Instructor: Jennifer Gregg, Ph.D.
Office Location: DMH 317
Telephone: (408) 924-5621
Email: jennifer.gregg@sjsu.edu
Office Hours: Tuesday and Thursday 8:00 – 9:00am
Class Days/Time: Thursdays 9:00 – 11:45am
Classroom: DMH 308

Course Description

This course is designed to build on knowledge accumulated in undergraduate studies 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 and clinical scientists 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 facile with using the current diagnostic system and tie diagnosing 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.

Course Goals and Student Learning Objectives

Specifically, the goals of this course are for students to learn to conceptualize and plan treatment for a given case, provide an accurate DSM diagnosis, and make clinical decisions in consideration of symptoms, contextual features, and the empirical literature.

Course Content Learning Outcomes

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

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

1. CLO1: Know the diagnostic criteria for the major disorders in DSM-5 and have a working understanding of how this classification system operates.

2. CLO2: Develop a case conceptualization and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations.

3. CLO3: Utilize and be familiar with the empirical literature concerning treatments for specific disorders.

4. CLO4: Learn treatment planning within the principles of evidence-based practice.

Program Learning Outcomes (PLO)

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing child outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – 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.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.4, 4.1.

Licensure Learning Outcomes (LLO)

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

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 thesocial context of socioeconomic status and other contextual issues affecting social position. (2) The understanding of human behavior within thesocial 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.

1. 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

Required Texts


(3) Supplementary Journal Articles. A copy of supplementary journal articles is available for download on the course website. These are essential readings and you will be responsible for them during the semester.

Course Website

Canvas

All of the material shown on the overheads in lectures will be available on the on Canvas after class. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a graduate course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations and for future reference rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Attendance

As a graduate student, you should not be missing your classes. If you need to miss a class, please let me know by phone or email and I will likely tell you to get the notes from another student. This will be better than nothing, but there will be a lot happening during this class and notes from another student will not properly cover what happens.

Office Hours

The students who have historically done the best in this class are those who came and met with me in my office (DMH 317) when they got stuck, rather than just staying stuck. If you can’t make my office hours, email me (email is the most reliable way to contact me) and we can set up another time to meet. Ultimately, as a graduate student, it is your responsibility to get your needs met, but I will be as present and flexible as I can be to help you succeed. Take me up on it.

Classroom Protocol

- Please silence your cell phone at the beginning of class and do not text or look at your phone during class unless there is an emergency (let me know ahead of time if you are expecting this).
- Please do not sleep. This makes me feel very boring.
- Be respectful and contribute to creating a space where people feel safe expressing their views and asking questions.
- Please do not use your computer during class for anything but note-taking.

Assignments and Grading Policy

Grades

Grading is based on a combination of several factors. The components of your grade are

- Group Vignette Responses (2 @ 50 points each) 100
- Individual Vignette Responses (4 @ 50 points each) 200
- Quizzes (3 @ 50 points each) 150
- Participation 50

----

500 total points
Grades will be determined by the following scale:
100-93%=A, 92-90%=A-, 89-87%=B+, 86-83%=B, 82-80%=B-, 79-87%=C+, 76-73%=C, 72-70%=C-, 69-67%=D+, 66-63%=D, 62-60%=D-, and 59.9% and less = F.

**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 brief and will be similar to the types that are seen on licensing exams and the MS comprehensive exams. Your responses are to be written out. You are not to bullet answers or provide 2 or 3 word sentences. You cannot simply ask questions such as “What was her childhood like?” You must state why you want to know the answer to this type of question.

This process is to develop your skills with this task. You must write out your answers. Please use the number and header to denote where your answers to each question begin and end.

**Vignette responses may not exceed 8 pages.**

Each vignette is worth 50 points, divided as follows:
1. Provide a full diagnosis. (5 pts)
2. Provide a justification for your diagnosis. (5 pts)
3. Provide three disorders that you considered, are still considering, and/or ruled out based on the information provided. (5 pts)
4. What other information would you need to know or want to know about this case that would help with either the diagnosis or the treatment planning? How could you gather this information? (5 pts)
5. What contextual features would you need to address when assessing or treating this case with respect to gender, ethnic, and family issues? (5 pts)
6. What issues would you prioritize for treatment? (5 pts)
7. What, how, and how often might you want to assess in order to help you determine the progress, process, and outcome of treatment? (5 pts)
8. What does the empirical literature state about effective treatments for this client’s problem(s)? What do these treatments entail and how would this be applied in this case? (5 pts)
9. How might you begin to conceptualize this case from your theoretical perspective? (5 pts)
10. What ethical/legal issues are raised in this case? (5 pts)
**Paper Policy**

The Vignette Responses that are completed out of class are due in class on the day specified in the syllabus at the beginning of class. I will accept late papers, but I will lower your grade on that paper 10% per day that it is turned in after the due date. You cannot turn a paper in after it is three days late. This time frame of deducting 10% includes papers turned in after they are collected in class.

Your writing quality is graded in this class, and if I cannot understand your writing, you will be reduced points. If your grammar is difficult to understand you will be asked to seek additional assistance with your writing.

I expect you to reference where you got your information when you are writing. Whenever you reference something you have read, provide a complete, APA-style reference. Never reference a web site or web source, ever. If you find a good article referred to on the web, get it, read it, and use that original source.

You must conform to the following points to have your paper graded:

- Only use abbreviations for the disorder (e.g., PTSD) once you have written it out completely.
- Do not use abbreviations such as etc. or contractions in your paper.
- Only typed double-spaced papers will be accepted
- **You must use a font size of 12** using a standard font such as Arial, Times New Roman, or Helvetica.
- **Margins must be 1 inch all the way around.**
- Type your name (last name first), the semester of the course, and the course name in the upper right corner of the first page like this:
  
  Student, Sue
  
  Fall 2015
  
  Psychology 210

- Sequentially number all pages in the lower footer of each page
- Staple pages together in the upper left corner (no paper clips or folded over corners)
- Do not use folders, cover pages or plastic covers

**A Note on Using other Resources**

Please note, if you work together to develop ideas, be certain that your writing is always your own. If you turn in writing that another student has turned in, I will assume you plagiarized (copied) each other’s work (see academic integrity policy). In this case, you will both fail the assignment and the course. Your immediate dismissal from the graduate program will be carefully considered.

**Quizzes**

Assigned Readings Policy
I will assume that you have done the weekly reading before coming to each class. The quizzes will assess this on a periodic basis. If it appears through class discussion that you have not done the weekly reading, I will give an unscheduled pop-quiz. The way I know that people have read is when they talk about the readings in an intelligent manner.

There will be three scheduled quizzes in this class. These quizzes will cover the reading you are to have completed prior to coming to class (all material prior and that week’s readings). Some questions will concern specific issues raised in the readings, others will ask you to list criteria for particular disorders you have been asked to study for that day or previous days.

**Participation**

Participation in class discussions and in general is very important. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback.

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).

**University Policies**

**Academic integrity**

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University and likely dismissal from the graduate program. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please
make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Educational Center) to establish a record of their disability.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center**

Although writing comprises most of your grade in this course, it is not expressly a course instructing better writing skills. I am happy to look at drafts of your paper with you (in person), but I cannot teach you grammatical or other essential to better writing. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff](http://www.sjsu.edu/writingcenter/about/staff).
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Introduction to course</td>
<td>Group Vignette 1 In class Not graded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/20/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week 2</td>
<td>Ethics: in treatment/limits &amp; reporting</td>
<td>1. Ethics packet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/27/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Definitions of psychopathology and social construction</td>
<td>Group Vignette 2 In class Graded</td>
<td>2. Szasz – Myth (articles) 3. Rosenhahn – Being sane (article) 4. Waxler (chapter)</td>
</tr>
<tr>
<td></td>
<td>9/3/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/10/15</td>
<td>Selection of Outcome and Process Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 5</td>
<td>Theories of therapy, mechanisms of change, and case</td>
<td>Quiz 1</td>
<td>1. Morris – metamodel article</td>
</tr>
<tr>
<td></td>
<td>9/17/15</td>
<td>conceptualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Week 6</td>
<td>The DSM system, Rule-outs, &amp; Differentials</td>
<td>1. DSM: 5-25 2. Somatic DSM 309 – 327</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/24/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week 7</td>
<td>Anxiety disorders: Panic Disorder and Agoraphobia</td>
<td>Group Vignette 3 Out of class Graded</td>
<td>1. Barlow Ch 1 (Panic) 2. DSM 189-233</td>
</tr>
<tr>
<td></td>
<td>10/1/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week 8</td>
<td>Anxiety Disorders Continued: Phobias, Social Phobia, &amp; GAD</td>
<td>4. Barlow Ch 5 (GAD) 5. Barlow Ch 3 (SP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/8/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Week 9</td>
<td>Trauma and Stressor-Related Disorders &amp;</td>
<td>Quiz 2</td>
<td>1. Barlow Ch 2 (PTSD) 2. Barlow Ch 4 (OCD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>DSM Numbers</td>
<td>Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>10/15/15</td>
<td>Obsessive-Compulsive and Related Disorders</td>
<td>DSM 235 - 290</td>
<td></td>
</tr>
</tbody>
</table>
| 10    | Week 10    | Bipolar and Related Disorders                              | Individual Vignette 1 due Out of class Graded   | 1. Barlow Ch 11 (bipolar)  
  2. Barlow Ch 7 (CBT dep)  
  DSM 123-188                     |
| 11    | Week 11    | Depressive Disorders                                       |                                                 | 1. Barlow Ch 8 (IPT dep)  
  2. Barlow Ch 9 (BA dep)                                                        |
| 12    | Week 12    | Schizophrenia and psychotic disorders                      | Individual Vignette 2 due Out of class Graded   | 1. DSM 297-343  
  2. Barlow Ch 12                                                              |
| 13    | Week 13    | Personality disorders                                      |                                                 | 1. DSM 645 – 684  
  2. Barlow Ch 10 (BPD)                                                          |
| 14    | Week 14    | Substance-Related and Addictive disorders                 | Individual Vignette 3 due Out of class Graded   | 1. DSM 481 - 590  
  1. Barlow Ch 13 (alcohol)  
  2. DSM 329 – 360  
  3. Barlow Ch 17 (Eating Disorders)                                             |
| 15    | Week 15    | No class, Thanksgiving                                     |                                                 |                                                                             |
| 16    | Week 16    | Sex Dysfunctions, Paraphilic Disorders and Couple Distress| Quiz 3                                           | 1. Barlow Ch 18 (couples)  
  2. DSM 685 – 705 and 423 - 459                                               |
|       | Final Exam | 7:15 – 9:30 Final Exam                                      | Individual Vignette 4 In class Graded            |                                                                             |