I. Course Overview and Goals
This course is designed to instruct graduate students in the basic diagnostic
systems, research and explanations of psychopathology.

II. Required Text
Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (text revision).

Readings will be provided by the instructor as indicated.

Recommended reading:
Arlington, VA.

III. Course Requirements
1. Class attendance is recommended. You and your peers will benefit from
regular attendance and cooperation. According to APA policy, your behavior
in graduate school requires ethical behavior as set forth in the APA standards.
This includes your classroom behavior.

2. Keep up with assigned readings. Classroom discussion will depend on it. Your
learning will be enriched by it. You are expected to read articles prior to class
and be prepared to discuss the material in class. Readings will be provided to
you by the instructor. I will randomly call on students to speak to the readings
in each class session, to summarize the reading and engage in dialogue about
it. Your activity in this regard will meet your requirement for class
participation (see grading below).

3. You will be present for class tests and for the final examination. Your
performance on the examinations will constitute the majority of your final
grade.

4. You will write a term paper on a topic of professional interest to you, and one
that is not covered in depth in the class (as reflected in the class topics below).
I want everyone to have a different topic that is clearly identified with the
psychopathology literature. I have posted deadlines below for you to present
a topic to me and to provide an outline (with preliminary references). The paper must according to APA guidelines -- if not, they will NOT be graded. All papers are to be submitted to me via email in MS Word or PDF format.

5. You will present a 10-minute powerpoint presentation to the class on your term paper topic. You should anticipate an additional 5 minutes of questions and discussion. This will occur on the last class session.

IV. Grading Policy
You will be graded on the following activities:

- Class participation = 5%
- Tests 1 and 2 (25% each) = 50%
- Final examination = 25%
- Class presentation of term paper = 10%
- Term paper = 10%

V. Course Outline

August 27
Overview of the class and review of the syllabus. History; conceptualization and etiological models.

Readings
- DSM-IV-TR pp. 1 -37

September 3
Research, scientific approaches, epidemiological, genetic, neuroscience and cultural issues.

Readings
**September 10**  
Schizophrenia and Related Disorders; description, diagnoses, genetics, behavioral and cultural issues.

*Readings*
- DSM-IV-TR pp. 297-343

**September 17**  
Cluster A personality disorders.

*Readings*
- DSM-IV-TR pp. 690-717

**September 24**  
**TEST #1** First part of class.
Class session (to follow test): Mood Disorders and Related Disorders: depression, diagnostic issues, descriptions; cognitive and behavioral models, biological bases.

*Readings*
- DSM-IV-TR pp. 345-428

**October 1**  
Gender issues, health issues, bipolar and cyclothymic; borderline personality

*Readings*
- DSM-IV-TR pp. 706-710

**October 8**  
Anxiety and related disorders; learning perspectives

*Readings*
- DSM-IV-TR pp. 429-489

**October 15**  
Panic disorder, OCD, PTSD, trauma**
Readings


October 22
Clusters B and C Personality Disorders

Readings

- DSM-IV-TR pp. 701 – 729

October 29
TEST #2 First part of class
Class session to follow after test: Developmental and Cognitive Disorders; infancy, childhood and adolescence.**

Readings

- DSM-IV-TR pp. 39-134

November 5
Developmental and Cognitive Disorders (cont’d); medical and health issues, delirium and related issues.**

Readings

- DSM-IV-TR pp. 135 - 180
- DSM-IV-TR topics: sleep, pain, somatoform

November 12
Catch up day on topics

November 19
Sexual, Eating and Substance Use Disorders

Readings

- DSM-IV-TR pp. 191 – 295
- DSM -V-TR pp. 535 – 595
- Stice, E., & Shaw, H. E. (2002). Role of body dissatisfaction in the onset and maintenance of eating pathology: A synthesis of research findings. *Psychosomatic Medicine, 53*, 985-993

November 26
Class powerpoint presentations

December 3
No class.

December 10
Final examination 10:30 am – 12:30pm
American with Disabilities Act

The American with Disabilities ACT (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor

Students with special needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an examination.