



DOANE UNIVERSITY

SYLLABUS

COU 610: Psychopathology

Course Content

Course Number: COU 610

Course Title: Psychopathology

Course Dates: Summer 2020; May 25- July 25

Credit Hours: 3 Credits

Instructor: Arden Szepe, PhD, NCC

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Office Email: arden.szepe@doane.edu

Office Hours: By Appointment

Classroom: TBA

Meeting Times: Wednesdays, 6:00PM- 10:30PM

Course Description

Intended for career professionals in the mental health field, the course studies the wide spectrum of behavior, cognitive and emotional conditions affecting children, adolescents, and adults. Incorporating current psychological, sociological and educational research, class work involves an applied, as well as conceptual, holistic study of both healthy and abnormal maladaptive mental health conditions. As a foundation for effective counseling, upon completing the course students will be able to accurately identify and diagnostically classify specific as well as broad categories of emotionally pathological and behaviorally dysfunctional conditions. Emphasis is placed on the use of evidence based, research, theory, and analytically sound assessment methods including functional behavior assessment and differential diagnostic procedures. Focus is also directed to the successful application of clinical methods and techniques in the assessment and documentation process, to include accurate case formulations which serve as the basis for interventions and treatment planning.

Student Learning Objectives:

At the conclusion of this course, students will be able to:

1. Students will demonstrate knowledge of the history and development of diagnostic and classification of mental disorders, clinical assessment and treatment of disorders (2.F1.a)
2. Students will demonstrate the ability to incorporate the cultural impact of beliefs and interpretations into the classification of disorders and views of behavior as well as the treatment of individuals (2.F2.a; 2, F2,d; 5.C.2.j)
3. Students will demonstrate knowledge of theories of personality development and abnormal development as well as the etiology and impact of addiction and its effect on the classification of disorders (2.F.3.c; 2.F.3.d)

4. Students will demonstrate the ability to critically examine the impact of physiological and environmental factors that shape the development of mental health disorders and resilience (2.F.3.e;2.F.3.f)
5. Students will demonstrate the ability to use assessments to determine mental health disorders including: Mental Status Exams, Functional Analysis of Behavior and assessments to assist with diagnosis and the selection of interventions (2.F.7.e; 5..C.3.A)
6. Students will formulate case conceptualizations and demonstrate the ability to document case formulations in a manner that contributes to treatment planning (5.C.1.c; 5.C.2.f; 5.C.2.g)
7. Students will demonstrate the ability to conduct a differential diagnostic classification of behavior using the Diagnostic and Statistical Manual (5th ed.) (5.C.2.d)
8. Students will demonstrate knowledge of how trauma and substance abuse jointly and individually affect development, diagnoses, and treatment of disorders. (5.C.2.f; 5.C.2.g; 5.C.2.j)
9. Students will critically evaluate ethical considerations of diagnosis, case formulations and treatment and how to create reports to communicate with legal entities (5.C.2.1).
10. Students will demonstrate knowledge of pharmacological interventions for mental health conditions as well as biological underpinnings of many diagnoses (2.F.3.E; 5.C.2.h).

REQUIRED TEXTS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. ISBN: 978-0-89042-555-8

Kress, V. E., & Paylo, M. J. (2019). *Treating those with mental disorders: A comprehensive approach to conceptualization and treatment* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780134802862

Selected journal articles and book chapters

Recommended:

Dailey, S. F., Gill, C. S., Karl, S., & Barrio Minton, C. A. (2014). *DSM-5 learning companion for counselors*. Alexandria, VA: American Counseling Association.

CACREP Standards Addressed in this Course

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
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1	2.F.1.a	history and philosophy of the counseling profession and its specialty areas	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam
2	2.F.2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam
2	2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
3	2.F.3.c	theories of normal and abnormal personality development	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam
8	2.F.3.d	theories and etiology of addictions and addictive behaviors	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
10	2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
10	5.C.2.h	classifications, indications, and contradictions of commonly prescribed	Direct Lecture; Assigned Readings; Group	Final Exam; Case Sets; Case Study;

		psychopharmacological medications for appropriate medical referral and consultation	Discussion; Videos; Experiential Activities	Biopsychosocial History
4	2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
7	2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
3	5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
7	5.C.2.d	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD)	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
8	5.C.2.e	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
6	5.C.2.f	impact of crisis and trauma on individuals with mental diagnoses	Direct Lecture; Assigned Readings; Group	Final Exam; Case Sets; Case Study;

			Discussion; Videos; Experiential Activities	Biopsychosocial History
2	5.C.2.j	cultural factors relevant to clinical mental health counseling	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
9	5.C.2.i	legal and ethical considerations specific to clinical mental health counseling	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History
3	5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Final Exam; Case Sets; Case Study; Biopsychosocial History

Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.

5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first family sitting across from you!

Course Requirements

1. **Biopsychosocial History and ISP.** Administer *DSM-5* assessment tools and conduct biopsychosocial and CFI interviews with a peer. **(20 points)**
2. **Case Sets.** Students will be provided weekly case sets requiring formulation a full diagnoses and ISPs. Case sets will begin on week 4. Students will be required to complete three case sets; however, students may choose to complete all four case sets if students choose. Case sets are due before class. Students three highest scored case sets will be counted towards final grade. **(30 points)**
3. **Case Study.** Students will select a character from a book, television show, or movie to serve as the basis for a case study. Students will then select work setting in which you may work with this client. Students will write a biopsychosocial, mental status report, *DSM-5* diagnosis and justification, and ISP. Students will include justification with the addition of scholarly citations to support work. **(50 points)**
4. **Final Exam.** Students will be administered a final exam to complete the last week of the term. **(50 points)**
5. **Critical Learning Analysis (CLA).** Students are required to complete and submit a CLA to LiveText. This assignment must be submitted in order to receive a final grade for the course. Due May 25th. **(Complete/Incomplete)**

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

Biopsychological History & ISP	20 points	20 points
Case Sets	10 pts each x 3	30 points
Case Study	50 points	50 points
Final Exam	50 points	50 points
Critical Learning Analysis	0 points	Complete/Incomplete
Total Possible Points		200 Points Possible

Grading Scale

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
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A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60

Expectations

1. **Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
2. **Late Assignments:** Students will receive a **5-point deduction per day** for all late assignments, excluding Case Sets. No late/partial credit will be provided for Weekly Quizzes. The instructor will not be available to help with technological issues the day of class. Any in-class assignment (i.e. Presentations) must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.
3. **Use of Technology:** Students are asked to behave in a manner that reflects the overall attitude and professionalism expected by graduate students, therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will, at minimum, be given a zero for that assignment. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Course Schedule

Week/ Date	Topic	Weekly Assignments
1 5/27/2020	<ul style="list-style-type: none"> • Introduction to Psychopathology • Evolution and overview of the DSM & ICD • Role, risks, & benefits • Ethical & cultural considerations 	<p><u>Reading:</u> DSM: Preface, Section I</p> <p><u>DUE:</u></p>
2 6/3/2020	<ul style="list-style-type: none"> • Biopsychosocial histories • Mental Status Exam (MSE) • DSM-5 assessment tools • Diagnostic documentation 	<p><u>Reading:</u></p> <p><u>DUE:</u></p>
3 6/10/2020	<ul style="list-style-type: none"> • Treatment planning • Differential diagnosis • Z-Codes (Other Condition) 	<p><u>Reading:</u> DSM: Other Conditions</p> <p><u>DUE:</u> Biopsychosocial histories/ISP</p>
4 6/17/2020	<ul style="list-style-type: none"> • Bipolar and Related Disorders • Depressive Disorders 	<p><u>Reading:</u> DSM: Bipolar, Depressive</p> <p><u>DUE:</u></p>
5 6/24/2020	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders 	<p><u>Reading:</u> DSM: Anxiety, Obsessive-Compulsive, Trauma, & Stressor-Related</p> <p><u>DUE:</u> Case Set 1</p>
6 7/1/2020	<ul style="list-style-type: none"> • Substance-Related and Addictive Disorders 	<p><u>Reading:</u> DSM: Substance-Related & Addictive</p> <p><u>DUE:</u> Case Set 2</p>
7 7/8/2020	<ul style="list-style-type: none"> • Schizophrenia Spectrum • Dissociative Disorders • Somatic Symptom and Related Disorders 	<p><u>Reading:</u> DSM: Schizophrenia Spectrum, Dissociative, Somatic Symptom</p> <p><u>DUE:</u> Case Set 3</p>

8 7/15/2020	<ul style="list-style-type: none"> • Feeding and Eating Disorders • Elimination Disorders • Disruptive, Impulse-Control, and Conduct d/o • ADHD 	<p>Reading: DSM: Feeding & Eating; Elimination; Disruptive, Impulse-Control, & Conduct; ADHD</p> <p>DUE: Case Set 4</p>
9 7/22/2020	<ul style="list-style-type: none"> • Personality Disorders • D/O usually diagnosed by other professionals 	<p>Reading: DSM: Personality</p> <p>DUE: Final Exam Case Study</p> <p>CLA (LiveText)</p>

Course Declarations

LiveText/Google Classroom Usage: LiveText and Google Classroom will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a

mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University's Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane University
Master of Arts in Counseling Program

Statement of Understanding: COU 610 Syllabus

I _____ have fully read and understand the syllabus for COU 610 taught by Dr. Szepe during the SUMMER 2020 term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Google Classroom) and paper (via request to Dr. Szepe) at all times during the term.
- I acknowledge that Dr. Szepe has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with Dr. Szepe during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to Dr. Szepe if I do not understand any of the requirements or expectations in this course.

Student Signature

Date