**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5318 VC01 – Psychopathology

**Campus**

: WBU Online

**Term/Session**

**:** Fall II 2020

**Instructor**

**:** Dr. Don Knox

**Office Phone Number**

**:** 806.292.7021

**WBU Email Address**

**:** knox@wbu.edu

**Office Hours, Building, and Location**

**:** TBD

**Class Meeting Time and Location**

**:** Online

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

Diagnostic and Statistical Manual DSM-5 AUTOMATIC EBOOK

APA

ISBN 9780890425572

Abnormal Psychology: An Integrative Approach AUTOMATIC EBOOK

David H. Barlow

ISBN 9780357156117Binding: None

**Optional Materials:**

Several resources will be accessed during the course.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**There is no prerequisite for this course.**

**Course Information**

**Catalog Description**

**:** Symptoms and etiological factors of the major psychological disorders; abnormal behavior and the multiaxial diagnostic system of the DSM-V; historical and current approaches for children with learning and emotional-behavior disorders; advanced instruction, therapeutic techniques, and research related to best practices; ethics and legal aspects of mental health.

This course is designed to emphasize Diagnosis, Assessment, and Treatment Planning by providing an understanding of the use of assessment and diagnosis to develop appropriate treatment interventions for behavioral health disorders. Furthermore, this course will focus on the use of the current Diagnostic and Statistical Manual, the integration of diagnostic and other assessment information, and the development of treatment plans.

**There is no prerequisite for this course**.

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Recognize all major disorders listed in the DSM-V
* Recognize and diagnose the major symptoms of selected disorders
* Use diagnostic resources to recognize and diagnose symptoms of all major disorders
* Recognize the needs of children with challenging behaviors
* Research therapeutic techniques and identify the children they can be used with
* Identify the historical perspectives of behavior management
* Be familiar with and evaluate criteria and treatments of all major disorders listed in the DSM-V
* Understand and discuss the various legal and ethical issues involved in the diagnosis of mental illness

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student that is absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

WBU Catalog

**Course Requirements and Grading Criteria**

|  | ASSIGNMENT | EXPLANATION | Points |
| --- | --- | --- | --- |
|  | Reading | This course is reading intensive. The weekly assignment requires reading of up to 125 pages a week. The intent is an intensive perusal of the material. Know the basics and where to find the information. I do not expect you to read word for word, but you are responsible for all that is in the reading. Make friends with the DSM-5. Mark it up, put in page markers. In your practice you will use it often. |  |
| 1 | Discussion Board  **(This will count for attendance.** **Discussion Board prompts will not be reopened for late submissions.)** | There will be discussion boards. Each week requires a post and response to other students’ post. Students will be required to participate in each with at least 250 word initial post and two 100 word academic response to other students’ initial posts.  (The posts are to be a reflection on the material for the week, do not write a report, do not regurgitate the material. Interact with the material, what do you think? This is where your opinion is appropriate, not in papers submitted.) | 200 |
| 2 | Tests | These are measures of reading and understanding. Tests will be open resource/open book. Tests are timed-limited to 2 hours. Do not begin till you are ready to finish. Make friends with the DSM-5. Mark it up, put in page markers. In your practice you will use it often. | 400 |
| 3 | Case Studies | I will give you four studies to analyze and diagnose using the DSM coding system. You will need to elaborate on why you chose the diagnoses. I will post an example to follow. | 400 |

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

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| --- | --- | --- |
| **Week #** | **Content Discussions – Page numbers are a close approximation, read the sections listed.** | **Assignments Due** |
| 1 | Review of Syllabus | Pre-test and Discussion Board 1 & Introduction |
| 2 | Read Section 1: DSM-5 Basics | Discussion Board |
| 3 | Read Section II: Pages 31-154  Neurodevelopmental Disorders  Schizophrenia Spectrum and other Psychotic Disorders  Bipolar and Related Disorders | Discussion Board Case Study 1 |
| 4 | Read Section II: Pages 155-308  Depressive Disorders  Anxiety Disorders  Obsessive-Compulsive and Related Disorders  Trauma- and Stressor-Related Disorders | Discussion Board  Test 1 |
| 5. | Read Section II: Pages 309-360  Somatic Symptom and Related Disorders  Feeding and Eating Disorders  Elimination Disorders | Discussion Board  Case Study 2 |
| 6 | Read Section II: Pages 361-480  Sleep-Wake Disorders  Sexual Dysfunctions  Gender Dysphoria  Disruptive, Impulse-Control, and Conduct Disorders | Discussion Board  Case Study 3 |
| 7 | Read Section II: Pages 481-706 (seems like a lot – but not)  Substance-Related and Addictive Disorders  Neurocognitive Disorders  Personality Disorders  Paraphilic Disorders | Discussion Board  Case Study 4 |
| 8 | Read Section II: Pages 707-782  Other Mental Disorders  Medication-Induced Movement Disorders and other Adverse Effective of Medication | Discussion Board Final Exam |

**Additional Information**

Do not use the comments section to submit work. Please use the attachment feature in Blackboard. Emailed assignments will not be opened or graded. Assignments pasted into the comments section will not be graded. Late work is not allowed. Please see the Bb course section “Start here”.