

Syllabus

EDUA 6341 CMH and BRG: ADVANCED PSYCHOPATHOLOGY AND PSYCHOPHARMACOLOGY Sul Ross State University Spring 2023

Instructor: Tamara Olive, Ph.D., LPC, NCC
Office Phone: (325) 234-7174

E-mail: tolive@sulross.edu

Office Hours: Online hours are from 8:00 a.m.-9:00 a.m. Monday-Thursday. Instructor is available via email and telephone. I do not maintain an office on the university campus; telephone conferences are available by appointment.

Please read through the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact the instructor for clarification. This is a web course and is delivered entirely on Blackboard.

PREREQUISITE

Approval of instructor

REQUIRED MATERIALS

Note that two different textbooks are required. One of those is the Whitbourne **textbook**, and the other required text is the **DSM-5-TR**. Details are as follows:

1. Whitbourne, S.K. (2017). *Abnormal psychology: Clinical perspectives on psychological disorders* (8th ed.). New York: McGraw-Hill. **ISBN 9780077861988**

Be sure that you order the correct edition. This Loose-Leaf version can be placed in a binder, or you prefer, you can get a softcover or hardcover edition if you can find one priced reasonably. They have the same content; **just be sure it is the same ISBN 9780077861988 and is the 8th edition**. Don't wait! I'll expect you to be ready to go at the beginning of the semester.

Note: You can shop an online book vendor site for the Loose-Leaf version of the textbook, or you may be able to obtain a good used hardcover or softcover edition, as long as it is the 8th edition. You can obtain the Loose-Leaf textbook new or used at a reasonable amount on such sites as alabris.com, or you can search for available copies to buy or rent from various vendors at <https://www.gettextbooks.com/isbn/9780077861988/>

2. American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders, Fifth Edition, text revision: DSM-5-TR*. American Psychiatric Publishing. **This is required!** You will need the paperback version. **ISBN-13: 978-0890425763 (for the paperback version)** Make sure yours appears exactly as shown in the illustration on the Blackboard course site. You can find the *DSM-5-TR* via online vendors such as Amazon (paperback version for about \$117) at https://www.amazon.com/Diagnostic-Statistical-Disorders-Revision-Dsm-5-tr-dp-0890425760/dp/0890425760/ref=mt_other?_encoding=UTF8&me=&qid=

You can also order the *DSM-5-TR* directly from the APA at [https://www.appi.org/Products/DSM-Library/Diagnostic-and-Statistical-Manual-of-Mental-Di-\(1\)?sku=2576](https://www.appi.org/Products/DSM-Library/Diagnostic-and-Statistical-Manual-of-Mental-Di-(1)?sku=2576) for approximately \$170.

Please do **not** purchase the eBook *DSM-5-TR* online version, *for the page numbers will not match those that we use in this course!* You will need the **paperback version** (check to be sure that the ISBN number is accurate before ordering). **ISBN-13: 978-0890425763** You must obtain this manual before the start of the semester, so order early.

COURSE DESCRIPTION (Official catalog description)

This course examines existing concepts of mental illness and offers a healthier, client-freeing approach. Presentations on medications, stress and the immune system, mental status exam, and cases exemplifying diverse responses to human suffering are included.

STUDENT LEARNING OUTCOMES

This course contributes to the following required student learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental counseling program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

| CACREP Standard | Activity | SLOs |
|---|---|------|
| Common Core for all students: | | |
| Section 2: F. 1-Professional Counseling Orientation and Ethical Practice | | |
| 1. History and philosophy of the counseling profession (II F1a); | Assigned textbook reading; Chapter 4 "Theoretical Perspectives," Midterm Exam, Lectures | 1 |
| 2. Self-care strategies appropriate to the counselor role (IIG11); | Discussion Board | 3 |
| Section 2: F. 11-Social and Cultural Diversity | | |
| 1. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF11d); | Assigned textbook reading; Discussion Board | 1 |
| 2. Help-seeking behaviors of diverse clients (IIF11f); | Assigned textbook reading; Video Quiz Assignments; Discussion Board | 1 |
| 3. The impact of spiritual beliefs on clients' and counselors' worldviews (IIF11g); | Assigned textbook reading; Discussion Board | 1 |

| | | |
|--|--|---|
| Standard 2: F.111-Human Growth and Development | | |
| 1. Theories of normal and abnormal personality development (IIF111c); | Assigned textbook reading Chapter 1 “Overview to Understanding Abnormal Behavior;” Chapter 4 “Theoretical Perspectives” Midterm Exam; Case Report; Discussion Board | 2 |
| 2. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF111e); | Assigned textbook reading Chapter 1 “Overview to Understanding Abnormal Behavior;” Chapter 4 “Theoretical Perspectives: Biological Perspective” Midterm Exam; Case Report; Discussion Board; Video Quiz Assignments | 1 |
| 3. Systemic and environmental factors that affect human development, functioning, and behavior (IIF111f); | Reading Chapter 4 “Theoretical Perspectives: Biopsychosocial Perspective” Midterm Exam; Case Report; Discussion Board; Video Quiz Assignments | 1 |
| 4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF111g); | Assigned textbook reading Chapter 8 “Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders;” Discussion Board Assignments, Video Quiz Assignments; Midterm Exam; DSM Diagnostics Assignment; Pick the Correct Diagnosis Test | 1 |
| Standard 2: F.V- Counseling and Helping Relationships | | |
| 1. Theories and models of counseling (11FVa); | Assigned textbook reading Chapter 4 “Theoretical Perspectives;” Midterm | 2 |

| | | |
|---|--|---|
| | Exam; Case Report Assignment | |
| 2. Counselor characteristics and behaviors that influence the counseling process (11FVf); | Assigned textbook reading Chapter 2 “Diagnosis and Treatment; The Clinician’s Role in Treatment;” Video Quiz Assignments | 3 |
| 3. Essential interviewing, counseling, and case conceptualization skills (11FVg); | Video Quiz Assignments, Assigned textbook reading; Case Report Assignment | 2 |
| Standard 2: F. VII-Assessment and Testing | | |
| 1. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (11FVIIc) | Assigned textbook reading Chapter 7 “Depressive and Bipolar Disorders: Suicide”; Midterm Exam; Video Quiz Assignments; DSM reading and DSM Diagnostic Assignment | 2 |
| 2. Procedures for identifying trauma and abuse and for reporting abuse (11FVIId) | Discussion Board | 3 |
| 3. Use of assessments for diagnostic and intervention planning purposes (11FVIIe) | Assigned reading Chapter 3 “Assessment;” Midterm Exam | 2 |
| 4. Use of symptom checklists, and personality and psychological testing (11FVIIk) | Assigned reading Chapter 3 “Assessment;” Midterm Exam; DSM reading; Pick the Correct Diagnosis Test; Case Report Assignment; DSM Diagnostic Assignment; Midterm Exam; Final Exam | 2 |
| 5. Use of assessment results to diagnose developmental, behavioral, and mental disorders (11FVIIL) | Assigned reading Chapter 3 “Assessment;” Midterm Exam | 2 |
| Standards for Clinical Mental Health Counseling (CMHC) track | | |

| | | |
|--|---|---|
| Standard 5: V. I-Foundations | | |
| 1. History and development of clinical mental health counseling (V.1.a) | Assigned textbook reading Chapter 1 “Overview to Understanding Abnormal Behavior: Prominent Themes in Abnormal Psychology Throughout History”; Midterm Exam | 1 |
| 2. Theories and models related to clinical mental health counseling (V.1.b) | Assigned textbook reading; Chapter 4 “Theoretical Perspectives,” Midterm Exam, Lectures | 2 |
| 3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (V.1.c) | Case Report Assignment; Assigned reading Chapter 2: “Diagnosis and Treatment: Planning the Treatment” | 2 |
| 4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (V.1.d) | Assigned reading Chapter 12 “Substance-Related and Addictive Disorders;” Video Quiz Assignment; Final Exam | 1 |
| 5. Psychological tests and assessments specific to clinical mental health counseling (V.1.e) | Assigned reading Chapter 3 “Assessment;” Midterm Exam | 2 |
| Standard 5: V. II-Contextual Dimensions | | |
| 1. Roles and settings of clinical mental health counselors (V.11.a) | Discussion Board; Assigned textbook reading Chapter 2 “Diagnosis and Treatment: Treatment Site;” Midterm Exam | 3 |
| 2. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (V.11.b) | Assigned textbook readings, DSM-5 assigned reading and assignments | 2 |
| 3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (V.11.c) | Assigned reading Chapter 2 “Diagnosis and Treatment” | 3 |
| 4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and | Assigned textbook and DSM-5 reading; | 2 |

| | | |
|--|--|---|
| statistical Manual of Mental Disorders (DSM) and the International classification of Diseases (ICD) (V.11.d) | Midterm Exam; Final Exam; Pick the Correct Diagnosis test; DSM Diagnostics Assignment; Discussion Board; 12 Video Quiz assignments for specific diagnoses | |
| 5. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (V.11.e) | Assigned reading Chapter 12 “Substance-Related Disorders;” DSM-5 reading; Video Quiz “Substance Use Disorder”; Pick the Correct Diagnosis Test; Final Exam | 2 |
| 6. Impact of crisis and trauma on individuals with mental health diagnoses (V.11.f) | Assigned textbook reading Chapter 8 “Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders;” Discussion Board Assignments, Video Quiz Assignments; Midterm Exam; DSM Diagnostics Assignment; Pick the Correct Diagnosis Test | 1 |
| 7. Legislation and government policy relevant to clinical mental health counseling (V.11.i) | Assigned textbook reading Chapter 15 “Ethical and Legal Issues;” Final Exam | 3 |
| 8. Cultural factors relevant to clinical mental health counseling (V.11.j) | Assigned textbook reading; Midterm Exam; Final Exam | 1 |
| 9. Legal and ethical considerations specific to clinical mental health counseling (V.11.l) | Assigned textbook reading Chapter 15 “Ethical and Legal Issues;” Final Exam | 3 |
| Standard 5: V.III-Practice | | |
| 1. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (V.111.a) | Assigned textbook reading Chapter 3 “Assessment;” Midterm Exam; Video Assignments | 2 |
| 2. Techniques and interventions for prevention and treatment of a broad range of mental health issues (V.111.b) | Assigned textbook reading; Case Report Assignment; Midterm Exam; Final Exam | 2 |

COUNSELOR EDUCATION MARKETABLE SKILLS

- Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
- Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
- Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

REQUIREMENTS

Students will:

- participate in online discussions and activities.
- complete online quizzes and activities based on assigned videos.
- complete reading assignments and study the material prior to submitting assignments online.
- complete all assignments prior to the due dates (no late assignments accepted).
- take two major exams, complete one DSM diagnostics assignment, and complete one case study.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** in the following areas:

| | | |
|--|------------------------------------|------------|
| Video Quizzes | 12 @ 10 pts. (20% of course grade) | 120 points |
| Pick the Correct Diagnosis Test | (5% of course grade) | 30 points |
| Case Report | (15 % of course grade) | 90 points |
| DSM Diagnostics Assignment | (15% of course grade) | 90 points |
| “Of Particular Interest” Discussion Boards | 2 @ 15 pts. (5% of course grade) | 30 points |
| Midterm Exam | (18% of course grade) | 108 points |
| Final Exam | (18% of course grade) | 108 points |
| Participation Grade | (4% of course grade) | 24 points |

TOTAL possible 600 points

Course Grade: A=543-600; B=483-542; C= 423-482; F=422 and below

Written work will be evaluated on the basis of content, clarity, clinical insight, attention to formatting, and the correct application of grammar, mechanics, and style.

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of Incomplete (I) are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

PARTICIPATION

You are expected to participate in the online activities and discussions. Your participation grade will be affected by both the quality and quantity of your participation. You are required to “Introduce Yourself” on the Discussion Board. On the “Of Particular Interest” Discussion Board forums (2), you will be provided an opportunity to demonstrate your knowledge and to interact with others. If you post on the “Questions & Concerns” Discussion Board forum, your questions and responses should give evidence that you are keeping up with the assigned reading and examining all other students’ postings. Note: Additional forums may be

posted; if so, you will be instructed to interact on those forums. You are required to respond to instructor posts on the “Important Information from Dr. Olive” Discussion Board Forum.

You must reply to any email from the instructor ***promptly***, and you **must reply promptly to each post** of the instructor on the “**Important Information from Dr. Olive**” Discussion Board forum (**within one week**). This may be a brief, “I’ve read it” post, or you may discuss. If the instructor asks you to clarify or expand a post that you have made on any forum, you are required to do so. Failing to respond via email or on the Discussion Board **within one week** will result in the loss of Participation points, and in accordance with the attendance policy, may lead to your being dropped from the course with a grade of “F.”

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** You are encouraged to work ahead. Your final course grade will be affected by the **quality** of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos and attached materials. Your written communication should reflect professional courtesy toward the instructor and fellow students.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

ATTENDANCE POLICY

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Students, in order for you to participate in this course, you must reply to an Online Participation Policy forum on the Discussion Board. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks (one week during a summer session), fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with an “F.” You are required to respond to the “Online Participation Policy” forum on the Discussion Board with a signed statement. Details are provided on the Blackboard Discussion Board. Any student who fails to submit the required participation policy statement on the Discussion Board will be dropped from the course. ***You are expected to check both your Sul Ross email account inbox and the “Important Information” Discussion Board forum daily for the duration of the semester.***

Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet. The instructor will monitor the Blackboard log-ins for attendance.

ASSIGNMENT DESCRIPTIONS

Reading Assignments. Two books are required for this class. You are expected to read the *Abnormal Psychology* text thoroughly. The *DSM-5-TR* (DSM) should be read selectively and used as a reference. You must become very familiar with its use; you need not memorize all the details of every diagnosis.

Reading assignments are listed in the **DUE DATES** below. Please complete the reading assignments and **study** the materials prior to submitting assignments.

Video Quizzes

Students, you are required to view video segments based on specific disorders and then take a quiz. There are 12 different disorders. As you view each disorder, you are required to study the section of the *DSM-5-TR* related to that disorder. You should also read the textbook information regarding that disorder. The quiz will be based on the video content and the information in the *DSM-5*. You are not expected to memorize criteria in the *DSM-5-TR*, but you will need to be able to answer questions regarding those criteria.

Click on the "**Quizzes--Videos**" purple button on the left of your screen on Blackboard for detailed instructions and to access the videos and quizzes. Assigned videos contain segments of client interviews and/or brief lectures. Watch the assigned video(s) before taking the quiz. Due dates for each quiz are listed in the syllabus. There are 12 quizzes, one for each disorder. No late assignments will be accepted.

Case Report

Students, you will be expected to write a case report, based on a client interview segment. The client is experiencing symptoms of social anxiety.

I am providing you a **sample case report** that you will use to format your own case history assignment. My example is based on an ADHD client. Your report will be based on the client in the assigned video with social anxiety. I have provided you the required format for the case report on the assignment instructions.

You can find detailed instructions regarding accessing the client interview segment and completing the case report on Blackboard via the Assignments link.

You have been given the client's disorder, social anxiety, but you will have to find the correct diagnostic code in the *DSM-5-TR* and complete the total case report based on the information available in this first interview video. You will need to study the video, as well as find the *DSM-5-TR* diagnostic coding information in the *DSM-5-TR* to complete the assignment. You will need to locate the disorder in the *DSM-5-TR* on pages 35-926 (use the Index at the back of the *DSM-5-TR* beginning on page 1005 to quickly find the disorder). Note: Find ICD-10CM Z codes beginning on the bottom of page 979 in the *DSM-5-TR*.

Study the diagnostic criteria in the *DSM-5-TR* for the disorder and *all of the accompanying information*, including Diagnostic Features, Development and Course, Differential Diagnosis, Functional Consequences, etc. Does the client meet any Specifiers? Approach this case as though you are the counselor!

Open the attachment on Blackboard on the Case Report Assignment (via the Assignment tab on Blackboard) to view the Sample Case Report, based on David, a client with ADHD. **Exactly** follow the format and headings I have utilized, and include a References page, following correct APA style. Additional details may be found in the assignment instructions on the Blackboard course site. Carefully read and follow the instructions for this assignment.

Pick the Correct Diagnosis Test. This is an objective (matching) test in which you are given 9 brief cases. Based on the description of symptoms for each individual, you are to select the correct diagnosis. A list of diagnoses will be provided from which to choose. You must select the correct diagnosis, *DSM-5-TR* diagnostic code number, and appropriate specifiers. Everything counts! You must utilize the *DSM-5-TR* to complete this assignment. Instructions for the test are found on the Blackboard course site.

DSM Diagnostics Assignment. You will be presented with **four** client cases described in the literature. You are then to "diagnose" or classify the condition that is occurring, and prepare a written report of your analysis for each case. Use the report format utilized in the example provided on the DSM Diagnostics assignment instructions on the Assignments tab on Blackboard. Note the due date indicated below on this syllabus. Create

one long Microsoft word document; begin a new page for each case, and center the case number at the top of that new page (Case #1; Case #2; Case #3; Case #4). *Before submitting your document, you must first complete a **telephone conference** with Dr. Olive to review your diagnoses in your rough draft. Schedule the telephone conference via email at tolive@sulross.edu Note the deadline for completing this telephone conference. After you receive Dr. Olive's approval, you may submit this assignment any time **before** the due date; **late work will not be accepted**. The scoring rubric for this assignment is attached to this syllabus.*

General Format for Written Work. Papers must be typed using **one-inch margins** (to adjust your page format, go to Page Layout or Page Setup on the File menu in Word), **Times New Roman 12-point type font**, and **single line spacing** (double space between questions and/or sections), have **all pages including the first numbered**, and be **edited** for spelling and grammar. **NOTE: Proofread your work, and if needed, engage a trusted individual to assist in proofreading. Your writing reflects your professionalism. Papers with multiple errors will receive a reduction in grade.** Refer to Blackboard assignments for specific formatting directions and/or format examples for each assignment. APA style must be utilized correctly.

Exams. A midterm and a final exam will be given on Blackboard as noted in the **DUE DATES** below. 12 Video Quizzes will be given. You are responsible for **all** material posted online **and** reading assignments. No late exams will be accepted.

Discussion Board Forums. You are required to post a thread on the "Of Particular Interest" Forum #1 and "Of Particular Interest Forum #2, and make a response to another student on each of the forums. You are also required to "Introduce Yourself" and post an "Online Participation Policy" statement of agreement. Additional forums may be posted throughout the semester; in this instance, students will be informed and expected to respond. You are required to briefly respond to each post from the instructor on the "Important Information from Dr. Olive" forum. Due dates are posted in the calendar in this syllabus.

CALENDAR / DUE DATES

This is an intense, very fast-paced course. If you are facing excessive work or course demands this semester, I suggest you wait to take this course until you will have adequate time for learning and success. The instructor reserves the right to amend the calendar. If this becomes necessary, all students will be notified. This is an online course and requires video support materials. It is the students' responsibility to ensure that their personal technology is adequate, and if a student is traveling, he/she must make provision to have computer access and submit assignments no later than the due date. Extensions will not be granted.

Assignments are **DUE by 11:59 p.m. Central Time, the day indicated.** **No late assignments will be accepted.**

| | |
|------------------|--|
| January 18, 2023 | Spring semester officially begins |
| January 19, 2023 | Introduce Yourself on the Discussion Board |
| January 20, 2023 | Email contact information to Instructor. Include your name, telephone number, and whether you can receive text messages. This information is requested so that in the event of a problem with a submitted assignment, you can be reached promptly in order to resolve the concern. Email Dr. Olive at tolive@sulross.edu |
| January 23, 2023 | Reading: Text Chapters 1, 2, 3 & 4 due DSM-5-TR pp..5-29 due |
| January 24, 2023 | Online Participation Policy statement posted on the Discussion Board (you must post this in order to remain in the course). |

| | |
|-------------------|---|
| January 28, 2023 | Reading: Text Chapter 5 due ADHD Video Quiz due |
| January 30, 2023 | Tourette's Disorder Video Quiz due |
| February 1, 2023 | Reading: Text Chapter 6 due Schizophrenia Video Quiz due |
| February 3, 2023 | Reading: Text Chapter 7 due Major Depressive Disorder Video Quiz due |
| February 4, 2023 | A reminder: Check to be certain you have read all posts on the "Important Information from Dr. Olive" Discussion Board forum and made replies by this date. Remember to reply within one week from each of Dr. Olive's posts. |
| February 5, 2023 | Persistent Depressive Disorder Video Quiz due |
| February 8, 2023 | Bipolar Disorder Video Quiz due |
| February 10, 2023 | Reading: Text Chapter 8 due Agoraphobia Video Quiz due |
| February 11, 2023 | A reminder: Check to be certain you have read all posts on the "Important Information from Dr. Olive" Discussion Board forum and made replies by this date. Remember to reply within one week from each of Dr. Olive's posts. |
| February 13, 2023 | Obsessive Compulsive Disorder Video Quiz due |
| February 16, 2023 | Post-Traumatic Stress Disorder Video Quiz due |
| February 23, 2023 | MIDTERM EXAM: online on Blackboard (the exam will be made available at least 2 days prior to the deadline and is due no later than 11:59 p.m. Central Time). See additional explanation on Blackboard on the Exams button. The exam will cover Chapters 1-8, and the reading from the <i>DSM-5-TR</i> , pp.5-29. |
| February 27, 2023 | Reading: Text Chapter 9 and 10 due Anorexia Nervosa Video Quiz due |
| February 28, 2023 | A reminder: Check to be certain you have read all posts on the "Important Information from Dr. Olive" Discussion Board forum and made replies by this date. Remember to reply within one week from each of Dr. Olive's posts. |
| March 2, 2023 | Reading: Text Chapter 11 and 12 due Substance Use Disorder Video Quiz due |
| March 5, 2023 | Reading: Text Chapters 13, 14, and 15 Borderline Personality Disorder Video Quiz due |
| March 7, 2023 | "Of Particular Interest" Forum #1 posting on the Discussion Board due |
| March 8, 2023 | Must respond by 11:59 p.m. Central Time to one other student's posting on the "Of Particular Interest" Forum #1 |

| | |
|-------------------|---|
| March 10, 2023 | “Of Particular Interest” Forum #2 (2 different videos and questions completed— Assignment A <u>and</u> Assignment B) postings on the Discussion Board due |
| March 11, 2023 | Must respond by 11:59 p.m. Central Time to one other student’s posting on the “Of Particular Interest” Forum #2 |
| March 13-17, 2023 | Spring Break |
| March 21, 2023 | A reminder: Check to be certain you have read all posts on the “Important Information from Dr. Olive” Discussion Board forum and made replies by this date. Make sure you have read all feedback on assignment posts by this date and have responded to any questions. |
| March 23, 2023 | Case Report due |
| March 26, 2023 | Deadline to <u>schedule</u> your 40-minute telephone conference with Dr. Olive to discuss your rough draft for the DSM Diagnostics Assignment. Email tolive@sulross.edu to schedule your appointment. |
| March 30, 2023 | Pick the Correct Diagnosis Test due |
| April 4, 2023 | Your telephone conference with Dr. Olive must have been completed by this date. You must have written your DSM Diagnostics Assignment rough draft with all diagnoses, F Code numbers, specifiers, medical conditions, ICD-10-CM Z Codes, criteria, and justification for diagnoses (letter by letter) before you call Dr. Olive! See the instructions and example for this assignment on the Assignments link on Blackboard. You must discuss your rough draft diagnoses with Dr. Olive before you proceed! |
| April 6, 2023 | DSM Diagnostics Assignment due <i>Note: You must have completed your telephone conference with Dr. Olive and received her approval before submitting this final document!</i> Submit your document no later than 11:59 p.m. Central Time. |
| April 14, 2023 | FINAL EXAM: online on Blackboard (the exam will be made available at least 2 days early and will must be submitted no later than 11:59 p.m. Central Time.) See additional explanation on Blackboard on the Exams button. The exam will cover Chapters 9-15, diagnostics based on the <i>DSM-5-TR</i> , and information from all the Lectures, including the information regarding Psychopharmacology (medications). All final replies must be completed on the “Important Information from Dr. Olive” forum. Last day for students to drop a course and receive a grade of 'W' |
| May 17, 2023 | End of term |
| May 19, 2023 | Commencement |

SRSU DISABILITY SERVICES:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students

with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forums on Blackboard at the designated times in this syllabus, as well as in ongoing forums.

Lectures/discussions will incorporate text content, lectures and mini-lectures on the Blackboard course site, discussion board forums, video presentations, and power point presentations including the following topics: course overview; understanding abnormality: a look at history and research methods; classification and treatment plans; assessment; theoretical perspectives; anxiety disorders; somatoform disorders, psychological factors affecting medical conditions, and dissociative disorders; sexual disorders; mood disorders; schizophrenia and related disorders; personality disorders; development-related disorders; aging-related and cognitive disorders; substance-related disorders; eating disorders and impulse-control disorders; ethical and legal issues; and psychopharmacology.

Blackboard discussions will also examine reporting requirements for abuse/neglect, the impact within families as a result of mental health disorders, and personal perspectives and insights regarding mental health disorders. Various diagnoses and the challenges of diagnosing will be addressed in Discussion Board posts. The *DSM-5-TR* will be examined and discussed, and the use of the *DSM-5-TR* in identifying and diagnosing mental health disorders will be explained.

Scoring Rubric for the DSM Diagnostics Assignment is attached.

ED 6341 Psychopathology Scoring Rubric—DSM Diagnostics Assignment

90 total points possible, 4 Cases, 5 Diagnoses

| Diagnostic Cases | Measures | Maximum Points Possible | |
|--|--|--|---|
| Correct Coding-Case #1 | Diagnosis correct recorded (one diagnosis) | 6 | |
| | Correct ICD-10 number recorded | 4 | |
| | Medical conditions noted or excluded | 1 | |
| | Appropriate Z Codes assigned | 2 | |
| | Criteria copied exactly for correct Diagnosis from DSM-5 | 1 | |
| | Justification for each DSM criterium given | 4 | |
| | -----Maximum points for Case #1 = 18 | | |
| Correct Coding-Case #2(TWO DIAGNOSES) | Diagnosis correct recorded (Primary Diagnosis) | 5 | |
| | Correct ICD-10 number recorded | 4 | |
| | Medical conditions noted or excluded | 1 | |
| | Appropriate Z Codes assigned | 2 | |
| | Criteria copied exactly for correct DID Diagnosis from DSM-5 | 1 | |
| | Justification for each DSM criterium given | 3 | |
| | -----Maximum points for DID Case = 16 | | |
| | Diagnosis correct recorded (Comorbid Diagnosis) | 5 | |
| | Correct Specifiers indicated | 4 | |
| | Correct ICD-10 number recorded | 4 | |
| | Criteria copied exactly for correct MDD Diagnosis from DSM-5 | 1 | |
| | Justification for each DSM criterium given | 4 | |
| | -----Maximum points for MDD Case = 18 | | |
| | Correct Coding-Case #3 | Diagnosis correct recorded (one diagnosis) | 5 |
| Correct Specifiers indicated | | 3 | |
| Correct ICD-10 number recorded | | 3 | |
| Medical conditions noted or excluded | | 1 | |
| Appropriate Z Codes assigned | | 2 | |
| Criteria copied exactly for correct Diagnosis from DSM-5 | | 1 | |
| Justification for each DSM criterium given | | 4 | |
| -----Maximum points for Case #3 = 19 | | | |
| Correct Coding-Case #4 | Diagnosis correct recorded (one diagnosis) | 5 | |
| | Correct Specifiers indicated | 3 | |
| | Correct ICD-10 number recorded | 3 | |
| | Medical conditions noted or excluded | 3 | |
| | Appropriate Z Codes assigned | 1 | |
| | Criteria copied exactly for correct Diagnosis from DSM-5 | 1 | |
| | Justification for each DSM criterium given | 3 | |
| -----Maximum points for Case #4 = 19 | | | |

TOTAL POSSIBLE POINTS on DSM Diagnostics Assignment is 90 points.

A = 82-90 points B= 73-81 points C=64-72 points F=63 points and below TOTAL SCORE _____

Note: Partial credit for measures may be given when the diagnosis or specifiers could be reasonably considered and justified.