

**Syllabus**

**SCHOOL OF HEALTH AND SOCIAL SCIENCES**  
**COUN 530: Introduction to Psychopathology and**  
**Psychopharmacology**

3 Credits  
Effective: Fall 2020/2021

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name:

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

In this first graduate-level course of a two-part Psychopathology and Psychopharmacology sequence, students learn core skills in diagnosis, case conceptualization, and treatment planning, while developing an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work.

## **METHODS OF INSTRUCTION**

Methods of instruction primarily feature synchronous with adjunctive synchronous online work.

## **COURSE RESOURCES**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). <https://doi.org/10.1176/appi.books.9780890425596>

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

## **COURSE OUTCOMES (COs)**

This course will prepare students to:

- a) Diagnose client symptomology using the current edition of the DSM,
- b) Conceptualize client cases from a comprehensive assessment model that incorporates presenting issues, social and cultural background, provisional diagnosis, clinical hypothesis of core/root issues, potential transference and counter-transference, and legal/ethical considerations.
- c) Apply counseling theory to client presenting problems and diagnoses.

- d) Plan a course of treatment and evaluate placement criteria within the continuum of care, with consideration for referral to medical care or medication evaluation.

## **PROGRAM LEARNING OUTCOMES (PLOs)**

### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice. Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

### **5. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

### **6. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

### **7. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

### **8. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

### **Specialty Areas:**

#### **9. Addiction Counseling**

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

#### **10. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

#### **11. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses.

#### **12. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

## **CACREP STANDARDS**

### **CACREP Entry Standards: Section 2. F.**

- 2.g. Impact of biological and neurological mechanisms on mental health
- 3.c. Theories of normal and abnormal personality development
- 3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- 5.b. A systems approach to conceptualizing clients
- 5.h. Developmentally relevant counseling treatment or intervention plans
- 5.i. Development of measurable outcomes for clients
- 5.j. Evidenced-based counseling strategies and techniques for prevention and intervention

### **CMHC Specialty**

- 1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 2.c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- 2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 2.f. Impact of crisis and trauma on individuals with mental health diagnoses
- 2.g. Impact of biological and neurological mechanisms on mental health
- 2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.j. Cultural factors relevant to clinical mental health counseling
- 3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues

### **MCFC Specialty**

- 1.e. Principles and models of assessment and case conceptualization from a systems perspective
- 1.f. Assessments relevant to marriage, couple, and family counseling
- 2.c. Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- 2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 2.i. Physical, mental health, and psychopharmacological factors affecting marriages, couples, and families

- 3.a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
- 3.d. Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

AC Specialty

- 2.b. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- 2.i. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*

PSC Specialty

- 2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 2.h. Common medications that affect learning, behavior, and mood in children and adolescents

**Course Objectives Matrix:**

| Course Activity/Assignment  | Course Objectives | Program Objectives | CACREP Core                       | CACREP CMHC  | CACREP MCFC                        | CACREP AC | CACREP PSC |
|---|-------------------|--------------------|-----------------------------------|--|------------------------------------|-----------|------------|
| Assignment 1: Multicultural/Diversity Issues and Challenges in Diagnosis – Social Justice Focus | b)                | 2, 6               | 2.g, 3.c, 3.h, 5.b, 5.h           | 1.c, 2.j   |                                    |           |            |
| Assignment 2: Case Conceptualization, Diagnosis, and Treatment Plan                             | a), b), c), d)    | 6, 10              | 2.g, 3.c, 3.h, 5.b, 5.h, 5.i, 5.j | 1.c, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b | 1.d, 1.f, 2.c, 2.d, 2.l, 3.a, 3.d, | 2.b, 2.i  | 2.g, 2.h   |
| Required Readings   | a)                | 6                  |                                   | 2.b, 2.d, 2.e, 2.f, 2.g, 2.j,                              | 2.d                                | 2.i       | 2.g        |

## Course Schedule – COUN 530 Intro to Psychopathology & Pharmacology 8 or 10 Weeks

(Subject to change according to the pace of the class)

| WEEKS/DATE | Topic/Activity   | Readings before class                        | Class Activity     | Assignments |
|------------|--|--|--------------------|-------------|
| Week 1     | Overview of course; Intro to DSM-5; Depressive Disorders   | DSM-5: pgs. 155 - 188                        |                    |             |
| Week 2     | Overview of CC-D-TP; Anxiety Disorders;  | DSM-5: pgs. 189 - 234                        |                    |             |
| Week 3     | Pertinent elements, sociocultural factors in CC-D-TP; Bipolar Disorders;   | DSM-5: pgs. 123 - 154                        |                    |             |
| Week 4     | Critical elements of diagnosis; Obsessive-Compulsive Disorders;  | DSM-5: pgs. 235 - 264                        |                    |             |
| Week 5     | Review integrating counseling theory in CC-D-TP; Trauma/Stressor Disorders;  | DSM-5: pgs. 265 – 290;                       |                    |             |
| Week 6     | Creating treatment plans; Disruptive Disorders;  | DSM-5: pgs. 461 - 488                        |                    |             |
| Week 7     | Personality Disorders;   | DSM-5: pgs. 645 - 684                        |                    |             |
| Week 8     | Overview of disorders presented in other courses (Substance-Related; Sexual Dysfunction; Paraphilic Disorders; Gender Dysphoria: | DSM-5: pgs. 423 – 460; 481 – 590; 685 – 706; |                    |             |
| Week 9     |  |  | Oral Presentations |             |
| Week 10    |  |  | Oral Presentations |             |

Standards met with required course readings, in-class discussions, and class activities:

CO: a)

PLO: n/a

CACREP Core: n/a

CMHC: 2.b, 2.d, 2.e, 2.f, 2.g, 2.j,

MCFC: 2.d

AC: 2.i

PSC: 2.g

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

| <i>Overview of Required Assignments</i>   | <i>Points</i>      |
|---|--------------------|
| Assign 1: Multicultural/Diversity Issues/Challenges with Diagnoses – Social Justice Focus | 300                |
| Assign 2: Case Conceptualization, Diagnosis, and Treatment Planning                       | 200                |
| (Additional Assignments – TBD)  | (500)              |
| <b>TOTAL</b>  | <b>1000 points</b> |

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### **Assign 1: Multicultural/Diversity Issues and Challenges in Diagnosis – Social Justice Focus (300 points)**

CO: b)

PLO: 2, 6

CACREP Core: 2.g, 3.c, 3.h, 5.b, 5.h

CMHC: 1.c, 2.j

MCFC: n/a

AC: n/a

PSC: n/a

As future counselors, students are expected to learn how to be critical consumers of diagnostic tools, manuals, and other related resources, especially in light of social justice and informed practice. Historically, there have been issues with the Diagnostic and Statistical Manual of Mental Disorders (DSM) and other standards used when diagnosing people – especially based on the client’s multicultural identity and other cultural/diversity implications. Students will research and write a short paper (7 – 10 pages) identifying at least five challenges, diagnostic errors, or stereotypical symptomologies that should be considered, the historical perspective around those issues, and suggestions for how to avoid stereotypes, stereotype threats, over/under diagnosis, and other possible issues in working with an identified population. Students will follow professional APA writing guidelines, including citations and references. More about this assignment will be discussed in class.

This assignment will be graded on analysis and use of course concepts, evidence and support, organization and coherence, presentation and style and mechanics.

#### ***Components***

Pertinent Elements and Social/Cultural Influences  
Historic Background and Research Support

#### ***Grading:***

30%  
20%

|                                      |             |
|--------------------------------------|-------------|
| Implications for Practice            | 20%         |
| Utilization of APA Format/style      | 15%         |
| Overall Quality and Clarity of paper | 15%         |
| <b>TOTAL</b>                         | <b>100%</b> |

**Assign 2: Case Conceptualization, Diagnosis, and Treatment Planning (CC-D-TP) (200 points)**

CO: a), b), c), d),

PLO: 6, 10

CACREP Core: 2.g, 3.c, 3.h, 5.b, 5.h, 5.i, 5.j

CMHC: 1.c, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b

MCFC: 1.d, 1.f, 2.c, 2.d, 2.l, 3.a, 3.d

AC: 2.b, 2.i

PSC: 2.g, 2.h

This assignment is a final case conceptualization, differential diagnosis, and treatment planning case activity (CC-D-TP) to be turned in for assessment. Throughout this course, students will practice case conceptualization, differential diagnosis, and treatment planning (CC-D-TP) for given cases. These case studies span individuals across the lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Students will need to review the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Students will also need to plan treatment modalities and evaluate placement criteria within the continuum of care. This assignment will be graded on the scope and depth of pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and initial interventions, transference and counter-transference, and legal/ethical considerations.

This assignment will also be graded on analysis and use of course concepts, evidence and support, organization and coherence, presentation and style and mechanics. Template for assignment provided by instructor.

| <i>Components</i>                                 | <i>% of Grade</i> |
|---|-------------------|
| Pertinent Elements and Social/Cultural Influences | 20%               |
| Clinical Hypothesis and Provisional Diagnosis     | 20%               |
| Theoretical Approach and Initial Interventions    | 20%               |
| Transference and Counter-Transference             | 20%               |
| Legal and Ethical Considerations                  | 20%               |
| <b>TOTAL</b>                                      | <b>100%</b>       |

## **(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)**

Optional Additional Assignment Idea – Cultural-Bound Syndrome (two samples follow):

### **Culture Bound Assignment Handout – Version 1**

Culture Bound Syndromes often represent exaggerated forms of cultural beliefs and values. Areas to address:

1. View of mental health/mental illness from the culture of choice.
2. Overview of the culture bound syndrome
  - a. Discuss the significance syndrome has for the particular culture (i.e., historical/cultural underpinnings)
  - b. What parallels (if any) does the syndrome have with Western abnormal behavior classifications. What differences? How might a Western paradigm view/understand the disorder.
3. What is the (cultural) treatment protocol of the syndrome ? How might this disorder be treated from a Western model (biases? imitations). What cultural considerations are relevant.
4. What were you most struck by in your research of the disorder?

Note: This is not an exhaustive list. Feel free to include any additional information from your lit review/research. I recommend offering a vignette or case study as a means of illustration or application. Please offer any references. For the environmentally conscious, feel free to download any materials on Doc Sharing). Have fun!

### **Assignment on a Syllabus – Version 2**

1. **Culture-Bound Syndrome Presentation** (50 points)

Students will be responsible for giving a 20-30 minute presentation. These presentations will relate to a “Cultural-Bound Syndrome” of your choosing from a list to be handed-out in class. Presentations will contain ethnic and cultural influences and implications. For the presentation you will describe the syndrome and the common characteristics. You will discuss the criteria for diagnosis as well as the appropriate issues for differential diagnosis. You will discuss issues of culture, race and ethnicity and how these may influence the diagnostic process. You will research and offer two counseling approaches to treatment of the disorder including examples of interventions. Provide at least One Case Study as a specific example. PowerPoint and other media resources are suggested for this presentation. Presentation evaluations will relate to the quality, thoroughness, and meeting the above criteria of your presentation, as well as beneficial handouts to supplement your presentation. Remember to Provide Citations and References!

# **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **OVERVIEW:**

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

## **Participation**

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

## **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a [CityU](#) librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.