

Psychopathology I

COUN-6312

21/FR Section Temporary 08/23/2021 to 12/16/2021 Modified 06/13/2024

Meeting Times

Contact Information

Course Description

This course involves a study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-5; an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior, and a review of psychopharmacology related to specific disorders. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. Terms Offered: Fall

Requisites

COUN 5310, 5312.

Learner-Centered Outcomes

Student Learning Outcomes: By the end of this course (COUN 6312) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Demonstrate an understanding of the theories of and approaches to the classification of abnormal human behavior (II.F.3.h, II.F.5.b, V.C.2.b)	Exams

2.	Demonstrate the ability to assess for mental disorders, including use of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessments, for use in treatment planning and case management (V.C.1.c, V.C.2.g, V.C.3.a)	Case Studies
3.	Develop relevant diagnoses utilizing DSM 5 and International Classification of Diseases (ICD-10) criteria, including differential diagnoses (V.C.2.d, V.C.2.e)	Case Studies
4.	Construct relevant treatment plans based on appropriate treatment techniques and interventions, including measurable outcomes for clients, referral for psychopharmacological medication, and identification of evidenced based practices (II.F.5.h, II.F.5.i, II.F.8.b, V.C.2.h, V.C.3.b)	Case Studies
5.	Evaluate the process of clinical mental health counseling from a biblical perspective	Class Discussions

Materials

Abnormal Psychology

- **Author:** Hooley, et al.
- **Publisher:** Pearson
- **Edition:** 18th
- **ISBN:** 9780135212172
- **Availability:** Campus Bookstore

Diagnostic and Statistical Manual of Mental Disorders

- **Author:** American Psychiatric Association
- **Publisher:** APA
- **Edition:** 5th (DSM-5)
- **ISBN:** 9780890425558
- **Availability:** Campus Bookstore

Psychopharmacology for Mental Health Professionals

- **Author:** Ingersoll & Rak
- **Publisher:** Cengage Learning
- **Edition:** 2nd
- **ISBN:** 9781285845227
- **Availability:** Campus Bookstore

The Complete Adult Psychotherapy Treatment Planner

- **Author:** Jongsma
- **Publisher:** Wiley
- **Edition:** 5th
- **ISBN:** 9781118067864
- **Availability:** Campus Bookstore

✓ Assignments

Course Outline:

Textbook readings: Students will read the chapters from the texts as assigned. This is essential for success in this class. **Chapter quizzes** will be given at the start of each class. The **top 10 scores** on chapter quizzes will be calculated to determine the grade for the chapter quizzes. **Each quiz will be 20 points.**

Exams: Three exams will be given during the semester. These exams will be online, and students will have 1 week to take each exam. **Each exam will be 100 points.**

Journal Articles: Students will research 10 scholarly journals for articles relevant to the topics discussed in this class. These article references will be posted in Blackboard for the class to use. A summary of the article should accompany the article reference. An outline for the journal article summaries is provided in Course Materials. Students should work to avoid duplicating article submissions- and articles will be accepted in the order they are posted (if your article has already been posted, choose another one). In Blackboard, each topic will be open for one week, from midnight on Sunday until 11:55 PM. on Saturday. **LATE POSTS WILL NOT BE ACCEPTED, AND THE STUDENT WILL RECEIVE A GRADE OF 0 IF THE POST IS LATE.**

Each journal post will be 20 points.

Movie Case Studies:

Each student will prepare a case study for three different movies. A list of movies will be provided in class, and the whole class will watch the same movies. View each movie and collect thorough information about the central character as indicated by the assessment form below. Look for manifesting significant signs and symptoms of psychopathology. At a scheduled time in class you will be divided into groups where you will compare your assessment forms and then develop a group assessment. Each group will present its case study. Please include in your assessment the following information:

Psychosocial History

In this section, you can recap demographic information/presenting problem provided in the movie. Some content may be restated, but aim to *expand* the conceptualization. You can make clinical interpretations about what is known (remember to use tentative language) and/or you may include questions you would ask the client to obtain additional information about the following areas: (Note this is not an all-inclusive list. Just enough to get you going)

Family dynamics (birth order, relational dynamics with parents/siblings, etc.)

Developmental History (early childhood, social development, normative/non-normative events)

Educational Background (school performance, extracurricular activities, progression through elementary > middle > high school > college)

Career or Vocational Information (main industry, job changes, socioeconomic considerations)

Legal history (prior arrests, divorces, child custody, issues regarding disability)

Substance use History

Religion/Spirituality

Cultural/Ethnic Factors

Vocational, Nutritional, Legal

Mental Status (behavior and appearance, orientation, affect, thinking, mood, communication, intellectual functioning)

Testing (Discuss assessments you might recommend during the intake process)

II. Symptomology/Diagnosis

In this section, you will review the symptoms the client is displaying and place them in historical context. Issues to address include frequency, duration, onset of symptoms, severity. This should naturally progress to identification of the primary diagnosis. As you discuss the symptoms, you should also be tying them to the criteria of the disorder you diagnose as rationale/justification for the disorder identified. This section should reveal your rationale for diagnosis. Remember to include relevant Z codes!

III. Differential Diagnosis

In this section, you will be discussing other possible diagnoses that may describe the client's current presentation. You can provide rationale for or against its consideration. You may inaccurately identify the primary diagnosis, but have the correct diagnosis here. This is why it is important to include consideration of what ELSE may capture the clinical presentation of the client. I always give partial credit when the correct diagnosis is identified here.

IV. Treatment Plan (include recommendations for level of care)

Structure this section with a brief narrative which describes the focus of treatment and potential models of therapy or theories to use in the treatment process. You may also want to speak to potential referrals, if warranted or helpful regarding medications. After this, you may include a seriated list of goals and objectives in order of priority. Note that the treatment goals should tie directly back to the diagnoses! Goals are the overarching aim that you are trying to accomplish, while objectives are the steps you will take to reach that larger goal. So for example, a goal would be to reduce depressive symptomology and elevate mood. An objective related to this would be to identify maladaptive thoughts which negatively impact mood.

V. Prognosis

In this section, you should discuss the strengths of the client and the circumstances surrounding their treatment, while noting potential barriers that could contribute to deterioration or noncompliance. ALL clients have strengths, even if we have to dig. On the contrary, all clients have some level of barriers which can impact treatment. Balance your discussion of both, and make sure to make a definitive statement of your prognosis for the client. For example: prognosis is hopeful, guarded, poor, positive, etc. This determination is subjective depending on the strengths/barriers you've identified.

VI. Intersectionality

This section usually takes the most work to develop an understanding and competency. You are striving to discuss various aspects of the client's identity/identities and how they intersect and affect the client's presentation and treatment. You absolutely need to use tentative language and speculation here, but you may also draw on common knowledge or known factors. This section explores race, ethnicity, gender, sex, socioeconomic status, sexual orientation, unique factors related to the client. Consider issues of marginalization and privilege. Consider how the many aspects of one's identity overlap and interact.

Each case study will be 100 points.

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Requirements for Credit

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Assignment	Weight / Points	Week Due	Details
Classroom Reading Quizzes	100	As assigned	There will be a total of 14 quizzes available. Ten of these will count towards your grade. The quizzes will be 10 points each for a total of 100 points.
Classroom Assignment 1	200		Direction will be given in class. The written assignment will be due after Fall Break.

Assignment	Weight / Points	Week Due	Details
Movie Case Study 1	100		Students will be assigned to a group on the first day of class. Each group will watch an assigned film and complete a Movie Case Study. One case study will be submitted for each group. The first movie case study due ____
Movie Case Study 2	100		Students will stay with their assigned group. Each group will watch an assigned film and complete a Movie Case Study. One case study will be submitted for each group. The second movie case study will be due ____
Movie Case Study 3	100		Each group will watch an assigned film and complete a Movie Case Study. One case study will be submitted for each group. The third movie case study will be due ____
Mid-Term Exam	200		The first exam will be available online on ____ and will be due by Midnight on ____
Final Exam	200		The Final Exam will be available online on ____ and due by Midnight on ____.

Types of evaluations and related weights

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

Psychopathology 1 Schedule

Date	Topic	Reading	Assignment
Session 1	Introduction to the Course		
Session 2	Abnormal Psychology: Overview and Research Approaches	Hooley, Ch. 1	Chapter Quiz Research Article Review

Session 3	Historical and Contemporary Views of Abnormal Behavior	Hooley, Ch. 2	Chapter Quiz Research Article Review
Session 4	Introduction to the DSM 5	DSM 5, p. 5-24	Chapter Quiz Research Article Review
Session 5	Causal Factors in Psychopathology	Hooley, Ch. 3	Chapter Quiz Research Article Review Movie Case Study 1
Session 6	Assessment and Case Conceptualization	Hooley Ch. 4; Jungers and Scott, Ch. 4	Test #1 Chapter Quiz Research Article Review
	BREAK		
Session 7	Goal Setting and Treatment Planning	Jungers and Scott, Ch. 5; Jongsma, p. 1-9	Chapter Quiz Research Article Review

Session 8	Psychological Treatment	Hooley, Ch. 16	Chapter Quiz Research Article Review
Session 9	Introduction to Psychopharmacology	Ingersoll, Ch. 1	Chapter Quiz Research Article Review
Session 10	Introduction to the Nervous System, Neurons, and Pharmacodynamics	Ingersoll, Ch. 2	Chapter Quiz Movie Case Study 2 Research Article Review
Session 11	Pharmacokinetics: How the Body Acts on Psychotropic Medications	Ingersoll, Ch. 3	Test #2 Chapter Quiz Research Article Review
Session 12	Psychological, Social, and Cultural Issues in Psychopharmacology	Ingersoll, Ch. 4	Chapter Quiz
Session 13	Stress and Physical and Mental Health	Hooley, Ch. 5	Chapter Quiz
Session 14	Panic, Anxiety, Obsessions, and Their Disorders	Hooley, Ch. 6, DSM 5, P. 189-290	Chapter Quiz

Session 15	Panic, Anxiety, Obsessions, and Their Disorders Psychopharmacology	Ingersoll, Ch. 6	Chapter Quiz Movie Case Study 3
Session 16	Final Exam		