

**Behavior Disorders and Psychopathology**  
**Psychology 584**  
**Spring 2007**

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Class Time: MW 6-7:50pm  
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**Required Texts:**

American Psychiatric Association. (2000). *The Diagnostic and Statistical Manual of Mental Disorders* (4<sup>th</sup> edition, text revision). Washington, D.C.

Adams, Henry E. & Sutker, Patricia B. (Eds.). (2001) *Comprehensive Handbook of Psychopathology*. New York: Kluwer Academic Publishers.

**Additional readings:**

You will conduct research in order to obtain additional information for your class presentations. Additional readings may also be assigned by me throughout the quarter to supplement the required texts.

**Course Description:**

This four-credit graduate level course surveys the varieties of psychopathology that are observed today, and which fit the current diagnostic categories of the DSM-IV-TR. The course is designed to familiarize students with diagnostic criteria, co-morbidity rates, and issues of differential diagnosis. Case studies will be used to illustrate diagnostic issues. In addition, this course will review the problems associated with the process of classification and the historical context within which judgments of mental illness have been made.

Course content will primarily be delivered via discussion format with some material presented via lecture. Thus, it is important to recognize that what you get out of this course will be directly related to your effort. As future mental health professionals I expect you to approach this course with the diligence and professionalism required to enhance your learning and future professional work.

**Tentative Schedule:**

<b>Date</b>	<b>Topic</b>	<b>DSM-IV (Pages)</b>	<b>Comprehensive Handbook of Psychopathology</b>
<b>March 28</b>	Review Syllabus, Introduction	xxiii-xxxv	
<b>April 2</b>	DSM-IV History & Axes Etiology & Treatment	1-37	Ch. 1-2
<b>April 4</b>	Issues Regarding Classification Psychopathology & Assessment Diagnosis, Prognosis & Diversity		Ch. 3 Ch. 5
<b>April 9, 11</b>	Childhood Disorders	39-134	Ch. 31
<b>April 16, 18</b>	Mood Disorders	345-428	Ch. 11
<b>April 23, 25</b>	Anxiety Disorders	429-476	Ch. 6-8
<b>April 30</b>	<b>Mid Term Exam</b>		
<b>May 2</b>	<b>No Class – WPA Conference</b>		
<b>May 7</b>	Psychotic Disorders Dissociative Disorders	297-343 519-534	Ch. 10, Ch. 12-15
<b>May 9</b>	Personality Disorders	685-729	Ch 16-19
<b>May 14</b>	Impulse Control & Adjustment Disorders Somatiform & Factitious Disorders	663-683 485-518	Ch. 9
<b>May 16</b>	Sexual/Gender Identity Disorders	535-582	Ch 25-26
<b>May 21</b>	Cognitive Disorders & Medical Disorders	135- 190	Ch 27-30
<b>May 23</b>	Eating Disorders and Sleep Disorders <b>(Case History Due)</b>	583-662	Ch 23-24
<b>May 28</b>	<b>No Class – Memorial Day</b>		
<b>May 30</b>	Substance-Related Disorders	191-295	Ch 20-22
<b>June 5-8</b>	<b>Final Exam</b>		

**Course policies and requirements:**

1. **Expectations:** This is a graduate level seminar course appropriate for professionals in training. Consequently you are expected to behave in a professional manner. You are expected to attend **every** class on time, read the assigned material before class, participate in class activities, and **ask and answer questions**. It is essential that you complete the readings prior to each class, critically analyze the material, and be ready to discuss what you have learned from the assigned readings and your independently conducted research. Class participation will count toward your final grade as seen in the “professionalism” grading section of the syllabus. I will base your “professionalism” grade on the quantity and more importantly, the quality of your contributions to the class, your attendance, and apparent effort in mastering the material covered. (2.5 points per class = **50 points**)
2. **Exams:** There will be both a mid-term and final exam, each worth 100 points. The exam questions will reflect material from both the assigned reading and in-class discussions. Your exam will comprise vignettes for which you render DSM diagnosis on five-axes, as well as multiple-choice questions. If you miss an exam for a legitimate reason (such as a physician visit due to illness) you can write a research paper to substitute for that exam (you must submit appropriate documentation, such as a physician’s note). The research paper must be APA-style, 12-15 pages, and include a minimum of ten references from peer-reviewed journals. The topic can be on any aspect of psychopathology. (**200 points**)
3. **Presentations:** There will be two in-class presentations on two different mental disorders, each worth 50 points. Each student will select two different mental disorders and prepare a 20-minute presentation on the topic. Students will sign up for presentations the first day of the class. The presentation should begin with either a video or a role-play of how someone with the disorder would present, after which the class will attempt to diagnose the identified “client.” The content of the rest of the presentation should include an overview of the diagnostic category, the clinical presentation of the disorders, differential diagnosis, and treatment/management of the disorder. Use both the textbook and outside information in preparing your presentations. You will be graded on the quality of both your presentation and depiction of the client. These presentations are in lieu of a research paper, thus I expect that you will take a scholarly approach to gathering information for your presentation. (**100 points**)
4. **Diagnostic Case Reports:** There will be several diagnostic case reports given as in-class exercises or as take home assignments. The report structure will be described in class. If you miss class, for any reason, you will not be allowed to make-up the points for that day’s exercise. Each case report is worth 10 points. (**100 points**)

- 5. Written Case History:** You will conduct a written case history. Structure of the case history will be described in class. Your report must be double-spaced and 3-4 pages in length, and will be worth **100 points**.

**6. Grading Scale:**

Percentage	Grade	Percentage	Grade
93%	A	73%	C
90%	A-	70%	C-
87%	B+	67%	D+
83%	B	63%	D
80%	B-	60%	D-
77%	C+	<60%	F

- 7. Academic dishonesty:** Cheating on assignments and plagiarizing are prohibited. If you are caught cheating or plagiarizing you will receive a “0” for the exam or assignment and the incident will be reported to Student Affairs. A second offense will net you an “F” for the course, and possible further disciplinary action by the University and/or Counseling Program.
- 8. LiveText:** LiveText is required by the Center for Teaching and Learning, by the Dean of the College of the Sciences, and by the University Board of Trustees for all school psychology and school counseling graduate students. One of your diagnostic case reports can be posted for your LiveText requirement.
- 9.** Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director on campus at 509-963-2171 for additional disability-related educational accommodations.

Please note: This course addresses, and may be used to provide, supporting evidence of knowledge and skills required under specific sections of the Washington Administrative Code (WAC) or the Program Objectives, Curriculum, and Standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These sections of the WAC as well as relevant CACREP standards are listed in the attached table of student learning objectives and assessment methods.

**Washington Administrative Codes:**

Washington State ESA Standards for School Counselors and School Psychologists, NASP Standards, and CACREP Standards covered in PSY 584, Behavior Disorders and Psychopathology (4 credits) This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 181-78A-270 (a) (5) [Rev. 12/3/04].

**STANDARD 5: Equity, Fairness, and Diversity.** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

Standard 05-1. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members;

Standard 05-4. Demonstrates an awareness of school climate and how it impacts student learning, especially for families and students who have been historically disadvantaged and marginalized;

Standard 05-5. Demonstrates knowledge and awareness of special education and IEP goals and objectives.

**STANDARD 7: Collaboration with School Staff, Family, and Community.** Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

Standard 07-9. Demonstrates knowledge of commonly used medications for school-aged children;

**STANDARD 11: Professionalism, Ethics, and Legal Mandates.** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications; This course meets the following National Association of School Psychologists (NASP)

2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists.

These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health Counseling Programs:**

K-1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

K-3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

K-7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.

## A. FOUNDATIONS OF MENTAL HEALTH COUNSELING

3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;
4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;
5. ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics); and
6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.

## B. CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING

1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;
3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and

## C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;
3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;
4. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual;
9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy

## PSY 584: STUDENT LEARNING OBJECTIVES AND ASSESSMENT METHODS

<b>2001 CACREP Standard</b>	<b>State Standard (WAC)</b>	<b>Course Learning Objectives</b>	<b>Assessment Method</b>
K-1		PROFESSIONAL IDENTITY: Studies that provide an understanding of all of the following aspects of professional functioning	
K-1h		Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
K-1e		Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
K-3		HUMAN GROWTH AND DEVELOPMENT: Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:	
K-3c		Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
K-7		ASSESSMENT: Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:	
K-7h		An understanding of the general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
K-7i		Ethical and legal considerations	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories

2001 CACREP Standard	State Standard (WAC)	Course Learning Objectives	Assessment Method
A		FOUNDATIONS OF MENTAL HEALTH COUNSELING	
A.3		Structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
A.4		Implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and privileges within managed care systems, and expert witness status	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
A.5		Ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics)	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
A.6		The role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation and physical mental status, and equity issues in mental health counseling	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
B		CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING	
B.1		Assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
B.3		Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities	Mid-term and final exams; Student presentations; Diagnostic case reports; Case histories
C		KNOWLEDGE AND SKILLS REQUIREMENTS FOR MENTAL HEALTH COUNSELORS	
C.1		General principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behavior	Mid-term and final exams; Student presentations;

			Diagnostic case reports; Case histories
C.3		General principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology learning to diagnosis and appropriate treatment plans	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories
C.4		Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories
C.9		The application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories
<b>WASHINGTON ADMINISTRATIVE CODE STANDARDS FOR SCHOOL COUNSELING PROGRAMS</b>			
	WAC 181-79A-270 (4)	The [school counselor] candidate has acquired and can apply knowledge about:	
	4 (b)	Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society)	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories
	4 (i) vi	Foundations of school counseling including: Implications of sociocultural, demographic and lifestyle diversity relevant to school counseling	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories
	4 (k) ii D	Theory, knowledge, and skills for the practice of school counseling, including: Counseling and guidance. Studies in this area include: Issues that may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout)	Mid-term and final exams; Student presentations; Diagnostic case reports; Case Histories