



The Graduate Counseling Program  
Course Syllabus  
Jacksonville, FL Campus

<b>Course</b>	<b>COUN 5150 / JA / Psychopathology (3)</b>	
<b>Term</b>	Fall 1, 2009 – Thursday – 6:00 pm – 10:00 pm 8/20, 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15	
<b>Instructor</b>	Name: Home Phone: Email:	Dr A. A. Sappington (904) 797-2025 Best times 10:00-6:00 Wed, Th, Fri, Sat, <a href="mailto:drewsappington@msn.com">drewsappington@msn.com</a>
<b>Catalog Description</b>	This course focuses on the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders. The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues.	
<b>Prerequisites</b>	Successful completion of course(s) that include topics in pathological behavior, special needs populations, or assessment. COUN 5020	
<b>Course Level Outcome Objectives</b>	<i>Upon successful completion of this class students will be able to:</i> <ol style="list-style-type: none"><li>1. Demonstrate knowledge and understanding of the diagnostic categories as described in the DSM-IV</li><li>2. Demonstrate the ability to incorporate multiaxial evaluation diagnostic into therapeutic counseling</li><li>3. Demonstrate the ability to incorporate psychosocial, social, and occupational functioning on the Global Assessment of Functioning Scale;</li><li>4. Develop an awareness of cultural, gender, economic, or ethnic factors which may relate to or influence accurate assessment and diagnosis</li></ol>	
<b>Materials</b>	Sarason, I. and Sarason, B. (2005). <b>Abnormal Psychology: The Problem of Maladaptive Behavior</b> . (11 <sup>th</sup> Edition). Prentice Hall. <b>ISBN# 0-131-18111-4</b>  American Psychiatric Association. (2000). <b>Diagnostic and Statistical Manual of Mental Disorders</b> . (4 <sup>th</sup> Edition). Text Revision. American Psychiatric Association. <b>ISBN# 0-890-42025-4</b>  <b>To Order Textbooks go to the local North FL website at <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks to select a vendor</b>	

	<p><b>Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery</b></p> <p><b>Be sure to read complete syllabus before first class.</b> This will be used to indicate assignments and how assignments will be graded. Be prepared to ask questions or make comments about it.</p> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Research Paper Guidelines and Sample Paper</u></b> - See website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on the Student Resources category</li> </ul>																																		
<p><b>Grading</b></p>	<table border="1" data-bbox="456 535 1458 1304"> <thead> <tr> <th>Assignments</th> <th>Maximum Points</th> </tr> </thead> <tbody> <tr> <td>• Diagnostic Paper (Use Syllabus guidelines)</td> <td>20 Points</td> </tr> <tr> <td>• Class presentation (See Syllabus)</td> <td>10 Points</td> </tr> <tr> <td>• Test 1--[Multiple choice = 20, brief written (take-home) = 15]</td> <td>35 Points</td> </tr> <tr> <td>• Test 2--[Multiple choice = 20, brief written (take-home) = 15]</td> <td>35 Points</td> </tr> <tr> <td>• Test 3--[Multiple choice = 20, brief written (take-home) = 20]</td> <td>40 Points</td> </tr> <tr> <td>• Test 4--[Multiple choice = 20, brief written (take-home) = 10]</td> <td>30 Points</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td>10 Points</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>180 Points</b></td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" data-bbox="732 1493 1179 1892"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>85%-89%</td> <td>B+</td> </tr> <tr> <td>80%-84%</td> <td>B</td> </tr> <tr> <td>75%-79%</td> <td>B-</td> </tr> <tr> <td>70%-74%</td> <td>C</td> </tr> <tr> <td>Below 70%</td> <td>F</td> </tr> </tbody> </table>	Assignments	Maximum Points	• Diagnostic Paper (Use Syllabus guidelines)	20 Points	• Class presentation (See Syllabus)	10 Points	• Test 1--[Multiple choice = 20, brief written (take-home) = 15]	35 Points	• Test 2--[Multiple choice = 20, brief written (take-home) = 15]	35 Points	• Test 3--[Multiple choice = 20, brief written (take-home) = 20]	40 Points	• Test 4--[Multiple choice = 20, brief written (take-home) = 10]	30 Points	• Class Participation and Attendance	10 Points	<b>TOTAL</b>	<b>180 Points</b>	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	85%-89%	B+	80%-84%	B	75%-79%	B-	70%-74%	C	Below 70%	F
Assignments	Maximum Points																																		
• Diagnostic Paper (Use Syllabus guidelines)	20 Points																																		
• Class presentation (See Syllabus)	10 Points																																		
• Test 1--[Multiple choice = 20, brief written (take-home) = 15]	35 Points																																		
• Test 2--[Multiple choice = 20, brief written (take-home) = 15]	35 Points																																		
• Test 3--[Multiple choice = 20, brief written (take-home) = 20]	40 Points																																		
• Test 4--[Multiple choice = 20, brief written (take-home) = 10]	30 Points																																		
• Class Participation and Attendance	10 Points																																		
<b>TOTAL</b>	<b>180 Points</b>																																		
Percentage of Total Points	Grade																																		
95%-100%	A																																		
90%-94%	A-																																		
85%-89%	B+																																		
80%-84%	B																																		
75%-79%	B-																																		
70%-74%	C																																		
Below 70%	F																																		

	<ul style="list-style-type: none"> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.</li> <li>• <b>I</b> Incomplete work—Rarely granted; must be approved by administration</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul>
<b>Activities</b>	<p><b>NOTE: CONSULT SYLLABUS FREQUENTLY—</b></p> <p>It is used to give assignments and the guidelines for carrying out the assignments. Grades are based upon compliance. If you don't keep referring to syllabus, you will probably not pass the course. (But if you do, course should be relatively simple.)</p> <p><b>Class Participation.</b> Students are expected to actively participate in class by making meaningful contributions to the discussions and activities. The DSM text should be brought to each class session. Assigned readings must be completed prior to the class session.</p> <p><b>Writing Exercises.</b> Students will apply the knowledge they obtained from the readings and activities to practical professional situations via writing exercises. Writing assignments will be given throughout the course.</p> <p>Other activities may include: role play, case vignettes research assignments, current events, and field experiences</p> <p><b>Exams:</b></p> <ul style="list-style-type: none"> <li>• There will be an exam at the <b>beginning of class</b> on each exam day. There is a test every other session for weekly classes or every session for biweekly classes. This is a major hassle, but it breaks down what has to be learned and it keeps people from getting overwhelmed at the end of the term.</li> <li>• Each exam has three parts: <ul style="list-style-type: none"> <li>➤ Standard matching, multiple choice, and fill-in-the-blank questions: These will be questions about material in book and/or lecture. [Study tip: Active study techniques such as "SQ3R" and "blank paper" study techniques are helpful here. Just reading material over and over usually does not work at this level. Memorizing answers to sample questions does not work.] [Test-taking tip: Try to answer the questions before you look at the answer choices, so that you know what you are looking for. Answer all of the easy questions first, then go back for others.]</li> <li>➤ Diagnosis questions using DSM IV: On tests 2-4, you will be provided with brief descriptions of clients and asked to diagnose them. You can use the DSM IV to find the diagnosis and its code number, but this is</li> </ul> </li> </ul>

very difficult unless you have been practicing. Diagnosing patients is one of the things you are likely to do in real life while working as a counselor.

- Brief written questions (take-home questions; 3 or 4 per test). I can tell you these questions ahead of time. I. On the first test, you will be asked to provide a brief (about one paragraph) example of an experimental study, a correlational study, and a case study. (Not a definition of each, but an example of a study that used that methodology.) These could be summaries of published studies, but they could also be made up examples. Xeroxing a published article isn't enough by itself; must be able to briefly summarize and indicate what kind of study it is. II. On each of the remaining tests, for each general diagnostic category covered (for instance, Anxiety Disorders), you will be asked to 1) provide a brief (one paragraph or less) description of a patient who fits that category. This description could be of a patient you have worked with, or someone you have known, or an example you ran across in Dear Abby, etc. Notice that this is not the same thing as just listing symptoms from book --Not "has hallucinations" but an example of the hallucinations this person is having (e.g. hears two voices commenting on his ongoing activities). The whole point is to bring the abstract information alive. (You would find an example for only one of the subcategories within a category—for instance, in Anxiety Disorders, you might give an example of PTSD, but you wouldn't have to give an example for the rest of the subcategories.) 2) Give the exact diagnosis, and diagnostic code, of the person described (for instance, 295.3, Paranoid Schizophrenia).
- For Test 2, there would be three brief written patient descriptions, one each for Anxiety Disorders, Somatoform **or** Dissociative Disorders, and Mood Disorders.
- For Test 3, the four descriptions are for Eating **or** Sleep Disorders, Physical Disorders (example of a physical problem made worse by psychological factors), Sexual Disorders, and Substance Disorders
- For Test 4, descriptions are for Schizophrenia and Personality Disorders. (Or, you could substitute a Childhood Disorder.)
- **WRITTEN QUESTIONS ARE DUE AT THE START OF TEST.** If you forget them, or haven't printed them out yet, then you may write out the questions on the back of the test, but you may not turn them in after the test. It is not OK to have answers that are identical word-for-word those of another student.

**If a test is missed**, even for an excused absence, the make-up test will follow the scheduled test in the subsequent class period--in other words, you **would be taking two tests at once.**

#### **CHEATING**

Apologies for mentioning this, because I know it rarely applies to graduate students. Most are very aware that cheating undermines the worth of a Webster

degree for everybody, and have far too much personal pride to do such a thing. I could leave the room during a test and grades would not change for 99+ percent of students.

**But** if a student does cheat by copying on a test or a take-home assignment, he/she will probably be caught because of some standard precautions I use. If caught, I will fail him/her for the course and turn the matter over to the Webster administration.

#### **EXTRA CREDIT OPTION:**

Turn in a preliminary version of the patient descriptions the start of the class period in which disorder is scheduled to be discussed (see syllabus), which would be one or two classes before test. 1 pt extra credit for each description.

**TIP:** Keep a copy of preliminary versions for yourself, use them for class discussion. We will probably have students present these to class and ask other class members to diagnose based on description. This gets you free feedback, and makes sure you have something to contribute to class.

[I will probably look these over quickly and return them; that does not mean that the description is okay to turn in for test; pay attention to class discussion and modify your preliminary version if needed.]

**EXTRA CREDIT CANNOT RAISE GRADE MORE THAN ONE LETTER** (can go from "C" to "B," or from "B" to "A," but not from "C" to "A"). **ALL EXTRA CREDIT MUST BE TURNED IN AT START OF CLASS.**

#### **Diagnostic Paper**

- Paper will be on a diagnostic subcategory, which you will sign up for on the first day. **The following six headings and sections MUST be used. Grade depends upon how closely guidelines are followed.** Twenty percent off for each section omitted. Paper should be five pages or less.
  - I. Brief overview of overall diagnostic category (for example, Mood Disorders)—not exact copy of book material, but paraphrase is OK.
  - II. Brief description of subcategory (for example, Dysthymia) you will focus on.
  - III. Brief description of therapy approach commonly used with subcategory patients. Give evidence on effectiveness.
  - IV. Measurement device--Find a measurement instrument--psychological test or interview protocol--That would help you diagnose someone with the diagnosis you are reporting on (you may have to use measure for the overall category instead of your subcategory). The measure should appear in a professional journal or in *Buros' Mental Measurements Yearbook*. These can be accessed on the computer through the Passports system. Include reliability and validity information.
  - V. Research article--Find and summarize one research article relevant to the subcategory that you do your classroom presentation on. This

must be an empirical research article (It must be about the collection of data, evidence. It cannot be an opinion piece; it cannot simply describe a concept or therapy technique.). The article must have appeared in a professional, peer-reviewed journal such as *The Journal of Abnormal Psychology*, *The Journal of Consulting and Clinical Psychology*, or *The Journal of Counseling Psychology*. (It cannot be from a popular magazine, a newspaper, or a general web-site. It cannot be a reference to a book.) Follow these guidelines:

- Begin section by giving authors' names and date of publication using APA style. [For instance, "Jones (1996), ran a study which investigated \_\_\_\_."]
  - What question were researchers trying to answer?
  - Briefly describe study—what did investigators do?
  - Give the major finding of the study—what was the answer to that research question?
  - Tell whether the study is correlational or experimental.
  - If study is correlational, tell what variables are being correlated. If study is experimental, tell which is independent and which is dependent variable. If you have trouble doing this, find another study. You are probably dealing with an opinion piece or something not based on empirical evidence.
  - Study must be described in your own words; don't just mindlessly copy something you're not prepared to explain. Don't use words you cannot define. Above all, reader should understand the point of the study.
- VI. On a separate page at the end of the paper, headed by the word "References," give the full reference to the research article and any other sources used in paper. Every article cited in the paper must appear here, and every article cited in References must appear in paper. You must have at least three references--the research article, a reference for the measurement device, and any other source (such as a textbook) you used to write the paper. Use the APA style for references. This style is in Webster's Passport Paper guidelines or the APA Publication Manual. It looks like this:

- Jones, C. B. (1996). Unlikely correlations between Slagoff and McNasty rheumatic figures, *Journal of Irreproducible Results*, *73*, 176-188.

Please notice that **websites are not appropriate for your main references**: you want professional, peer-reviewed journals. [You can use the Passports website to find appropriate articles in peer-reviewed journals.] A lot of websites offer unreliable information.

**STYLE:** APA style must be used. Proper English must be used. This includes using complete sentences, making sure that subjects and verbs agree, and using paragraphs in which there is a topic sentence and only one idea expressed. The

paragraphs must logically follow each other. In other words, paper should be easy to read and understand. Test it out with a couple of people before you turn it in.

### **Class Presentation**

- CLASS PRESENTATION WILL BE GRADED ON TWO DIMENSIONS- HOW ENTERTAINING TALK IS, AND HOW INFORMATIVE.
- Don't just show slides with power point and read the slides. This will result in a failing grade. **Do not just read Power Point slides.**
- You will give a presentation to the class on the diagnostic category used for your paper. (You will sign up for the category). As with the paper, you will give a brief overview of the general diagnostic category (for instance, Mood Disorders), a description of the specific subcategory you will focus on (for example, Major Depression), a therapy technique commonly used, a measurement tool (for instance, a symptom checklist) that could be used for diagnosis, and a relevant research article you ran across. Talks should be between five and ten minutes, not counting questions and comments from audience.
- Presentation must be **given during the class in which topic is scheduled** to be discussed.
- **Face the audience**, not the computer screen or the projection screen.
- Give something in talk which class cannot easily get out of textbook. Easiest way is to **focus on your research article, and/or give vivid examples** of a patient who fits that diagnosis.
- Don't just ramble or give random facts. Give a logical, clearly organized presentation in which one point leads to the next. The listener should know at all times why you are giving a particular piece of information, or the relevance of a film clip.
- Slides should be few and each should make a specific point. Don't present blocks of text on screen (It's okay to list symptoms needed for diagnosis, but don't read them word for word). Any film clips should accomplish something relevant, such as showing us what a particular type of patient is like.
- If you use powerpoint or a similar tool, **practice ahead of time; set up during the break.**
- **When in audience listening to speaker, be courteous.** Pay attention, don't look at your computer or do anything else except listen to speaker. Ask questions and make comments afterwards.
- In spite of all these requirements, the presentation can be pretty informal and laid back. It is mainly a way to get you used to public speaking, which you will probably do as a counselor. If possible, give some information that is not in book or explain something a little more clearly than the book does. Try to make it interesting for your classmates. Here are some tips:
  - Give vivid examples of a patient who fits category.
  - When you talk about research, give an easily understood overview. Don't give too many details at first (but do be prepared to provide

details if asked). For example—"participants had been diagnosed as schizophrenics," but not "subjects were 48 schizophrenics between the ages of 24 and 52, of whom 16 had been diagnosed according to ...." Make sure class understands WHY researcher was running study, what question he/she was trying to answer. Be sure class understands main technique used by researcher to answer that question, and what researcher found. Be sure you understand every term you use. (Not "researchers used a modified Tukey T to ascertain level of significance..." but rather "researchers used statistical techniques to determine that the results were unlikely to happen by chance.") Listeners should understand the point of a study.

- Talk should give more information than is practical on a series of slides. If you use Power Point at all, use it to punctuate and illustrate talk, not to duplicate it. I think slides work best when they do one of two things: provide humor or present tables and so forth that would take forever to explain with words. But you do not have to use slides, Power Point, or any such tools. You are just trying to help out your fellow students by giving them some information.
- Think of a talk as telling a story, with one part flowing logically into next. Never try to memorize exact wording, but rather think of yourself as leading a tour, pointing out this interesting feature, and then that one.
- You might think about leading off with a general paragraph giving audience an overview of topic, following up with the points you think it would be most useful for audience to know, and then letting audience ask questions about the details they are interested in.
- Focus on audience--what you think would be helpful for them to know, how you might be able to help them understand--and not on yourself. The audience is at the talk for information, not for you.
- **DO NOT READ TALK** (and for heaven's sake, do not try to memorize word for word—you will scare yourself to death). It is OK to have a 3X5 card with main points as a "cheat sheet" which you could quickly refer to. It is even OK to have more extensive notes you could use to look up details if somebody asks. But try not to depend on notes.

#### **Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is responsible for obtaining all missed information, including any changes in assignments. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advance permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class**

session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.

- Make-up assignments for missed class—For each topic missed (see syllabus) make 5 questions from the subtitles of the relevant book chapters (as described in class under "SQ3R"). Provide the answers, along with the page number (or section of class notes) where answer can be found.
- Attendance on the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in *no later* than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.

<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b></p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p>
	<p><b>Special Services</b></p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b></p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b></p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b></p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>

<p><b>Weekly Schedule</b></p>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Read Sarason &amp; Sarason (S &amp; S) Chapters 1-2; DSM-IV TR pps. xxiii-xxxvii, 1-12 and 27-37.</li> <li>• Come in with a written example of an experimental study, a correlational study, and a case study. (These can be made-up examples; you do not have to find real ones unless you want to. <b>DO NOT JUST XEROX AN ARTICLE</b>; you must be able to explain what kind of study it is). Be prepared to present to class.</li> </ul> <p><b>NOTE: CONSULT SYLLABUS FREQUENTLY—</b></p> <p>It is used to give assignments and the guidelines for carrying out the assignments. Grades are based upon compliance. If you don't keep referring to syllabus, you will probably not pass the course. (But if you do, course should be relatively simple.)</p>
	<p><b>Session 1</b></p>	<p><b>THEME: Introduction</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Abnormal Behavior In Historical Context</li> <li>• Research methods</li> </ul> <p><b>Assignments for Session 2:</b> Read S &amp; S Chapters 3-4</p>
	<p><b>Session 2</b></p>	<p><b>THEME:</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Approaches to Understanding Psychopathology</li> <li>• Clinical Assessment, Diagnosis</li> <li>• Approaches to explaining psychopathology</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read S &amp; S Chapters 7, 8 and pp 172-176; DSM-IV TR 345-515</li> <li>• Prepare for TEST on Chapters 1-4 [type out answers to take home questions ]</li> <li>• Prepare preliminary patient descriptions for Chapters 7 and 8 if want extra credit</li> </ul>

	<b>Session 3</b>	<p><b>THEME: Disorders I</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST ONE, Chapters 1-4; final version take-home questions due; turn in preliminary patient descriptions for Chapters 7, &amp; 8 due if want extra credit.</li> <li>• Anxiety Disorders</li> <li>• Somatoform and Dissociative Disorders</li> </ul> <p><b>Assignments for Session 4:</b> Read Ch 11</p>
	<b>Session 4</b>	<p><b>THEME: Disorders I (continued)</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Turn in preliminary versions of patient descriptions for Ch 11</li> <li>• Mood Disorders</li> </ul> <p><b>Assignments for Session 5:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST 2 on Chapters 7, 8, and 11, and pp 172-176. Be sure to bring DSM-IV to class next period, for test.</li> <li>• Prepare final version of take-home questions for Chs 7, 8, and 11.</li> <li>• Read S&amp;S pp 157-172, Chapters 6 and 9; DSM-IV TR pps 535-597 and 191-297.</li> <li>• Prepare preliminary version of questions for Chapters 6, 9, and 14 if want extra credit</li> </ul>
	<b>Session 5</b>	<p><b>THEME: Disorders II</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST TWO on Chapters 7, 8, and 11, and pp 172-176; turn in final version take-home questions; extra credit questions for Chapters 6, and 9</li> <li>• Eating and Sleeping Disorders</li> <li>• Physical Disorders</li> </ul> <p><b>Assignments for Session 6:</b> Read Ch 14 Preliminary version of paper, including 3 references</p>

	<b>Session 6</b>	<p><b>THEME: Disorders II (continued)</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Turn in preliminary version of paper</li> <li>• Sexual and Gender Identity Disorders</li> <li>• Substance Related Disorders</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST 3 on Chapters 6, 9, and 14 and pp 157-172; prepare take-home questions</li> <li>• Read S&amp;S Chapters 10 and 12; DSM-IV TR pp. 685-731 and 297-345</li> </ul>
	<b>Session 7</b>	<p><b>THEME: Disorders III</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST THREE on Chapters 6, 9, and 14, and pp 157-152; final version take-home questions on Chapters 6, 9, and 14; extra credit preliminary questions for Chapters 10, and 12</li> <li>• Personality Disorders</li> </ul> <p><b>Assignments for Session 8:</b></p> <ul style="list-style-type: none"> <li>• Finish diagnostic papers</li> <li>• Read Ch 16</li> </ul>
	<b>Session 8</b>	<p><b>THEME: Disorders III (continued)</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic papers due at start of class</li> <li>• Schizophrenia and other Psychotic Disorders</li> <li>• Retardation, disorders of childhood</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST FOUR on Chapters 12, 13 and 16.</li> </ul>
	<b>Session 9</b>	<p><b>THEME: Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• Course evaluation, Miscellaneous</li> <li>• TEST FOUR</li> </ul>

**Additional Information****Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

**Conduct:**

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

**Course Contact Hours:**

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

**Disclaimer:**

- This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [www.webster.edu/acadaffairs/asp/arc.htm](http://www.webster.edu/acadaffairs/asp/arc.htm), or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: *Dr. Stephanie Navilala*

Job Title: *Counseling Coordinator*

Date: *7/18/09*