



DOANE UNIVERSITY

SYLLABUS

COU 610 Psychopathology

Course Content

<i>Course Number:</i>	COU 610
<i>Course Title:</i>	Psychopathology
<i>Course Dates:</i>	Winter II
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Michelle R. Smith, MA, MA, LIMHP
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<i>Office Email:</i>	michelle.smith@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	To be announced
<i>Meeting Times:</i>	6-10:30 pm Tuesday evenings

Course Description

Intended for career professionals in the mental health field, the course studies the wide spectrum of behavior, cognitive and emotional conditions affecting children, adolescents, and adults. Incorporating current psychological, sociological and educational research, class work involves an applied, as well as conceptual, holistic study of both healthy and abnormal maladaptive mental health conditions. As a foundation for effective counseling, upon completing the course students will be able to accurately identify and diagnostically classify specific as well as broad categories of emotionally pathological and behaviorally dysfunctional conditions. Emphasis is placed on the use of evidence based, research, theory, and analytically sound assessment methods including functional behavior assessment and differential diagnostic procedures. Focus is also directed to the successful

application of clinical methods and techniques in the assessment and documentation process, to include accurate case formulations which serve as the basis for interventions and treatment planning.

Course Objectives:

1. Be familiar with and able to discuss multiple theories that impact an individual’s normal and abnormal functioning, such as the biopsychosocial-spiritual theory, ecological theory, strengths perspective, and systems theory (2.F.1.a; 2.F.2.d; 2.F.3.c; 2.F.3.d; 2.F.3.e; 2.F.3.f; 5.C.2.f; 5.C.2.j).
2. Display ability to understand, discuss, and apply the DSM-5 classification of mental disorders to diagnose these disorders (5.C.2.d; 2.F.7.e).
4. Become familiar with differential diagnosis, co-morbidity, coding requirements for diagnosis, gender-related issues in diagnosis, and cultural-based syndromes (2.F.2.a; 5.C.2.d; 5.C.2.e; 5.C.2.j).
5. Display the ability to develop a case formulation involving psychopathological conditions, including an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.1.c; 5.C.3.a).
6. Understand the legal and ethical implications of mental health and substance use diagnosis, case conceptualization, and treatment (5.C.2.i)

REQUIRED TEXT: Gray, S. W., & Zide, M. W. (2016). Psychopathology: A competency-based assessment model for social workers. Boston, MA: Cengage Learning.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental health disorder (5th edition). Washington, D.C.: American Psychiatric Association.

SUPPLEMENTAL TEXT: N/A

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.F.1.a	history and philosophy of the counseling profession and its specialty areas	Class participation; Text reflections
2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and	Class participation; Text reflections

	internationally	
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Class participation; Text reflections
2.F.3.c	theories of normal and abnormal personality development	Class participation; Text reflections
2.F.3.d	theories and etiology of addictions and addictive behaviors	Class participation; Text reflections; Exams
2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior	Class participation; Text reflections; Exams; Case formulation
2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Class participation; Text reflections; Case formulation
2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Class participation; Text reflections; Case formulation
5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Class participation; Case formulation
5.C.2.d	diagnostic process, including differential	

	diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	
5.C.2.e	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Class participation; Case formulation; Exams
5.C.2.f	impact of crisis and trauma on individuals with mental health diagnoses	Class participation; Text reflections; Case formulation
5.C.2.j	cultural factors relevant to clinical mental health counseling	Class participation; Case formulation
5.C.2.i	legal and ethical considerations specific to clinical mental health counseling	Class participation
5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Class participation; Text reflections; Case formulation

Measurement of Outcomes

Assignments (Direct):

Reflections on text

Exams

Case Formulation

Instructor Evaluations (Indirect):

Class participation/Reflection

Instructional Methods

This class will include direct lecture, classroom discussion, short videos, clinical case vignettes, role-plays, and group activities.

Suggestions for getting the most out of this Course

To get the most out of this course, students will attend and participate in all classroom discussions, complete weekly reading assignments, create flashcards to assist with studying, and ask questions when needed. Additionally, students will familiarize themselves with the DSM-5, which may include reading the material and labeling sections. Finally, students will benefit from scheduling study groups with peers outside of the classroom to quiz one another on diagnoses, differential diagnosis, and key terms.

Course Requirements

Reflections on text: Reflections on assigned textbook chapters should be 1-3 pages double-spaced typing per chapter. The student might comment on what was new for him or her, experiences that support what the chapter says, things that are intriguing and evoke interest in learning more, things disagreed with, tie-ins with other course work, and so forth. The student should consider these two questions: 1. How does this chapter **confirm** or **challenge** my previous learning? 2. How does this chapter relate to what I **am doing now** and **will do later** as a counselor? These will be submitted to LiveText.

Total Possible Points: 25

Exams: This course will include a mid-term and final examination. Each exam will cover material in the assigned readings as well as class discussion. Each exam may be composed of objective, multiple choice questions, true/false, and/or short-essays for Part

I, and detailed clinical cases for which a complete diagnosis will be required for Part II. The mid-term will include limited material from the class; whereas, the final will be comprehensive including material from the entire course.

Total Possible Points: Exam 1- 50 points
Exam 2- 75 points

Case Formulation: Students will conduct an interview (after obtaining informed consent) with an individual who is not a family member. Explain to the individual that the assessment will take between 1 and 2 hours, and the material will be used for one of your courses. Additionally, explain that their participation is voluntary and can be stopped at any point in time. Conduct a clinical interview and Mental Status Examination. You will then type a 4-6-page deidentified report including the following information:

1. Biopsychosocial history (family, developmental, educational, medical, trauma, and cultural history)
2. Mental health history (current symptoms; past treatment (medication; psychiatric hospitalizations; suicidal ideation/attempts; and past counseling)
3. Mental Status Examination
4. DSM-5 Diagnosis
5. Include the signed informed consent form with your report

You will share a summary of your report with the class. Your final report will be uploaded to LiveText.

Total Possible Points: 30 points

Class Participation/Attendance: Class participation is based on quality as well as quantity of participation. A high premium is placed by the instructor on class participation. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand.
- Interaction in classroom discussions: Always a willing participant; responds frequently to questions; and routinely volunteers point of view.
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

If you need to miss a class, notify the instructor as soon as possible to obtain an assignment to “makeup” the class. If you do not complete the makeup assignment, your grade will drop one grade level (Example, A to A-). Missing more than two class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office. Attendance/participation grade will be provided through LiveText.

Total Possible Points: 20 points

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Text Reflections: 25 points
Exam 1: 50 points
Exam 2: 75 points
Case Formulation: 30 points
Attendance/Participation: 20 points

Total possible: 200 points

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

Timely Assignment Submission:

Assignments are expected to be submitted by the due date. Late assignments may be subject to a decrease in points, up to a complete loss of points if the assignment is two or more weeks late. If you need an extension on an assignment due to extenuating circumstances, please provide a written request via email. The instructor will determine whether your request shall be granted.

Classroom Conduct, Confidentiality & Ethics:

Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the Doane Student Handbook.

Professional Conduct & Dress: Students are expected to adhere to the American Counseling Association (ACA) code of ethics. Any behavior(s) deemed unethical may become grounds for review by the Director’s office or possible dismissal from the program. Students are expected to dress in a casual, but professional manner for the classroom as well as field experience setting.

Sensitive Material: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered.

Confidentiality & Collaborative Learning:

In the Masters of Arts in Counseling program, you will be experiencing a process of collaborative learning that involves a substantial amount of role-playing and practice interviewing. Others in the class will no doubt share things that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would do with clients. Written assignments should also disguise the identity of any individual whom you may have interviewed or counseled. In sum, you are expected to abide by the American Counseling Association (ACA) code of ethics.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitate its use, it must be with the instructor’s permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Professional Communication Skills:

Professional communication skills (written and oral communication skills) are vital to the success of the student in the Master of Arts in Counseling program as well as in their professional career.

Writing: Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers and documents.

Literacy: The knowledge and skills needed to perform tasks, that is, to search; comprehend professional literature, and express information in writing in a concise, professional manner is critical. To assist the student learner, access to the A Quick

Guide to APA Style, 10th edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the 'Introduction to Counseling' Blackboard site.

The Master of Arts in Counseling Writing Rubric also found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their written work.

Oral Communication Skills: Pragmatic oral communication skills are essential to becoming a professional in the counseling field. Presentations, team leadership, and counseling skills require the counseling professional to have a high proficiency in this interpersonal skill area. Instructors will provide feedback based upon rubrics and observations.

The Master of Arts in Counseling Presentations & Multi-media Rubric is found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their oral communication and listening skills.

Feedback from classroom course work and training on an ongoing basis will provide the student insight that as to the professional communication skill levels that the student is observed as demonstrating. Remediation and development of these skills, if needed, by the student is critical in their professional growth. This feedback may indicate that the student will need to seek out services that can aid in developing literacy and oral communication skills. The Dean's office or any instructor may be of assistance in providing suggestions.

Absence Policy:

In registering for classes at Doane, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Lateness in attending class and absences will result in PPE's as well as class grades being adversely impacted, and will predictably result in a lack of promotion to another level. In severe cases of inclement weather or other emergency conditions the Campus Director's office will announce cancellation of classes through the local and regional media as well as through the web site.

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1	Syllabus review; Clinical Intake Interview; MSE; Competency-based assessment model; Neurodevelopmental disorders	Gray & Zide: Chapters 1 & 2 DSM-5: Neurodevelopmental Disorders	Text reflection
Week 2	Legal and ethical	Gray & Zide:	Text reflection

	<p>considerations of diagnosis; Schizophrenia Spectrum and other psychotic disorders; Bipolar and other related disorders</p>	<p>Chapters 3 & 4 DSM-5: Schizophrenia Spectrum and other psychotic disorders; Bipolar and other related disorders</p>	
Week 3	<p>Depressive disorders; Anxiety disorders; Assessment measures</p>	<p>Gray & Zide: Chapters 5 & 6 DSM-5: Depressive disorders; Anxiety disorders; Assessment measures</p>	Text reflection
Week 4	<p>Z-codes; Obsessive-compulsive and related disorders; Trauma- and stressor- related disorders</p>	<p>Gray & Zide: Chapters 7 & 8 DSM-5: Obsessive-compulsive and related disorders; Trauma- and stressor- related disorders; Other conditions that may be a focus of clinical attention</p>	Text reflection
Week 5	<p>Dissociative disorders; Somatic symptom and related disorders; Sleep-wake disorders</p>	<p>Gray & Zide: Chapters 9 & 10 DSM-5: Dissociative disorders; Somatic symptom and related disorders; Sleep-wake disorders</p>	Text reflection Exam 1
Week 6	<p>Culture-bound syndromes; Feeding and eating disorders; Elimination disorders; Gender dysphoria</p>	<p>Gray & Zide: Chapters 11 & 12 DSM-5: Cultural formulation; Feeding and eating disorders; Elimination disorders; Gender</p>	Text reflection

		dysphoria	
Week 7	Disruptive, impulse-control, and conduct disorders; Substance-related and addictive disorders; Sexual dysfunctions; Paraphilic disorders	Gray & Zide: Chapters 13 & 14 DSM-5: Disruptive, impulse-control, and conduct disorders; substance-related and addictive disorders; Sexual dysfunctions; Paraphilic disorders	Text reflection
Week 8	Neurocognitive disorders; Personality disorders	Gray & Zide: Chapters 15 & 16 DSM-5: Neurocognitive disorders; Personality disorders	Text reflection
Week 9			Case formulation Exam 2

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or

access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.