

# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Introduction to Psychopathology - 51812*

*Last update 03-09-2023*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Psychology*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Gal Lazarus*

*Coordinator Email: [gal.lazarus@mail.huji.ac.il](mailto:gal.lazarus@mail.huji.ac.il)*

*Coordinator Office Hours: By appointment*

*Teaching Staff:*

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Dr. Gal Lazarus

Course/Module description:

The course is intended for master's degree students studying in the clinical and clinical-rehabilitation programs and covers key aspects of the basics of psychopathology.

There exist substantial divergences between various conceptual frameworks concerning the nature of psychopathology and the optimal methods for its assessment and study, sparking spirited debates. Concurrently, on a day-to-day basis, clinical psychologists in public clinics, psychiatric wards, private practices, and research settings frequently employ definitions and terms from the realms of psychopathology. Often, these discrepancies result in mental health professionals (researchers, clinical psychologists, attorneys, psychiatrists) utilizing distinct languages and operating based on theoretical and clinical paradigms that are challenging to differentiate or translate. It is imperative for clinical psychologists to be proficient in the different languages and theories, especially the psychiatric model as delineated in the DSM-5 and ICD-11, which are pivotal in both practice and research. In this course, we will study central psychopathology approaches, evaluating their strengths and weaknesses at the research and applied levels, and subsequently develop tools to assess arguments derived from these approaches.

Course/Module aims:

To introduce students to central approaches to understanding psychopathology and to tools for critical evaluation of these approaches. This introduction will allow students to carry out diagnostic processes in applied and research contexts in a well-informed and coherent manner in light of the characteristics of the various approaches.

Learning outcomes - On successful completion of this module, students should be able to:

- Upon completion of this course, students will be able to:
1. Utilize the DSM-5 to determine prevalent psychiatric diagnoses.
  2. Understand the etiology, maintaining factors, and behavioral manifestations of prevalent disorders, with a focus on recent empirical findings.
  3. Provide dynamic and cognitive-behavioral formulations.
  4. Critically assess various approaches to psychopathology.
  5. Familiarize themselves with ongoing debates in psychopathology research.

Attendance requirements(%):

100

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*Teaching arrangement and method of instruction: Frontal lectures, discussion of reading materials, discussion of vignettes, videos.*

*Course/Module Content:*

- 1. Introduction (1) - "Psychopathology", sociology and research*
- 2. Introduction (2) - Central approaches to the conceptualization of psychopathology*
- 3. Research Domain Criteria - current state review*
- 4. Developmental perspective*
- 5. Psychopathology and personality*
- 6. Dynamic approaches - with an emphasis on structural diagnosis*
- 7. Behavioral and cognitive approaches*
- 8. A critical look at contemporary approaches in psychopathology research - HiTOP and Network Theory*
- 9. Clinical assessment of psychopathology - in practice*
- 10. Mood disorders*

*Required Reading:*

*Additions will be updated on the course page*

- 1. Frances, A. (2013). Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life. William Morrow.*
- 2. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*
- 3. Sadock, B. J. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (Vol. 2015, pp. 648-655). Philadelphia, PA: Wolters Kluwer.*
- 4. Kendler, K. S., Zachar, P., & Craver, C. (2011). What kinds of things are psychiatric disorders?. Psychological medicine, 41(6), 1143-1150.*
- 5. Lilienfeld, S. O. (2014). The Research Domain Criteria (RDoC): an analysis of methodological and conceptual challenges. Behaviour research and therapy, 62, 129-139.*
- 6. Cicchetti, D., & Toth, S. L. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. Journal of Child Psychology and Psychiatry, 50(1-2), 16-25.*
- 7. Wright, A. G., & Hopwood, C. J. (2022). Integrating and distinguishing personality and psychopathology. Journal of Personality, 90(1), 5-19.*
- 8. Gabbard, G. O. (2014). Psychodynamic psychiatry in clinical practice. American Psychiatric Pub.*
- 9. Kernberg, O.F (1984) Structural diagnosis . In: Severe personality disorders : Psychotherapeutic strategies. New Haven & London: Yale University Press.*

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10. Harvey, A. G., Watkins, E., Mansell, W., & Shafran, R. (2004). *Cognitive behavioural processes across psychological disorders: A transdiagnostic approach to research and treatment*. Oxford University Press.
  11. Eaton, N. R., Bringmann, L. F., Elmer, T., Fried, E. I., Forbes, M. K., Greene, A. L., ... & Waszczuk, M. A. (2023). A review of approaches and models in psychopathology conceptualization research. *Nature Reviews Psychology*, 1-15.
  12. Blatt, S. J., & Zuroff, D. C. (1992). Interpersonal relatedness and self-definition: Two prototypes for depression. *Clinical Psychology Review*, 12(5), 527-562.

Additional Reading Material:

Grading Scheme:

Written / Oral / Practical Exam 80 %  
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %

Additional information: