with Special Needs:**

Students with special needs (as documented by the Office of Disability Services) should identify themselves within the first five classes of the term. Both Texas State—San Marcos and I are dedicated to providing students with special needs with all necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.

**Student Absence and Lateness Policies:**

* The Case Study paper is due in the TRACS assignment page by the beginning of class time on November 18th. Late papers will be accepted, but they will be docked 20 points immediately and then 20 points for every 24 hours the paper is late after the due date/time.
* In cases where a test must be made up or other work turned in late, full credit will be given when missed deadlines were due to a notable illness or emergency (e.g., car accident, family death). Documentation (e.g., doctor’s note) must be provided to receive full credit for the late work. Please make every effort to inform me in advance if work will be missed due to emergency.
* Missing the midterm or final examination without a legitimate excuse will result in point deductions, with deductions potentially up to a zero on the examination.
* All late work must be completed (including tests) within 5 days of the original due date or by the day of the final, except for in extraordinary circumstances.

**Discussion Guidelines:**

* Beginning with the class on Anxiety Disorders, a portion of the class time will be devoted to discussion on assigned materials (listed on the last page of the syllabus). These materials will often include a non-technical source (e.g., radio interview, personal account) in addition to a peer-reviewed journal article and (usually) summaries of other journal articles.
* At each discussion, one or two of you will be expected to lead the group in talking about the materials and how they introduced the disorder and/or completed your understanding of it (after lecture).
* Good discussion leaders will have a thorough understanding of the topic to be discussed (including the text chapter) and would be well-served to do some extra reading on the topic.
* Discussion leadership counts for 5% of your final grade, and leaders will be graded primarily on their contributions to the discussion, their ability to keep the discussion moving and their ability to draw members of the class into the discussion.
* Participation in the discussions led by others will count as the other 5% of the discussion grade, with the expectation that students will participate in 3-4 other discussions to earn full credit.
* You will sign up to lead discussion at the first class on August 26th.

**Case Study Paper Guidelines:**

* Papers will be based on a description of an individual who is coming to you for evaluation and treatment. The description will include demographic information, the individual’s current life situation, and the individual’s major symptoms.
* First, you must decide on the most likely diagnosis for the individual. As a part of choosing the diagnosis, you will be expected to explain or justify your choice. Please outline the process by which you arrived at your diagnosis, describing why you ruled out any related diagnoses. Also, your explanation should refer to the individual’s symptoms and the DSM-IV criteria for the disorder you chose. Your case will have a primary diagnosis, but there may be other issues for you to address, so please be aware of that.
* Also, you should outline potential causes for the disorder. Please keep in mind that the best explanations refer to biological, psychological and social causes.
* Finally, you are expected to develop a treatment plan for this individual. As with causes, the best treatment plans often include medical, psychological and social interventions.
* An important part of this assignment is obtaining empirical support for your potential causes and treatments. As such, you will be expected to use peer-reviewed journal articles from the psychological and medical fields. While there is no minimum for the number of journal articles you should use, good papers often have at least 7 articles. Most have more.
* All information taken from articles should be put in your own words and cited appropriately, using American Psychological Association format. The paper should include a title page, main body and a reference section; the body of the paper should be no longer than 8 double-spaced pages (in 12 point font).
* Case study papers should be handed in via the assignments portion of TRACS by the beginning of the class time on November 18th – the due date of the paper.
* Please be aware that all papers will be submitted to turnitin.com to check for plagiarism or other academic integrity issues. You should check your paper at turnitin.com prior to turning it in, as those with overlap scores of greater than 20% (after removing contributions due to citations) may be penalized.
* Case studies will be handed out in class on August 26th.

**Presentation Guidelines:**

* In addition to lecture and discussion time, one presentation will be given each week outlining potential biopsychosocial causes for one of the disorders we discuss in lecture.
* Each presentation will be given by one or two students and should concentrate on 2 journal articles per person that examine etiology in research articles that were published from 2005 to the present.
* Presentations will be roughly 15 minutes, and they should concentrate on the study methods and the outcomes of the research more than on the disorder (which we cover in lecture).
* Students will sign up for one presentation at the time of the first class meeting on August 26th.
* Topics will be:

9/9: Panic Disorder

9/16: PTSD

9/23: Major Depression

9/30: Anorexia Nervosa

10/7: Alcohol Dependence

10/21: Schizophrenia

10/28: Borderline Personality Disorder

11/4: Bipolar Disorder

11/11: Autism Spectrum Disorder

11/18: Alzheimer’s Dementia

**Class Schedule (subject to change):**

**Date Topic Text Chapter**

August 26th Overview, Current Perspectives, Diagnosis and Assessment DSM Readings\*

September 2nd Diagnosis and Assessment DSM Readings\*

September 9th Anxiety Disorders Chapters 7-10

 *Discussion: Abramowitz, PTSD Audio Clip (*[*http://www.npr.org/2015/01/20/378586235/in-the-evil-hours-a-journalist-shares-his-struggle-with-ptsd*](http://www.npr.org/2015/01/20/378586235/in-the-evil-hours-a-journalist-shares-his-struggle-with-ptsd)*),*

September 16th Dissociative and Somatoform Disorders Chapters 11 & 12

 *Discussion: Munchausen’s, Dorahy et al., Lin et al.*

September 23rd Mood Disorders Chapters 5 & 6

 *Discussion: Rose Article, Frank et al., Ketamine Therapeutics*

September 30th Eating Disorders Chapters 13 & 14

*Discussion:* [*http://thinspiration-pictures.blogspot.com/*](http://thinspiration-pictures.blogspot.com/)*,* [*https://theproanalifestyleforever.wordpress.com/*](https://theproanalifestyleforever.wordpress.com/)*, Espie & Eisler*

October 7th Substance Use and Impulse Control Disorders Chapter 19

 *Discussion:*

[*http://www.opendemocracy.net/od-russia/marina-akhmedova/snap-goes-crocodile*](http://www.opendemocracy.net/od-russia/marina-akhmedova/snap-goes-crocodile)*,* [*http://www.theatlantic.com/features/archive/2015/03/the-irrationality-of-alcoholics-anonymous/386255/*](http://www.theatlantic.com/features/archive/2015/03/the-irrationality-of-alcoholics-anonymous/386255/)*,* [*http://www.huffingtonpost.com/tommy-rosen/spirituality-versus-scien\_b\_6909290.html*](http://www.huffingtonpost.com/tommy-rosen/spirituality-versus-scien_b_6909290.html)

**October 14th MIDTERM EXAMINATION**

October 21st Schizophrenia and Other Psychotic Disorders Chapters 3 & 4

*Discussion: Mander & Kingdon, Lawlor-Savage & Goghari,*

*Schizophrenia Audio Clip (*[*http://www.npr.org/sections/health-shots/2013/07/24/204795495/how-a-family-copes-with-schizophrenia-and-suicide*](http://www.npr.org/sections/health-shots/2013/07/24/204795495/how-a-family-copes-with-schizophrenia-and-suicide)*),*

October 28th Personality Disorders Chapters 20 & 21

 *Discussion: Borderline Account, MacPherson et al., Pincus et al.*

November 4th Sexual and Gender Identity Disorders Chapters 16, 17, 22

 *Discussion: Kingsberg & Rezaee, [http://www.genderpsychology.org/](http://www.genderpsychology.org/gid_case_study/index.html) ,* [*http://www.boston.com/bostonglobe/ideas/articles/2008/03/30/qa\_with\_norman\_spack/*](http://www.boston.com/bostonglobe/ideas/articles/2008/03/30/qa_with_norman_spack/)

November 11th Disorders of Childhood & Late-life Chapters 1 & 2

 *Discussion: Adelman et al., Cassone, Grandin Audio Clip*  DSM Cases Ch. 17

 *(*[*http://www.npr.org/templates/story/story.php?storyId=4278538*](http://www.npr.org/templates/story/story.php?storyId=4278538)*),*

**November 18th** Legal and Ethical Issues Levine Readings\*

 *Discussion: Milgram Revisited, Milgram & Tuskeegee*

 **CASE STUDY PAPER DUE**

**November 25th NO CLASS: THANKSGIVING BREAK**

December 2nd Finish Remaining Lecture Material and Review for Final

**December 9th FINAL EXAMINATION (NON-CUMULATIVE): 2-4:30 PM**