DUQUESNE UNIVERSITY

Approaches to Psychopathology (543)

Semester: Fall 2012
Times: Tuesdays 3:05-5:45
Venue: Conference room in Psychology Department
Instructor: Professor Roger Brooke, Ph.D., ABPP

"The normal is the good smile in a child's eyes - all right. It is also the dead stare in a million adults. It both sustains and kills - like a god. It is the ordinary made beautiful. It is also the average made lethal."


Objectives
The course has five objectives:
1. To introduce you to the field of psychopathology as it is currently constructed, i.e., along DSM v lines, and to help you listen and think diagnostically;
2. To help you think critically about the construction of the DSM;
3. To introduce you to the main empirical and clinical issues in each broad area of psychopathology, with an extended focus on personality disorders;
4. To deepen this encyclopedic and psychiatric approach with readings and reflections on human science contributions to understanding psychopathology;
5. To understand central issues regarding appropriate interventions for each area of psychopathology.

You are not expected to know the diagnostic criteria for each diagnosis, but you can expect to come away with an understanding of the core clinical features of each broad diagnostic category and of the most common differentiations within each area.

A whole course could be devoted to each of the areas covered in a single seminar here. You are expected to read further in a number of specific areas while in the doctoral program, partly guided by interest and partly directed by the types of clients with whom you will be working. It is expected competent practice to be familiar with some good literature in the areas of your patients' difficulties and concerns, but obviously this literature cannot be studied in this course. Ask your clinical supervisors to guide you accordingly. This course discusses only those conditions evident in adulthood. Child psychopathology requires a course on its own.

Readings

The basic text for the course is:
Recommended:

Additional readings will be required and made available throughout the course.
Appendix 1 is a bibliographical list of supplementary readings for each seminar. You are not required to read these, but, of course, credit will be given if some of this material (or other material you have) is integrated into your written work.

Seminars

You are expected to prepare for each seminar by reading carefully and actively the required readings. I expect that each seminar will address core diagnostic issues, current research and clinical thinking, and human science perspectives. Although only one seminar addresses sociocultural issues, these will remain a theme throughout the course. Students will lead most discussions.

If time permits, each seminar will have three sections, roughly as follows:
3.05-3.50: Core diagnostic and clinical issues;
4.05-4.50: Human science contributions;
5.05-5.45: case discussion.

Assessment and grades

Regular attendance is expected for successful completion of the course.

Each student will write two essays on areas of psychopathology. You may write on significant controversies or debates, or develop a particular model (eg, cognitive behavioral, feminist, Jungian, humanistic) for approaching that area of psychopathology which you think is especially helpful. The evidential base for any treatment recommendations should be provided, even if that base may be indirect. Use APA format, one and a half spacing, 12 font, approximately 10 pages. Relevant use of literature beyond that required for the course’s weekly seminars is essential for a B grade. One aim of these short essays is to provide your colleagues with some good reading notes regarding specific areas of interest, so write for your colleagues.

Please have your proposed topics approved by me.

Papers will be evaluated on the clarity of presentation, the integration of theory and literature with clinical thinking, and partly on the quality of your writing and formatting. (See Kirsner, L. & Mandell, S. (2004). The pocket handbook for psychology, second edition. Boston: Thomson Wadsworth. It has excellent chapters on writing, APA formatting, etc.) Credit will also be given for your integration of a human science perspective in your paper.

Students will be required to prepare brief presentations for some class discussions.

There will also be a final (open book) examination. You will be presented with a few case vignettes and asked questions about them. These questions, given below, can help you focus your reading, even though the exact wording might differ in the final examination:
1. What DSM category of diagnosis would you consider in this case?
2. What core clinical features of this type of condition do you recognize in this case?
3. Are there any secondary diagnoses that you would want to explore given the clues in this case? --and why?
4. What are the central empirical hypotheses and findings regarding people suffering in this way?
5. Briefly discuss one central conceptual or empirical controversy in this area.
6. What are some typical psychodynamic factors relevant when addressing patients who suffer in this way?
7. What treatment recommendations does Gabbard suggest?

Grades: Two papers (2x30%) 60%
Class attendance and participation: 10%
Final examination: 30%

A  94%  A-  90  B+  85  B  80
B-  75  C+  70  C  65  D  60  F  <60

Plagiarism

While I am sure I do not have to mention this to any of you, I am obligated to record that plagiarism, including downloading from the web, is a serious offense, and will be taken further to the extent provided by the University’s regulations.

Disabilities

If you have a disability that impacts your work let me know and I shall do what I can to accommodate you.

Course outline and readings

The following is in the nature of a proposal, and may be tweaked after discussions with you in class. Any substantive changes will be documented in a revised syllabus. I have included some Jungian recommended readings as requested. Required readings must be read (actively) before each seminar. None of the "recommended" readings is required, but you are expected to integrate a number of these readings into your work through the term. Reference details appear after the schedule below.

1. 8/28
   Introduction and overview: individual and cultural differences; the construction of the DSM
   Watters: The Americanization of mental illness

Articles by Frances:

www://

Greenberg, G.:
Greenberg, G.:
Coalition for DSM reform:

This introduction will also consider your own preunderstandings regarding psychopathology
Discussion of the documentary film, Back from Madness

2. 9/4
   Basic principles and theoretical bases
Gabbard: Basic principles (ch 1) and The theoretical basis (ch 2)

3. 9/11 Schizophrenia
Gabbard: Schizophrenia
See also pages from

4. 9/18 Bipolar and related disorders
Gabbard: Affective disorders

5. 9/25 Depressive disorders
Malan: An introduction to depression
Malan: Deeper layers of depression

6. 10/2 Anxiety disorders
Gabbard: Anxiety disorders

Submit first paper Friday October 13 at noon. Send electronically to me--no hard copies.

7. 10/9 Trauma and stressor-related disorders, and dissociative disorders
Gabbard: Trauma- and stressor-related disorders and dissociative disorders
Herman: Complex PTSD

8. 10/16 Paraphilias and sexual dysfunctions
Gabbard: Paraphilias and sexual dysfunctions
Boss: A patient who suffered alternately from colitis and migraine (P&D)

9. 10/23 Substance-related and addictive disorders; eating disorders
Gabbard: Substance-related and addictive disorders; eating disorders
Szekely & DeFazio: Gaps between feminist understandings of eating disorders and personal experience

10. 10/30 Neurodevelopmental and neurocognitive disorders
Gabbard: Neurodevelopmental and neurocognitive disorders

11. 11/6 Cluster A personality disorders (paranoid, schizoid, schizotypal)
Gabbard: Cluster A personality disorders
McWilliams: Selected chapters

12. 11/13 Cluster B: borderline personality
Gabbard: Cluster B personality disorders: borderline
McWilliams: *Psychoanalytic diagnosis*, ch. 3 and 4

13. 11/20 Cluster B personality disorders: narcissistic and antisocial
Gabbard: Cluster B personality disorders: narcissistic or antisocial
Miller: Depression and grandiosity as related forms of narcissistic disturbance
Symington: Countertransference evoked by the psychopath

11/21 Submit second paper (electronically)

11/24-29 Thanksgiving break
14. 12/4
Gabbard: Cluster C personality disorders: obsessive-compulsive, avoidant, dependent
Malan: Three linked themes: aggression, elimination of bodily products, and obsessional phenomena (In Individual psychotherapy...)

12.12
Final (24-hour take home) examination. (Short questions based on presented cases)

Bibliography of readings for psychopathology

This bibliography includes readings that have been either required or recommended over the years. Some have been found and recommended by students. Please let me add to the list one or two of your own recommendations.

Introduction
Grieger and Ponterotto: A framework for assessment in multicultural counseling
Watters: The Americanization of mental illness

Schizophrenia
Van den Berg: The schizophrenic patient: anthropological considerations (deK.J)
Laing: The ghost of the weed garden (in The Divided Self)
Breeding: To see or not to see "schizophrenia"
Deegan: Spirit breaking: when the helping professions hurt
Frey-Wehrlin et. al.: The treatment of chronic psychoses
Boss: A general Daseinsanalytic phenomenology of illness, pp. 223-238 (EF)
Van den Berg: The rise and fall of the medical model in psychiatry: a phenomenological analysis
Perry: Roots of renewal in myth and madness (Jungian)
Perry: Psychosis as visionary state
Micklem: The delusion in analytical psychology (Jungian)

Depression
Boss: A general Daseinsanalytic phenomenology of illness, pp. 217-223 (EF)
Burston: Paediatric bipolar disorder: myths, realities, and consequences
Wilke: On depressive delusion. (Jungian)

Anxiety disorders
Boss: Anxiety hysteria
Boss: Obsessional neurosis
Hultberg: Success, retreat, panic: overstimulation and depressive defense (Jungian)
Fischer, W.: The psychology of anxiety: a phenomenological description
Von Gebsattel: The world of the compulsive
Neal-Barnett and Smith: African Americans
Winnicott: Fear of breakdown
Balint: The basic fault
Everest: The multiple self: working with dissociation and trauma (Jungian)
Solomon: Self-creation and the limitless void of dissociation (Jungian)

Post-traumatic stress disorder
Boulanger: Witness to reality: working psychodynamically with survivors of trauma
Krippner and Paulson: The phenomenology of PTSD. In Haunted by combat.
Karpelowski and Edwards: Trauma, imagery and the therapeutic relationship.
Kalsched: The inner world of trauma (Jungian)
Paraphilias and sexual dysfunctions

Boss: A phenomenological approach to the sexual perversions (in deKJ)
Boss: The case history of a sexual pervert (P&D)
Malan: Common syndromes I and II: problems of femininity and sexuality in women; problems of masculinity and sexuality in men
Gordon: Masochism: the shadow side of the archetypal need to venerate and worship
Gordon: Paedophilia: normal and abnormal (Gordon is a Jungian analyst)
Storr: The psychopathology of fetishism and transvestitism

Addictions, eating disorders, and somatoform disorders

Jager: Of mouth and mind (in Kruger, Ed.)
Bordo: Anorexia nervosa: psychopathology as the crystallization of culture
Lintott: Sublime hunger: a consideration of eating disorders beyond beauty
Lawrence: Fed up and hungry
Boss: "Conversion hysteria" and "organ neurosis" (P&D)
Seligman: A psychological study of anorexia nervosa (Jungian)
Sidoli: When meaning gets lost in the body (Jungian)

Neurocognitive disorders and the psychopathology of old age

Brooke: Humanistic sensibilities in the assessment of dementia patients
Zarit & Zarit: Mental disorders in older adults
Nussbaum: Handbook of Neuropsychology and Aging

Personality disorders: Borderline organizations

Main: The ailment
Charlton: Fictions from the borderline (Jungian and literary)

Personality disorders: narcissistic conditions

Lederman: Narcissistic disorder and its treatment (Jungian readings)
Lederman: The robot personality in narcissistic disorder
Guggenbuhl-Craig: Eros on crutches: reflections on amorality and psychopathy.

References cited

Psychoanalytic dialogues, 18, 5.
Breeding, J. (2008). To see or not to see "schizophrenia and the possibility of full "recovery." Journal of Humanistic Psychology, 48, 4, 489-504.


