#### SYLLABUS - PSYCHOPATHOLOGY - HDCN 6330

Fall Term, 2014

August 4, 2014 - October 10, 2014

Thursdays: 10:00 a.m.-2:15 p.m.

Instructor: Luba Maria Levy, Ph.D., M.B.A.

Office Hours: By appointment

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Phone: Department Number: (972)473-3402

#### **Course Description:**

This course covers the domain of psychopathology as it is represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5, 2014). The scientific bases of contemporary theories and research of major psychological disorders will be studied. The societal implications of mental disorders will be explored. Students will be educated about the types and causes of mental disorders, their assessment, treatment plans, referrals for services, prognosis, related research in psychotherapy, and prevention. The legal, ethical, and cultural issues related to psychopathology, behavior of mental health professionals, and society will be deliberated.

#### **Required Texts:**

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: Author.

Butcher, J. M., Hooley, J.M., & Mineka, S. (2014). *Abnormal Psychology* (16<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Morrison, J. (2014). DSM-5 made easy. New York, NY: Guilford Press.

#### **Course Requirements:**

- Attendance & Class Participation (10 points; see Class Participation & Readings Rubric): Attendance and participation are required at each class. The instructor is to be notified directly at least 24 hours <u>before class</u> in writing or by email message of any potential problems with attendance.
- 2. Quizzes (10 points): Two pop quizzes (each 5 points) covering assigned readings will be given during the term.
- Examinations (Mid Term Examination 25 points; Final Examination 25 points):
   Mid Term is an objective exam covering the first half of the course. The Final is an objective exam covering the second half of the course.
- 4. Paper (20 points; see Scholarly Paper Rubric): Each student will write a scholarly paper on a psychological disorder as depicted in a film. The student will select and view a film from a list provided by the instructor. The paper is to be written in the format delineated in the *Publication Manual of the American Psychological Association* (6th ed.) and shall be no less than 15 pages. Your paper will address various aspects as they are portrayed in the cinema using as many of the following categories as may apply:
  - o brief synopsis of the story line
  - o history of the present and past illness
  - o treatment history, outcomes
  - medical and psychosocial history
  - behavioral observations
  - o mental status
  - o functional assessment
  - strengths
  - o defense mechanisms
  - o identify syndromes (group of symptoms occurring together in a disorder)
  - o differential diagnosis (all disorders patient could have)
  - o diagnosis of the psychopathology and comorbidity if applicable
  - o treatment plan and likely prognosis
  - You will conclude the paper with your assessment of the contribution this assignment has made to your knowledge of psychopathology.
- 5. Presentation (10 points; see Oral Presentation Rubric): Each student will present their paper (as discussed in the #4 course requirement) in class on an assigned date to be determined by the instructor.

## **Course Grading Scale**

A = 93-100

A- = 90-92

B+ = 87-89

B = 84-86 B- = 80-83 C = 79 or below

# **Course Outline-Assignments**

August 7, 2014	Course orientation & introductions Assignments discussed, Introduction to Psychopathology and Textbooks Read -Abnormal Psychology-Butcher, Hooly, & Mineka -Chapters 1,2, & 3 Read-DSM-5 Made Easy-Morrison- Introduction Read-DSM-5 pages 1-25	
August 14	Butcher -Chapter 4 & 15 Morrison-Chapter 1, 10, & 14 pages	Corresponding DSM -5
August 21	Butcher-Chapters 7 & 13 pgs. Morrison-Chapters 2, 3, & 11	Corresponding DSM -5
August 28	Butcher-Chapters 5 & 6 pgs. Morrison-Chapters 4,5,& 6	Corresponding DSM -5
Sept. 4	Test #1 Mid-Term Exam Butcher-Chapter 8, pgs. Morrison-Chapters 7 & 8	Corresponding DSM -5
Sept. 11	Butcher –Chapter 9 pgs. Morrison-Chapter 9	Corresponding DSM -5
Sept. 18	Butcher -Chapters 12 pgs. Morrison-Chapters 12, 13 & 18	Corresponding DSM -5
Sept. 25	Paper Due Butcher -Chapter 10 & 11 pgs. Morrison-Chapter 15 & 17	Corresponding DSM -5
October 2	Butcher -Chapters 14, 16 & 17 pgs. Morrison-16, 19, & 20	Corresponding DSM -5
October 9	Test #2 Final Exam	
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The Course Outline may be modified at the Instructor's discretion.

# **Class Participation & Readings Rubric**

	Needs	Developing	Accomplished	Exemplary	Score
	Improvement				
class discussion; writing assignments	questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	questions or makes comments that indicate familiarity with the topics	observations that indicate reflections, some knowledge or readings for class;	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	
4 POINTS (TOTAL)	0-1 pts.	2 pts.	3 pts.	4 pts.	
Small group	Does not	<u> </u>	Participates actively	Participates	
participation			in small groups in	actively and	
		1,	class	provides	
		class		leadership in small groups in class	
1 POINT (TOTAL)			E nto	1 nt	
	0 pts.	.25 pts.	.5 pts.	1 pt.	
Class absences	Misses class often	Misses no more	Misses 1 class with	Attends class	
		than 2 classes w/o prior arrangement	prior arrangement	regularly (no missed classes)	
5 POINTS (TOTAL)	0-1 pts.		4 pts.		
		2-3 pts.		5 pts.	

# **Scholarly Paper Rubric**

Depth of Thought & Analysis <b>5 points</b>	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.  4-5 pts.	introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.  0-1 pts.
		2-3 pts.	
Synthesis & Congruency	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	the next, but not all	The paper appears to have no direction, with subtopics appearing disjointed.
	4-5 pts.		0-1 pts.
5 points	1 0 000	2-3 pts.	. 1635.
Thoroughness 5 points	The appropriate content is covered in depth without being redundant. 4-5 pts.	Pertinent content is not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. 0-1 pts.
Personalization  2. 5 points	Writer integrates examples from his or her own life in relation to the content.  2-2.5 pts.	on the writer's part to utilize personal examples within the content.	There are no examples from the writer's personal experience expressed in the content.  05 pts.
•	·		
Clarity of Writing and Mechanics	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. 2-2.5 pts.	clear, but unnecessary words are occasionally used. A few spelling, grammar or punctuation errors are	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.  05pts.
2.5 points		1-1.5 pts.	•

## Rubric for an Oral Presentation

NAME	Points	/10 points
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- **10-9 Excellent** The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.
- **8-7 Very Good** The student describes the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.
- 6-5 **Good** The student describes the question studied and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.
- **4-3 Limited** The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience are answered with only the most basic response.
- **2-1 Poor** The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.

# **Objectives and Outcomes**

# **Learning Objective**

## **Measurable Outcome**

<ol> <li>Students will become familiar with the history and major theories of psychopathology, and the use of the DSM-5</li> <li>Students will master the classification system DSM-5 and relate it to the major mental disorders</li> </ol>	Students will demonstrate these skills through reading of graduate level texts, multimedia reviews, and discussions of clinical cases  Students will demonstrate this mastery by the two examinations and a scholarly written paper
3. Students will work toward a synthesis of the field, integrating multiple causes for diagnostic work-ups	Students will demonstrate their synthetic ability on the two examinations, scholarly written paper, and class discussions of case studies
4. Students will show how to relate diagnosis, treatment planning and prognosis to psychopathology	Students will demonstrate these skills through the presentation and discussion of clinical case studies and the scholarly written paper
5. Students will be expected to make ethical and legally appropriate judgments while engaging in professional activities and be able to identify ethical dilemmas	Students will demonstrate these skills on the two examinations, in group discussions of the professional organizations' standards of practice and ethical codes and state's laws, analysis of case studies, and review of journal articles
6. Students will be able to articulate a conceptual framework regarding psychopathology	Students will demonstrate the conceptualization of psychopathology through the two examinations, scholarly written paper, oral discourse of case studies, and participation in group discussions

#### IMPORTANT POLICIES

## **Attendance Policy:**

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
  - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
  - o receive a failing grade for the course
  - drop or withdraw from the course. (This option may have a <u>financial</u> and/or <u>financial aid</u> impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <a href="http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/Aca">http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/Aca</a>
    - demicCalendar14-15 then consult with the Program Specialist if they believe this option is a possibility.)

### **Disability Accommodations:**

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or <a href="http://www.smu.edu/Provost/ALEC/DASS">http://www.smu.edu/Provost/ALEC/DASS</a> to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

#### Religious observance:

Students wishing to be absent for religious observation of holidays that require missing class should notify the professor in writing at the beginning of the semester. He/she should discuss with Dr. Levy, in advance, acceptable ways of making up any work missed because of the absence (see University Policy No. 1.9).

#### **Excused Absences for University Extracurricular Activities:**

Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the professor **prior** to any missed scheduled examination or other missed assignment for making up the work (University Undergraduate Catalogue).

#### **Statement on APA Guidelines:**

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 6<sup>th</sup> edition include:

- Always cite the source of a quote or paraphrase
- When quoting:
  - Copy the original material word-for-word
  - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text
  - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication, or year of creation if original material if unpublished, and page number(s)
- When paraphrasing:
  - Restate concepts in substantially different words than the original material
  - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)
  - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph
- The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students

should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

## **Statement on Confidentiality and Emotional Safety:**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

#### **Statement on Academic Integrity:**

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL\_05\_HC.asp

#### **Statement on Class Decorum:**

Please turn off (or set on vibrate) all cell phones or pagers. Please do not text, read newspapers, books for other classes, or other outside reading material during class, nor use lap tops for non- class- related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

#### **Grade of Incomplete**

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12- month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

# STUDENT ACKNOWLEDGMENT HDCN 6330-PSYCHOPATHOLOGY

Remove this page from the syllabus	
Print your name, date, course numbe	er and term at the bottom.
Sign and return to Dr. Levy.	
policy, and I understand how grades understand all of the sub-sections in	on of the course syllabus and grading will be determined. I have read and the section entitled, "Important Policies". I sk questions and receive clarification of any
Printed Name	Signature
Witness Name	Signature

Date

**Course Number & Term**