SYLLABUS - PSYCHOPATHOLOGY - HDCN 6330-Sec.001

May Term, 2013

April 8, 2013 –June 14, 2013

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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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 (2000: 4th ed., Text Revision). 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 and ethical issues related to psychopathology, behavior of mental health professionals, and society will be deliberated.

Required Texts:

American Psychiatric Association (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR.* Washington, D.C.: American Psychiatric Publishing.

Butcher, J. M., Mineka, S., & Hooley, J.M. (2013). *Abnormal Psychology* (15th ed.). Boston, MA: Allyn & Bacon.

Morrison, J. (2007*). Diagnosis made easier: Principles and techniques for mental health clinicians.* New York, NY: Guilford Press.

Course Requirements:

1. **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 *before class* 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.

3. **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 (30 points;** see Scholarly Paper Rubric**):** Each student will write a scholarly paper on a psychological disorder as depicted in a film and present it in class. 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:

   - brief synopsis of the story line
   - diagnosis of the psychopathology
   - history of the present and past illness
   - treatment history, outcomes
   - medical and psychosocial history
   - behavioral observations
   - mental status
   - functional assessment
   - strengths
   - defense mechanisms
   - 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.

Course Grading Scale

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	84-86
B-	=	80-83
C	=	79 or below

Assignments

April 11 2013	Course orientation & introductions Assignments discussed, Introduction to Psychopathology and Textbooks Read -Abnormal Psychology-**Butcher**, Mineka, & Hooly-Chapters 1,2 & 3 Read-Diagnosis Made Easier-**Morrison**-Chapters 1, 2, & 3
April 18	Butcher -Chapter 15 Corresponding DSM –IV-TR pgs.
April 25	Butcher-Chapters 4, 5 & 6 Corresponding DSM –IV-TR pgs. Morrison-Chapters 4, 9 & 12
May 2	Butcher-Chapters 7, 8 Corresponding DSM –IV-TR pgs. Morrison-Chapters 8,9 & 11
May 9	**Test #1 Mid-Term Exam** Butcher-Chapters 9, 10 Corresponding DSM –IV-TR pgs. Morrison-Chapters 6, 16
May 16	Butcher -Chapters 11, 12 Corresponding DSM –IV-TR pgs. Morrison-Chapter 15
May 23	Butcher -Chapters 13, Corresponding DSM –IV-TR pgs. Morrison-Chapters 13,
May 30	**Paper Due** Butcher -Chapter 14 Corresponding DSM –IV-TR pgs. Morrison-Chapter 14
June 6	Butcher -Chapters 16, 17 Corresponding DSM –IV-TR pgs. Review and class discussion of the assessment, etiology, and effective treatment of various mental health diagnosis counselors see in clinical practice.
June 13	**Test #2 Final Exam**

Class Participation & Readings Rubric

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

Scholarly Paper Rubric

Depth of Thought & Analysis 10 points	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review. 7-10 pts.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper. 3-6 pts.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper. 0-2 pts.
Synthesis & Congruency 5 points	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions. 4-5 pts.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order. 2-3 pts.	The paper appears to have no direction, with subtopics appearing disjointed. 0-1 pts.
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. 2-3 pts.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. 0-1 pts.
Personalization 5 points	Writer integrates examples from his or her own life in relation to the content. 4-5 pts.	There is some attempt on the writer's part to utilize personal examples within the content. 2-3 pts.	There are no examples from the writer's personal experience expressed in the content. 0-1 pts.
Clarity of Writing and Mechanics 5 points	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. 4-5 pts.	Writing is generally clear, but unnecessary words are occasionally used. A few spelling, grammar or punctuation errors are made. 2-3 pts.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent. 0-1 pts.

Objectives and Outcomes

Learning Objective	Measurable Outcome
1. Students will become familiar with the history and major theories of psychopathology, and the use of the DSM-IV-TR	Students will demonstrate these skills through reading of graduate level texts, multimedia reviews, and discussions of clinical cases
2. Students will master the classification system DSM-IV-TR and relate it to the major mental disorders	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)
    - receive a failing grade for the course
    - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp 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 www.smu.edu/alec/dass.asp 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 6th 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

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Remove this page from the syllabus

Print your name, date, course number and term at the bottom.

Sign and return to Dr. Levy.

I have received a copy and explanation of the course syllabus and grading policy, and I understand how grades will be determined. I have read and understand all of the sub-sections in the section entitled, "Important Policies". I have been given an opportunity to ask questions and receive clarification of any perceived ambiguity.

_____	_____
Printed Name	**Signature**
_____	_____
Witness Name	**Signature**
_____	_____
Date	**Course Number & Term**