



SYLLABUS

EDUC 6319 Psychopathology

SEMESTER: Fall 2019

Tuesdays 7:00 P.M.

PROFESSOR: Dr. Samuel Garcia, LPC-S
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OFFICE ADVISING HOURS:

Advisement Hours: In-Person: Friday 1800 hrs. to 2200 hrs. & Saturdays 0600 to 1200 CALL FOR AN APPOINTMENT! **Virtual Collaborate: Sunday to Monday, 0700 hrs. to 2200 hrs.**

Office Location: 205 Wildcat Drive, Rm. 212.

Counseling Program Web Page:

<http://www.sulross.edu/page/2301/master-education-counseling>

Dean for Sul Ross State University Rio Grande College:

<http://www.sulross.edu/news/4031/ver-nica-m-ndez-maqueo-named-dean-sul-ross-rio-grande-college>

Chair for the Education Department/Counseling Program:

<http://www.sulross.edu/faculty-and-staff/2312/professor-education>

Required Texts:

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]

Course Prerequisites:

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 Purpose:

This course will investigate abnormal behavior as defined by 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.

Course Description:

This course is based on the premises that all counseling is cross-cultural; occurring in a context influenced by institutional and societal biases and norms, and is a culture-bound profession. Course content will focus on examining one's own assumptions, values, biases and worldview perspectives; constructing an understanding of the worldview perspectives of culturally different clients; and developing culturally appropriate intervention strategies and techniques

Multicultural Counseling is a theoretical and skill development course for counselors, educators and clinicians to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to effectively work with and relate to ethnically and culturally diverse clients.

Note: Many effective counseling classes may stir unresolved issues and feelings in students. Students are encouraged to consult with the instructor or with a therapist/counselor to confront emerging feelings of denial, anger, guilt, etc., and/or any unresolved issues that may arise during the course of this class.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative.

Student Services Specialist are:

Del Rio – Julie Alderete (830) 703-4816
 Eagle Pass – Juan Tamez (830) 758-5037
 Uvalde- Celso Garza (830) 279-3027

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Attendance and Participation:

Regular class attendance and participation are required aspects of this course.

- You may be absent for up to two classes without penalty; *three points* will then be deducted from your final grade for every subsequent absence, regardless of the reason.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, pagers, and other noisemaking devices during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading:

	Qty.	Possible points	
Enhanced Collaborative Streaming	16	50	

Film Character Diagnoses	2	50 (25 points each)	A= 540 – 600
Case Studies	10	100 (10 points each)	
Quizzes	5	100 (20 points each)	B= 480 – 539
Scholarly Research Paper	1	200	
Diagnostic Exam	1	100	
			C= 400 - 479

Enhanced Collaborative Streaming:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is essential to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your wealth of experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. The IT department has suggested that you use *FireFox* as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for immediate download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings. Please make sure to have your equipment assessed by the IT Department. History will show that students might have a connection, network, microphone or video difficulties. A student's inability to connect, remain in the class or access his or her microphone or video is UNACCEPTABLE. Consistent problems will affect your letter grade significantly. Students will be required to make streaming accommodations if planning to travel out-of-town during one of our class meeting times. **I EXPECT EACH STUDENT TO ACTIVATE HIS OR HER VIDEO AND MICROPHONE FOR EACH CLASS.** However, mute your microphone when not speaking. Moreover, it is imperative that each student interact and engage in conversation, regardless of your personality characteristics.

IT Technologist for each campus are:

Del Rio - Craten Knope (830)703-4818
 Eagle Pass - Juan Garza (830) 758-5010
 Uvalde – George Hernandez (830) 279-3045

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 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.

- *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

Case Studies:

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.

Scholarly Research Paper:

Students are expected to write a scholarly research paper on a topic directly related to the study of psychopathology. Since writing a scholarly research paper is a highly demanding semester-long process, there will be components of the paper due at various intervals during the semester. The topic, title and research question will be due in early **October**, and a draft of the Reference list will be due near the beginning of **November**. The final draft of the scholarly research paper is due on or before **Tuesday, December 11, 2018** and is worth a total of **100 points**.

Scholarly Research Papers typically consist of about 15 pages of content, a minimum of 12 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 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 11, 2014** 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

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.

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 **Tuesday, December 4, 2018** and will be due, via Blackboard submission as an attached Exam to the Instructor, on or before **TUESDAY, December 11, 2018**. Do not attempt to email, 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 Exam:

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, 2018** through **December 11, 2018**. 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 Mozilla Firefox 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**.

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
<p>Week 1 -Aug 27</p>	<p>Introduction: Professor and Students</p> <p>Class Process</p> <p>Classification and Introduction (Pgs. 5-25 and 809-816)</p> <ul style="list-style-type: none"> *History and evolution of the <i>DSM</i> *Development of the <i>DSM-5</i> *Highlights of changes from <i>DSM-IV</i> to <i>DSM-5</i> *Nonaxial documentation of diagnoses *Clinical case formulation *Elements of a diagnosis *Cautionary statement and sociopolitical impact <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 2 – Sep 3</p>	<p>Reading Assignment: Trauma- and Stressor-Related Disorders (Pgs. 265 - 290)</p> <ul style="list-style-type: none"> *Reactive Attachment Disorder *Disinhibited Social Engagement Disorder *Posttraumatic Stress Disorder *Acute Stress Disorder *Adjustment Disorder *Motor disorders *Adjustment Disorder <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 3 – Sep 10</p>	<p>Reading Assignment: Neurodevelopmental Disorder (Pgs. 31-86 and Terms 817-832)</p> <ul style="list-style-type: none"> *Intellectual disabilities *Communication disorders *Autism spectrum disorder *Attention-deficit/hyperactivity disorder

	<p>*Specific learning disorders *Motor disorders</p> <p>Psychopharmacology:</p> <p>Case Study #1 Trauma- Related Disorders</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 4 – Sep 17</p>	<p>Reading Assignment: Schizophrenia Spectrum and Other Psychotic Disorders (Pgs. 87 -122)</p> <p>*Delusional Disorder *Brief Psychotic Disorder *Schizophreniform *Schizophrenia *Schizoaffective Disorder *Substance/Medication-Induced Psychotic Disorder *Psychotic Disorder Due to Another Medical Condition *Catatonia *Psychotic Disorder Due to Another Medical Condition *Catatonia</p> <p>Psychopharmacology:</p> <p>Case Study #2 Neurodevelopmental Disorders</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 5 – Sep 24</p>	<p>Reading Assignment: Bipolar and Related Disorders (Pgs. 123 – 154)</p> <p>*Bipolar I *Bipolar II *Cyclothymic Disorder *Substance/Medication-Induced Bipolar and Related Disorder *Bipolar and Related Disorder Due to Another Medical Condition</p> <p>Case Study #3 Schizophrenia Spectrum and Other Psychotic Disorders</p>

	<p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 6 – Oct 1	<p>Reading Assignment: Depressive Disorder (Pgs. 155-188)</p> <ul style="list-style-type: none"> *Major Depressive Disorder *Disruptive Mood Dysregulation Disorder *Persistent Depressive Disorder (Dysthymia) *Premenstrual Dysphoric Disorder *Substance/Medication-Induced Depressive Disorder *Depressive Disorder Due to Another Medical Condition <p>Case Study #4 Bipolar and Related Disorders</p> <p>Research Topic, Title Page, Research Question Due</p> <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 7 – Oct 8	<p>Reading Assignment: Anxiety Disorders (Pgs. 189 – 264)</p> <ul style="list-style-type: none"> *Separation Anxiety Disorder *Selective Mutism *Specific Phobia *Social Anxiety Disorder (Social Phobia) *Panic Disorder *Agoraphobia * Generalized Anxiety Disorder *Substance/Medication-Induced Anxiety disorder *Anxiety Disorder Due to Another Medical Condition <p>Case Study #5 Depressive Disorders</p> <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 8 – Oct 15	<p>Reading Assignment: Obsessive Compulsive Disorder (Pgs.</p>

	<p style="text-align: center;">235 – 264)</p> <ul style="list-style-type: none"> * Obsessive Compulsive Disorder * Body Dysmorphic Disorder * Hoarding Disorder * Trichotillomania (Hair Pulling) Disorder * Excoriation (Skin Picking) Disorder * Substance/Medication-Induced Obsessive-Compulsive Disorder * Obsessive-Compulsive and Related Disorder Due to Another Medical Condition <p>Psychopharmacology:</p> <p>Case Study #6 Anxiety Disorders (Cancelled)</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 9 – Oct 22</p>	<p>Reading Assignment: Dissociative Disorders (Pgs. 291 – 307)</p> <ul style="list-style-type: none"> * Dissociative Identity Disorder * Dissociative Amnesia * Depersonalization/Derealization Disorder * Other Specified Dissociative Disorder <p>Case Study #7 Obsessive-Compulsive and Other Related Disorders</p> <p>Psychopharmacology:</p> <p>Film Character Diagnosis Paper I Due</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 10 – Oct 29</p>	<p>Reading Assignment: Feeding and Eating Disorders & Elimination Disorders (Pgs. 329 – 354)</p> <ul style="list-style-type: none"> * Pica * Rumination Disorder * Avoidant/Restrictive Food Intake Disorder * Anorexia Nervosa * Bulimia Nervosa

	<ul style="list-style-type: none"> * Binge-Eating Disorder * Other Specified Feeding or Eating Disorder * Unspecified Feeding or Eating Disorder *Enuresis *Encopresis *Other Specified Elimination Disorder <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 11 – Nov 5	<p>Reading Assignment: Disruptive, Impulse-Control, and Conduct Disorders (Pgs. 461 – 480)</p> <ul style="list-style-type: none"> *Oppositional Defiant Disorder *Intermittent Explosive Disorder *Conduct Disorder *Pyromania *Kleptomania *Other Specific Disruptive, Impulse-Control, and Conduct Disorders *Unspecified Specific Disruptive, Impulse-Control, and Conduct Disorders <p>Case Study #8 Dissociative Disorders</p> <p>Research Reference Page Due</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 12 – Nov 12	<p>Reading Assignment: Substance-Related Disorders (Pgs. 483 – 590)</p> <ul style="list-style-type: none"> * Alcohol-Related Use Disorder * Caffeine-Related Disorders * Cannabis-Related Disorders * Hallucinogen-Related Disorders * Inhalant-Related Disorders * Opioid-Related Disorders * Sedative-, Hypnotic-, or Anxiolytic related Disorders * Stimulant-Related Disorders * Tobacco-Related Disorders * Other (or unknown) Substance-Related Disorders

	<p>Film Character Diagnoses II Due</p> <p>Case Study #9 (Disruptive, Impulse-Control, and Conduct Disorders)</p> <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 13 - Nov 19</p>	<p>Reading Assignment: Personality Disorder (Pgs. 645 – 684)</p> <p>*Generalized Personality Disorder</p> <p><u>Cluster A Personality Disorders</u></p> <p>*Paranoid Personality Disorder *Schizoid Personality Disorder *Schizotypal Personality Disorder</p> <p><u>Cluster B Personality Disorders</u></p> <p>*Antisocial Personality Disorder *Borderline Personality Disorder *Histrionic Personality Disorder *Narcissistic Personality Disorder</p> <p><u>Cluster C Personality Disorders</u></p> <p>*Avoidant Personality Disorder *Dependent Personality Disorder *Obsessive-Compulsive Personality Disorder *Personality Change Due to Another Medical Condition *Other Specified Personality Disorder *Unspecified Personality Disorder</p> <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
<p>Week 14 – Nov 25</p>	<p>Reading Assignment: Neurocognitive Disorder (Pgs. 593 – 643).</p> <p>*Delirium *Other Specified Delirium *Unspecified Delirium</p>

	<p><u>Major or Mild Neurocognitive Disorder</u></p> <ul style="list-style-type: none"> *Alzheimer's Disease *Frontotemporal Lobar Degeneration *Lewy Body Disease *Vascular Disease *Traumatic Brain Injury *Substance/Medication-Induced *HIV Infection *Prion Disease *Parkinson's Disease *Huntington's Disease *Due to Another Medical Condition *Due to Multiple Etiologies *Unspecified Neurocognitive Disorder <p>Case Study #10 Personality Disorders</p> <p>Psychopharmacology:</p> <p>Collaborative Discussion: Tuesday, 7:00 pm</p>
Week 15 – Dec 5	<p>DUE:</p> <p>Scholarly Research Paper on (PTSD)</p> <p>Diagnostic Exam</p>

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 SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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 Sul Ross 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 SRSU website.