



Course/Term	COUN 5150 KE Psychopathology Fall 2 2009, Lackland AFB, TX	
Instructor	Name: Mee-Gaik Lim, Ph.D., LPC, LMFT Phone: 830-620-7142 Email: Meegaiklim25@webster.edu	
Course Description	The 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.	
Incoming Competencies (Prerequisites)	<i>COUN 5020 is the course prerequisite.</i>	
Course Objectives	<ul style="list-style-type: none"> • Students will investigate and understand the causes, development, and symptoms of abnormal behavior. • Students will understand the treatments, theories, and identification systems of mental disorders. • Students will become familiar with the field's major psychological, biological, and sociocultural models. 	
Learning Outcomes	<p>Upon successful completion of this class students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the diagnostic categories as described in the DSM-IV. 2. Demonstrate the ability to incorporate multiaxial evaluation diagnostic into therapeutic counseling/ 3. Demonstrate the ability to incorporate psychosocial, social, and occupational functioning on the Global Assessment of Functioning Scale. 4. Develop an awareness of cultural, gender, economic, or ethnic factors which may relate to or influence accurate assessment and diagnosis. 	
Course Materials	<p>Title: <i>Diagnostic and Statistical Manual of Mental Disorders</i>, 4th edition</p> <p>By: American Psychiatric Association</p> <p>Publisher: American Psychological Association</p> <p>ISBN: 0-89042-025-4</p>	
Course Grading	<ol style="list-style-type: none"> a. Two clinical case evaluations b. Mid-term exam c. Final exam d. Student attendance and participation 	<p>40 %</p> <p>25 %</p> <p>25%</p> <p>10 %</p>

Course Activities Instructor will lecture and lead discussions for each topic presented in the course syllabus. A variety of teaching strategies will be employed to enhance the learning process. Case studies, role-play, and current topics in abnormal psychology will be used to enrich student understanding of Psychopathology. Students will be given the opportunity to practice diagnostic coding and evaluation of disorders, including rule out and alternative possibilities in class. The clinical case analysis will be written according to *The Publication Manual of the American Psychological Association, 6th Edition (2009)*.

Policy Statements 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:

Academic Honesty

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.

Drops and Withdrawals

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 in the Graduate Studies Catalogue 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.

Special Services

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.

Disturbances

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.

Note This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.

Weekly Schedule	Pre-Assignment for Week 1 <ul style="list-style-type: none"> • Review DSM-IV-TR
Week 1	<hr/> Topics: Effective Treatment Planning <ul style="list-style-type: none"> • Introduction to Effective Treatment Planning • Course introduction and expectations • Student discussion and questions Assignment for Week 2: <ul style="list-style-type: none"> • Survey the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM-IV-TR) • Read Anxiety Disorders
Week2	<hr/> Topics: Problems of Stress and Anxiety <ul style="list-style-type: none"> • Review Anxiety Disorders • Overview of the <i>Diagnostic and Statistical Manual of Mental Disorders IV-TR</i> • Student discussion and clinical cases Assignment for Week 3: <ul style="list-style-type: none"> • Read Mood Disorders
Week 3	<hr/> Topics: Problems of Mood <ul style="list-style-type: none"> • Mood Disorders • Student discussion and clinical cases Assignment for Week 4: <ul style="list-style-type: none"> • Read Problems of Behavior and Impulse Control
Week 4	<hr/> Topics: Problems of Behavior and Impulse Control <ul style="list-style-type: none"> • Review Problems of Behavior and Impulse Control • Student discussion and clinical cases Assignment for Week 5: <ul style="list-style-type: none"> • Read Problems of Psychotic and Dissociative Disorders • Mid-term Exam
Week 5	<hr/> Topics: Problems of Psychotic and Dissociative Disorders <ul style="list-style-type: none"> • Review Problems of Psychotic and Dissociative Disorders • Student discussion and clinical cases Assignment for Week 6: <ul style="list-style-type: none"> • Read Personality Disorders • Case evaluation and diagnostic 5-axis coding of case studies

	<p>Week 6 Topics: Personality Disorders</p> <ul style="list-style-type: none"> • Review Personality Disorders • Student discussion and clinical cases <p>Assignment for Week 7:</p> <ul style="list-style-type: none"> • Read Mental Disorders in Infants, Children, and Adolescents • Case evaluation and diagnostic 5-axis coding of case studies <hr/> <p>Week 7 Topics: Diagnosing the Young</p> <ul style="list-style-type: none"> • Review Mental Disorders in Infants, Children, and Adolescents • Student discussion and clinical cases <p>Assignment for Week 8:</p> <ul style="list-style-type: none"> • Review of major diagnoses <hr/> <p>Week 8 Topics:</p> <ul style="list-style-type: none"> • Tying it all together (review of all chapters) • Student discussion and clinical cases <p>Assignment for Week 9:</p> <ul style="list-style-type: none"> • Case evaluation and diagnostic 5-axis coding of case studies <hr/> <p>Week 9 Topics:</p> <ul style="list-style-type: none"> • Student discussion and clinical cases • Final Exam
<p>Additional Information</p>	<p>Course Requirements:</p> <p>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.</p> <p>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:</p>

	<ol style="list-style-type: none"> 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. <p>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.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.</p> <p>Course Contact Hours: Unless a course has enrolled fewer than four students, faculty has 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. Finally, course meetings which are missed for any reason must be made up.</p> <p><i>Contact Hours for this Course</i> It is essential that all classes meet for the full instructional time as</p>
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scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of “B”): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights

and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

Student Assignments Retained

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.

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, 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.