

Adult Psychopathology

18:820:555:02

Erin Mendoza, PsyD

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Wednesdays 8:45-11:30am

Location: Smithers, Room 219

Course Description & Overview:

This course aims to examine several aspects of psychopathology in an adult population, including etiology, classification, and behavioral profiles (cognitive, emotional, physiological responses and observable behaviors). The course will cover several diagnostic categories, including mood disorders, anxiety disorders, personality disorders, psychosis, substance misuse, neurocognitive conditions, and more. The history of psychopathology will be reviewed, and emerging areas of research will be discussed. Through the use of readings, lectures, guest speakers, in-class exercises, case studies, student presentations, and in-depth discussions, students will develop a nuanced understanding of psychopathology in practice. Implications for treatment will be discussed, without an emphasis on any particular theoretical orientation.

Objectives:

With adequate dedication and engagement, by the end of the course, students should be able to:

- Utilize the DSM classification system to reach a diagnosis, with strong consideration of contextual factors, including culture, setting, gender/sexual identity, race/ethnicity, cohort effects, etc
- Understand and describe the epidemiologic patterns of major mental disorders, and implications for treatment
- Understand the biological, social, learning, and developmental influences on psychopathology with an empathetic viewpoint and comprehension of resilience and recovery
- Develop case conceptualizations that integrate assessment, diagnosis, etiological factors, cultural considerations, and targets for treatment

Texts/Readings:

- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders: 5th Edition, text rev.* Washington DC: American Psychiatric Association.
 - The DSM-5-TR is available online through the library homepage. Click “books and media” in the search function. Use the drop-down menu to select “title” and enter Diagnostic and Statistical Manual and DSM-5-TR.
- Sue, D., Sue, D.W., Sue, D., & Sue, S. (2022). *Understanding Abnormal Behavior (12th ed)*. Stamford, CT: Cengage Learning.
- Every week, articles will be posted in Canvas. Please read the required article(s) prior to class. Recommended articles may also be posted - these are not required, but are available to further your knowledge in areas of interest.

Methods of Evaluation:

Students will be evaluated on a 100-point system, based on the following:

- **Class Participation: 20 points**
 - Each week, I will post discussion questions on canvas for you to consider before arrival. Please arrive prepared, curious, and ready to participate. Your engagement in class will inform your participation grade.
- **Powerpoint Presentation: 35 points**
 - Students will present on a disorder, with presentations beginning in week 3. Sign-ups, rubric, and expectations posted in Canvas
- **Memoir Paper: 20 points**
 - Students are asked to read and reflect upon a first-person account of someone living with mental illness. More information in Canvas
- **Diagnostic Quiz: 25 points**
 - Administered in class, week 14

Class Outline:

Date	Topic	Readings	Events/Assignments
Week 1: 1/17	Introductions Overview of	Syllabus -DSM-5-TR Section 1	

	<p>Psychopathology</p> <p>History and psychopathology in context</p> <p>Case Formulation</p>	<p>-Sue Chapter 2</p> <p>-Articles in Canvas</p>	
Week 2: 1/24	<p>Clinical Assessment & Diagnosis</p> <p>Diagnosing non-WEIRD populations</p>	<p>-DSM-5-TR: Culture and psychiatric diagnosis (pgs 859-879)</p> <p>-Sue Chapter 3</p> <p>-Articles in Canvas</p>	Sign Up for Powerpoints
Week 3: 1/31	<p>Mood Disorders 1:</p> <p>Suicide & Depressive Disorders</p>	<p>-DSM-5-TR: pgs 177-214</p> <p>-Sue Chapter 9</p> <p>-Articles in Canvas</p>	Powerpoint Presentations Begin:
Week 4: 2/7	<p>Mood Disorders 2:</p> <p>Bipolar Disorders & Post-Partum Conditions</p>	<p>-DSM-5-TR: pgs 139-175</p> <p>-Sue Chapter 8</p> <p>-Articles in Canvas</p>	Guest Speaker: Dr. Katayune Kaeni on post-partum conditions (10:00-11:30)
Week 5: 2/14	Anxiety Disorders	<p>-DSM-5-TR: pgs 215-261</p> <p>-Sue Chapter 5</p> <p>-Articles in Canvas</p>	Guest Speaker: Dr. Dylan Kollman (9:00-10:30)
Week 6: 2/21	Personality Disorders	<p>-DSM-5-TR: pgs 733-778</p> <p>-Sue Chapter 15</p> <p>-Articles in Canvas</p>	
Week 7: 2/28	Trauma & Stress Related Disorders	<p>-DSM-5-TR: pgs 295-328</p> <p>-Sue Chapter 6</p> <p>-Articles in Canvas</p>	
Week 8: 3/6	Substance Use Disorders	<p>-DSM-5-TR: pgs 543-553</p> <p>-Sue Chapter 11</p> <p>-Articles in Canvas</p>	

Week 9: Spring Break			
Week 10: 3/20	Schizophrenia Spectrum Disorders	-DSM-5-TR: pgs 101-138 -Sue: Chapter 12 -Articles in Canvas	
Week 11: 3/27	Adult ASD	-Articles in Canvas	Guest Speaker: Dr. Matt Strobel on ASD in adulthood
Week 12: 4/3	Eating Disorders	-DSM-5-TR: pgs 371-397 -Sue Chapter 10 -Articles in Canvas	
Week 13: 4/10	Neurocognitive Disorders	-DSM-5-TR: pgs 667-732 -Sue Chapter 13 -Articles in Canvas	Guest Speaker: Dr. Joshua Cohen
Week 14: 4/17	Memoir Presentations		Memoir Assignments Due
Week 15: 4/24	Wrap-Up		Diagnostic Quiz Due

Additional Course Information/Policies:

- 1) **Email communication and phone access:** Email is the best way to contact the instructor erin.mendoza@rutgers.edu, OR message through Canvas. I will typically reply to email within 48 hours during the work week. If you do not receive a response in this period, please resend your message. For urgent matters, students can reach me by phone as well 732.779.1725.

- 2) **Personal disclosures:** It is recommended that you do not discuss personal histories when discussing thoughts and reactions to the material presented. If anyone feels particularly distressed by anything discussed/assigned, I ask that you make this known to

me. If personal issues are accidentally revealed, it is expected that members of the class will maintain confidentiality.

- 3) **Reasonable Accommodation:** GSAPP is firmly committed to reasonable accommodation of disability-related needs. Students entitled to accommodations are encouraged to request assistance from the Office of Disability Services, and to provide the department, and instructors, with paperwork and communication from that office.
- 4) **Academic Integrity and Student Code of Conduct:** You are responsible for knowing and confirming to all professional and university standards
<https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>
- 5) **Names and pronouns:** Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
- 6) **Computer use in class:** Students are asked not to use computers for purposes other than note-taking or class-related activities. Students may be asked to leave class if they are identified as using computers for non-class activities.
- 7) **Writing Assistance:** The university provides resources for students who feel they need assistance in improving their writing. Please make use of this help, should you need it, by contacting Shawn Taylor, EdD at the Learning Center Academic Building Room 1247 sktaylor@rutgers.edu