Clinical Psychopathology
Syllabus
2015

Overview

Psychopathology is a fourteen week course in the spring semester of the M2 year. It begins with an exploration of the definition of mental illness, its classification, and its evaluation. Major conceptual models for understanding mental illness are considered, beginning with the psychodynamic. Other models are introduced and elaborated later and periodically throughout the course. It surveys major diagnostic conditions found in the DSM, beginning with personality disorders and ending with common disorders having their onset in infancy and childhood. Phenomenology, diagnostic criteria, etiology, course, and treatment interventions are considered for each disorder.

Two themes run throughout this course. They have application beyond the specialty of psychiatry. The biopsychosocial model provides a comprehensive, multi-perspective, and holistic way of understanding the person and his illness. While especially applicable to patients with psychiatric disorders (since these necessarily have to do with the mind, the brain, and the social environment), it can be and ideally is used by all physicians in understanding their patients and illness behavior. Transference and countertransference concepts are developed and applied throughout the course to enable students to recognize and understand the seemingly irrational transactions that can occur between patients and physicians.

Personnel

Course Director
Dr. Gerald Welch
gerald.welch@carle.com

Textbooks and Materials

Recommended Textbooks

- Psychiatry, 3rd Edition by Cutler, Oxford University Press

Throughout this course, team based learning will be the exclusive method of classroom instruction. It will include a component of periodic peer feedback as part of the team building process. The very first class will be dedicated to a review of team based learning principles, rationales, and goals, including the peer feedback process. Further information regarding these methods can be found in posted readings for this first class.

Topics for each class can be found in the M2 schedule and learning sessions.

The basic text for this course is Psychiatry, Cutler, Oxford University Press, Third Edition, 2014. Copies can be purchased at the student bookstore on campus, and copies (6) are available for loan from Linda Stone in the Forum. Purchase is strongly recommended as this text will be helpful during the M3 Psychiatry clerkship. The previous edition of this book should not be used, as it references DSM IV rather than DSM V.

Learning objectives, reading assignments, and other materials for pre-class preparation can be found on the UIC College of Medicine University of Illinois Urbana-Champaign website>> M2>>courses>> psychopathology>> learning sessions>> date.

It is expected that students will have mastered learning materials for each class prior to class.

There will be no podcast of any classroom activity or content.

Assessment

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<tr>
<th>Assessment</th>
<th>Description</th>
<th>Percent</th>
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<tbody>
<tr>
<td>IRAT Scores</td>
<td>IRAT Scores</td>
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<tr>
<td>GRAT Scores</td>
<td>GRAT Scores</td>
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<tr>
<td>MSE Homework</td>
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<td>3%</td>
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</table>
Assessment | Description | Percent  
--- | --- | ---  
Team Presentations | Team Presentations | 4%  
Narrative Evaluation | Narrative Evaluation | 5%  
Final Examination | Final Examination | 60%  

Additional Methods and Learning Resources

Throughout this course, team-based learning will be the exclusive method of classroom instruction. It will include a component of periodic peer feedback as part of the team-building process. The very first class will be dedicated to a review of team-based learning principles, rationales, and goals, including the peer feedback process. Further information regarding these methods can be found in posted readings for this first class.

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Team Composition

Learning teams for the TBL activity will be determined prior to the course starting, on the basis of prior study in the fields of neuroscience and the social sciences as documented in undergraduate and graduate transcripts. The purpose is to ensure uniform distribution of this performance variable among teams.

MSE Homework

Students will be given three homework assignments on the mental status evaluation. For two of these assignments, students will observe a video online of a patient interview and then complete in standard format a mental status evaluation. For the third assignment, students will complete the Mini-mental Status Examination. All homework must submitted in Word and submitted electronically to the TA by the date due.

Team Presentation

Each team of five to six students will be known by its mascot. The mascot will be an historically notable psychiatrist or other clinician or scientist who has made seminal contributions to the development of psychiatry and the understanding of human behavior from a clinical perspective.

Teams will be expected to prepare 15 minute presentations for the entire class on their mascot, focusing on interesting and pertinent biographical, historical, and significant aspects of each mascot and his contribution. Presentations will count for 4% of the final grade. Dates for presentation will be announced in the second class.

Narrative Evaluation

The UIC College of Medicine is looking for greater utilization of narrative evaluation of students on the basis of their coursework performance and classroom participation. Peer feedback of the TBL performance will provide one set of data for this evaluation. The instructor's and TA's description and assessment of the student's classroom participation, performance, and overall progress will complete the narrative evaluation.

Madness, Movie, and a Meal

Students will be invited to have a meal with Dr. Welch and his wife in their home, and then to view and to discuss a movie treating a psychiatric topic. This is a purely elective activity, just for fun, and will have no bearing on the student's grade or narrative evaluation. Dates will be arranged for these evenings a couple of weeks after the course begins.
Classroom Expectations

- Attendance is mandatory. Nonattendance will be referred to the Associate Dean of Students as matter of professionalism.
- Send me an email if you anticipate the need to be absent or are ill the day of class.
- Making up the IRAT will be possible only for an excused absence; the student will get credit for the team score. Student will need to go to the Office of Academic Affairs for this makeup.
- No electronics to be on during classroom time, specifically cell/smart phone phones, ipads, laptop computers.
- Note taking of course permitted. You will probably find this to be less useful than in other classes where class if focused more on delivery of information, rather than application/problem solving. IRAT/GRAT activities are "closed book."
- You must bring your iClicker to every class to record your IRAT tests.
- Use of "I forgot my iClicker" cards to record and turn in IRAT tests will be permitted if you forget your iClicker, but is discouraged. Please sit with your team each class.
- Please remember that all TBL folder materials must be turned in by each team at the end of each class.