



SYLLABUS

EDUC 6319 Psychopathology

SEMESTER: Fall 2021

Thursdays 7:00 P.M.

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OFFICE OR ELECTRONIC ADVISING HOURS: VIRTUAL– Thursdays 08:00 a.m. – 6:00 p.m.

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:

[Counseling Program Web Page](#)

Chair for the Education Department/Counseling Program:

[Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College:

[MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College:

[SRSU-RGC Vice President](#)

President Sul Ross State University

[SRSU President](#)

Required Texts:

The following text is 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]

Recommended Texts:

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

Recommended Website: (Drugs.com)

SSRIs - <https://www.drugs.com/drug-class/ssri-antidepressants.html>

SNRIs - <https://www.drugs.com/drug-class/ssnri-antidepressants.html>

Anti-Psychotics - <https://www.drugs.com/drug-class/atypical-antipsychotics.html>

Anxiolytics - <https://www.drugs.com/drug-class/anxiolytics-sedatives-and-hypnotics.html>

MAOs - <https://www.drugs.com/drug-class/monoamine-oxidase-inhibitors.html>

Tricyclics - <https://www.drugs.com/drug-class/tricyclic-antidepressants.html>

Anti-Seizure - <https://www.drugs.com/condition/seizures.html>

Anti-Insomnia - <https://www.drugs.com/condition/insomnia.html>

Course Prerequisites:

Student must have earned a grade of B or higher in EDUC 5314, EDUC 6322 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 will investigate abnormal behavior as defined by the Diagnostic and Statistical Manual of Mental Disorders. Prerequisites: Student must have earned a grade of B or higher in EDUC 5314, EDUC 6322 and have permission of the instructor.

Course Objectives: After successful completion of the course, students will be able:

1. To recognize and classify the foundational structure of the Diagnostic and Statistical Manual of Mental Health Disorders.
2. To analyze, assess, synthesize how to use the DSM in clinical practice.
3. To associate and indicate signs and symptoms of mental health disorders.
4. To demonstrate critical thinking for evaluating “typical” and “atypical” behavior.

5. Identify and demonstrate foundational understanding of diagnostic criteria for diagnosing, distinguishing comorbidity and differential diagnosis, modifier function, ICD 9 and ICD 10 comprehension and application.
6. To distinguish and connect the basic principles of treatment planning and evaluate how to develop a treatment plan that reflects an accurate understanding of the client's problems, as well as the client's strengths.
7. To ascertain key client clinical elements and disclose relevant information in a collaborative process with other clinical professionals as part of a treatment team.
8. To appraise and analyze issues of ethics, race, gender, age, social bias and culture influence the diagnostic process and demonstrate effective understanding to these individual client characteristics.
9. To recognize and classify the various groups of psychotropic medications and demonstrate skills in categorizing according to diagnostic presentations.

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. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

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. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors offer assistance in mathematics, English, History and PowerPoint presentations. Tutors schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816

Eagle Pass – Juan Tamez (830) 758-5037

Uvalde- Derek Serrano (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download

Google Chrome	Download	Download
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Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.

Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a

Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION
3. RESOURCES
4. ASSIGNMENT
5. TOOLS

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.

G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday

Tim Parsons (432-837-8525): tim.parsons@sulross.edu

Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced-video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich 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. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - Craten Knope (830)703-4818

Eagle Pass - Juan Garza (830) 758-5010

Uvalde – George Hernandez (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive

a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick
(830) 279-3003
Email: kbiddick@sulross.edu

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.

Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may hinder effective communication.

Attendance, Introduction and Participation:

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

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
 - o Full name.
 - o Place of Birth.
 - o Place raised
 - o Describe family or culture that best describes you.
 - o Your interest in your undergraduate degree.
 - o Rationale for entering into the counseling program.
 - o What you hope to accomplish with a Counseling training.
 - o How you conclude this to be important.
- Attendance has a value of 100 points.
- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.
- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.
- 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 and verbally participate in classroom discussions and activities.
- Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise 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/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneously, I will complete all grading two days before the next class meeting time. This will provide ample time for students to

review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.

	Point Accumulation Scale	Grade
Enhanced Collaborative Class Attendance	16 = 100 15 = 90 14 = 80 13 = 70 12 = 60 11 = 50 10 = 40	A= 90 -100 B= 80 - 89 C= 70 - 79 D= 60 – 69
Case Studies (12 Assignments)	120 Point Potential	F= <60
Film Character Diagnosis	100 Point Potential	The final grade for each of the 5 sections will be added and divided by 5 to calculate the final grade.
Psychotropic Medication Analyses Paper	100 Point Potential	
Scholarly Research Paper	100 Point Potential.	

Enhanced Collaborate Streaming and Participation:

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 very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich 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 Google Chrome or FireFox as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

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 130 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.

Competency Level	Advanced (25)	Novice (10)	Student (5)	Unacceptable (0)
1. Competency 1: Historical Background information: age, gender, work, health, status, family mental health history, family and social relationships, drug alcohol history, life difficulties, goals, and coping skills and weaknesses.	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
2. Competency 2: Describes the problem or symptoms that the client presented. Describes physical, feelings, and perceptions related to the symptoms.	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
3. Competency 3 Includes any screening or diagnostic assessments outcomes or psychotropic or other forms of medications in use if present.	Student is able to identify 90% of all background information offered in the case narrative	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
4. Competency 4 Provides Primary diagnosis with modifiers, differential diagnosis, ICD9 and ICD 10	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.

Film Character Diagnosis:

Contemporary films offer intriguing and insightful opportunities to practice your psychopathology diagnostic skills. During this semester, you will be expected to select one movie from the list below. After viewing the film of your choice, you will provide a comprehensive and thorough diagnostic formulation, narrative, and rationale for the characters indicated. Furthermore, you will provide details of your differential diagnoses (i.e., why the diagnoses were not 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 **100-points** possible toward your final grade in the course.

Frankie & Alice - Characters: Frankie/Alice & Edna Murdoch

Rain Man - Characters: Raymond & Charlie

Black Swan - Characters: Nina & Erica

A Beautiful Mind - Characters: John Nash & Charles Herman

Girl, Interrupted - Characters: Susanna & Lisa

Film Character Diagnosis Competency Level	Advanced (25)	Novice (10)	Student (5)	Unacceptable (0)
Competency 1: History	<p>All relevant biographical information is clearly stated and accurate.</p> <p>Biographical information discusses a wide range of areas of the client's life including developmental stage, family, education, social support, financial status, and anything else that seems pertinent to that client's life history.</p>	<p>Biographical information is clearly stated and accurate.</p> <p>There is some diversity in the areas of the character's life that are discussed</p>	<p>Biographical information is included, however lacks breadth and depth.</p> <p>Few categories are discussed or incorporated</p>	<p>Content is incomplete; there is minimal information on the background of the client.</p> <p>Biographical information is non-existent or very unclear.</p>
Competency 2: Mental Health Issues	<p>Accurately identifies clinically significant mental health issues for this client.</p> <p>All symptoms the client is experiencing are stated and clearly explained.</p>	<p>Omits minimal clinically significant mental health issues and/or identifies minimal issues as clinically significant that are not.</p> <p>The symptoms the client is experiencing are stated.</p>	<p>Omits clinically significant mental health issues and/or identifies issues as clinically significant that are not.</p> <p>Some symptoms are included.</p>	<p>Considerable difficulty identifying clinically significant mental health issues and/or cannot discern what is significant and what is not.</p> <p>Very few or no symptoms are included</p>

Competency 3: Conceptualizations	Assessment and understanding of client in terms of current status and presenting problems are organized meaningfully in relation to psychosocial history and vocational history.	Current status and presenting problems are organized in relation to psychosocial history and vocational history.	Ideas are present, but not well supported in relation to psychosocial history and vocational history.	The student does not display an understanding of the relationship between presenting problems, psychosocial history and vocational history.
Competency 4 Diagnosis and differential diagnosis.	Student is able to identify a the diagnosis and effectively describes the differential diagnosis clearly and concisely.	Student is able to identify Diagnosis and differential in an imprecise manner.	Student is able to identify the diagnosis without describing the differential diagnosis.	Student was not able to identify the diagnosis nor differential diagnosis.

Psychotropic Medication Analysis Paper:

Counseling encompasses the use of evidence-based counseling approaches in conjunction with other therapeutic regiments. Clients are often under a medical doctor’s care for the management of psychotropic medications. Consequently, medications often impact a client’s thoughts and emotional state in various ways. In consideration of a counseling client’s care, it may become necessary to consult with a medical provider, such as a psychiatrist, regarding the overall care of the mutual client. Psychotropic medications often modulate neurotransmitters and hormones and other intrinsic biological mechanisms that shape emotions and behaviors. Students are required to become familiar with psychotropic medications and their effect; even though, counselors DO NOT prescribe medications.

Students will be required to observe the videos under the “Resources” tab and write a paper of three (3) medications for each category that includes the name of the medication, to include the generic name, the neurotransmitter and/or hormones affected, the symptoms and diagnosis that typically warrant the prescription, contraindications and side effects. The assignment has a **100-point** potential value.

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 final draft of the scholarly research paper is due as required in the syllabus and is worth a total of **100-points**.

Scholarly Research Papers typically consist of about 10 pages, which includes the title page, reference page with 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 Sul Ross username 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.

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.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Aug 26	<p>Introduction:</p> <p>Activities: Introduce each other and learn one cultural trait about each of your classmates</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
Sep 02	<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>Virtual Classroom: Thursday, 7:00 p.m.</p>
Sep 10	<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>Case Study#1 Lucas Sandahl Sample</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>

<p>Sep 09</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 *Specific learning disorders *Motor disorders <p>Case Study #2 Eric Reynolds -Trauma- and Stressor-Related Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Sep 16</p>	<p>Reading Assignment: Schizophrenia Spectrum and Other Psychotic Disorders (Pgs. 87 -122)</p> <ul style="list-style-type: none"> *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>Case Study #3 Carlos -Neurodevelopmental Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Sep 23</p>	<p>Reading Assignment: Bipolar and Related Disorders (Pgs. 123 – 154)</p> <ul style="list-style-type: none"> *Bipolar I *Bipolar II *Cyclothymic Disorder *Substance/Medication-Induced Bipolar and Related Disorder *Bipolar and Related Disorder Due to Another Medical Condition <p>Case Study #4 Kevin Foster Schizophrenia Spectrum & Other Psychotic Disord Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Sep 30</p>	<p>Reading Assignment: Depressive Disorders (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 #5 Mr. Hill Bipolar and Related Disorders Due</p> <p>Research Topic, Title Page, Research Question Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Oct 07</p>	<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 #6 Andrew Quinn Depressive Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Oct 14</p>	<p>Reading Assignment: Obsessive Compulsive Disorder (Pgs. 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 & Related Disorder Due to Another Med Con <p>Case Study #7 Maria Greco Anxiety Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>

<p>Oct 21</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 #8 Vincent Mancini Obsessive Compulsive Disorder Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Oct 28</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 * Binge-Eating Disorder * Other Specified Feeding or Eating Disorder * Unspecified Feeding or Eating Disorder *Enuresis *Encopresis *Other Specified Elimination Disorder <p>Case Study #9 Jason Vaughan Dissociative Disorders Due</p> <p>Film Character Diagnosis Paper Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
<p>Nov 04</p>	<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, & Conduct Disord <p>Case Study #10a Wanda Hoffman Feeding and Eating Disorders Due</p> <p>Case Study #10a Zack Elimination Disorders Due</p>

	<p>Virtual Classroom: Thursday, 7:00 p.m.</p>
Nov 11	<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>Case Study #11 Kyle Case Disruptive, Impulse-Control, and Conduct Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
Nov 18	<p>Reading Assignment: Personality Disorder (Pgs. 645 – 684)</p> <ul style="list-style-type: none"> *Generalized Personality Disorder <p><u>Cluster A Personality Disorders</u></p> <ul style="list-style-type: none"> *Paranoid Personality Disorder *Schizoid Personality Disorder *Schizotypal Personality Disorder <p><u>Cluster B Personality Disorders</u></p> <ul style="list-style-type: none"> *Antisocial Personality Disorder *Borderline Personality Disorder *Histrionic Personality Disorder *Narcissistic Personality Disorder <p><u>Cluster C Personality Disorders</u></p> <ul style="list-style-type: none"> *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>Case Study # 12 Oliver Vincent Substance-Related Disorders Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>

Nov 25	Thanksgiving Holiday
Dec 02	<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> <p>*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> <p>Case Study #13 Larry Goranov Personality Disorder Due</p> <p>Virtual Classroom: Thursday, 7:00 p.m.</p>
Dec 09	<p>Due: Research Paper Psychotropic Medication Analyses Film Character Diagnosis</p>