

CO5770 Psychopathology: Disorders of Childhood, Adolescence and Adulthood Fall 2021 - 3 Credits

Instructor: Dr. Phillip Sanguedolce
Email: psanguedolce@plymouth.edu

Phone: 603-707-0233

Catalog Description: This course is designed to provide students with a clear, balanced presentation of the psychology of abnormal behavior, including current theoretical models, research, clinical experiences, therapies, and controversies; to enable the student to understand psychological/psychiatric disorders as discrete conditions, and to apply differential diagnoses. Pharmacological aspects of treatment will also be addressed.

Content Areas

1. Abnormal Behavior
2. Integrative Approach to Psychopathology
3. Diagnosis of Mental Disorders
4. Clinical Assessment Tools and Techniques
5. Ethical, Professional, and Legal Issues

Knowledge and Skill Outcomes: Students will:

1. Know how to differentiate among various mental disorders.
2. Know how to use language consistent with the DSM-5.
3. Be able to formulate DSM-5 diagnoses and rule out competing diagnoses.
4. Be able to think developmentally about childhood, adolescent, and adult mental disorders, as well as know how diversity and exceptionality might play into diagnoses.
5. Become familiar with psychotherapeutic as well as pharmacological treatment interventions.

Methods of Instruction

This class will be conducted online via the Zoom video conferencing platform. Your camera should be on during the class. Instruction will primarily be presented through lecture augmented by large group discussion, small group discussion, and classroom activities. Additional online assignments will also be included to facilitate student learning.

Required Texts:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Manual – Fifth Edition*. Washington, D.C.: American Psychiatric Association (DSM).

Barlow, D. H. & Durand, V. M. (2011). *Abnormal Psychology: An Integrative Approach Eighth Edition Ed.* Belmont, CA: Wadsworth.

Attendance, professional behavior and participation in all scheduled classes and activities

Since participation is a central component of the learning experience, class attendance is essential. Any student missing more than three class meetings will receive an Incomplete for a grade. If it is necessary to miss a class, please inform the instructor prior to the class. Students receiving an Incomplete for a grade will have one semester to complete the assigned work.

Grades/Grading Scale A total of 200 possible points may be earned. The point total will then be divided by 2 to calculate the final grade. The Grading Scale is as follows:

- A (≥ 95)
- A- (90-94)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (≤69).

Student Performance evaluation criteria and procedures

1. Participation in experiential learning activities and classroom discussions (5 points per class = 45 points total).
2. Final Exam (50 points).
3. Group (2 person) Presentation (topic assigned by instructor). 20 minutes will be allotted for each presentation. Additional time will be allotted for discussion (25 points).
4. Completion of 2 online learning activities (30 points)
5. Final Research Paper (50 points). Total 8 to 10 pages (**no more, no less**) (including title and reference pages) typewritten pages on a topic relevant to psychopathology. Topic must be discussed with the instructor by November 16, 2021. Paper must be written in Times Roman 12-point font and APA Format. At least six sources from scholarly writing should be properly cited and referenced.

The final paper should be placed in the course's Moodle Dropbox no later than 5:00 PM November 24, 2021. A penalty of 10 points per day will be applied for each day that the final paper is late unless an extension has been granted by the instructor

The final exam should be placed in the course's Moodle Dropbox no later than 12:00 NOON November 29, 2021. A penalty of 10 points per day will be applied for each day that the final exam is late unless an extension has been granted by the instructor

Note: The assignments are designed to provide evidence of learning and to provide artifacts for state certification.

Homework: Reading or homework activities will be assigned during class.

Incomplete Grades

An instructor may enter a grade of Incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on the Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when the final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of an F will be recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences of graduate with an Incomplete on his/her

transcript. Additionally, a student with an outstanding Incomplete in a course may not register again for that course.

Late Assignments

Unforeseen circumstances can interfere with a student's ability to complete work within the specified time period. Consequently, it is recommended that students try to complete work in advance of due dates. It is also recommended that students back up any work completed on a computer. Late assignments are subject to a grade reduction. In some cases, an extension may be requested and granted at the discretion of the instructor. Extensions should be requested before an assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. Students requesting an extension may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.

Accommodation of Student Needs

ADA Statement: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Sensitive Material

In some cases, material in this course may be sensitive, emotionally provocative, or uncomfortable. Please let the instructor know, any time during the course, if you anticipate or are having difficulty with an assignment or classroom activity. This will result in a discussion regarding how the particular assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in addressing your concerns can also be discussed.

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable.

Visit http://www.plymouth.edu/registrar/policies/academic_standing for more information on University policies and procedures regarding academic integrity. (From page 12 of the College of Graduate Studies Catalog). Please review APA guidelines on what constitutes plagiarism.

Online Learning Activities

Online learning activities will be completed using Moodle course website. Online assignments should be completed within the time limits specified in the instructions for each respective assignment posted on course website. Students should access the course website on a regular basis to check for announcements, assignments etc.

Statement of Expectations

Plymouth State University’s Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional clinicians in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which each student’s rights and responsibilities are respected.

A student’s progress in the program may, however, be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, a counselor or school psychologist in training must abide by relevant ethical codes and demonstrate professional knowledge, technical, and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy with clients, classmates, staff and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

CACREP Standards Addressed

CMHC Standard 5.C.2.b.: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

SC Standard 5.G.2.g.: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

| CACREP Standard/Goal | Methods of Delivery | Assessment |
|---|---------------------|---|
| CMHC Standard 5.C.2.b.: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders | Lectures | Responses to Socratic inquiry during class meetings, final exam responses, online assignments, final paper |

| | | |
|--|-----------------|---|
| <p>SC Standard 5.G.2.g.: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</p> | <p>Lectures</p> | <p>Responses to Socratic inquiry during class meetings, final exam responses, online assignments, final paper</p> |
|--|-----------------|---|