



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
AT 513: PSYCHOPATHOLOGY
SPRING, 2021**

When: Tuesdays, 9:00AM - 12:15PM - Jan 14th, 2021 – Apr 22nd, 2021

Where: Online

Instructor: Justin Rock MA, LPC

Office hours: By Appointment Office

Location: Location of space will be arranged if needed.

E-Mail: rock@lclark.edu

Phone: 503-310-6217

Credits: 3

CATALOG DESCRIPTION

Psychopathology offers an introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences— will be explored, as well as alternatives to them.

COURSE DESCRIPTION

Students in this course study the descriptions, causes and treatment of behaviors considered abnormal by society. Students develop understanding of the uses of the Diagnostic & Statistical Manual in clinical practice, including limitations and cultural considerations in diagnosing.

CAAHEP STUDENT LEARNING OUTCOMES

C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.

D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.

J-Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

N- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

O-Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Competency area	Description	Introduce or Reinforce	How assessed?
j.K.1	Identify major categories and criteria of mental disorders according to the current Diagnostic and Statistical Manual (DSM) and/or the International Classification of Diseases (ICD)	I	Written Assignment, Class Discussion, Presentation
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	I	Written Assignment, Presentation, Exam
j.S.1	Apply use of the diagnostic process in treatment planning	I	Written Assignments, Exam
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	I	Written Assignments, Presentation, Exam
j.A.1	Value cultural factors impacting the diagnostic process	R	Written Assignments, Class Discussion
j.A.2	Critique use of diagnostic categories in treatment and intervention	I	Class Discussion, Presentation
l.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	R	Presentation, Exam

Required Books:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, D.C.: American Psychiatric Publications.

First, M. B., Skodol, A. E., Williams, J. B. W., & Spitzer, R. L. (2016). Learning DSM-5 by Case Example. American Psychiatric Pub.

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students

are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

Assignment	Point Value
Class Participation	10
Online Discussion Posts	10
Exams (2)	40
Final Paper & Presentation	40
<u>Total:</u>	100

EVALUATION AND GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (10 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1

2. Case Writeups (10 points)

Choose a case examples each week either from the text or from another source. It must pertain to topics scheduled for the week. This can be from the assigned readings, supplemental readings, or your other readings in psychopathology. Write a brief (250-500 words) diagnostic explanation to the case you have chosen. Cite at least one other source in support to support the diagnosis.

Critical Analysis	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Writings integrate an outside resource, or relevant research, or specific	4
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	real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	
Participation in Learning Community	Write ups will be utilized each class for peer review to give feedback and assist one another in writing diagnosis.	3
Etiquette in Dialogue With Peers	Written diagnosis should be written in a way that is both clinical and appropriate for a client to read about themselves.	1
Weekly Writing	Completed writing of diagnosis.	1
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	1
	Total	10

3. Exams (20 points each, total 40 points)

There will be 2 exams during the term. They may cover topics related to using DSM and ICD-10, diagnostic issues, readings, and classroom material. The primary test method will be reviewing and responding to case studies. Short answer, multiple choice, essay, and fill in the blank are also possible formats. Exams are in-class, open book unless noted otherwise. More specific information on the type of content and format of the exams will be announced in class. There will be practice exams during class sessions.

SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.	2/4
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.	3/6
SLO-O	Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.	3/6
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	3/6

j.S.1	Apply use of the diagnostic process in treatment planning	3/6
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	3/6
l.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	3/6
	Total (20 points for each exam)	20/40

4. Final Paper & Presentation (40 points)

Choose a relevant topic of interest as discussed in class. Research the topic and write a 10 to 12 page term paper presenting the information, your analysis and conclusions. This paper should be empirically based citing relevant theory and research from original resources (e.g., not secondary texts; do not cite your textbook as a source). The paper should be written in APA style.

The paper will be due on or before the 13th class. Your paper is graded on content and style. The former includes how well you define your topic, thoroughness of your content, quality of your arguments and conclusions, etc. Style includes clarity of writing in an academic / scholarly form, grammar, organization, etc.

The class will be divided into 2 sections for presentation of papers in the 13th and 14th class sessions. Prepare a typed outline or notes you can use to make the presentation (e.g. not a reading of the paper). Use support materials such as handouts, charts, experiential exercises, PowerPoint slides, etc. as appropriate.

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	3
SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.	3
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.	4
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.	4

SLO-O	Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.	4
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	3
j.S.1	Apply use of the diagnostic process in treatment planning	4
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	3
j.A.1	Value cultural factors impacting the diagnostic process	4
j.A.2	Critique use of diagnostic categories in treatment and intervention	4
1.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	4
	Total	40

COURSE SCHEDULE

Class Date	Topic	Reading & Assignments
Week 1	<p>Introductions</p> <p>Review</p> <p>Syllabus</p> <p>Introduction to DSM and Psychopathology</p>	<p>DSM 5, Review:</p> <p>Classification, Preface, Introduction, Use, Caution, Pp. xiii -25</p> <p>Other Mental Disorders, Pp. 707-708</p> <p>Other Conditions – Focus Clinical Attention, Pp. 715-727</p> <p>Assessment Measures, Pp. 733-748 Cultural Formulation, Pp. 749-760</p> <p>Learning DSM-5</p> <p>Introduction, Pp. xvii-xxv</p>
Week 2	Mood Disorders	<p>DSM 5</p> <p>Depressive Disorder, Pp 115-188</p> <p>Persistent Complex Bereavement D/O, Pp 789-792</p> <p>Suicidal Behavior D/O, Pp 801-803</p> <p>Learning DSM 5</p> <p>Chapter 4 – Depressive Disorders, Pp 93-124</p>

Week 3	Neurodevelopmental Disorders	<p>DSM 5</p> <p>Neurodevelopmental D/O, Pp 31-86</p> <p>Learning DSM 5</p> <p>Chapter 1 – Neurodevelopmental D/O, Pp 1 – 36</p>
Week 4	Anxiety D/O	<p>DSM 5</p> <p>Anxiety D/O, Pp 189 – 233</p> <p>Learning DSM 5</p> <p>Chapter 5 – Anxiety D/O, Pp 125 – 146</p>
Week 5	Obsessive- Compulsive D/O Stress D/O	<p>DSM 5</p> <p>Obsessive D/O, Pp 235-264 Trauma and Stress Related D/O, 265-290</p> <p>Learning DSM 5</p> <p>Chapter 6 – Obsessive-Compulsive, Pp 147-161 Chapter 7 – Trauma and Stressor, Pp 163-182</p>
Week 6	Sexual Dysfunctions Gender Dysphoria Paraphilic D/O	<p>DSM 5</p> <p>Sexual Dysfunctions, Pp 423-450 Gender Dysphoria, Pp 451-460 Paraphilic D/O, Pp 685-706</p> <p>Learning DSM 5</p> <p>Chapter 13 – Sexual Dysfunctions, Pp 265-284 Chapter 14 – Gender Dysphoria, Pp 285-292 Chapter 19 – Paraphilic D/O, Pp 399-412</p> <p>*EXAM DUE*</p>
Week 7	Bi-Polar Dissociative Somatic	<p>DSM 5</p> <p>Bipolar, Pp 123-154 Somatic Symptom & Related, Pp 309-328</p> <p>Learning DSM 5</p> <p>Chapter 3 – Bipolar and Related D/O, Pp 73 – 92 Chapter 9 – Somatic Symptom, Pp 195 – 212</p>

Week 8	Substance-Related and Addictive Disorder	<p>DSM 5</p> <p>Substance-Related & Addictive, Pp 481-590 Caffeine Use D/O, Pp 792 – 795 Internet Gaming D/O, Pp 795 – 798</p> <p>Learning DSM 5</p> <p>Chapter 16 – Substance-Related, Pp 313 – 346</p>
Week 9	Disruptive, Impulse-Control and Conduct D/Os	<p>DSM 5</p> <p>Disruptive, Impulse-Control, Pp 461-480</p> <p>Learning DSM 5</p> <p>Chapter 15 – Disruptive, Impulse, Pp 293 - 312</p>
Week 10	Disruptive Cont'd	Disruptive Cont'd
Week 11	Neurocognitive D/O	<p>DSM 5</p> <p>Neurocognitive D/O, Pp 591 – 644</p> <p>Learning DSM 5</p> <p>Chapter 17 – Neurocognitive D/O, Pp 347 – 362</p>
Week 12	Schizophrenia Spectrum Dissociative D/O	<p>DSM 5</p> <p>Schizophrenia Spectrum, Pp 87 – 122 Dissociative D/O, Pp 291 – 308</p> <p>Learning DSM 5</p> <p>Chapter 2 – Schizophrenia Spectru, Pp 37 – 72 Chapter 8 – Dissociative D/O, Pp 185 – 194</p>
Week 13	Feeding and Eating D/O Elimination D/O Sleep- Wake D/O	<p>DSM 5</p> <p>Feeding and Eating D/O Elimination D/O Sleep-Wake D/O</p> <p>Learning DSM 5</p> <p>Chapter 10 – Feeding & Eating, Pp 213 – 232 Chapter 11 – Elimination D/O, Pp 233-238 Chapter 12 – Sleep-Wake D/O, Pp 239 – 247</p>
Week 14	Student Presentations	

Week 15	Student Presentations	*FINAL EXAM DUE*
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