Meeting Times

Webinars will be held on Thursdays at 6:00 pm CST at the following link with the exception of the first week where it will be MONDAY 4/15/2019 at 6:00pm CST. Webinars are optional and the recording will be posted in the class immediately afterwards for your review.

https://lamar.adobeconnect.com/cogswell_classroom/

Webinar

Monday- Week 1 and Thursdays Weeks 2-5
https://lamar.adobeconnect.com/cogswell_classroom/

Contact Information

Please email me with any questions you may have. I am happy to help!

lbussey@lamar.edu

Lauren Cogswell
Email: lbussey@lamar.edu

Catalog Description

A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment. Prerequisites: Approval of instructor or 12 semester hours of CNDV coursework

Objectives

1. Produce quality graduate work, behaviors, and outcome
2. Identify etiologies and diagnoses based on symptoms presented
3. Identify and learn about diagnoses using the DSM5
4. Evaluate potential for suicide risk and risk assessment plans related
5. Devise treatment plans based on diagnoses
6. Identify involvement of family in treatment
7. Recognize professional issues biases and stigma of mental disorders
8. Differentiate between mental health diagnoses and developmentally appropriate reactions
9. Distinguish legal and ethical considerations in presented cases
10. Understand the role CNS role plays in normal and abnormal psychology of humans
11. Understand Affective Disorders and as related to normal and abnormal behaviors
12. The role of Psychopharmacology in treating abnormal behaviors and disorders
13. The role neuroscience plays in understanding humans abnormal psychology and behaviors
Outcomes

STUDENT LEARNING OUTCOMES

- Learning to identify etiologies, diagnoses, and treatment plans based on DSM 5
- Ability to conduct a suicide risk assessment
- Ability to devise treatment strategies for systematic diagnoses using DSM5
- Ability to apply legal and ethical considerations in presented cases
- Ability to understand the CNS, Affective Disorders, and Psychopharmacology.
- Ability to learn about human psychopathology and abnormalities.

Course Materials

REQUIRED TEXTBOOKS


Meyer, R.G. & Weaver, C.M. (2013). Case Studies in Abnormal Behavior (9th ed.). Upper Saddle River, NJ: Pearson. (this text is not included in your Lamar Digital Library. It is available through other websites such as Amazon.com, Chegg.com, or Abebooks.com, among others)


(This text is available to you FREE of charge through the Lamar library. Directions on how to access the DSM 5 through the library is provided in your "Getting Started" page.

If you want to purchase a copy, this text is readily available as a text, e-text, or rented from Amazon and other sellers)

Course Schedule

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
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</thead>
<tbody>
<tr>
<td>Week 1:</td>
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<tr>
<td></td>
<td>Read and/or view</td>
<td>Assignment 1: Submit</td>
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<td>materials in &quot;Getting</td>
<td>by 11:59 pm Day 7.</td>
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<td>Started&quot; section in</td>
<td>Go to Week 1 for</td>
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<td>Epic.</td>
<td>Assignment template and</td>
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<td>Familiarize yourself</td>
<td>instructions.</td>
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<td>with the course and</td>
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<td>the components that</td>
<td>Discussion 1: Submit</td>
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<td>we will be using in</td>
<td>initial post by Day 4</td>
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<td>the course.</td>
<td>and respond to three</td>
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<td>View and read lectures</td>
<td>classmates by Day 6.</td>
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<td>- (in Week 1)</td>
<td>Go to Week 1 for</td>
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<tr>
<td></td>
<td>Lecture:</td>
<td>Discussion prompt.</td>
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<tr>
<td>Video 1: A Abnormal Human Behavior</td>
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<tr>
<td>Video 2: Legal and Ethical Considerations</td>
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</tbody>
</table>

**Readings:**

- Hooley, Butcher, Nock, Mineka, 17e
- Chapter 1 Abnormal Psychology: An Overview pp 1-14
- Chapter 3 Causal Factors and Viewpoints
- Chapter 4 Clinical Assessment and Diagnosis
- Meyer and Weaver 9e
- Chapter 1 Concepts of Abnormality
- Chapter 16 Legal Issues and Psychological Practice

**DSM-5**

**Section I: DSM-5 Basics**

- Introduction
- Use of the Manual
- Cautionary Statement for Forensic Use of DSM-5

**Recommended Readings:**

- Hooley, Butcher, Nock, Mineka, 17e
- Chapter 2 Historical and Contemporary Views of Abnormal Behavior
- Meyer and Weaver 9e
- Chapter 2 Theories and Techniques

**Review Instructions for Final Project. Due Week 5. Go to Week 5 and Resources for more details.**
<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Assignment 2: Submit by 11:59 pm Day 7. Go to Week 2 for Assignment template and instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>View and read lectures - (in Week 2)</td>
<td>Discussion 2: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 2 for Discussion prompt.</td>
</tr>
<tr>
<td>Video 1: Panic and Anxiety Disorders</td>
<td>Work on Final Project. Due in Week 5. Go to Week 5 and Resources sections for more details.</td>
</tr>
<tr>
<td>Video 2: Mood Disorders</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**

Hooley, Butcher, Nock, Mineka, 17e

Chapter 6 Panic, Anxiety, and Their Disorders

Chapter 7 Mood Disorders and Suicide

Meyer and Weaver 9e

Chapter 3 The Anxiety Disorders

Chapter 7 The Affective (or Mood) Disorders and Suicide

**DSM-5**

- Bipolar and Related Disorders
- Depressive Disorders
- Anxiety Disorders
- Obsessive Compulsive and Related Disorders
- Trauma and Stressor Related Disorders

**Week 3:**
Lecture:
View and read lecture - (in Week 3)

Video 1: Psychotic Disorders

Video 2: Cognitive Disorders

Readings:
Hooley, Butcher, Nock, Mineka, 17e

Chapter 13 Schizophrenia and Other Psychotic Disorders

Chapter 14 Neurocognitive Disorders

Meyer and Weaver 9e

Chapter 6 The Schizophrenic and Delusional (or Paranoid) Disorders

Chapter 15 Organic Mental Disorders and Mental Retardation pp 281-293

DSM-5
- Schizophrenia Spectrum and Other Psychotic Disorders
- Neurocognitive Disorders

Assignment 3: Submit by 11:59 pm Day 7. Go to Week 3 for Assignment template and instructions.

Discussion #3: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 3 for Discussion prompt.

Work on Final Project. Due Week 5. Go to Week 5 and Resource sections for more details.

Week 4:
Lecture:
View and read lectures - (in Week 4)

Video 1: Personality Disorders
(there is only one video in week 4)

Readings:
Hooley, Butcher, Nock, Mineka, 17e
Chapter 10 Personality Disorders

Meyer and Weaver 9e
Chapter 11 Personality Disorders

DSM-5
Personality Disorders
  • Cluster A
  • Cluster B
  • Cluster C

Assignment 4: Submit by 11:59 pm Day 7. Go to Week 4 for Assignment template and instructions.

Discussion 4: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 4 for Discussion prompt.

Work on Final Project. Due Week 5. Go to Week 5 and Resources sections for more details.

Week 5:
Lecture:
View and read lecture - (in Week 5)

Video 1: Disorders of Childhood and Adolescence
(there is only one video in week 5)

Readings:
Hooley, Butcher, Nock, Mineka, 17e
Chapter 15 Disorders of Childhood and Adolescence

Meyer and Weaver 9e
Chapter 14 Disorders of Childhood and Adolescence

DSM-5
- Neurodevelopmental Disorders
- Disruptive, Impulse Control, and Conduct Disorders

Complete Course Evaluation
Final Project Submit by 11:59 pm Day 7 in both Bb and TK20. Go to Week 5 and Resource sections for directions, rubric, and other information.

Discussion #5: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 5 for Discussion prompt.

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>*CACREP Common Core Curricular Areas</th>
<th>*CACREP School Domains</th>
<th>*CACREP Clinical Mental Health Domains</th>
<th>Curricular Experience in 5350</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify etiology and diagnoses based on symptoms presented</td>
<td>C. 2; D 1</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
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<tr>
<td>No.</td>
<td>Task Description</td>
<td>CACREP Standards</td>
<td>Week(s)</td>
<td></td>
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<tr>
<td>1</td>
<td>Construct diagnostic assessment using the DSM</td>
<td>C 7; D 7; G 1; K 1; K 2; L 1; L2; L3</td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Evaluate potential for suicide risk and action plans related to that risk</td>
<td>D 6; G 3</td>
<td>Wk 3 discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Devise treatment strategies for diagnoses</td>
<td>C 7; D 7; G 1; K 2</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Identify involvement of family in treatment</td>
<td>C 5; C 8</td>
<td>Week 5 discussion; wk 5 assignment</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Recognize professional issues biases and stigma of mental disorders</td>
<td>2.f</td>
<td>Wk 3 assignment</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Differentiate between mental health diagnoses and developmentally appropriate reactions</td>
<td>L3</td>
<td>Wk 1 assignment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Distinguish legal and ethical considerations in presented cases</td>
<td>A.2; B.1</td>
<td>Wk 3, 5 discussion; Wk 5 assignment</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Please note that the listing of CACREP standards does not imply accreditation status. These standards are listed to demonstrate curriculum alignment only*
GRADING PROCESS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>60 points each week for five weeks</td>
<td>300</td>
<td>30 %</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30 %</td>
</tr>
<tr>
<td>Course Project</td>
<td>400 total points. Due in Week 5</td>
<td>400</td>
<td>40 %</td>
</tr>
</tbody>
</table>

900-1000 points = A  
800-899 points = B  
700-799 points = C  
600-699 points = D  
Below 600 points = F

Breakdown

**COURSE REQUIREMENTS AND ASSIGNMENTS (All course assignments must be submitted in APA format)**

It is very important that you keep up with the assigned readings, lectures, and activities. All assignments, including weekly discussions must adhere to the American Psychological Association (APA) style 6th edition guidelines (APA, 2010).

**DISCUSSIONS (300 points; 60 points per week)**

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

Requirements: You are expected to participate at least 3 separate days a week in the weekly discussion area. Discussion topics/questions are provided in the Discussion Board area. In addition, you are expected to respond to three of your fellow students' postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings,
relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position.

Each week has at least one discussion question. The discussion questions require an original response (which includes at least one APA reference) and responses to at least 3 other students’ postings.

Initial postings for the discussion board are due by Day 4, and responses are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. You may post peer responses before your main post. Responding to an Instructor’s post may count for one peer response. Discussions will be graded according to the Discussion Posting and Response Rubric. Due to the nature of these assignments, late discussion posts are not allowed.


APPLICATION ASSIGNMENTS (300 Points)

Each of the first four weeks (75 points for each of Weeks 1-4), you will submit an assignment where you will demonstrate your understanding of the concepts learned. Some assignments will demonstrate your mastery while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.

COURSE PROJECT (400 Points)

Overview

As Clinical Mental Health Counselors, we are trained to diagnose clinical disorders present in our clients. Before we treat actual clients, we hone our skills using case studies. For your final project, you will select a person (historical/none-fictional; celebrity/public figure; living/dead) to evaluate and diagnose. You will apply your knowledge from the entire course to the development of this project.

This Final Project will help you to synthesize and display your understanding of assessment, diagnosis, treatment planning, family involvement, and legal/ethical issues. You should also listen to the lecture, review supplemental materials, and use the rubrics as guides to help you complete the assignment. This assignment will count toward your final grade and is due by Day 7. It is worth 400 points.

Directions

For the Final Project, you will select a person for whom you will develop a case study with diagnosis and treatment recommendations. The person can be a public figure or a non-fictional character, (historical/none-fictional; celebrity/public figure; living/dead). Cases presented in your texts or in the course are NOT eligible for use in this project.

Your Final Project will contain the following sections:

Introduction to the topic (Note: in APA style, the Introduction does not get a separate heading)

- Identifying Information: Age, gender, ethnicity, relationship status, and vocation of the individual.
- Presenting Problem: The individual’s primary problems or concerns.
- History of the Present Problem: When did the problem begin? How severe is the problem, i.e., does it impact the individual’s work, relationships, or leisure pursuits? Are any stressful life events associated with the presenting problem?
Personal and Family History: Information about family background, relationship history, developmental history, education/work history, medical history, substance abuse, and/or previous counseling/psychiatric experiences that may be related to the presenting problem.

Diagnosis: See template for format.

Justification: Include descriptions of the individual's signs and symptoms to support your diagnosis.

Treatment: Report the recommended treatments for the disorder and evaluate the individual's prognosis for improvement.

Legal and Ethical Considerations: Comment on any legal or ethical concerns in the diagnosis and treatment of this individual.

Conclusion

Your paper should be 10-15 text pages (not including title or reference pages). Use your textbooks and the DSM to support your writing. You may also use information from other scholarly sources such as articles found in the Lamar library. Depending on the person you select, information from non-scholarly resources may be relevant as well. Be sure to write your paper using APA style and cite all references accordingly. An APA formatted template has been provided for your use here and in Course Resources.

Submit your completed assignment to the course in Blackboard for grading AND to your course binder in TK20 for your program portfolio.

Important: your project must demonstrate knowledge, understanding, and application of information learned in this course and specifically in regard to DSM5 diagnosis and treatment. That is the bottom line of this project.

Institutional Policies

Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

Course Drop Policy

Students may drop a course and receive a grade of “Q” during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as “Q” or “F,” indicating the student was passing or failing at the time of the drop. A grade of “Q” may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar (https://www.lamar.edu/academic-calendar) for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website (http://www.lamar.edu/disability-resource-center/).

Academic Support

Academic Support can be located at http://students.lamar.edu/academic-support/index.html.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Student Services

Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University's website and login to LU Connect for instructions about continuing courses remotely.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.
LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. More comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.

Additional Items