

**Texas A&M University Central Texas**  
**COUN 5358 CRN 10179**  
**Counseling Perspectives on Psychopathology**  
**Summer 2018**

**Instructor and Contact Information.**

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Office Hours:

Face to face: M-W 5-6

Online: R 5-6

**Course Overview and description.**

An overview of psychopathology that includes the history of abnormal behavior and an in-depth study of the specific diagnostic psychological disorders. Emphasis will be on classification systems currently used in clinical settings and treatment alternatives from a counseling perspective. Covers related ethical concerns.

**Student Learning Outcomes.**

1. Students will demonstrate ability to understand the general characteristics, formal diagnostic classifications, differential diagnosis, etiological and treatment strategies of a mental disorder(s) impacting the client population in which they will counsel. This SLO will be evaluated in the Literature Review.
2. Students will demonstrate understanding in principles and models of assessment, case conceptualization, theories of human development. This SLO will be evaluated in Treatment Reports.
3. Students will demonstrate understanding of concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans, including differential diagnoses and multicultural considerations to diagnoses and treatment. This SLO will be evaluated in Case Studies.

**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
<b>Common Core for all students:</b>		
b. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Literature Review Treatment Report	SLO 1 & 2
d. Help-seeking behaviors of diverse clients (IIF2f);	Case Study	SLO 3
e. <u>B</u> iological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Literature Review	SLO1
h. theories of normal and abnormal personality development (IIF4c);	Literature Review	SLO1
h. procedures for identifying trauma and abuse and for reporting abuse (IIF7d);	Literature Review Case Study	SLO1 & 3
h. use of assessments for diagnostic and intervention planning purposes (IIF7e);	Treatment Report	SLO2
h. use of environmental assessments and systematic behavioral observations (IIF7j);	Treatment Report	SLO2
h. use of symptom checklists, and personality and psychological testing (IIF7k);	Literature Review	SLO1
h. use of assessment results to diagnose developmental, behavioral and mental disorders (IIF7l);	Literature Review	SLO1
h. the importance of research in advancing the counseling profession (IIF8a);	Literature Review	SLO1
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Recognizes the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:VC2e);	Literature Review	SLO1
2. Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b);	Literature Review Treatment Report	SLO1 & 2

3. Understand the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC:VC1d);	Literature Review	SLO1
4. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC:VC1c);	Treatment Report	SLO2
5. Recognizes the theories and models related to clinical mental health counseling (CMHC:VC1b);	Literature Review	SLO1
7. Applies cultural factors relevant to clinical mental health counseling (CMHC:VC2j);	Literature Review Treatment Report Case Study	SLO1, 2 & 3
11. Knows the principles of the diagnosis process, including differential diagnosis, and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Disease (ICD)</i> (CMHC:VC2d);	Literature Review	SLO1
14. Understands the impact of crisis and trauma on individuals with mental health diagnosis (CMHC:VC2f);	Literature Review Treatment Report Case Study	SLO1, 2, 3

**Required Reading and Textbooks.**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, (5th ed.). Washington, DC: Author.  
ISBN-13: 978-0890425558

Maxmen, J. S., Ward, N. G., & Kilgus, M. (2009). *Essential Psychopathology & Its Treatment* (3rd ed.). New York, NY: W.W. Norton  
ISBN 13: 978-0393705607

**Recommended Reading.**

Barnhill, J. (2013). *DSM-5 Clinical Cases* (1<sup>st</sup>. Ed.). American Psychiatric Pub;  
ISBN-13: 978-1585624638

**Course Requirements.**

Course Grades:

Test 1                      15 pts.  
Test 2                      15 pts.

Literature Reviews	30 pts. (15 pts. each x 2)
Treatment Report	10 pts. (5 pts. each x2)
Case Study	5 pts.
Final	25 pts.

Final Grade:

90-100 pts.	A
80-89 pts.	B
70-79 pts.	C
60-69 pts.	D
Below 60 pts.	F

<i>Week</i>	<i>Module</i>	<i>Readings due by class</i>	<i>Assignments due</i>
1 June 4 – 10	Module 1: Introduction & Overview	Read Maxmen 2-4 Explore Research Topics	In class activity
2 June 11 - 17	Module 2: Clinical Assessment and Neuro- development	Read DSM Glossary Read DSM Neurodevelopment Read Maxmen 23	Test 1 – Vocabulary and basic assessment skills
3 June 18 - 24	Module 3: Disruptive, Im- pulse, Conduct Sleep	Read DSM Disruptive, Sleep, Impulse & Conduct Read Maxmen 18, 21, 23 Read Research Articles for paper	Post a Case Study
4 June 25 – July 1  Date is Grad- uation Appli- cation Dead- line	Module 4: Bipolar, Depres- sive, Paraphilic & Gender	Read DSM Bipolar, Depressive, Para- philic & Gender Read Maxmen 13, 18, 20 Read Research Articles for paper	Literature Review 1
5 July 2 - 8	Module 5: Eating, Elim., Somato., & Subs.	Read DSM Eating, Elim., Somatoform, & Substance Read Research Articles for paper	Treatment reports

6 July 9 – 15	Module 6: Trauma, Dissociative & Neurocognitive	Read DSM Trauma, Dissociative & Neurocognitive Read Maxmen 10, 14, 17 Read Research Articles for paper	Test 2
7 July 16 - 22	Module 7: Schizophrenia, Psychotic, Anxiety & Obsessive Compulsive, Personality	Read DSM Schizophrenia, Psychotic, Anxiety & Obsessive Compulsive, Personality Read Maxmen 12, 14, 22	Literature Review 2
8 July 23 - 27	Module 8: Ethics and Final Exam	Read Maxmen 6 and 8	Final Exam

### **General Participation.**

Students should arrive at class (face to face or online) prepared to share their views on the week's assignments and readings. Students will be required to behave in a manner expected of professionals in the field of psychology and students at Texas A&M – Central Texas. This includes but is not limited to issues of: confidentiality, attendance, polite disagreements of view, timely completion of assignments, classroom participation, and factual verbal and written statements. Additional assignments to insure learning in these areas may be assigned. Late work will not be accepted without a documented University excused absence, or prior arrangement with the instructor.

### **Tests (55 points) Held: Week 2, 6 and 8**

Tests will help students understand and match symptoms to DSM categories. Examinations will cover assigned readings, lecture material, and class discussions. Students are expected to take all examinations as scheduled. It is the student's responsibility to contact the professor to arrange alternative times to take tests. This should be completed in advance of scheduled test times. Test 1 (15 pts.) will focus on technical information and vocabulary. It will be in a short answer format. Test 2 (15 pts.) will be application based. The final examination (25 pts.) will be a comprehensive overview of the course with technical and conceptual information required.

### **Literature reviews (30 points) Due: Week 4 and 7**

Two literature reviews will help students understand what approaches and techniques are most effective with various disorders. Topics will be assigned and focus on current treatment methodologies for mental illness. The research papers should be between 4 and 6 pages long not counting cover, abstract and references. Five articles should be covered from peer-reviewed journals published in the last 10 years. Additional sources from non peer-reviewed articles can supplement your paper but should not cover lengthy sections. Papers must be in APA format. It is your responsibility to obtain and follow the APA Publication Manual (6<sup>th</sup> ed.). This review is to be

original work by the student, meaning that the student based his or her work on library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses. Points will be assigned based on APA style (3 pts.), clear and accurate presentation of information taken from peer reviewed articles (10 pts.) and general style (grammar, spelling, professional tone, etc.: 2 pts.) for each of the two papers.

**Treatment Reports (10 points) Due: Week 5**

Treatment reports will help students understand how to construct effective treatment plans. Students will adapt their literature reviews into a report that covers detailed treatment options that have research supporting their effectiveness, with APA style citations supporting the approach. These reports should be no more than a page typed. Students are expected to present their findings in Canvas. Refer to the syllabus for treatment report due dates. Points will be assigned for accurate description of treatment (8 pts.) and clarity (2 pt.).

**Case Study (5 points) Due Week 3**

Case studies will help students go through the process of making a diagnosis. Students will create and post on Canvas a fictional case that presents the symptoms of a disorder without revealing the diagnosis from the DSM. Students will then review the cases and make a diagnosis supporting their choice with criteria from the DSM. Points will be assigned for creating plausible scenarios that match DSM criteria and attempting to make diagnoses on at least three other students' case studies.

**Student Learning Outcomes (SLOs) Grading Rubrics**

SLO1			Competence		
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
<b>Lituration Review</b>					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);					
Theories of normal and abnormal personality development (IIF4c);					
Procedures for identifying trauma and abuse and for reporting abuse (IIF7d);					
Use of symptom checklists, and personality and psychological testing (IIF7k);					
Use of assessment results to diagnose developmental, behavioral and mental disorders (IIF7l);					

The importance of research in advancing the counseling profession (IIF8a);					
Recognizes the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:VC2e);					
Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b);					
Understand the neurobiological and medical foundation and etiology of addiction an co-occurring disorders (CMHC:VC1d);					
Recognizes the theories and models related to clinical mental health counseling (CMHC:VC1b);					
Applies cultural factors relevant to clinical mental health counseling (CMHC:VC2j);					
Knows the principles of the diagnosis process, including differential diagnosis, and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Disease (ICD)</i> (CMHC:VC2d);					
Understands the impact of crisis and trauma on individuals with mental health diagnosis (CMHC:VC2f);					

SLO2			Competence		
Treatment Report	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Help-seeking behaviors of diverse clients (IIF2f);					
Use of assessments for diagnostic and intervention planning purposes (IIF7e);					

Use of environmental assessments and systematic behavioral observations (IIF7j);					
Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b);					
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC:VC1c);					
Applies cultural factors relevant to clinical mental health counseling (CMHC:VC2j);					
Understands the impact of crisis and trauma on individuals with mental health diagnosis (CMHC:VC2f);					

<b>SLO3</b>			<b>Competence</b>		
<b>Case Study</b>	<b>No (1)</b>	<b>Some (2)</b>	<b>Basic (3)</b>	<b>Above Average (4)</b>	<b>Superior (5)</b>
Procedures for identifying trauma and abuse and for reporting abuse (IIF7d);					
Applies cultural factors relevant to clinical mental health counseling (CMHC:VC2j);					
Understands the impact of crisis and trauma on individuals with mental health diagnosis (CMHC:VC2f);					

**911 Cellular.**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].