

Syllabus
SUL ROSS STATE UNIVERSITY
EDUA 6341:
ADVANCED PSYCHOPATHOLOGY & PSYCHOPHARMACOLOGY
Spring 2025/Rebecca Greathouse Wren, LPC-S

Instructor: Rebecca Greathouse Wren, M.Ed., LPC-S

Email: rebecca.wren@sulross.edu.

Cell Phone: 432-386-6973 for texts (preferred) and phone calls. Please leave your name and the class # you are in (6342) when you text or leave a message.

Office Hours: By appointment: telephone or Zoom meeting.

Please read the syllabus carefully and refer to it throughout the course. I recommend downloading and printing a copy for yourself. 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.

REQUIRED MATERIALS

You need the following materials:

1. Whitbourne, S.K. (2017). *Abnormal psychology: Clinical perspectives on psychological disorders* (8th or 9th ed.). New York: McGraw-Hill.
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.** 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**
3. Preston, Moore & Johnson (2024). *Clinical psychopharmacology made ridiculously simple*, 10th edition, MedMaster, Inc., Miami, Fla.
4. American Psychological Association (2019). *The publication manual of the American Psychological Association*. Seventh Edition. Washington, D.C. American Psychological Association.

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 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; Lectures, Discussion Board	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; Lectures, Discussion Board	2
2. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF111e);	Assigned textbook reading; Lectures, Discussion Board Video Quiz Assignments	1
3. Systemic and environmental factors that affect human development, functioning, and behavior (IIF111f);	Assigned textbook reading; Lectures, Discussion Board Video Quiz Assign	1
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF111g);	Assigned textbook reading; Lectures, Discussion Board	1

Standard 2: F.V- Counseling and Helping Relationships		
1. Theories and models of counseling (11FVa);	Assigned textbook reading; Lectures, Discussion Board	2
2. Counselor characteristics and behaviors that influence the counseling process (11FVf);	Assigned textbook reading; Lectures, Discussion Board	3
3. Essential interviewing, counseling, and case conceptualization skills (11FVg);	Assigned textbook reading; Lectures, Discussion Board Video Quiz Assignments	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; Lectures, Discussion Board Video Quiz Assignments; DSM reading	2
2. Procedures for identifying trauma and abuse and for reporting abuse (11FVIIId)	Discussion Board	3
3. Use of assessments for diagnostic and intervention planning purposes (11FVIIe)	Assigned textbook reading; Lectures, Discussion Board	2
4. Use of symptom checklists, and personality and psychological testing (11FVIIk)	Assigned textbook reading; Lectures, Discussion Board	2
5. Use of assessment results to diagnose developmental, behavioral, and mental disorders (11FVIII)	Assigned textbook reading; Lectures, Discussion Board	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; Lectures, Discussion Board	1
2. Theories and models related to clinical mental health counseling (V.1.b)	Assigned textbook reading; Lectures, Discussion Board	2
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (V.1.c)	Assigned textbook reading; Lectures, Discussion Board	2

4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (V.1.d)	Assigned textbook reading; Lectures, Discussion Board Video Quiz Assignment	1
5. Psychological tests and assessments specific to clinical mental health counseling (V.1.e)	Assigned textbook reading; Lectures, Discussion Board	2
Standard 5: V. II-Contextual Dimensions		
1. Roles and settings of clinical mental health counselors (V.11.a)	Assigned textbook reading; Lectures, Discussion Board	3
2. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (V.11.b)	Assigned textbook reading; Lectures, Discussion Board, 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 textbook reading; Lectures, Discussion Board	3
4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and statistical Manual of Mental Disorders (DSM) and the International classification of Diseases (ICD) (V.11.d)	Assigned textbook reading; Lectures, Discussion Board Video Quiz	2
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 textbook reading; Lectures, Discussion Board Video Quiz	2
6. Impact of crisis and trauma on individuals with mental health diagnoses (V.11.f)	Assigned textbook reading; Lectures, Discussion Board Video Quiz	1
7. Legislation and government policy relevant to clinical mental health counseling (V.11.i)	Assigned textbook reading; Lectures, Discussion Board	3
8. Cultural factors relevant to clinical mental health counseling (V.11.j)	Assigned textbook reading; Lectures, Discussion Board	1
9. Legal and ethical considerations specific to clinical mental health counseling (V.11.l)	Assigned textbook reading; Lectures, Discussion Board	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; Lectures, Discussion Board; 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; Lectures, Discussion Board, Final Video Project.	2

COUNSELOR EDUCATION MARKETABLE SKILLS

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. 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.
3. 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:

DISCUSSION BOARDS:	40% of Total grade
Discussion Board- Course Syllabus Statement	1 @ 5 pts
Discussion Board- Introduce Self	1 @ 10 pts
Psychopharmacology Book Discussion Board	11 @ 15 pts each
Abnormal Psychology Text Discussion Board	14 @ 30 pts each

VIDEO TESTS:	40% of Total grade
Video Tests	10 @ 100 pts each

FINAL VIDEO PROJECT:	20% of Total grade
Final Video Project	1 @ 500 pts

Course Grades: A- 91-100; B-81-90; C-71-80; F- 70 and below

Written work will be evaluated based on content, clarity, clinical insight, attention to formatting, and the correct application of grammar, mechanics, and APA 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 online activities and discussion boards.

Late assignments will NOT 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 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 must 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 logins for attendance.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

ASSIGNMENT DESCRIPTIONS

Reading Assignments and Discussion Boards: 40% of Total Grade:

Three books are required for this class. You are expected to read the *Abnormal Psychology* text and the Clinical Psychopharmacology thoroughly, as indicated in your assignments and on the Calendar of Assignments. 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.

DISCUSSION BOARD (DB) ASSIGNMENTS DIRECTIONS & INFORMATION: 40% of Total Grade

All assignments are due at 11:55 pm CENTRAL TIME (OR 10:55 PM EL PASO TIME).
This semester you will be writing 27 Discussion Board posts.

The first two are easy and are due right away!

The first one is due on Thursday, 1-16-25 (see more within the Discussion Board Assignments to Post/complete to know more about this). This first Discussion Board will be for you to read the syllabus, etc. and then post that you have read it and will abide by it. This must be done to continue the class. **This Discussion Board is worth 5 points, but you MUST do it to continue in this class!** You will receive 2 points for writing and posting that by the deadline.

The second DB is an introduction of yourself, answering several questions so we can all get to know each other better. That posting is worth 10 points. I HIGHLY ENCOURAGE that you post a photo of **yourself** in that Introduction (you can attach it to your post). See the directions and questions to that under 'Assignments to Post/Complete,' 'Discussion Board.' It is the one that is due on Friday, 1-17-25.

The rest of the DBs are in one of two categories, with each category requiring different levels of writing, and either to respond to 2 classmates' posts or not. These are also scored differently.

The DBs that you will write using your **Psychopharmacology** book (the little one) will be to write IN YOUR WORDS (do NOT quote the source but cite it) 2-3 paragraphs about the chapter or pages you are directed to read for each of those. **You do NOT need to respond to classmates on these DBs**, but you must post before you can see anyone else's. There are 11 of these, and each is worth a maximum of 15 points.

The other DBs will be summaries of the chapters you have read for that week in your **Abnormal Psychology textbook**. Write 3-5 paragraphs about the most important thing/s you read in the chapter. **Do not use more than one (1) quote in these posts**, and properly cite everything you used. You will be graded in depth and understanding of your writing, as well as **APA style** in your writing. You must write your post first before you can see anyone else's. There are 15 chapters, but the first DB due in this category covers chapters 1 and 2 and is due on Thursday, 1-23-25 (and is worth double the points as the other Abnormal Psychology textbook chapter reviews).

IF FOR SOME REASON OR WAY YOU BY-PASS WRITING YOUR POST FIRST, you WILL RECEIVE A 0 FOR YOUR WORK, NO MATTER THE REASON FOR HOW YOU DID IT OR EVEN IF IT WAS A MISTAKE!

You are required to write these posts in a formal way, using citations, formal APA style, writing 3-5 paragraphs. If you do an excellent job on your post, you may earn a maximum of 20 points. 5 points are given for each of 2 responses you write to a classmate AFTER you've made your post. You must post your chapter summary BEFORE you can see any of your classmates' posts (+10 points extra). Your responses to your classmates need to be professional observations about what they wrote, NOT for being a 'cheerleader' in their work. These DBs have a possible maximum of 30points.

You usually have two Discussion Boards assigned weekly.

Follow the syllabus due dates.

I suggest you write up your work and proof it before you copy and paste it on your post. **DO NOT ATTACH** any document for someone (like your classmates or me) to have to open to read it. We're looking for ease of sharing our posts.

If you have any questions about these, please feel free to email me at rebecca.wren@sulross.edu, or text me at 432-386-6973. Please include your full name, the course number (6341 for this course), and the reason for reaching out. **I will not proof your work before you turn it in**, so please do not ask me to do that for you.

Video Quizzes: 40% of Total Grade:

Videos and Video Quizzes/Tests:

You are required to view video segments based on specific disorders and then take a test. As you view each disorder, you are required to study the section of the *DSM-5-TR* related to that disorder. The test will be based on the video content and the information in the *DSM-5-TR*. 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 somewhat quickly. You must answer 10 questions per quiz/test in *60 minutes (the test will stop after that time and what you have answered will be graded, and what you did not answer will be graded as a 0).

Click on the "**Video Tests**" link In the folder of that week's disorder.

Due dates for each test are listed in the syllabus and in the content folders of 'Video Tests.' To access this, click on the folder entitled VIDEOS & VIDEO TESTS, and there you will see all the video links and the test for that week's disorder. They are listed in chronological order of the due date (hopefully!). Those folders have all the videos you'll need to watch to pass the quiz. After you've watched all of them, click on the title for the Test document. **You may take the quiz two times by the due date deadline.** The questions are given randomly, so you won't have the same test the second time. Your highest score (if you take it twice) will be the score that is recorded and used for your final grade. Each test has 10 questions, with each question worth 10 points, for a maximum total of 100 points.

Late assignments will NOT be accepted, so I recommend you get them done early, in case an emergency were to come up at the last minute (just good time management skills).

Thank you.

* You have a two (2) hour time limit for the Bipolar Disorder Test. But remember, you have two Video Tests due the same day: Both Major Depressive Disorder and Bipolar Disorder /Tests are due at 11:55 pm (central) on Saturday, March 1, 2025!

Final Project: 20% of Total Grade:

Final Project: A Psychoeducational Video for your private practice website:

You must get approval from Wren by Sunday, 2-2-25, 11:55 pm for the disorder you wish to focus on. Send her (by email, rebecca.wren@sulross.edu) your top two disorders and she will approve one of them (or not).

For this Final Project you will choose a Disorders from the DSM-5TR (and get Wren's approval) and make a video as if this is a psycho-educational video that you will have on you future private counseling practice website. Make it easy to understand. You can be creative with these, if you wish. Review the disorder and the symptoms. You will also talk about the normal medications from Over-the-Counter used or that doctors may use for the disorder. The length needs to be between ten (10) and fifteen (15) minutes ONLY! I suggest that you practice what you're going to say before you film yourself!

This project is worth A LOT OF POINTS, and acts as a 'Mid-term, Final, and Research paper' all rolled into one. It will be worth 500 points.

Each of you will imagine having your own private practice where you have a website for your clients and potential clients to visit. In your website you will have a 'Psychoeducational' component where your clients can learn about different disorders from you talking about specific disorders via Videos. It is good to show your face and your basic, kind but professional mannerisms to potential clients through this.

Your project will only be for one psychiatric disorder, and you will take 10-15 minutes to teach your clients about it. **Your video must look and 'feel' professional** and describe behaviors and symptoms common to that disorder. You will educate your clients about what the professional name of the category is of your chosen disorder. You might even want to describe a short history of how that disorder has been seen throughout history. You can give other common terms used for the disorder, what symptoms are used for the diagnosis, common age onsets, different counseling treatment options for managing or overcoming the disorder, and much more. You will also speak about the medications commonly used to help this category of disorders, a very basic description on how they work, and how you can work with your client's psychiatrist, as it will be the psychiatrist who can prescribe psychotropic medications and not you. At the end you will tell the client how and where they can get more information about that disorder online. You will include an extensive (8-15) reference list that will be attached.

EACH STUDENT MUST REACH ME VIA EMAIL (rebecca.wren@sulross.edu) TO GET APPROVAL FOR THE DISORDER OR CATEGORY THEY WANT TO DO BY **SUNDAY, FEBRUARY 2**. YOU MUST GET MY APPROVAL FIRST!!! So, start thinking about that now!

PLEASE NOTE: If I do not get what disorder you want to cover in an email from you by Sunday, 2-2-25, I will ASSIGN one to you, which you must do!

You must also attach a Reference List for those references you used to make your Final Video Project. You must have a minimum of eight (8) references and use proper APA Style. Include your full name and the Course number of this class (6341). This is worth 20 points, but **if you do NOT provide one, then I will NOT grade your final project.**

I'm looking forward to seeing your productions, and I feel it will help you down the line when you start your own private counseling practice!

I'm looking forward to working with each of you this semester! Let's have fun and learn a lot!

Becky Wren