**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 VC-02 – Psychopathology

**Campus**

: WBUonline

**Term/Session**

**:** Fall 2- 2020

**Instructor**

**:** Bryan Moffitt, PhD, JD

**WBU Email Address**

**:** bryan.moffitt@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** Available Upon Request

**Class Meeting Time and Location**

**:** WBU Online

**Textbook Information**

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

**:**

**Diagnostic and Statistical Manual of Mental Disorders: DSM-5**  
  
**Author(s):** American Psychiatric Association  
**ISBN:** 0-89042-555-8  
**ISBN-13:** 978-0-89042-555-8  
**Edition / Copyright:** 5TH 13  - Current Edition  
**Publisher:** American Psychiatric Press Inc.  
**Book Type:** Paperback

*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.*

**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 & discuss the various legal and ethical issues involved in the diagnosis of mental illness

**Attendance Requirements**

WBUonline (Virtual Campus)

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 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**

Discussion Board Posts(20 points total)

Students are encouraged to have an informal discussion, however, as graduate students are encouraged to cite any comments with factual references if possible. Please adhere to a respectful discussion board interaction with colleagues. While there may be disagreement, it is important to be able as professionals to be open to others’ views as well as to be able to state one’s position in a clear, diplomatic manner.

It is important for you to know that I will read and note every contribution to the Discussion Board area. However, I may not comment on each one individually, but rather will be monitoring the “conversation” among classmates for content and relevance to the topic under discussion. I may at times comment in order to stress a key point, summarize a portion of the thread, ask for clarification, or to bring the class back “on topic”. I may also “reply privately” to provide individual guidance and feedback.

**Please review the Discussion Board Grading Rubric on the Blackboard. Students must have one initial post and at least 2 responses in at least two different days before the discussion due date to receive maximum points. Also, your initial posts are due on Wednesday 11:59 p.m. MST and responses are due on Friday 11:59 p.m. MST. Weekly discussion board will be closed and next one will be available on Saturday 12 a.m. MST**

Journal Article Review (20 points)

Students will find, read, and review an articlefrom professional, peer-reviewed journals in the area of mental health counseling (e.g. Journal of Mental Health Counseling, Journal of Counseling & Development, and etc.). The specific topic within mental health counseling will be open to the student’s choice. To ensure that the article reflects contemporary thinking, the article must have appeared in print not more than five years old. The paper will be 3-5 pages including summary of the article and your own reflection.

Research Paper (20 points)

Students will choose a diagnosis in the DSM-5 to research and write 10-15 page paper. Any diagnosis within the DSM-5 is appropriate but must be approved by professor in advance. The paper will include background information, diagnostic criteria, differential diagnostic information, multicultural and gender concerns, prevalence, demographics, prognosis, and effective interventions.

Case Conceptualizations (10 points for each, 20 points total )

Students will choose two films over the semester and create a two page case conceptualization. Films will give students the characters diagnosis. Students will be responsible for showing how the character meets the DSM-5 criteria for that diagnosis.

Final Case Conceptualization and Treatment Plan (20 points)

Students will choose one new film and create a case conceptualization and treatment plan for a character in the film. The format for treatment plan will be provided.

**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** | **Readings** | **Assignment Due** |
| 1 Oct 19th | ACA & AMHCA Ethics Codes | Discussion board |
| 2 Oct 26th | Neurodevelopmental Disorders  Schizophrenia Spectrum & Other Psychotic Disorders | Discussion board |
| 3 Nov 2nd | Bipolar & Related Disorders Anxiety Disorders  Depressive Disorders | Discussion board  Journal Article Review Nov 8th |
| 4Nov 9th | Trauma and Stressor Related Disorders  Dissociative Disorders | Discussion board |
| 5 Nov 16th | Somatic Symptom and Related Disorders  Feeding and Eating Disorders | Discussion board  Research paper due Nov 19th |
| 6Nov 30th | Elimination Disorders  Sleep-Wake Disorders | Discussion board Case conceptualizations due Nov 30th |
| 7 Dec 7th | Sexual Dysfunctions  Gender Dysphoria  Disruptive, Impulse-Control, and Conduct Disorders  Substance-Related and Addictive Disorders | Discussion board |
| 8Dec 14th | Neuro Cognitive Disorders  Personality Disorders | Discussion board  Final case conceptualization and treatment plan due Dec 14th |