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Advanced Psychopathology

Comfort Asanbe

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Instructor: Dr. Comfort B. Asanbe
Class Time: Wednesday 10:10 – 1:10 pm
Virtual Office: Monday 1:00 – 4:00 pm
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Course Description:

3 hours; 3 credits

This course is aimed at providing an advanced comprehensive overview of psychopathology from an historical and current scientific perspective. Specifically, we will focus on conceptualization issues, systems of classification/diagnosis, research design/methods, core characteristics, clinical symptomatology and etiology of adult (and to a lesser extent child/adolescent) psychopathology. An integrative approach that considers the complex interactions among biological, psychological, behavioral, cognitive, social, environmental, cultural and interpersonal factors across the lifespan that influence major psychological disorders will be applied. We will discuss these disorders based on the new DSM-V criteria. In addition, we will examine various theoretical models, discuss clinical cases, and review treatment strategies. Throughout this course, we will refer to research findings that inform our understanding of a variety of issues in the field of psychopathology.

Prerequisite: Acceptance into the Master's Degree Program in Mental Health Counseling.

Specific Instructions for the Virtual Class:

1. Instruction will be conducted in both synchronous and asynchronous format. Slides and other instructional material will be uploaded on Blackboard.
2. Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.
3. Dropbox – Advanced Psychopathology Psy 702 Fall 2020
Students will deposit required work in this folder. Pay attention to the due dates in the syllabus, and submit your work by the stated dates.
4. Technical support for students
<http://www.cuny.edu/about/administration/offices/CIS/functions/bb/helpsupport/student.html>

Required Learning Resources

MindTap: e-Textbook and Other Resources Digital Platform

<https://www.cengage.com/c/mindtap-enhanced-for-abnormal-psychology-an-integrative-approach-8e-barlow/9780357034934PF/>

https://www.cengage.com/student/?filterBy=Student&gclid=Cj0KCQjw1a6EBhC0ARIsAOiTKrHMD0Xr2oqSD-wY5NltP0I-XbSKZTIFHkJyLONr8rFD-YI5ByOpMjMaAm_TEALw_wcB

MindTap is the digital platform that provide course material that students can access directly through the course's Blackboard website by clicking on *Cengage MindTap*. The platform has several apps to engaging

contents that include an electronic version of the textbook, videos and auditory text companions, DSM-5 through the Mastery Training adaptive learning, case studies that feature real people living with the different disorders, adaptive learning, and quizzes. Students are encouraged to interact with the site to familiarize themselves with how to use MindTap. Students will need to use the same MindTap account for the duration of the course. For technical assistance, please visit [-http://support.cengage.com/magellanweb/supportoptions.aspx](http://support.cengage.com/magellanweb/supportoptions.aspx)

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition-DSM-5 (2013). Washington, *American Psychiatric Press*. **Good News!** CSI library has purchased the online DSM5 eBook. You can access this free of charge!

This link -- <http://guides.library.csi.cuny.edu/ebookcentral> -- has full instructions for accessing the eBook, and for downloading portions as PDFs. According to Prof. Christine McEvelly, the Electronic Resources Librarian at CSI, students can access the book using their SLAS password. Students can also search for the "DSM 5" from CSI library home page, or visit the D tab on the A-Z database list. In the description on this tab, students can select "EBook Central help guide. The online DSM5 eBook has the exact same content and layout of the print book; it is just a PDF version. Readers cannot download the entire book to use indefinitely because of licensing rules, but there are options that allow students to:

- read online from campus or home,
- download the book for offline use for one day, or download any 298 pages into a permanent PDF file they can reuse, copy, or print from as they wish.

Up to 300 students can use the book at the same time! If you follow these instructions and still have difficulties, please contact, christine.mcevelly@csi.cuny.edu

Barnhill, J.W. (2013). DSM-5 Clinical cases. *American Psychiatric Association Publishing*, Arlington, VA. ISBN-13: 978-1585624638. Suggested prices – Used: \$43.79.

Ventura, E. (2016). Casebook for DSM-5(tm) - Diagnosis and treatment planning. Springer Publishing Company. ISBN# 13:9780826127525. Suggested publisher price – Kindle e-Book: \$9.91-26.20.

Instructional Movies

National Alliance on Mental Illness (NAMI) - *The Best Movies About Mental Health*

By Laura Greenstein, Communications Coordinator at NAMI.

<https://www.nami.org/Blogs/NAMI-Blog/December-2017/The-Best-Movies-About-Mental-Health>

List of mental disorders in film - https://en.wikipedia.org/wiki/List_of_mental_disorders_in_film

In addition to the resources listed above, I will assign other readings listed in this syllabus. Please complete assigned readings for specific topics prior to coming to class. The Blackboard site will be used to post announcements, discussions, distribute supplementary materials, and by students to hand in some of the assignments. Two of the textbooks have websites with links to useful resources. The National Institute of Mental Health (www.nimh.nih.gov) and the National Mental Health Association (www.nmha.org), and National Alliance of Mental Illness (<https://nami.org>) also provide useful and relevant information.

Practice exercises will consist of informal case in which you will receive a clinical case description and you will develop diagnostic hypotheses and case formulations, sometimes in group practice with your classmates.

Learning Objectives and Outcomes:

Upon successful completion of this course, the student should be able to:

1. Apply theoretical concepts covered in the class to review mental health disorders.
2. Learn about psychopathology from multiple sources: diagnostic manuals, research articles, and case studies.
3. Evaluate current research in psychopathology and discuss ethical and legal issues involved in

- conducting research with clinical population.
4. Assign DSM-5 diagnoses in given case studies.
 5. Write about key issues in psychopathology and receive feedback on writing content and style.
 6. Practice how to integrate diagnostic data with background information in formulating a case.
 7. Identify culturally sensitive aspects in each psychological disorder discussed.
 8. Make a multidimensional assessment and integrate fictitious data to make diagnosis of a hypothetical client's psychological status.

COURSE OUTLINE

Copyright Statement

Some of the course materials may be copyrighted and comply with the Teach Act provision. Such materials are intended for use only by students who are enrolled in the class, and for the duration of the course.

Week 1	Overview of the class and review of the syllabus; Abnormal Behavior in Historical and Human Right Contexts - Barlow et al. (2018) - Ch. 1; Articles #1 & #8	
Week 2	An Integrative Approach to Psychopathology - Barlow et al. (2018) - Ch. 2; Article #5	
Week 3	Clinical Assessment and Diagnosis - Barlow et al. (2018) - Ch. 3; DSM-5-Introduction (pp. 5-17); Use of the Manual (pp. 19-24)	
Week 4	Research Methods - Barlow, et al. (2018) - Ch. 4 (pp. 104-125)	
Week 5	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders - Barlow et al. (2018) - Ch. 5; DSM-5 (pp. 189-264); GAD & Panic Disorders - Barnhill (Cases 5.1 & 5.2), pp. 109-114; PTSD - Ventura (Jessica's Case), pp. 45-53; Article #12	
Week 6	Somatic Symptoms & Related Disorders and Dissociative Disorders - Barlow et al. (2018) - Ch. 6; DSM-5 (pp. 291-327); Barnhill (Cases 9.2 & 9.5), pp. 178-180 & 186-188; Ventura (Carla's Case), pp. 19-22; Article #10	
Week 7	Mood Disorders & Suicide – Barlow et al. (2018) - Ch. 7; Major Depressive Disorder – DSM-5 (pp. 155-188); Barnhill (Cases 4.4 & 4.5), pp. 82-86; Bipolar Disorder - DSM-5 - pp. 123-154; Barnhill (Cases 3.5 & 4.7), pp. 56-59 & 89-91; Articles #3, 8, 13, & 18	
Week 8	Midterm	Eating Disorders - Barlow et al. (2018) - Ch. 8; DSM-5 (pp. 329-360); Barnhill (Cases 10.2, .3, .4, & .5), pp. 198-208; Article #14
Week 9	Sexual Disorders & Gender Dysphoria – Barlow et al. (2018) - Ch. 10; DSM-5 (pp. 423 – 459); Barnhill (Cases 13.1 & 13.2), pp. 230-235	
Week 10	Substance-Related, Addictive, & Impulse-Control Disorders - Barlow et al. (2018) - Ch. 11; DSM-5 (pp. 481-589); Barnhill (Cases 16.1, .2, .3, & .6), pp. 253-259 & 266-269; Articles #4 & 15	
Week 11	Personality Disorders (PD) - Barlow et al. (2018) - Ch. 12; DSM-5 (pp. 645-684); Barnhill (Cases 18.2 – 18.9), pp. 303-322; Article #7	
Week 12	Schizophrenia Spectrum & Other Psychotic Disorders - Barlow et al. (2018) - Ch. 13; DSM-5 (pp. 87-122); Barnhill (Cases 2.2 & 2.3), pp. 21-26; Schizoaffective Disorder – Ventura (Jeremy's Case), pp. 65-69	
Week 13	Neurodevelopmental Disorders - Barlow et al. (2018) - Ch. 13; DSM-5 (pp. 31-86; 461-480); Barnhill (Cases 1.2, .3, .4 & 5), pp. 7-17; Articles #1, 2 & 16	
Week 14	Neurocognitive Disorders - Barlow et al. (2018) - Ch. 15; DSM-5 (pp. 591-643); Barnhill (Cases 1.2, .3, .4 & 5), pp. 7-17; Article #6	
Week 15	Mental Health Services - Barlow et al. (2018) - Ch. 16; Articles #11 & 17; PowerPoint Presentations	

***Note: Contents of the course syllabus are subject to change at the instructor's discretion.**

Case Conceptualization (15%)

This assignment is designed to develop your skills in assessing an actual clinical case and making a differential diagnosis. You will be assigned a case vignette, which provides clinical data from which a diagnostic formulation can be developed. The task is to present a comprehensive diagnostic formulation, which integrates etiology, theory, and research, as they apply to this specific case. In addition, you should clearly identify your process of ruling-out other disorders as possible diagnoses, as you rule-in your final diagnosis. The case formulation should include a brief description of:

- (1) the external or environmental factors that might be relevant in the etiology and maintenance of the client's presenting problems.
- (2) the internal factors (biological, affective, cognitive) that might be relevant in the etiology and maintenance of the client's problems.
- (3) the different theoretical perspectives, which might be applicable to this particular case and how they apply.
- (4) DSM-V diagnosis (with codes) you would assign for this particular case.

To complete this assignment, you need to be concise in covering each of the four items listed above, then break down the case and write a 10-page (maximum) paper that addresses each item. Follow the latest APA-style (<http://apastyle.apa.org>), and make sure your paper is double-spaced, 12-point font, and 1 inch margin. The paper is due on **December 8, 2021**. A paper will lose 1 point for each day it is late.

Your grade for this paper will be assigned according to the following score sheet:

- _____ (1) Biological factors (2 points)
 _____ (1) Family factors (1.5 points)
 _____ (2) External/environmental factors (1.5 points)
 _____ (3) Application of multidimensional model to explain etiology (5 points)
 _____ (4) Complete DSM-V diagnosis (rule-in/out) (5 points)
 Total Score (15 points)

Paper (15%)

The goal of the paper is to enable students to know how to access research information and integrate research knowledge to address relevant psychopathology topics at a more in-depth level. I will assign each student one of the topics below. The student will find, read, and review at least 10 recent (2010-present) empirical articles in scholarly journals on their assigned topic, and discuss these articles in a 10-page paper (excluding the title and reference pages). COVID-19 is ongoing and we have minimal published scholarly articles on it, as of now. However, there are relevant information that are available on the APA (divisions), NIMH, and NYS Psychological Association websites. Students should summarize the purpose and main findings of each study, address how the findings provide response to their topic, include their overall reaction, and attach electronic copies of the articles to the final paper. Students will write their papers using the latest APA format <http://apastyle.apa.org>. On **September 8, 2021**, students will turn in brief information on selected articles. Due date for the final paper: **October 13, 2021**.

Here are the topics that we are going to focus on:

- Mental illness and stigmatization: Where are we in the 21st century with regards to reducing stigma associated with mental illness?
- Epidemiology of mental disorders from a cross-cultural perspective: What barriers hinder comparisons between cultures?
- Suicide: What do we know from current research?
- COVID-19: What psychological theories can help us explain the potential impact on the general population?

- COVID-19: Take a look at these groups (health care workers, other essential workers, immigrants, schoolchildren, college students, etc.) and pick one. How does the specific group cope with a traumatic pandemic and uncertain outcome?
- COVID-19: Based on sound psychological principles, what roles can the discipline of psychology play in facilitating a good outcome in a global pandemic?
- How debilitating are Anxiety Disorders to human functioning? Are they preventable?
- Substance addiction is a mental illness: Supporting research and effective prevention strategies.
- Depression is to psychological health as the common cold is to physical health. Based on the current literature, how accurate is this comparison?
- Somatoform disorders and the implication of mind-body connection in psychopathology.
- Dementia has strong biological etiology: Provide research evidence to justify the role for psychological intervention.
- Eating Disorders have strong biological etiology: Provide research evidence to justify the role for psychological intervention.
- Discuss current research findings on mentally ill chemically addicted (MICA) population.

Academic Integrity Policy: Please feel free to discuss your ideas with other students. However, all written work must be your own. Students who cheat or plagiarize will fail the course, and I will follow the policy and alert the program director and the dean. Cheating or plagiarism include (1) copying answers from textbooks during virtual exam, (2) copying ideas or words from another student’s paper, and (3) copying ideas or words from a published source, including websites, without appropriate citation. See CSI/CUNY policy on academic integrity. http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Grade Computation:

REQUIREMENT	POSSIBLE POINTS	YOUR POINTS
MIDTERM	30	
FINAL	40	
CASE CONCEPTUALIZATION	15	
PAPER	15	
TOTAL	100	

Make-up exams are permitted only in a verified case of emergency or illness, and will be in a different format. You will have to take the exam during the period set aside by the instructor for make-up exams. The graduate program is designed for students to proceed as a cohort. Incomplete grade is not compatible with moving as a cohort. Therefore, incomplete grades will not be awarded for this course.

Classroom Behavior:

Although instructional delivery is a virtual platform, this is a course where discussion is valuable. There will be post open-ended questions using discussion board tool. Students posting responses need to pay attention to the following basic etiquette:

- Do not mock or deride another student’s intellectual ability or their processing speed.
- Do not dominate discussions.
- Use clear, concise, formal, and respectful language. Employ the same writing conventions as you would in professional (not social media) written communication.
- Keep an open mind, and encourage friendly debate and critical thinking.
- Think before you hit “Submit”.

Attendance Policy:

Instruction will be conducted in both synchronous and asynchronous format. If you miss a synchronous class instruction, you will be responsible for the material covered, from which test questions will be drawn. This is a graduate level course, and you cannot miss classes and expect to do well in the class. The deadline with regard to withdrawing officially from a course without grade of a “W” is **September 16, 2020**. The last day to drop

with the grade of "W" is **November 6, 2020**. The department, as a rule, will not give permission to withdraw from a course after the deadline unless there are very compelling reasons such as: medical, family, and/or personal emergency.

Students with Disabilities:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Student Accessibility. Prior to granting disability accommodations in this course, the instructor must receive verification of student's eligibility from the Center for Student Accessibility. It is the student's responsibility to initiate contact with the Center and follow the established procedures for having the accommodation notice sent to the instructor. If you are an eligible student, please send an email so I can schedule a meeting with you at a mutually agreeable time.

Final Comments:

As a graduate level course, the presentation will be at an advanced level and presumes students have a mastery of the content of an undergraduate Psychopathology course. Graduate courses are demanding because they are more in depth and require application of theoretical information. They are also exciting. However, you will only find this class exciting if you read the texts and complete assignments before coming to class. The instructor will strive to make this class interactive. Feel free to ask questions in class. There is no stupid question! In addition, if you are having difficulties with any of the materials, please reach out to me quickly.

Final grades will be as follows:

A	=	93-100
A-	=	90-92
B+	=	86-89
B	=	83-85
B-	=	80-82
C+	=	75-79
C	=	70 =74
F	=	Below 70

Assigned Readings (See course outline for relevant topics)

1. Asanbe C. B., Gaba, A., & Yang, J. (2018). Mental health is a human right. *Psychology International*, 29 (10).
<https://www.apa.org/international/pi/2018/12/mental-health-rights.aspx>
2. Becker, K. D., Boustani, M., Gellatly, R., & Chorpita, B. F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child and Adolescent Psychology*, 47(1), 1–23.
doi:10.1080/15374416.2017.1326121
3. Bolton, J. M., Pagura, J., Enns, M. W., Grant, B., & Sareen, J. (2010). A population-based longitudinal study of risk factors for suicide attempts in major depressive disorder. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/20122697>.
4. Cheng, H. L., & Mallinckrodt, B. (2015). Racial/ethnic discrimination, posttraumatic stress symptoms, and alcohol problems in a longitudinal study of Hispanic/Latino college students. *Journal of Counseling Psychology*, 62(1), 38–49. doi:10.1037/cou0000052
5. Deacon, B. J. (2013). The biomedical model of mental disorder: A critical analysis of its validity, utility and effects on psychotherapy research. *Clinical Psychology Review*, 33, 846-861.
6. Goldstein, G. (2014). Neurocognitive disorders. In D. C. Beidel, B. C. Frueh, & M. Hersen (Eds.), *Adult Psychopathology and Diagnosis*, 7th Edition (pp. 705-738). Hoboken, NJ: John Wiley & Sons, Inc.
7. Hopwood, C. J., & Thomas, M. K. (2012). Paranoid and schizoid personality disorders. In T.

- A. Widiger (Ed.), *The Oxford Handbook of Personality Disorders* (pp. 582-602). New York: Oxford University Press.
8. Kendler, K. S., Zachar, P., & Craver, C. (2011). What kinds of things are psychiatric disorders? *Psychological Medicine*, 41, 1143-1150.
 9. Kendler, K. S., & Gardner, C. O. (2010). Dependent stressful life events and prior depressive episodes in the prediction of major depression: The problem of casual inference in psychiatric epidemiology. *Archives of General Psychiatry*, 67(11), 1120-1127.
 10. Loeb, T. B., Joseph, N. T., Wyatt, G. E., Zhang, M., Chin, D., Thames, A., & Aswad, Y. (2018). Predictors of somatic symptom severity: The role of cumulative history of trauma and adversity in a diverse community sample. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(5), 491–498. doi:10.1037/tra0000334
 11. Matthews, K. A., Adler, N. E., Forrest, C. B., & Stead, W. W. (2016). Collecting psychosocial “vital signs” in electronic health records: Why now? What are they? What’s new for Psychology? *American Psychologist*, 71(6), 497-504.
 12. Morrison, A. S., & Heimberg, R. G. (2013). Social anxiety and social anxiety disorder. *Annual Review of Clinical Psychology*, 9, 249-274.
 13. Phillips, M. L., & Kupfer, D. J. (2013). Bipolar disorder diagnosis: Challenges and future directions. *The Lancet*, 381, 1663-1671
 14. Steiger, H., Bruce, K. R., & Israel, M. (2013). Eating disorders: Anorexia nervosa, bulimia nervosa, and binge eating disorder. In G. Stricker, T. A. Widiger (Eds.), *Handbook of Psychology: Volume 8. Clinical Psychology* (pp. 73-93). Hoboken, New Jersey: John Wiley & Sons, Inc.
 15. Substance Abuse and Mental Health Services Administration. (2018). Key substance use and mental health indicators in the United States: Results from the 2017 National Survey on Drug Use and Health. Retrieved from <https://www.samhsa.gov/data/>
 16. Werner, S. (2015). Public stigma and the perception of rights: Differences between intellectual and physical disabilities. *Research in Developmental Disabilities*, 38, 262–271. doi:10.1016/j.ridd.2014.12.030
 17. World Health Organization (2013). *Mental Health Action Plan 2013-2020*. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/89966/9789241506021_eng.pdf
 18. Zachar, P., First, M. B., & Kendler, K. S. (2017). The bereavement exclusion debate in the DSM-5: A history. <https://doi.org/10.1177/2167702617711284>