

PP 357 (A): ADULT PSYCHOPATHOLOGY I
Winter Trimester 2002
Thursdays, 6:00-9:00
David L Downing, PsyD

Course Outline and Readings

Course Description

The concentration of the course of study is on the observation, description, aetiology, assessment, and understanding of the moderate range of symptomatology, as well as personality and behavioural disorders of adulthood. Developmental and psychodynamic elements are considered in the context of psycho-diagnostic and psychotherapeutic concerns. A methodology for organising clinical data will be presented.

Course Objectives

1. To provide students with theoretical concepts and methodologies for organising clinical material that will be useful in the identification, understanding, and ultimate treatment of disturbed states and disturbed psychological functioning.
2. To sensitize students to the necessity for careful and thoughtful review of clinical material in order to appreciate the complexity of psychological processes and psychopathology.
3. This course will provide a brief though intensive exposure to the milder or more moderate forms of functional psychopathology. This will include the range of neurotic disturbances such as anxiety and affective disorders, eating disorders, and narcissistic personality organisation.
4. This course will also sensitize students to the importance of socio-cultural, historical, political, developmental, and gender-based determinants/components of psychological functioning as they pertain to psychopathology.
5. Another objective of this course is to encourage students to observe and reflect upon their own intrapsychic states for the purpose of deepening empathic contact with others, as this may enhance the application of course perspectives to their professional and personal experience bases.

Course Expectations

This is a crucial course in the ISPP/Meadows Campus Curriculum. It is part of a two-course sequence, and, like its successor, *Adult Psychopathology II*, its mastery is seen as an essential component of the training program.

Evaluation of student learning and understanding will be based upon a series of written assignments. Questions regarding any aspect of the class are welcomed.

The instructor has office hours Monday through Friday. A Teaching Assistant will hold extra-class study sessions, and will also be available to answer student questions.

Evaluations

1. It is anticipated that all readings be completed prior to class to permit a seminar-like style, ambience, and dialogue. Classroom discussion, including *Question & Answer*, struggling creatively yet thoughtfully with the ambiguities often inherent in the profession of clinical psychology can facilitate the process of the course.
2. Student learning will be based upon three case formulations [**Weeks 8,10, and 11**]. A full description of the case formulation, including a recommended outline will be distributed at the first class session. Each four-to-

seven page, double-spaced treatment of a case provided by the instructor will need to be written according to APA-style [**NB:** you may wish to purchase a copy of the *Publication Manual of the American Psychological Association, Fourth Edition* (1994), Washington, DC: American Psychological Association].

3. On a weekly basis, each student will also be required to produce a typed, one-page, single-spaced, non-critical summary of *one* of the chapters or articles assigned each week. The student should be able to demonstrate, substantially in their own words, their understanding of the clinical and theoretical content presented by the author(s).

Additionally, the student will need to submit *one* critical question of salience for them that arose in the context of perusing the material from one of the *other* assigned readings. It is expected that the student take a key (or obscure) concept, dynamic, etc, and develop a question that is non-rhetorical or self-evident. In short, it should represent a clear area of interest, genuine puzzlement, concern, etc, on the student's part, regarding a matter that they wish to understand. Questions should also be typed, noting the author(s); title of the reading referenced; and the page numbers wherein the material may be found.

Students may wish to make copies for themselves to refer to in raising questions during class for discussion.

4. The above requirements will be weighted as follows: A. Case formulations: 85%; B. Weekly summaries and critical questions; in-class participation: 15%.
5. It is the responsibility of students with special needs to bring these to the attention of the Instructor.

Office Hours

Office hours are by arrangement. The Professor is in the office Monday through Friday.

Class One *Course introduction. Historico-politico-sociological considerations regarding mental illness, mental health, & psychopathology.*

Pilgrim, D & Rogers, A (1999). Ch 1,2,3,4,& 6: "Perspectives on Mental Health & Illness"; Social Class, Inequalities, & Mental Health"; "Gender"; "Race & Ethnicity"; & "The Mental Health Professions". In A Sociology of Mental Health & Illness. Philadelphia: Open University Press.

Class Two *A continuation of the commentary on contemporary trends and controversies.. Developing and articulating a philosophy toward practice and psycho-diagnosis.*

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (1994). "Introduction"; "Cautionary Statement"; "Use of the Manual"; "DSM-IV Classification"; and "Multi-axial Assessment". In DSM-IV.

Hughes, CC (1993). Ch 1: "Culture in Clinical Psychiatry". In Gaw, AC [Editor](1993). Culture, Ethnicity, & mental Illness. Washington, DC: American Psychiatric Press.

McWilliams, Nancy (1994). Ch 1: "Why Diagnose?". In Psychoanalytic Diagnosis. New York: Guilford Press.

Rosenhan, DL (1973). "On being sane in insane places". Science, 179, 250-258.

Spitzer, RL (1975). "On pseudo-science in science, logic in remission, & psychiatric diagnosis: A critique of Rosenhan's 'On being sane in insane places' ". Journal of Abnormal Psychology, 84 (5), 442-452.

Sullivan, HS (1970). "The Structuring of the Interview Situation". In The Psychiatric Interview. New York: WW Norton.

Class Three *Overview of basic psychoanalytic concepts and assumptions; communicative & interpersonal aspects of assessment; the*

meanings of symptoms & their development in a psychoanalytic perspective

Gabbard, Glen O (1994). Ch 1-3: "Basic Principles"; "Theoretical Basis of Dynamic Psychiatry"; "Psychodynamic Assessment of the Patient". In Psychodynamic Psychiatry in Clinical Practice.
McWilliams, N (1994). Ch5&6: "Primary (Primitive) Defensive Processes" & "Secondary (Higher-Order) Defensive Processes". In Psychoanalytic Diagnosis.

Class Four

The vicissitudes of human development and its relationship to psychopathology.

Kumin, I (1996). Ch 1&2: "Attachment to the Unperceived"; & "Precursors of Internalised Object Relationships". In Pre-Object Relatedness: Early Attachment & the Psychoanalytic Situation. New York: Guilford Press.
McWilliams, N (1994). Ch 3: "Developmental Levels of Personality Organisation". In Psychoanalytic Diagnosis.
St Clair, M (1999). "Margaret Mahler: The Psychological Birth of the Individual". In Object Relations & Self-Psychology: An Introduction. New York: Brooks/Cole.

Class Five

A continuation and Furtherance of Week Four.

Blatt, S & Blass, R (1992). Ch 18: "Relatedness & Self-Definition: Two Primary Dimensions in Personality Development, Psychopathology, & Psychotherapy". In Barron, J, Eagle, M, & Wolitzky, D [Editors]: Interface of Psychoanalysis and Psychology. Washington, DC: American Psychological Association.
Slade, A & Aber, JL (1992). Ch 6: "Attachments, Drives, & Development". *Ibid*.
Kumin, I (1996). Ch 4: "Intermodal Matching & Affect Transmission". In Pre-Object Relatedness: Early Attachment & the Psychoanalytic Situation. New York: Guilford Press.

Class Six

The aetiology and psychodynamics of the psychoneuroses. An overview of anxiety, panic, and phobias.

"Anxiety Disorders". In DSM-IV.
Freud, Sigmund (1917/1966). Ch 23 & 25: "The Paths to the Formation of Symptoms"; & "Anxiety". In Introductory Lectures on Psychoanalysis.
Gabbard, GO (1994). Ch 9: Anxiety Disorders. In Psychodynamic Psychiatry in Clinical Practice.

Class Seven

The aetiology and psychodynamics of mild to moderate depression.

Bemporad, J (1978). Ch 2: "Critical Review of the Major Concepts of Depression". In Arieti, S & Bemporad, J, Severe and Mild Depression. New York: Basic Books.
"Mood disorders": Dysthymia (depressive neurosis) and Cyclothymia. In DSM-IV.
Gabbard, GO (1994). Ch 8: "Affective Disorders". In Psychodynamic Psychiatry in Clinical Practice.
Freud, S (1917/1963). "Mourning & Melancholia". In General Psychological Theory. New York: Collier/Macmillan Books.

Class Eight

Substance use, abuse, and addiction. Eating disorders. Discussion of multiple models of aetiology and associated treatment paradigms.

"Substance-related disorders"; "Eating disorders". In DSM-IV.
Gabbard, G. (1994) Ch 12: "Substance-related Disorders and Eating Disorders. In Psychodynamic Psychiatry in Clinical Practice.
Estes, N & Heinemann, ME [Eds] (1986). Schuckit, MA, Ch 2: "Aetiologic Theories on Alcoholism"; Paredes, A, Ch 4: "Models and Definitions of Alcoholism"; & Seixas, FA, Ch 5: "The Course of Alcoholism". In: Alcoholism: Development, Consequences, & Interventions. St Louis: C

V Mosby .

Humphrey, L & Stern, S (1988). "Object Relations & the Family System in Bulemia". Journal of Marital and Family Therapy, 14:(4) 337-350.

Case Formulation Number One is Due!

Class Nine

Introduction to Personality Disorders. Comments on the origins of the "Self", its maintenance, and structuralisation across time. Narcissistic personality disorder

Gabbard, G (1994) Ch 16: "Cluster B Personality Disorders: Narcissistic". In Psychodynamic Psychiatry in Clinical Practice.

McWilliams, N (1994). Ch 8: "Narcissistic Personalities". In Psychoanalytic Diagnosis.

Miller, A (1981). The Drama of the Gifted Child, pp3-63. New York: WW Norton.

Class Ten

Personality Disorders, continued.

Gabbard, G (1994). Ch 18: "Cluster B Personality Disorders: Hysterical & Histrionic"; Ch 17: "Anti-social". In Psychodynamic Psychiatry in Clinical Practice.

McWilliams, N (1994). Ch 14: "Hysterical (Histrionic) Personalities; CH 7: "Psychopathic (Anti-social) Personalities". In Psychoanalytic Diagnosis.

Case Formulation Number Two is Due!

Class Eleven

Still more disorders of personality.

Gabbard, G (1994). Ch 19: "Cluster C Personality Disorders: Obsessive-Compulsive, Avoidant, and Dependent". In Psychodynamic Psychiatry in Clinical Practice.

McWilliams, N (1994). Ch 12: "Masochistic (Self-defeating) Personalities". Ch 13: "Obsessive and Compulsive Personalities". In Psychoanalytic Diagnosis.

Case Formulation Number Three is Due!

....and then:

C'EST FIN !!

Texts

American Psychiatric Association (2000). Diagnostic and Statistical Manual, Fourth Edition, Text Revision. Washington, DC: American Psychiatric Association.

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Gabbard, GO (2000). Psychodynamic Psychiatry in Clinical Practice. Washington, DC: American Psychiatric Press, Inc.

McWilliams, N (1994). Psychoanalytic Diagnosis. New York: Guilford Press.

Miller, A. (1981). The Drama of the Gifted Child. New York: WW Norton.

Pilgrim, D & Rogers, A (1999). A Sociology of Mental Health & Illness. Philadelphia: Open University Press.

NOTE: All texts may be purchased through MBS book distributors. All texts will also be on reserve in the Library. Additional readings will be available through the Instructor.