

Sul Ross State University
Rio Grande College
Counseling Program
Department of Education

PSYCHOPATHOLOGY

EDUC 6319

3 semester credit hours

Fall Semester 2015

Instructor: Todd T. Russell, Ph.D.

Office: RGC Uvalde Campus A126

Office Phone: (830) 279-3025 **Home Phone:** (210) 233-1953

Cell Phone: (210) 253-0884 **Fax:** (210) 340-2359 **Email:** trussell@sulross.edu

Office Hours:

Available to meet with students by appointment in Uvalde on Mondays and Wednesdays 4:00 – 6:00 pm and 8:45 – 10:00 pm.

Available for virtual assistance via online chat, email and cell phone 9:00 am – 12:00 pm Mondays and Thursdays.

Available at other times and locations by appointment.

Course Purpose

This course will investigate abnormal behavior as defined by the most recent edition of the *Diagnostic and Statistical Manual of Mental Disorders*. Topics include disorders of infancy, childhood, and adolescence; delirium, dementia, and amnesic and other cognitive disorders; substance-related disorders; schizophrenia and other psychotic disorder; mood disorders; anxiety disorders; somatoform disorders; factitious disorders; dissociative disorders; sexual and gender identity disorders; eating disorders; sleep disorders; impulse-control disorders; adjustment disorders; personality disorders; and problems of cultural diversity and ethnic differences.

Prerequisite: *Student must have earned a grade of B or higher in EDUC 5314, successfully completed all initial course work, and have permission of the instructor.*

Course Objectives

Upon successfully completing this course, students will be able to:

1. Diagnose, in accordance with the **DSM-5**, the major psychological disorders and syndromes using the formulation narrative system. *Assessment of this objective will be conducted by observation of online participation, the four Case Study Diagnoses, the Film Character Diagnoses papers, the Objective Final Examination, and the Diagnostic Final Examination.*
2. Identify and discuss the diagnostic features, etiology, prevalence, and course of the major psychological disorders and syndromes. *Assessment of this objective will be conducted by observation of online participation, the four Case Study Diagnoses, the Film Character Diagnoses papers, the Objective Final Examination, and the Diagnostic Final Examination.*
3. Identify and describe cultural and ethnic factors which are of particular relevance in the diagnosis and treatment of the major psychological disorders and syndromes. *Assessment of this objective will be conducted by observation of online participation, the four Case Study Diagnoses, the Film Character Diagnoses papers, the Scholarly Research Paper, the Objective Final Examination, and the Diagnostic Final Examination.*
4. Acquire, interpret, and discuss the relevant empirical research in the field of psychopathology and the major psychological disorders and syndromes. *Assessment of this objective will be conducted by the Scholarly Research Paper.*

Readings

The following three texts are required for this course:

American Psychiatric Association. (2013). **Diagnostic and statistical manual of mental disorders: DSM-5** (5th ed.). Washington, DC: American Psychiatric Association. [ISBN-10: 0890425558 and ISBN-13: 978-0890425558]

American Psychological Association. (2010). **Publication manual of the American Psychological Association** (6th ed.). Washington, DC: American Psychological Association. [ISBN-10: 1433805618]

American Psychological Association. (2010). **Mastering APA style: student's workbook and training guide** (6th ed.). Washington, DC: American Psychological Association. [ISBN-10: 143380557X]

Class Sessions

This class will meet in the virtual world online in the Blackboard system. Students will be expected to log in and participate in presentations, discussions, assignments, and special readings for a minimum of twelve hours per week as per university policy. Additionally, students are expected to regularly monitor email accounts for ongoing dialogues via email to all. All students must begin the virtual classroom experience by **Sunday, August 30, 2015**. Start in the Content Area entitled, "Course Information," and view the welcome video. Under the Content Area entitled, "Assignments," you will find each week's lecture notes, audio lectures and presentations, and various assignments in detail.

Course Requirements and Grading

*regular participation in the virtual classroom community	50 points
*two film character diagnoses (@ 25 points)	50 points
*ten case study diagnoses (@ 10 points)	100 points
*five objective random quizzes (@ 20 points)	100 points
*scholarly research paper or instructional project	100 points
*objective final examination	100 points
*diagnostic final examination	100 points

According to this scale, there are 600 total points possible on which your final course grade will be based. A final point total of 540 or greater will earn you a final grade of A, a total of 480-539 will be a final grade of B, and a total of 400-479 will be a C grade. **Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

PROPOSED COURSE OUTLINE

DATE **TOPICS, ASSIGNMENTS DUE, and READINGS**

Week #1: August 24 – 30

- *Course overview and expectations
 - *Definition of mental disorders
-

Week #2: August 31 – September 6

- *History and evolution of the *DSM*
 - *Development of the *DSM-5*
 - *Highlights of changes from *DSM-IV* to *DSM-5*
 - *Nonaxial documentation of diagnoses
 - *Clinical case formulation
 - *Elements of a diagnosis
 - *Cautionary statement and sociopolitical impact
 - ****Weekly Assignments and Online Discussions**
 - ***Read: xiii-xliv, 5-25 and 809-816
-

Week #3: September 7 – 13

- *Defining and understanding terminology
 - *Neurodevelopmental disorders
 - *Intellectual disabilities
 - *Communication disorders
 - *Feeding and eating disorders of infancy or early childhood
 - *Tic disorders
 - *Elimination disorders
 - *Autistic spectrum disorder
 - *Attention-deficit/hyperactivity disorder
 - *Specific learning disorders
 - *Motor disorders
 - ****Due by 9/13: Case Study #1**
 - ****Weekly Assignments and Online Discussions**
 - ***Read: 31-86 and 817-832
-

Week #4: September 14 – 20

- *Schizophrenia spectrum and other psychotic disorders
 - *Catatonia
 - ****Weekly Assignments and Online Discussions**
 - ***Read: 87-122
-

Week #5: September 21 – 27

- *Bipolar and related disorders
- **Weekly Assignments and Online Discussions**
- **Due by 9/27: Approval of Research Topic or Instructional Project**
- **Due by 9/27: Case Study #2**
- ***Read: 123-154

Week #6: September 28 – October 4

- *Depressive disorders
- **Weekly Assignments and Online Discussions**
- ***Read: 155-188

Week #7: October 5 – 11

- *Anxiety disorders
- *Obsessive-compulsive and related disorders
- **Due by 10/11: Case Study #3**
- **Weekly Assignments and Online Discussions**
- ***Read: 189-264

Week #8: October 12 – 18

- *Trauma- and stressor-related disorders
- *Dissociative disorders
- **Weekly Assignments and Online Discussions**
- **Due by 10/18: Case Study #4**
- ***Read: 265-308

Week #9: October 19 – 25

- *Somatic symptom and related disorders
 - *Feeding and eating disorders
 - *Elimination disorders
 - **Weekly Assignments and Online Discussions**
 - **Due by 10/25: Film Character Diagnoses Paper I**
 - ***Read: 309-360
-

Week #10: October 26 – November 1

- *Sleep-wake disorders
- *Sexual dysfunctions
- *Gender dysphoria
- **Weekly Assignments and Online Discussions**
- **Due by 11/1: Case Study #5**
- ***Read: 361-460

Week #11: November 2 – 8

- *Disruptive, impulse-control, and conduct disorders
- *Substance-related and addictive disorders
- **Due by 11/8: Case Study #6**
- **Weekly Assignments and Online Discussions**
- **TCA 2015 Professional Growth Conference in Corpus Christi**
- ***Read: 461-590

Week #12: November 9 – 15

- *Neurocognitive disorders
- *Personality disorders
- *Alternative DSM-5 model for personality disorders
- **Weekly Assignments and Online Discussions**
- **Due by 11/15: Case Study #7**
- ***Read: 591-684 and 761-781

Week #13: November 16 – 22

- *Paraphilic disorders
 - *Other mental disorders
 - *Medication-induced movement disorders and effects of medication
 - *Other conditions that may be a focus of clinical attention
 - *V-codes
 - **Due by 11/22: Case Study #8**
 - **Due by 11/22: Film Character Diagnoses Paper II**
 - **Weekly Assignments and Online Discussions**
 - ***Read: 685-727
-

Week #14: November 23 – 29

- *Emerging measures and models
- *Assessment measures
- *Cultural formulation
- *Cultural concepts of distress
- **Due by 11/29: Case Study #9**
- **Weekly Assignments and Online Discussions**
- ***Read: 728-760 and 833-838
- **Thanksgiving Holiday: 11/25-11/27**

Week #15: November 30 – December 6

- *Conditions for further study
- *DSM review and application
- *Critical evaluation and practical implications
- **Due by 12/6: Case Study #10**
- **Due by 12/6: Scholarly Research Paper or Instructional Project**
- **Weekly Assignments and Online Discussions**
- **Objective Final Examination Online (12/4-12/10)**
- **Diagnostic Final Examination (12/3-12/10)**
- ***Read: 783-806

Week #16: December 7 – 11

- **Due by 12/10: Objective Final Examination Online**
 - **Due by 12/10: Diagnostic Final Examination**
-

Remember these important dates:

August 24	Class begins.
August 27	Last day for late registration and schedule changes.
September 7	Labor Day Holiday: No Class.
September 13	Case Study #1 is due.
September 27	Case Study #2 is due.
September 27	Approval of research or instructional topic is due.
October 11	Case Study #3 is due.
October 18	Case Study #4 is due.
October 19	Mid-Semester.
October 25	Film Character Diagnoses Paper I is due.
November 1	Case Study #5 is due.
November 4-7	TCA 2015 Conference in Corpus Christi.
November 8	Case Study #6 is due.
November 13	Last day to drop a course or withdraw from the University.
November 15	Case Study #7 is due.
November 22	Case Study #8 is due.
November 22	Film Character Diagnoses Paper II is due.
November 25-27	Thanksgiving Holiday.
November 29	Case Study #9 is due.
December 6	Case Study #10 is due.
December 6	Scholarly Research Paper or Instructional Project is due.
December 10	Diagnostic Final Exam is due.
December 10	Objective Final Exam is due.
December 12	Fall Commencement in Uvalde at 7:30 p.m.

ASSIGNMENTS AND ACTIVITIES

Participation in Virtual World

All students are expected to participate in the virtual classroom community for a minimum of twelve hours per week. All content of this course is offered online via Blackboard and email assignments and discussions. All students are expected to fully participate in all online experiences and activities. Participation is evaluated by the instructor on a subjective basis and through Blackboard user statistics available to the Instructor. Participation in the virtual world is worth a total of **50 points**.

All assignments are due via email *no later* than 11:59 pm on the dates specified on the course outline. Nearly all of the assignment due dates are on Sundays thereby allowing students a weekend to work on tasks, assignments and examinations. Do not attempt to fax, send, or hand deliver any assignments. Do not post or upload your papers on Blackboard. Email all assignments directly to the Instructor at trussell@sulross.edu. The Instructor will maintain contact with students via email and Blackboard announcements. Beware that if you do not check your various email addresses on a regular basis, you will miss important information. All announcements originating from Blackboard will only be sent to your Rio Grande College email account. Grades and comments on your papers will be sent to you personally via email.

Your routine and regular email correspondence with the Instructor is highly encouraged. It is how the professor knows that you are alive, thinking about the course material, and planning on earning a good grade! When the Instructor receives your email messages and attachments, he will send a confirmation notice to you via return email within two working days. The Instructor will rely on email to make special announcements and/or notifications. Please get in the habit of checking your various email accounts regularly each day, including your RGC account.

Please note that the Instructor will only send emails to you from trussell@sulross.edu. All other email announcements should be considered forgeries. **Important Rule:** When you email me a document, I will respond within two working days and confirm that I have received your email message and attached document. (Usually I will respond within less time than that.) Therefore, if you send me something, and then a couple of days later you have not received a confirmation notice from me, then that means that **I did not receive your email or your attachment**. Remember many things get lost in cyberspace. I hold you entirely accountable for that. Do not call me on the phone to ask if I have received your email or your attached paper. Just simply send it, and within a very reasonable time you should receive a confirmation notice from me. The confirmation notices are sent directly back to the sending email address. Therefore, if you email me from a friend's email account, then it is your friend who will receive the confirmation notice. All course materials will be distributed to you via posting on the Blackboard. The technology consultant at your site can explain accessing Blackboard to you. You must get in the habit of checking this site several times per week for postings by the instructor, and you must schedule a minimum of twelve hours each week for working on the course requirements online.

Case Study Diagnosis

All students are expected to complete ten Case Study Diagnoses. Using the *DSM-5*, you will be expected to provide a brief diagnostic formulation, narrative, and rationale for each case you are given by the Instructor. Each Case Study Diagnosis is worth **10 points** for a total of 100 points possible toward your final grade in the course. You are free to consult and discuss the cases with class members. You will be provided with samples of the appropriate style and format for submitting the Case Study Diagnoses. These samples will be posted on Blackboard for your review and consideration.

Film Character Diagnoses

“Art imitates life.” Contemporary films offer intriguing and insightful opportunities to practice your psychopathology diagnostic skills. During this semester, you will be expected to select two movies (DVD) from the list below. After viewing the film of your choice, you will provide a comprehensive and thorough diagnostic formulation, narrative, and rationale for each of the two characters indicated. Furthermore, you will provide a details of your **differential diagnoses** (i.e., why the diagnoses were not other related syndromes or disorders) and the **justification** (i.e., why you decided on the particular diagnoses of the syndromes or disorders) for the diagnoses that you ultimately give to each of the two characters. The Film Character Diagnoses paper is worth a total of **25 points** for a total of 50 points possible toward your final grade in the course. Students can fulfill the point requirements (25 points) of the second Film Character Diagnoses Paper by attending the Annual Conference of the Texas Counseling Association, **November 4 – 7, 2015**, in Corpus Christi.

- ***Away from Her***

Characters: Fiona & Grant

- ***Rain Man***

Characters: Raymond & Charlie

- ***The Hours***

Characters: Virginia & Laura

- ***Ordinary People***

Characters: Beth & Conrad

- ***Donnie Darko***

Characters: Donnie & Gretchen

- ***Black Swan***

Characters: Nina & Erica

- ***Requiem for a Dream***

Characters: Sara & Harry

- ***Silver Linings Playbook***

Characters: Pat, Jr. & Tiffany

- ***As Good as it Gets***

Characters: Melvin & Carol

- ***K-PAX***

Characters: Prot & Mark

- ***Girl, Interrupted***

Characters: Susanna & Lisa

- ***Leaving Las Vegas***

Characters: Ben & Sera

- ***American Beauty***

Characters: Lester & Carolyn

- ***The Beaver***

Characters: Walter & Meredith

- ***August: Osage County***

Characters: Violet & Barbara

- ***No Country for Old Men***

Characters: Anton & Carla

Jean

Diagnostic Final Examination

All students are expected to satisfactorily complete a take-home Diagnostic Final Examination that will be disseminated via email, and posted on Blackboard, on December 3, 2015 and will be due, via email to the Instructor, on or before **December 10, 2015**. Do not attempt to fax or send the final. The Diagnostic Final Examination will consist of ten case studies for which you will be expected to provide accurate diagnoses, clinical narratives, differential diagnoses, and clinical justifications. This take-home Diagnostic Final Examination is worth a total of **100 points**.

Objective Final Examination

All students are expected to satisfactorily complete an Objective Final Examination that will be administered online. The examination will be available online from December 4, 2015 through December 10, 2015. The exam will consist of 100 multiple-choice items in timed formats. You will have 100 minutes to complete the 100-item examination. The exam will cover all Blackboard material and postings, *DSM-5* readings, special readings, lectures, presentations, and discussions. It is recommended that students use Chrome as the web browser for taking these exams. Firefox seems to be more error-free than Internet Explorer when taking timed tests. The Objective Final Examination worth a total of **100 points**.

Random Quizzes

Throughout the semester there will be five brief random quizzes. Each of these quizzes will consist of 20 objective items (multiple-choice; true-false) and will be posted online. Students will have 20 minutes in which to complete the 20-item quiz. Each quiz must be completed in one sitting. You will not be allowed to log back on to a quiz once you have been timed out. Quizzes will occur on a “random” basis, however they will each be available from a Thursday to the following Sunday. This will give you four different days (including a weekend) in which to schedule the time and privacy you need to complete the quiz. Each quiz is worth **20 points** for a total of 100 points possible toward your final grade in the course.

Scholarly Research Paper

Students are expected to write a scholarly research paper or create an instructional project on a topic directly related to the study of psychopathology. Since writing a scholarly research paper or designing and crafting an instructional project are both highly demanding semester-long endeavors, students are required to declare the selected option (paper or project) and submit topic/title for instructor approval on or before **September 27, 2015**. The final draft of the scholarly research paper is due on or before **Sunday, December 6, 2015** and is worth a total of **100 points**.

Scholarly Research Papers typically consist of about 20 pages of content, a minimum of 15 empirical references reviewed in the body of the paper, and a cover page. An abstract is not necessary. **Students must adhere to the guidelines set forth in the *Publication Manual of the American Psychological Association* (6th ed.). Research papers not written in exact APA format will be returned ungraded.** You are required to strictly adhere to the writing requirements established by the APA in this 6th edition style manual. (*Please be aware that the Instructor is nearly obsessive-compulsive about students' use of appropriate APA style. Do not follow the style of a professional journal. Only follow the 6th edition style manual.*) In addition to the required student workbook and the APA manual, you may find these three web sites helpful with APA style (6th ed.) and format:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.wooster.edu/psychology/apa-crib.html>

<http://www.apastyle.org/elecref.html>

All research papers must review the scientific literature related to the selected topic. Emphasis should be placed on the empirical literature found in the professional journals. Begin your research immediately. It is safe to assume that very little, if any, information will exist in the junior college library, and only a rare few of your related journal articles will be in *full text* format on the various library databases. You can expect to have to rely on interlibrary loan (online through SRSU) for most of your reference materials.

Students are only allowed to search the **PsychInfo** database available through SRSU (Alpine) via the Library web page: <http://ww2.sulross.edu/library/>. No other data bases are acceptable or appropriate for graduate students in Psychopathology. This activity can be done from the computer labs or from your own home or office. You can access PsychInfo from home by going to <http://ww2.sulross.edu/library/> and using your sulross user name and password. Never conduct a "Google" search for a Scholarly Research Paper. You should consider Internet searches (e.g., Google, Yahoo, Excite) to be totally unscholarly and not acceptable for this research paper. I do not want to see any references to Internet sites in this scholarly paper. However, nearly all of your database searching will be online. In your Reference list you do not need to include the web link for a full-text article, just simply reference the source as a professional journal article (see APA Style Manual). The reference list must include a minimum of 20 sources, with at least 15 empirical sources from professional journals. These will most likely have to be ordered through Interlibrary Loan as it is highly unlikely that you will find many of your empirical articles in full text format on the PsychInfo database. (Refer to the "Library Resources" content area on the class Blackboard site.)

Your research topic must be approved by the Instructor before **September 27, 2015**. Your selected topic must be highly relevant to our geographic location and service population. You will not write papers on general psychopathology concepts such as depression, schizophrenia, and anxiety disorder. Instead your focus and research question must be highly refined for our particular corner of the world and our unique clientele. You are encouraged to use headings and subheadings as an organizational schema for the paper. You are also encouraged to write with a co-author and to work closely with the Instructor as the two of you research and write your co-authored Scholarly Research Paper.

The final draft of the Scholarly Research Paper is due on or before **December 6, 2015** and is worth a total of **100 points**. Please remember to have at least **five** other people thoroughly and critically proof read your Scholarly Research Paper before submitting it to the Instructor. Scholarly Research Papers will be evaluated on the basis of:

- Readability
- APA style
- Organization
- Empirical Support
- Originality and Interest
- Topic/Title/Research Question
- Comprehensive Reference List

Students are encouraged to work very closely with Dr. Russell at all stages of completing the Scholarly Research Paper. Keep in mind that you have a great opportunity for having a well-written scholarly paper, one that is a unique contribution to the literature, published in professional counseling journals or even in a book on *Counseling Persons of Mexican Descent*. In previous years, several students have written Scholarly Research Papers that were eventually published in professional journals such as *The National Forum of Multicultural Issues Journal*.

Included below is a general outline for the format and content of the Scholarly Research Paper. If this description does not make sense to you, please consult with the Instructor.

A. Introduction

In this beginning section of the paper, you pull the reader in. Get the reader interested in your topic. You will state the purpose of your paper and/or your research question. You should discuss the relevance and importance of this topic to the field of counseling. Why is this topic or research important or of value? Give a general overview of how the paper is laid out. Tell the reader what you intend to do in this paper. (**Caution:** Never use first person in a Scholarly Research Paper. Never say, “I” or “me” or anything similar. Say things like, “The purpose of this research paper is to . . .”)

B. Review of Related Research

Obviously this is the most important section of the Scholarly Research Paper. This is the “meat-and-potatoes.” This section should be divided into various subheadings, depending on your topic, to facilitate smooth and easy reading. You will decide on your subheadings based upon your topic and how you want to present the studies. Organize this section in a logical format

such as reviewing the more general (or least related) research first and working down to the most specific (and most closely related) research. You must review and discuss each study (at least 15 empirical articles). When reviewing a study always present and discuss the following factors for each of the 15 studies: purpose of research, methods employed, results and findings, interpretation of findings/researcher's conclusions, and criticisms and limitations of the study. Throughout this section of the paper you will need to periodically summarize your findings, and tie them back into your thesis statement.

Many students purpose topics and research questions which are original. This is referred to as "original research," and it means that you are exploring a topic or research question that has not been thoroughly investigated. This is great! You will need to "extrapolate" from research studies that are closely related to your topic, and then draw conclusions from those findings. You will still need to thoroughly review at least 15 empirical studies.

C. Conclusion or Discussion

In this section you will pull it all together. Synthesize and integrate the important points from your Review of Related Research. From this section the reader gets to know what you found in a concise and straight-forward fashion. Reiterate the relevance of this research to the field of counseling and discuss implications of your findings to counseling. Also include discussion on further (or future) research that is needed in this area (your topic).

D. Summary

This section is basically like an abstract but is included at the end of the Scholarly Research Paper. In two or three paragraphs, summarize precisely and concisely your purpose, your findings, and your conclusions.

E. References

Include all references in appropriate APA format. Remember that everything cited in the body of the paper must be included in your References; and every reference citation in your References must be cited in the body of your paper.

Instructional Project

Students are expected to write a scholarly research paper or create an instructional project on a topic directly related to the study of psychopathology. Since writing a scholarly research paper or designing and crafting an instructional project are both highly demanding semester-long endeavors, students are required to declare the selected option (paper or project) and submit topic/title for instructor approval on or before **September 27, 2015**. The final version of the instructional project is due on or before **Sunday, December 6, 2015** and is worth a total of **100 points**.

Like the scholarly research paper, the instructional project is also associated with a final product that will have use (have a life) beyond the end of this semester. Those students who are skilled at teaching and/or are considering doctoral studies may want to consider completing the instructional project. The outcome of the project should be a 45-60 minute video recorded instructional unit on a particular topic associated with the study of psychopathology and the **DSM-5**. The instructional video is aimed at fellow counseling graduate students and professional counselors in the field. The instructional video can include a wide variety of instructional media and materials (video clips, PowerPoints, stills, audio clips, video/audio narration, music, etc.). The instructional project can also include accompanying handouts, workbooks, and other instructional resources. The Instructional Project will be evaluated on the basis of:

- Teaching Effectiveness
- Organization and Structure
- Empirical Support and Evidence Sources
- Originality, Creativity, and Interest
- Quality of Media Resources

In addition to the above described Instructional Project, students may choose to attend the Annual Conference of the **Texas Counseling Association** and participate as a co-presenter on one of three workshop presentation panels. The three topics that will be presented at the TCA Conference this year are: Mindfulness-Based Approaches to Counseling, Counseling and Curanderismo, and PTSD in Mexican Americans. In lieu of the instructional video, students can choose to research, prepare and present a 30-minute segment of one or more of the conference presentations. All conference presenters will work with co-presenter teams under the directions of Dr. Russell, Dr. Gutierrez and Dr. Garcia. The professors will schedule one or two organizational meetings (maybe via Skype or teleconference) prior to the November 3-4 conference in Corpus Christi. The conference instructional project is also worth a total of 100 points toward your final grade in the course.

Whether you select the video-based Instructional Project or the TCA-based Instructional Project, you are expected to work closely with Dr. Russell at all stages of project conception and creation. Let yourself have fun with this project option.

Professional Conference Attendance

The Annual Professional Growth Conference of the Texas Counseling Association will be held November 4 – 7, 2015, in Corpus Christi. The Faculty of the RGC Counseling Program will be coordinating and spear-heading three different conference presentations on which graduate students and alumni are invited to participate. All students are highly encouraged to register for and attend this professional conference. The actual conference dates are November 5th and 6th, with preconference trainings on November 4th and post-conference seminars on November 7th. For more details refer to: <http://www.txca.org/tca/PGC.asp>. Any student enrolled in Psychopathology who attends the professional conference will satisfy the point requirements for the second *Film Character Diagnoses Paper* (25 points). In other words, conference attendees will only have to write the first Film Character Diagnoses Paper. Of course, all counseling graduate students are highly encouraged to join the Texas Counseling Association as a student member. This is the primary association for professional growth, development, and identity.

Professional Counseling Identity and Behavior

The Counseling Program of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The Counseling Program does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the **Counseling Program** of Rio Grande College to be familiar with the most current issue of the *Counseling Program Handbook*. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the *Code of Ethics* and *Standards of Practice* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

Distance Education Statement

Since **Psychopathology** (EDUC 6319) is a web-based course, the full experience of this course will take place in our virtual classroom on Blackboard. Required readings, assignments, discussions, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in all aspects of this course. Furthermore, students can request assistance and/or clarification from Dr. Russell through email (trussell@sulross.edu) and/or telephone (210-253-0884) contact (text or voice).

The policy on Distance Education at Rio Grande College is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the RGC website. Students should submit online assignments through RGC email, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at RGC are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the RGC website.

Accessibility, Accommodations, and Modifications

The Counseling Program of Rio Grande College supports equal educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any policies or procedures of the Counseling Program on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program of Rio Grande College is committed to equal access in compliance with the *Americans with Disabilities Act* of 1973 (as amended in 1990 and 2008). It is the student's responsibility to initiate a request for accessibility or modification services. Students seeking accessibilities, accommodations, and/or modification services must contact the Student Support Specialist on their campus, as well as inform the instructor of this course.