I. USD Graduate Catalogue Course Description

COUN 738 - This course provides information in the area of pathology/abnormality and an overview of etiology, prevalence, differential diagnosis, treatment, diagnostic systems and other literature relative to the various diagnoses. This course is a requisite course for the LPC-MH licensure in South Dakota and for Qualified Mental Health Professionals (QMHP) qualifications in South Dakota (Possibly for other state licenses as well).

**Important to note that this course does not replace diagnosis/DSM-5 intensive training; pathology is the focus. In addition, while the DSM-5 is the new principle tool in clinical assessment, training to support that tool remains limited to clinicians. Students will be engaging multiple resources to assist with understanding disorder pathology. Evaluative items used in this course will remain primarily focused on the required text with some emphasis on DSM-5.

II. Rationale

*Inspiring and leading through excellence in education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Reflective counselors integrate theory, research, and experiential wisdom into their practice and decisions. This process engages counselors in cycles of thought and action based on theoretical, ethical, and professional knowledge.

III. Textbooks & Resources


**Strongly Recommended:**


IV. Method of Course Delivery

This course is offered online using the program D2L ([http://d2l.sdbor.edu](http://d2l.sdbor.edu)) provided through the University of South Dakota. Students are required to participate in discussion boards and complete assignments on time.

Any communication sent to the professor via D2L email will have an approximate response time of 48 hours. Emails sent directly to the instructor’s email account (noted above) will have quicker response times as that email account is accessed more frequently by the instructor.
Online Technical Standards

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the USD Getting Started widget on the Course home page. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

This course has an established list of minimum technical requirements, which are stated in the Online Student Handbook. Additionally, this course requires the use of video conferencing software, for which you will need to purchase a webcam and microphone. These can be obtained from the campus bookstore, or from any retailer selling electronics (Wal-Mart, Best Buy, etc.).

V. Course Objectives/Outcomes

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Analyze and apply psychopathology and specifically the etiology, prevalence, and treatment of mental health abnormalities.</td>
<td>CACREP G3b, G3f CMH A6, A9, C2, C4, G1, K1, L3</td>
<td>Examinations Clinical Vignettes</td>
</tr>
<tr>
<td>Analyze and apply mental disorders identified in the DSM-5 as well as related research to inform evidence-based treatment</td>
<td>CACREP G8e, G3f, G3g CMH A6, A9, C2, C4, D1, D8, I3, K1, K3, K2, K5, L3</td>
<td>Powerpoint Examinations Clinical Vignettes</td>
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<tr>
<td>Compare and contrast the appropriateness diagnostic systems utilized in psychopathology as well as related assessment, screening, and intake processes.</td>
<td>CACREP CMH C5, G1, H1, H3, L1</td>
<td>Powerpoint Examinations Clinical Vignettes</td>
</tr>
<tr>
<td>Investigate and describe the professional and ethical issues involved in personality and psychopathology.</td>
<td>CACREP G1b CMH B1, C9.</td>
<td>Forum Discussions Examinations Clinical Vignettes</td>
</tr>
<tr>
<td>Define multicultural issues which impact psychopathology understanding and conceptualization.</td>
<td>CACREP CMH D2, E4, G1, H1, K4.</td>
<td>Powerpoint Forum Discussions Examinations Clinical Vignettes</td>
</tr>
</tbody>
</table>

VI. Requirements & Evaluation

1.) Comprehensive Clinical Powerpoint Presentation (40 points). The purpose of this assignment is twofold: first, to allow the student to investigate a disorder of their choosing more fully; and second, explore current research related to etiology and treatment of the chosen disorder. Each student will present and submit a powerpoint summarizing their findings. To avoid a high amount of duplication of chosen disorders, students must receive approval for their chosen disorder. Presentation of disorder will include a brief overview of the following items: DSM-5 disorder etiology (origin or cause of disorder), current research, and current neuroscience literature related to disorder. Treatment of disorder will include a brief overview of the following items: summary of treatment considerations, biological treatment options and psychosocial treatment options. In short, the student must create a presentation on the current state of the chosen disorder. Make sure to review rubric below for grading specifics.

The student may use the text, but must use 3 additional empirical (researched-based, peer reviewed journals) resources. Websites can be good resources for student understanding, but are not consider empirical. The presentation will need at minimum 4 references and proper APA citation needed.

In order to present the powerpoint to class, students will need to record audio directly into the powerpoint. Collaborate (live conference room recording feature in D2L) can be used as an alternative. Contact the instructor for more information on Collaborate option. For reference, students most often choose to record directly on the powerpoint slide.

The powerpoint must be minimum of 5 slides, but no more than 10. Understand that more slides usually will create a larger file to upload. The larger the file, the more difficult it may be to upload. Thus, keep slide count low and be brief, but concise with your audio. Note syllabus for tentative due date.

Key submission items:
- Create presentation (topic must be instructor approved) and choose recording audio option.
- Upload completed presentation in the appropriate Discussion Board forum (“Powerpoint Presentation”).
- Upload as submission in Dropbox folder.
Grading rubric as follows:

<table>
<thead>
<tr>
<th>Grading Items for Assignment</th>
<th>Score</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Completion of required elements:</td>
<td>10 points possible: (broken down below)</td>
<td></td>
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<tr>
<td>• 5-10 slides</td>
<td>1-6.9=Limited or Not successful</td>
<td></td>
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<tr>
<td>• Audio (or Collaborate) on slide provided and functional.</td>
<td>7-7.9=Moderate success (“C” work)</td>
<td></td>
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<tr>
<td>• Minimum of 4 empirical resources.</td>
<td>8-8.9=Considerable success (“B” work)</td>
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<tr>
<td>• Information clear and concise.</td>
<td>9-10=High level of success (“A” work)</td>
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<tr>
<td>• References cited using APA</td>
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<tr>
<td>• Creative presentation of material.</td>
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<td>• Student presents the material in a professional manner to class.</td>
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<tr>
<td>Depth of Disorder Discussion:</td>
<td>15 points possible:</td>
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<tr>
<td>• DSM-5 disorder etiology (origin or cause of disorder).</td>
<td>1-10.9=Limited or Not successful</td>
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<td></td>
<td>11-12.9=Moderate success (“C” work)</td>
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<tr>
<td>• Cultural Implications</td>
<td>13-13.9=Considerable success (“B” work)</td>
<td></td>
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<tr>
<td>• Current related research (e.g. neuroscience or effectiveness)</td>
<td>14-15=High level of success (“A” work)</td>
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<td>• If possible: relevant additions to the required elements (i.e. changes to understanding over time)</td>
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<tr>
<td>Depth of Treatment Discussion</td>
<td>15 points possible:</td>
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<tr>
<td>• Summary of treatment considerations</td>
<td>1-10.9=Limited or Not successful</td>
<td></td>
</tr>
<tr>
<td>o Give consideration to biological and psychosocial treatment options (inpatient/outpatient, aftercare)</td>
<td>11-12.9=Moderate success (“C” work)</td>
<td></td>
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<tr>
<td>• Make note of the role of assessment in treatment</td>
<td>13-13.9=Considerable success (“B” work)</td>
<td></td>
</tr>
<tr>
<td>• If possible: relevant additions to the required elements (e.g. if no or limited treatment, then make part of professional discussion; changes to treatment over time)</td>
<td>14-15=High level of success (“A” work)</td>
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2.) **Clinical Vignettes Postings (5 points; 5 points each).** In D2L “discuss” page there are 5 topics under a clinical vignette forum. Each topic is identified with 5 separate client videos to watch or cases to read. To watch videos, copy and paste link in your web browser. The videos are simple interviews conducted by a professional with a client. The purpose of the videos or cases is to showcase behaviors in the client’s life that cause distress and/or could be considered abnormal. The disorders showcased are considered more common in the field and do not always correspond to the particular topic highlighted for the Unit. The student will need to view the video (or read case) and then post their responses to the question set noted for each vignette.

In order to organize postings, students will be grouped on a first come first serve basis. Meaning that once Group 1 has reached a cap of 5 members, students will need to look for membership in Group 2, and so on. Once in a group, engage in conversations about the videos, using the questions provided. The group MUST come to consensus about the required elements and present those in a final posting for a grade. One designated group member must post the final response and label the post “final response” so the instructor knows the group is ready for evaluation and review. Note the rubric below and in D2L for required elements. Follow D2L syllabus tentative schedule noted below for due dates.
Each topic is worth 5 points on the following rubric:
1 point for providing a diagnosis
1 point for providing criteria for diagnosis
1 point for providing historical features that supports diagnosis
1 point for responding (clearly indicated as "reply" with separate message) to other student(s) posts in their group (not required to post in other groups)
1 point for appropriate group membership behavior and effort

Discussion boards will be an interesting and lively mixture of personal and professional dialogue that we carry out throughout the course. Students will need to post their thoughts about the questions in the proper discussion board, interact and respond to each other, and determine a final diagnosis. Posted thoughts will have due dates, so students must review the syllabus (D2L calendar may have due dates posted as well) to be informed about the dates. Posts need to eliminate reply material to reduce discussion board clutter. In response to the questions consider ethical responsibilities, literature support, personal experiences, etc. Note syllabus for due dates.

3.) **Forum Participation (5 forums; 5 points each).** Throughout the course, D2L “discuss” will have 5 forums with special topics identified. Within each forum there will be information about a special topic and questions for the student to post responses. Check syllabus and D2L for due dates on postings. The following grading criteria for participation is:

- 2 points for providing responses to all questions
- 2 points for responding to other student(s) posts
- 1 point for completion of all tasks for this topic by due date.

Discussion boards will be an interesting and lively mixture of personal and professional dialogue that we carry out throughout the course. Students will need to post their thoughts about the questions in the proper discussion board. Posted thoughts will have due dates, so students must review the syllabus and D2L to be informed about the dates. Posts need to eliminate reply material to reduce discussion board clutter. In response to the questions consider ethical responsibilities, literature support, personal experiences, etc. Note syllabus for due dates.

4.) **Exams (2 exams; each 55 points)** There will be two examinations. Students will be responsible for the course objectives listed above as well as all assigned readings and lecture notes covered during the course. Both exams will consist of multiple choice and matching. The exams have time constraints and will be made available to the class during specific dates. The exams have due dates, but can be taken at any time as long as the exam is available. Once an exam has started, the student will have 90 minutes to submit the exam. The student may use the text or other course material to help with their responses. Even though the student can use certain resources, it is advised that the student study for the exam intently as the time constraint will make looking for answers difficult. **Students are not permitted to take the exam with other students or share exam information with students. This activity will result in exam failure and possible failure in the course for academic dishonesty.**

**Grading Scale**

200 points total for this course. Grades are determined based upon the following %.

- 100 - 95 = A 190-200 points
- 94 - 85 = B 170-189 points
- 84 - 75 = C 150-169 points
- 74 - 65 = D 130-149 points
- 64 - = F 129 points or below

Understand that it will take the instructor approximately 48 hours to complete grading of assignments and provide written feedback turned into the “dropbox” feature in D2L. Grading starts after submission deadline. Exams in D2L will provide immediate grading and feedback on incorrect answers. After exams close, they will be opened for review and students are encouraged to email the instructor questions about items. The instructor will provide a review of exam items for the class.

All grading will be available through the D2L link “Grades”. The instructor will be able to respond to emails within 48 hours.
VII. Class Policies

Attendance
Since this is an online course there are no class attendance requirements. However, there are several online discussion board requirements, that if missed will impact final grade. The instructor does monitor student activity online, subsequently, the instructor reserves the right to reduce the final grade if there is lack of activity.

Course Requirements
Participants will satisfactorily complete all course requirements. My policy is that assignments will be turned in by the date listed in the syllabus. The following guidelines also apply:

1.) Late Assignments. Late work will not be accepted.

2.) Make-up tests and work. Under special circumstance and with prior approval from the instructor, make-up tests and work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up tests and work will be completed within one week of approval. Make-up work, when approved, may be subject to a grade reduction.

3.) Writing Assignments. Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. If problems with writing or communication style interfere with effective communication of your ideas, you will rewrite or redo the paper or presentation to receive credit for the assignment. Assignments must comply with general guidelines for written English and will follow APA guidelines when appropriate. If problems with grammar or style interfere with effective communication of your ideas, you rewrite the paper to receive credit for the assignment. If you hold yourself to professional standards, you will receive credit for assignments without the necessity for rewrites. You may find the following writing resources useful:

- Book: The Elements of Style, by Strunk and White. (Available in USD bookstore)
- Web: Guide to Grammar and Writing.
- The Academic and Career Planning Center provides tutoring, writing, and other support services for students.

NOTE: All written assignments are due to the instructor on the dates specified in the Tentative Class Schedule. Any exceptions must be approved by the instructor, and it is the student’s responsibility to notify the instructor at the earliest date possible of any circumstances (e.g., severe illness or health concern, family loss) that would prevent the timely submission of assignments.

Informed Participation
Participants will be prepared to actively participate in discussion boards and communicate with the instructor if there are questions about the material. Participation assumes that the learner has read the material before posting comments in D2L.

Counseling Program Faculty and Student Responsibilities
The Counseling Program is designed to graduate counselors who see themselves first and foremost as professional counselors, regardless of chosen specialization or degree program. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. Moreover, graduate students demonstrate leadership by advocating for the profession, embracing diversity, and offering service to others. Graduate students will be engaged learners who meet and aspire to exceed the CACREP-based professional competencies and performance standards.

Evaluation of Student Progress
The counseling faculty evaluates student performance and potential along academic, professional, personal, and interpersonal dimensions. Thus, evaluations extend beyond measures used in coursework to include clinical training experiences and other activities deemed to be program related, e.g., conduct at professional conferences. These dimensions include academic proficiency, self awareness and self acceptance, investment in personal wellness and development, commitment to the welfare of others, interpersonal effectiveness, communication skills, and commitment to the profession of counseling and successful development into a professional. These dimensions are assessed throughout the program as reflected in the various evaluation measures used by the faculty to assess student performance.

From time to time, evaluations of student performance indicate a need for further action. In such cases, the student’s advisor assumes a central role. Students identified for assistance are required, at minimum, to work with a faculty advisor to address and remediate the academic, professional, personal and/or interpersonal concerns. Intervention may include plans for developing writing skills, completing personal and/or career counseling, an evaluation for learning problems, enrolling in additional coursework, and retaking courses. However, the counseling faculty reserves the right to dismiss or separate
students from the program for unsatisfactory academic performance, professional or ethical misconduct, or evidence that one is unlikely to succeed as a professional counselor (see Graduate School Catalog 2009-2011).

**Academic Honesty**
As stated in the Student Code of Conduct (USD Student Handbook available online on the myUSD.portal on the Campus Life tab), the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. The current handbook defines academic dishonesty in this way:

1. Cheating, which is defined as, but not limited to the following: a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but is not limited to, the following: a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline; b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- Self-plagiarism (resubmitting similar or previous evaluated material) is consider plagiarism.

Therefore, **no credit can be given for a dishonest assignment.** At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

1. Given a zero for that assignment.
2. Allowed to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.

Furthermore, violation of the University Academic Honesty Policy could result in the University taking disciplinary action including expulsion from school (see USD Student Handbook).

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Students with Disabilities**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. You can contact the Director of the Office of Disability Services, at Service Center. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
**VII. Tentative Calendar**

*Note: This course has a self-pacing element, thus there is no specific dates for units covered. In general, each unit represents approximately 7-10 days. D2L provides deadlines for forums, group vignette work, exams, and presentation as a way to keep students “on pace” throughout the semester. Students may work ahead if they choose, but understand that grading and feedback occurs after the deadline.*

<table>
<thead>
<tr>
<th>Content Unit</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Unit 1       | Course Introduction  
Overview of Psychopathology  
Etiology, Assessment, & Diagnosis  
Starting to review DSM-5 | Syllabus and D2L review  
Review Videos and other links for performance  
Read C&O pp. 1-16; Morrison pp 1-16; DSM-5 Preface and Section I |
| Unit 2       | Neurodevelopmental Disorders  
Disruptive, Impulse-control, and Conduct Disorders | Read: Morrison chapter 1 & 14  
DSM-5 corresponding text  
Forum #1 Posting (Check D2L for due date) |
| Unit 3       | Bipolar Disorders, Depressive Disorders, Suicide | Read: C&O chapters 2 & 10  
Morrison Chapter 3  
DSM-5 corresponding text  
Vignette #1 Posting: Max (Check D2L for due date) |
| Unit 4       | Anxiety and Panic Disorders | Read: C&O chapters 3 & 4  
Morrison Chapter 4  
DSM-5 corresponding text  
Forum #2 Posting (Check D2L for due date) |
| Unit 5       | Trauma Related Disorders and O/C Disorders | Read: C&O chapters 5 & 6  
Morrison Chapter 5 & 6  
DSM-5 corresponding text  
Vignette #2 Posting: Joan (Check D2L for due date) |

**Exam One Due after completion of units 1-5**  
Exam One will be made available on TBD  
Exam One will close TBD

| Unit 6       | Eating, Feeding, and other Body Focused Disorders | Read: C&O chapter 7  
Morrison Chapters 8 & 9  
DSM-5 corresponding text  
Forum #3 Posting (Check D2L for due date) |
| Unit 7       | Substance Abuse | Read: C&O chapter 8  
Morrison chapter 15  
DSM-5 corresponding text  
Vignette #3 Posting: Emotionally Disturbed (Check D2L for due date) |
| Unit 8       | Personality and Dissociative Disorders | Read: C&O chapter 9  
Morrison chapters 7 & 17  
DSM-5 corresponding text |
| Unit 9       | Open Week to Address Assignments | Forum #4 Posting (Check D2L for due date) |
| Unit 10      | Schizophrenia and Other Psychotic Disorders | Read: C&O chapters 11 & 12  
Morrison chapter 1  
DSM-5 corresponding text  
Vignette #4 Posting: A Car Wreck (Check D2L for due date) |
| Unit 11      | Research, Interventions, and other Clinical Considerations | Read: C&O chapter 14  
Morrison chapters 19 & 20  
Forum #5 Posting (Check D2L for due date) |

**Powerpoint Presentation Posted and Submitted**  
Powerpoint presentations due TBD  
Vignette #5 Posting: Oddly Isolated (Check D2L for due date)

**Exam Two due after completion of units 6-11**  
Exam Two will be available TBD  
Exam Two closes on TBD