



On-Campus Course Syllabus

CSL 526 L00.A

Psychopathology

Spring 2021

Class Information

Day and Time: Thursdays, 7:30—10:00 p.m.

Room Number: E205

Contact Information

Instructor Name: Crystal Brashear

Instructor Email: cbrashear@criswell.edu

Instructor Phone: (469) 474-9857

Instructor Office Hours: By appointment

Course Description and Prerequisites

An examination of the criteria of psychopathological diagnosis and therapeutic interventions. The course will include basic psychopharmacology as well as the role of culture, emerging technologies, and special populations. (Prerequisite: CSL 525).

Course Objectives

Upon completion of this course, students will be able to demonstrate competency in the following:

1. Understand and utilize the *DSM-5* nosological system for the classification and diagnosis of psychological disorders
2. Recognize the existence and interaction of comorbidity among psychological disorders
3. Apply this knowledge using clinical vignettes, developing a quality treatment plan
4. Consider the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues
5. Critically evaluate different conceptual approaches to etiology and treatment of psychopathology, utilizing a Christian lens and a multicultural understanding
6. Communicate about current evidence-based therapeutic treatments for psychiatric disorders in written form
7. Comprehend the basics of psychopharmacology and communicate proficiently with medical personnel (such as family practice doctors and psychiatrists) to improve client care)

Required Textbooks

American Psychiatric Association (2013). *Diagnosis and Statistical Manual of Mental Disorders (5th ed)*. American Psychiatric Association.

Reichenberg, L. W. & Seligman, L. (2016). *Selecting Effective Treatments: A Comprehensive, Systematic Guide to Treating Mental Disorders (5th ed)*. Wiley.

Recommended Reading

American Counseling Association (2014). 2014 ACA code of ethics. Alexandria, VA: Author.

American Psychological Association. (2011). Publication manual of the American Psychological Association (6th ed.). Washington, D. C.: American Psychological Association.

Course Requirements and Assignments

Reading (25%): The course requires an extensive amount of reading. Each week, students will honestly self-report how much of the required reading they accomplished in Canvas.

Quizzes (25%): A quiz in Canvas will accompany most modules, covering assigned reading. Quizzes will be comprised of multiple choice, matching, true/false, and short answer questions. The lowest two quiz grades will be dropped.

Experiential Activities (25%): Each class session will include one or more experiential activity/ies. These activities are designed to deepen and broaden students' understanding. Experiential activity participation is self-graded using a simple rubric that is provided for you in Canvas.

Case Conceptualization & Treatment Plan (25%): Students will create a case conceptualization and a treatment plan for a case study provided by the professor. Practice constructing case conceptualizations and treatment plans will be conducted in class, prior to the assignment. Instructions and a rubric for this assignment will be provided on Canvas. Students will upload their final case conceptualizations and treatment plans into Canvas.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Evaluation

Reading	25%
Quizzes	25%
Experiential Activities	25%
Case Study Treatment Plan	25%
Total	100%

Course/Classroom Policies and Information

This course employs a flipped classroom model. Thus, it requires students to remain current with all reading in order to meaningfully participate. Activities conducted in class and online are designed to deepen and broaden students' understanding, not to replicate textbook material. Please demonstrate respect to your fellow classmates through your preparation.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Module	Topic & Assignments Due
1 1/21/21	<p style="text-align: center;"><u>Introduction</u></p> <p>Due: Peruse syllabus, acquire required course textbooks Due: Review DSM-5, pp. 5—25 Due: Reichenberg & Seligman, Chapter 1: Introduction to Effective Treatment Due: Module 1 Reading Self-Report; Quiz 1 (Canvas)</p>
2 1/28/21	<p style="text-align: center;"><u>Neurodevelopmental Disorders</u></p> <p>Due: Review DSM-5, pp. 31—86 Due: Reichenberg & Seligman, Chapter 2: Neurodevelopmental Disorders Due: Module 2 Reading Self-Report; Quiz 2 (Canvas)</p>
3 2/4/21	<p style="text-align: center;"><u>Schizophrenia Spectrum & Other Psychotic Disorders</u></p> <p>Due: Review DSM-5, pp. 87—122 Due: Reichenberg & Seligman, Chapter 3: Schizophrenia Spectrum & Other Psychotic Disorders Due: Module 3 Reading Self-Report; Quiz 3 (Canvas)</p>
4 2/11/21	<p style="text-align: center;"><u>Bipolar & Related Disorders</u></p> <p>Due: Review DSM-5, pp. 123—154 Due: Reichenberg & Seligman, Chapter 4: Bipolar and Related Disorders Due: Reichenberg & Seligman, Appendix: Suicide Assessment & Prevention Due: Module 4 Reading Self-Report; Quiz 4 (Canvas)</p>
5 2/18/21	<p style="text-align: center;"><u>Depressive Disorders</u></p> <p>Due: Review DSM-5, pp. 155—188 Due: Reichenberg & Seligman, Chapter 5: Depressive Disorders Due: Module 5 Reading Self-Report; Quiz 5 (Canvas)</p>
6 2/25/21	<p style="text-align: center;"><u>Anxiety Disorders</u></p> <p>Due: Review DSM-5, pp. 189—233 Due: Reichenberg & Seligman, Chapter 6: Anxiety Disorders Due: Module 6 Reading Self-Report; Quiz 6 (Canvas)</p>
7	<p style="text-align: center;"><u>Obsessive-Compulsive & Related Disorders</u></p>

3/4/21	<p>Due: Review DSM-5, pp. 235—264</p> <p>Due: Reichenberg & Seligman, Chapter 7: Obsessive-Compulsive & Related Disorders</p> <p>Due: Module 7 Reading Self-Report; Quiz 7 (Canvas)</p>
8 3/11/21	<p><u>Trauma- & Stressor-Related, Dissociative, & Somatic Symptom Disorders</u></p> <p>Due: Review DSM-5, pp. 265—327</p> <p>Due: Reichenberg & Seligman, Chapter 8: Trauma- and Stressor-Related Disorders</p> <p>Due: Reichenberg & Seligman, Chapter 9: Dissociative Disorders</p> <p>Due: Reichenberg & Seligman, Chapter 10: Somatic Symptom & Related Disorders</p> <p>Due: Module 8 Reading Self-Report; Quiz 8 (Canvas)</p>
Spring Break 3/14—3/20	
9 3/25/21	<p><u>Feeding & Eating, Elimination, & Sleep-Wake Disorders</u></p> <p>Due: Review DSM-5, pp. 329—422</p> <p>Due: Reichenberg & Seligman, Chapter 11: Feeding and Eating Disorders</p> <p>Due: Reichenberg & Seligman, Chapter 12: Elimination Disorders</p> <p>Due: Reichenberg & Seligman, Chapter 13: Sleep-Wake Disorders</p> <p>Due: Module 9 Reading Self-Report; Quiz 9 (Canvas)</p>
10 4/1/21	<p><u>Sexual Dysfunctions, Gender Dysphoria, & Paraphilic Disorders</u></p> <p>Due: Review DSM-5, pp. 423—459; 685—705</p> <p>Due: Reichenberg & Seligman, Chapter 14: Sexual Dysfunctions</p> <p>Due: Reichenberg & Seligman, Chapter 15: Gender Dysphoria</p> <p>Due: Reichenberg & Seligman, Chapter 20: Paraphilic Disorders</p> <p>Due: Module 10 Reading Self-Report; Quiz 10 (Canvas)</p>
11 4/8/21	<p><u>Disruptive, Impulse, & Conduct Disorders</u></p> <p>Due: Review DSM-5, pp. 461—480</p> <p>Due: Reichenberg & Seligman, Chapter 16: Disruptive, Impulse Control, & Conduct Disorders</p> <p>Due: Module 11 Reading Self-Report; Quiz 11 (Canvas)</p>
12 4/15/21	<p><u>Substance-Related & Addiction Disorders</u></p> <p>Due: Review DSM-5, pp. 481—589</p> <p>Due: Reichenberg & Seligman, Chapter 17: Substance-Related and Addictive Disorders</p> <p>Due: Module 12 Reading Self-Report; Quiz 12 (Canvas)</p>
13 4/22/21	<p><u>Neurocognitive Disorders</u></p> <p>Due: Review DSM-5, pp. 591—643</p> <p>Due: Reichenberg & Seligman, Chapter 18: Neurocognitive Disorders</p> <p>Due: Module 13 Reading Self-Report; Quiz 13 (Canvas)</p>
14 4/29/21	<p><u>Personality Disorders</u></p> <p>Due: Review DSM-5, pp. 645—684</p> <p>Due: Reichenberg & Seligman, Chapter 19: Personality Disorders</p>

	Due: Module 14 Reading Self-Report; Quiz (14 Canvas)
15 5/6/21	<u>Putting it All Together</u> Due: Bring computers, textbooks, and ancillary materials to class In Class: Case Conceptualization & Treatment Plan
Finals Week 5/9—5/15	



On-Campus Course Syllabus ADDENDUM FOR CSL 526 CSL 526 L00.A Psychopathology

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. **Notes and changes to the information in the syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics.***

Course Requirements and Assignments

Reading (25%): The course requires an extensive amount of reading. Each week, students will honestly self-report how much of the required reading they accomplished in Canvas. **No change to this assignment.**

Quizzes (25%): A quiz in Canvas will accompany most modules, covering assigned reading. Quizzes will be comprised of multiple choice, matching, true/false, and short answer questions. The lowest two quiz grades will be dropped. **No change to this assignment.**

Experiential Activities (25%): Each class session will include one or more experiential activity/ies. These activities are designed to deepen and broaden students' understanding. Experiential activity participation is self-graded using a simple rubric that is provided for you in Canvas. **Classes that would have met on campus will meet virtually through Zoom. Students will still self-grade their participation levels using the rubric in Canvas.**

Case Conceptualization & Treatment Plan (25%): Students will create a case conceptualization and a treatment plan for a case study provided by the professor. Practice constructing case conceptualizations and treatment plans will be conducted in class, prior to the assignment. Instructions and a rubric for this assignment will be provided on Canvas. Students will upload their final case conceptualizations and treatment plans into Canvas. **Rather than meeting together on campus to complete this assignment, it will be done virtually through Zoom.**

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Evaluation

Reading	25%
Quizzes	25%
Experiential Activities	25%
Case Study Treatment Plan	25%
Total	100%

Remote Class Sessions: Identity and Participation Verification

Classes that would have met on campus will meet virtually through Zoom. When possible, students will be required to keep their videos on so the professor may interact with them. When appropriate, students are invited to mute their microphones to avoid distracting noise. If connectivity problems arise, students may join via phone.