



Online Course Syllabus

CSL 621

Psychopathology

Spring 2022

Contact Information

Instructor Name: Dr. Crystal Brashear
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Instructor Phone: (469) 474-9857
Instructor Office Hours: By appointment

Course Description and Prerequisites

Investigates the criteria of psychiatric diagnosis, use of the current Diagnostic and Statistical Manual of Mental Disorders and the theories of psychopathology, and includes a basic knowledge of types of psychopharmacological medications, emerging technologies, and special populations. (Prerequisite: CSL 611)

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). *Diagnostic 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.

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Course Requirements and Assignments

A. Reading and Viewing Self-Reports (25%)

Students will complete reading and video viewing as assigned and will honestly report the percentage read and viewed in Canvas for each module. Reading and Viewing Self-Reports must be completed by the end of each module.

B. Quizzes (25%)

There will be quizzes for each module in Canvas. Quizzes should be completed without the use of any additional materials or helps (i.e., closed-book, closed note). Quizzes are due by the end of each module.

C. Case Conceptualizations with Treatment Plans (25%)

Four case conceptualizations with treatment plans will be constructed during this course. The first two may be constructed with a partner, and the second two must be constructed individually. A different case study is provided for each submission, and a rubric is also provided in Canvas.

D. Discussions (25%)

Students will engage in four synchronous class discussions via Zoom, spaced throughout the semester. To prepare, students will create five talking points, complete with citations and references, that address the topic provided by the professor. Following the discussion, the student will self-report their level of engagement in Canvas.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Reading and Viewing Self-Reports	25%
Quizzes	25%
Case Conceptualizations with Treatment Plans	25%
Discussions	25%
Total	100%

Course/Classroom Policies and Information

Students are asked to engage with one another and with the professor in a respectful manner that demonstrates professional competency. Students may submit assignments in Canvas prior to the due date. No late assignments will be accepted.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation 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.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

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 Support

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.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

Module	Topic & Assignments Due
1 1/18- 1/22	<u>Introduction to Psychopathology</u> Due: Review DSM-5, pp. 5—25 Due: Reichenberg & Seligman, Chapter 1: Introduction to Effective Treatment Due: Module 1 Reading and Viewing Self-Report Due: Module 1 Quiz
2 1/23- 1/29	<u>Neurodevelopmental Disorders</u> Due: Review DSM-5, pp. 31—86 Due: Reichenberg & Seligman, Chapter 2: Neurodevelopmental Disorders Due: Module 2 Reading and Viewing Self-Report Due: Module 2 Quiz
3 1/30- 2/5	<u>Schizophrenia Spectrum & Other Psychotic Disorders</u> Due: Review DSM-5, pp. 87—122 Due: Reichenberg & Seligman, Chapter 3: Schizophrenia Spectrum & Other Psychotic Disorders Due: Module 3 Quiz
4 2/6- 2/12	<u>Bipolar & Related Disorders</u> 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 and Viewing Self-Report Due: Module 4 Quiz Due: Case Conceptualization with Treatment Plan 1
5	<u>Depressive Disorders</u>

2/13- 2/19	Due: Review DSM-5, pp. 155—188 Due: Reichenberg & Seligman, Chapter 5: Depressive Disorders Due: Module 5 Reading and Viewing Self-Report Due: Module 5 Quiz
6 2/20- 2/26	<u>Anxiety Disorders</u> Due: Review DSM-5, pp. 189—233 Due: Reichenberg & Seligman, Chapter 6: Anxiety Disorders Due: Module 6 Reading and Viewing Self-Report Due: Module 6 Quiz
7 2/27- 3/5	<u>Obsessive-Compulsive & Related Disorders</u> Due: Review DSM-5, pp. 235—264 Due: Reichenberg & Seligman, Chapter 7: Obsessive-Compulsive & Related Disorders Due: Module 7 Reading and Viewing Self-Report Due: Module 7 Quiz
8 3/6- 3/12	<u>Trauma- & Stressor-Related, Dissociative, & Somatic Symptom Disorders</u> Due: Review DSM-5, pp. 265—327 Due: Reichenberg & Seligman, Chapter 8: Trauma- and Stressor-Related Disorders Due: Reichenberg & Seligman, Chapter 9: Dissociative Disorders Due: Reichenberg & Seligman, Chapter 10: Somatic Symptom & Related Disorders Due: Module 8 Reading and Viewing Self-Report Due: Module 8 Quiz Due: Case Conceptualization with Treatment Plan 2
March 13-19: Spring Break!	
9 3/20- 3/26	<u>Feeding & Eating, Elimination, & Sleep-Wake Disorders</u> Due: Review DSM-5, pp. 329—422 Due: Reichenberg & Seligman, Chapter 11: Feeding and Eating Disorders Due: Reichenberg & Seligman, Chapter 12: Elimination Disorders Due: Reichenberg & Seligman, Chapter 13: Sleep-Wake Disorders Due: Module 9 Reading and Viewing Self-Report Due: Module 9 Quiz
10 3/27- 4/2	<u>Sexual Dysfunctions, Gender Dysphoria, & Paraphilic Disorders</u> Due: Review DSM-5, pp. 423—459; 685—705 Due: Reichenberg & Seligman, Chapter 14: Sexual Dysfunctions Due: Reichenberg & Seligman, Chapter 15: Gender Dysphoria Due: Reichenberg & Seligman, Chapter 20: Paraphilic Disorders Due: Module 10 Reading and Viewing Self-Report Due: Module 10 Quiz Due: Case Conceptualization with Treatment Plan 3
11 4/3- 4/9	<u>Disruptive, Impulse, & Conduct Disorders</u> Due: Review DSM-5, pp. 461—480 Due: Reichenberg & Seligman, Chapter 16: Disruptive, Impulse Control, & Conduct Disorders Due: Module 11 Reading and Viewing Self-Report Due: Module 11 Quiz
12	<u>Substance-Related & Addiction Disorders</u>

<p>4/10- 4/16</p>	<p>Due: Review DSM-5, pp. 481—589 Due: Reichenberg & Seligman, Chapter 17: Substance-Related and Addictive Disorders Due: Module 12 Reading and Viewing Self-Report Due: Module 12 Quiz</p>
<p>13 4/17- 4/23</p>	<p style="text-align: center;"><u>Neurocognitive Disorders</u></p> <p>Due: Review DSM-5, pp. 591—643 Due: Reichenberg & Seligman, Chapter 18: Neurocognitive Disorders Due: Module 13 Reading and Viewing Self-Report Due: Module 13 Quiz</p>
<p>14 4/24- 4/30</p>	<p style="text-align: center;"><u>Personality Disorders</u></p> <p>Due: Review DSM-5, pp. 645—684 Due: Reichenberg & Seligman, Chapter 19: Personality Disorders Due: Module 14 Reading and Viewing Self-Report Due: Module 14 Quiz Due: Case Conceptualization with Treatment Plan 4</p>