PSY 503.41E Psychopathology & Diagnosis
COURSE SYLLABUS: Fall 2018; Tuesdays 430-710pm; TAMUC Metroplex campus

INSTRUCTOR INFORMATION

Instructor: Sean A. Lauderdale, Ph.D.

Office Location: BIN211A
Office Hours: By appointment

Office Phone: 903 886 5773
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University Email Address: sean.lauderdale@tamuc.edu

Preferred Form of Communication: Email
Communication Response Time: 24 hours, with the exception of weekends and holidays

COURSE INFORMATION

Textbook(s) Required

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental*

   disorders (5th ed.). Washington, DC: Author.

Beidel, D. C., & Frueh, B. C. (Eds.) (2018). *Adult psychopathology and diagnosis* (8th

   ed.). Hoboken, New Jersey: Wiley.

Course Description
The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

The *syllabus/schedule are subject to change.*

This course is designed to provide students an introduction to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders to facilitate development of the basic mechanics of making psychological diagnoses as often required by employers and third-party payers. Additionally, this course will provide students an overview of presumed etiology of various psychological disorders. This information is crucial to helping clinicians recognize and appreciate how psychopathology may develop, is maintained, and responds to treatment. Recognizing variables associated with the onset and maintenance of psychological disorders may also help students differentiate amongst various psychological disorders.

Student Learning Outcomes

1. Recognizing the potential for substance use disorders to mimic and coexist with many psychological disorders. Students will complete clinical vignettes and must demonstrate the ability to distinguish psychological symptoms from substance use symptoms.
2. Recognizing how clinical diagnosis may have an effect on professionally related issues, such as reimbursement by insurance and/or other agencies. Students will complete clinical vignettes and must discuss implications of diagnoses in terms of expected course of treatment.
3. Learning basic etiological theories, the diagnostic process, and nomenclature of mental and emotional disorders. From clinical vignettes, students will identify potential distal and proximal risks associated with disorders.
4. Learning how to appropriately document diagnostic status using the current diagnostic system most widely employed in the United States. Students will diagnosis patients from clinical vignettes.
5. Learning how to distinguish psychopathology from non-pathological behaviors using criteria established by the current diagnostic system most widely employed in the United States. Students will diagnosis patients from clinical vignettes.
6. Understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). Students will diagnosis patients from clinical vignettes.
7. Understanding the established diagnostic criteria for mental and emotional disorders. Students will diagnosis patients from clinical vignettes.
8. Understanding the relevance and potential biases of commonly used diagnostic tools with multicultural populations. Students will be provided clinical vignettes in which patients of diverse ethnic and racial backgrounds are represented. Students must demonstrate their recognition of how people from diverse racial and ethnic backgrounds communication emotional distress in order to appropriately determine if she/he is experiencing a recognized diagnostic condition.
9. **Links to NASP Model 10 Domains of Practice**

*2.4: Interventions and Mental Health Services to Develop Social and Life Skills***:** You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life

skills, and evidence-based strategies to promote social–emotional functioning and mental health.

10. CMHC Learning Objectives

C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders

C4. Knows the disease concept and etiology of addiction and co-occurring disorders

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans

G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and pyschoeducational and personality assessments

H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management

K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM)

K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care

K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders

K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event

L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments

L2. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will the ability to use word processing programs and internet-based course management software to complete course successfully.

Instructional Methods

A variety of teaching strategies will be used to help students become familiar with the DSM-5 and the various psychological disorders currently acknowledged by the American Psychiatric Association. These strategies include:
1. Instructor class presentations
2. In class discussions
3. Viewing video segments of people with various psychological disorders
4. In class examinations
5. In class assignments

Student Responsibilities or Tips for Success in the Course
1. Attend all classes.
2. Read the textbook and DSM-5.
3. Complete assignments thoroughly and on time.
4. Take notes.
5. Actively participate in class discussions.
6. Read DSM-5 and text prior to presentation.
7. Complete all assignments on time.
8. Ask for assistance.

GRADING

Final grades in this course will be based on the following scale:

A = 100-90
B = 89-80
C = 79-70
D = 69-60
F = $\geq$ 59

Assessments

Students will complete four assignments covering information provided from the text, DSM-5, and in class discussion. The assignments will consist primarily of short answer questions, clinical vignettes, and essays. Examination content will be broadly sampled so students can display a range of knowledge developed over the course. Each assignment will be worth 10 points. Students will have the opportunity to discuss assignments in class. Assignments will be online and once assigned, students will have a week to complete. Submission will be electronic. Students may discuss assignments

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with each other in the spirit of collaboration and consultation prized by mental health professionals; however, as it happens in professional practice, each individual student is responsible (liable) for her/his diagnoses and responses. Each student is encouraged to give careful consideration to the opinions of her/his colleagues but arrive at her/his own conclusions.

Students will conduct a clinical interviews with a volunteer. Students will write a report of their interviews and each interview will be worth 25 points. The interview will consist of a basic clinical interview, behavioral observations, and a structured mental status exam. Students will be provided feedback on their interviews and assessment.

Write an interview for a specific disorder. The interview will specifically focus on biopsychosocial risks for the disorder as well as specific symptoms associated with the disorder. The interview questions should also assess for common comorbid conditions associated the disorder as well as exclude any possible differential disorders. Finally, the interview should assess for common co-occurring difficulties commonly associated with the disorder (e.g., for ADHD, questions about quality of friendships and association with deviant peers would be important). The interview will be worth 10 points.

COMMUNICATION AND SUPPORT

I prefer that you contact me via email. I will respond within 24 hours. If you have a questions that can addressed through email, I will do so. If your question requires us to meet by telephone or person, I will schedule an appointment with you during office hours or at a mutually convenient time. You are also welcome to come by my office during office hours or at any other time. If I am available, I will be happy to meet with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Absences should be avoided at all costs as attendance is strongly associated with academic success. Students with excessive absences will be removed from the course without discussion. Missing more than 10% of the course is considered excessive.

No late work will be accepted without prior approval of the instructor.

No make-up exams will be permitted.

There is no extra-credit available for this course.

All assignments must be completed in the students' own words. Cut and pasting is not tolerated and will result in the student receiving a failing grade for the assignment.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be discussed in class and agreed to by consensus; however, I retain the final decision regarding changes to the syllabus.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students are expected act as professionals at all times in class. This includes being on time and staying for the duration of class. This also includes not allowing the use of electronic devices (e.g., computers or cell phones) to distract from on-going engagement in class. For example, if a student is using their tablet, checking email or social media programs is strongly discouraged. Students are also strongly discouraged from texting in class. If a call needs to be taken due to an emergency, it is allowable for students to excuse themselves to take the call. Students are expected to positively and respectfully engage each other and the instructor at all times, even if disagreeing with a particular viewpoint or assertion. All differing points of view should be based on evidence-based information rather than simply on personal experiences as these experiences may have been singular. Note, discussion of personal experiences can be used as a springboard for broader discussions of issues encountered in mental health practice. Careful reflection is required prior to sharing personal experiences to determine if the context is appropriate for disclosure and professional boundaries are maintained.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

COURSE OUTLINE / CALENDAR

Proposed Reading Schedule: Students will need to read assigned material prior to class to fully participate in class discussions:

Week 1: Introduction and Syllabus, DSM-5, Section 1; BF: Chp 1 (just a little)
Week 2: BF: Chps 1-4, DSM-5: Section III (assessment measures and cultural formulation)
Week 3: BF: Chps 1-4, DSM-5: Section III (assessment measures and cultural formulation)
Week 4: DSM-5: Anxiety disorders: BF: Chp. 8

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Week 5: DSM-5: Anxiety disorders: BF: Chp. 8
Week 6: DSM-5: Obsessive and Trauma disorders; BF: Chps. 9 & 10
Week 7: DSM-5: Mood disorders; BF: Chp. 10
Week 8: DSM-5: Mood disorders; BF: Chp. 10
Week 9: DSM-5: Bipolar disorders; BF: Chp. 6
Week 10: DSM-5: Schizophrenia and psychotic spectrum; BF: Chp. 5
Week 11: DSM-5: Schizophrenia and psychotic spectrum; BF: Chp. 5
Week 12: DSM-5: Substance-related disorders; BF: Chps. 17 & 18
Week 13: Childhood disorders: ADHD, ODD/CD
Week 14: DSM-5: Personality disorders; BF: Chp. 20
Week 15: ☠Dead Week☠ DSM-5: Personality disorders; BF: Chp. 20
Week 16: Final

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player   https://get.adobe.com/shockwave/
    - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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