INSTRUCTOR: Frank G. Baugh, Ph.D.
PHONE: 601-318-6586
EMAIL: fbaugh@wmcarey.edu
OFFICE HOURS: 
M 9:00a – 11:00a, 3:30p – 5:00p   T 9:00a – 12:00p
W 10:00a – 12:00p       R 9:00a – 12:00p
* Office Located on Third Floor Tatum   * Also Available By Appointment

REQUIRED TEXTS:


*Additional readings will be assigned as needed.

CATALOG DESCRIPTION
A general introduction to the field of abnormal psychology with emphasis on DSM-IV. Approaches to clinical interviewing, diagnosis and projective assessment instruments are introduced.

PURPOSE:
The purpose of this course is to provide students with an overview of psychopathology. In this course, we will examine theory and research that has direct implications for mental health service provision. In doing so, students will become familiar with diagnostic features of various mental disorders and related empirically validated treatments.

LEARNING OUTCOMES:
By the conclusion of this course students will have done the following as measured by designated course assignments:

1. Articulated an understanding of a framework for understanding variations of normal as well as abnormal behavior across the life span. (All Assignments)
2. Demonstrated the ability to understand and utilize the diagnostic system of the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision [DSM-IV-TR]. (Diagnostic Quizzes, Examinations, Case Study / Treatment Plan)
3. Developed and demonstrated mastery of basic diagnostic skills. (Diagnostic Quizzes, Examinations)
4. Articulated an appreciation of the impact of biological, developmental, psychological, social, cultural, ethnic, and gender factors in the diagnosis and treatment of abnormal behavior. (Project)

**STUDENT RESPONSIBILITIES:**
In addition, to course assignments described below you are also expected to:

1. Read all specified chapters by the date indicated on the syllabus.
2. Attend all classes (*Absences that are considered “excused” require a memo from the WCU staff/faculty person responsible for your absence*).
3. Actively participate in lecture discussions and activities.

**LECTURES:**
The lectures are planned to complement, not to duplicate, the material in the text and will be presented for some combination of the following reasons:

- convey information which may not be readily available to the class otherwise
- clarify concepts considered particularly difficult or material not adequately covered in the text
- express a particular point of view that may differ from that of the text
- share an experience related to the subject

**THEREFORE, STUDENTS ARE RESPONSIBLE FOR TEXT MATERIAL NOT DISCUSSED IN CLASS.**

**COURSE REQUIREMENTS:**

- **Attendance and participation are required.** If you miss class it will affect your grade. If you miss an exam you must have a doctors excuse or an excuse from the college (faculty or staff member responsible for you missing the exam) before you will be allowed to take the exam. Students who attain **more than two absences** (or who are **late for class more than two times**) **WILL RECEIVE A FAILING** grade in the class. **Leaving class early** or arriving **more than 15 minutes late** will be treated as an absence. Class participation points will be deducted in proportion to the number of absences. Students are expected to prepare for and take an active part in class discussions.

- **Weekly Reading Assignments:** Consistent with the objectives of the course.

- **Pop Quizzes:** As necessary, focused on assigned readings. Please note that pop quizzes will not be necessary, provided each student demonstrates mastery of information presented by assigned readings materials (i.e., textbook) as evidenced by active participation in classroom discussions.

- **Online Discussions.** Students will be assigned to groups for discussion of articles and cases. Discussions will take place asynchronously through the Discussion Board on Desire-2-Learn (D2L). Each group member must present one original comment for each question/case and at least one follow-up comment for each question/case. Initial comments for the Discussion Board must be completed by 2pm on Thursday and all follow-up comments should be complete by 2pm on Monday. Each discussion will have a facilitator. The facilitator is not required to participate in the
postings. However, they can ask for clarifications. The facilitator will turn in assignments through the D2L Drop Box by the following Thursday at 5pm. The facilitator will also be responsible for evaluating the quality of comments posted by group members. Criteria for evaluating comments will be distributed during the second class.

- **Project.**
  - **Presentation.** A core competency of effective mental health practitioners is the ability to understand, integrate, and communicate the accumulated body of knowledge regarding human behavior derived from psychological theory, research, and practice. To facilitate skill acquisition in this area, students are required to form project teams composed of 2 members. Each project team will select a disorder domain (with approval of instructor) described in the DSM-IV-TR (see topic areas on last page of syllabus) and assume responsibility for preparing a class presentation focused on that domain. Project teams should concentrate efforts on developing a presentation that adequately covers the material in an interesting and creative manner. Teams are encouraged and expected to use a variety of methods to help us learn such as PowerPoint, overheads, videotapes, audiotapes, articles, textbook chapters, lectures, role-plays, etc. In addition, you should facilitate an interactive exercise (small group activity, contest, public opinion polling, artistic endeavor, etc.) that will engage the class and stimulate further discussion. The primary point is to provide the class with an understanding of the relevance of this disorder(s), important issues to consider when working with clients fitting these diagnostic categories, issues related to interviewing/assessment/treatment, and what working with these clients feels and looks like. You are permitted to utilize note cards or other speaking aides, however, do not merely read from your notes. Project teams should plan to utilize as much time as necessary to facilitate a high quality presentation. As a general rule, presentations should be **no less than 1 hr 10 min and no more than 1hr 15 min.** (10% toward your overall project grade).

Important information to address in your presentation includes:
  a.) Description and history of the disorder(s)  
  b.) Diagnostic criteria (symptomatology, time periods / age stipulations, impact on daily functioning, etc.)  
  c.) Relevant assessment information  
  d.) Prevalence rates  
  e.) Definitions of unknown terms  
  f.) Accepted forms of treatment and treatment considerations  
  g.) Prognosis  
  h.) Application of information to multicultural issues  
  i.) Important research findings related to the topic  
  j.) Images of the disorder portrayed by the popular media (e.g., news, talk shows, movies, etc.), educational system, religious/spiritual organizations, etc.  
  k.) How this information impacts actual work with clients (i.e., areas to focus on with clients, questions to ask clients, how to conduct assessment, special considerations for counseling, implications for research)  
  l.) You will need to generate role play scenarios for practice in class.
m.) You will need to provide at least one reading for the class related to your presentation topic (e.g., textbook chapter on Career Counseling of Individuals with Disabilities). The reading can be an article from a scholarly journal or chapter from a scholarly book. Please supply each member of the class (including the instructor) with a copy of the reading **no later than one week prior to your presentation**. The purpose of the reading is to give the class an opportunity to consider issues you will raise during the presentation with the goal of stimulating in-depth discussion.

n.) Please be sure to provide handouts and reprints of useful information for the entire class.

**Note**. Project teams wishing to utilize videos, overheads, PowerPoint, audio recordings, or any other form of technology are responsible for ensuring the required equipment is available for the appropriate class period. **DO NOT SHOW A VIDEO OR INVITE A GUEST SPEAKER UNLESS YOU HAVE FIRST RECEIVED APPROVAL FROM THE INSTRUCTOR. FAILURE TO ADHERE TO THIS RULE WILL RESULT IN A FAILING GRADE FOR THE PROJECT.**

- **Annotated Bibliography**: Each member of the project team will produce a separate annotated bibliography composed of a minimum of 6 references that discuss your team’s disorder domain. For example, if you are a member of the project team presenting on **Mood Disorders**, then your annotated bibliography will consist of sources that focus on mood disorders.

  The bibliography should include the reference citation information (APA format) followed by an 8 – 10 sentence summary of the article, book chapter, or online resource. The summary paragraph should be in your own words and not plagiarized from the article abstract or chapter summary. No more than 2 sources can overlap among team members (i.e., a team member’s bibliography will include at least 4 sources not included in the bibliography of her or his team members).

  References should consist of at least 3 professional journal articles, 1 book chapter, and no more than 2 online resources. Annotated bibliographies are due on the night of your presentation. You will also hand-in copies of the first 5 pages of each article, book chapter, or online resource referenced in the bibliography. **(5% toward your overall project grade)**

- **Multiple-Choice Questions**. The final requirement for your project is the development of multiple-choice questions. Each project team member will independently produce five multiple-choice questions focused on the content of his or her team’s presentation.

  Question format should conform to the following criteria:
  a. One question stem and 4 answer choices
  b. No “none of the above” distracters
  c. No “a and b” distracters
  d. No “all of the above” distracters
  e. One correct answer
Questions are due on the night of your presentation. Please email me a copy and bring a hard copy to class. Be sure to indicate the correct answer for each question. It is not necessary to provide copies of the questions to the class. However, please utilize the questions during your presentation as a means of generating discussion. (5% toward your overall project grade)

- **Project Team Case Study & Treatment Plan Paper.** Each project team will together produce one case study and treatment plan paper. The paper will consist of an original (fictional) client case vignette sufficiently detailed enough to allow for the formation of diagnostic impressions, DSM-IV-TR multiaxial diagnostic impressions, a brief literature review describing the client’s Axis I Clinical Disorder ([3 page minimum](#)), a brief literature review describing the most accepted forms of treatment for the Axis I Clinical Disorder ([3 page minimum](#)), and a treatment plan for the fictional client that includes a minimum of 4 goals and specific behavioral methods for attaining each goal. Papers should consist of at least 8 pages and include at least 10 references (5 pertaining to the Axis I Clinical Disorder and 5 pertaining to the accepted forms of treatment).

All papers are to be computer generated, stapled (without folders, etc.) and ready to be turned in at the beginning of class on date due. The paper should adhere to APA Style as delineated by the most recent APA Publication Manual, meet page requirements described above, be typed, double-spaced, and include the required number of references each from scholarly journals and book chapters (scholarly journals and book chapters do not include Wikipedia, Monitor on Psychology, Psychology Today, Reader’s Digest, ESPN Magazine, Oprah’s magazine, The Globe, Hattiesburg American, Dr. Phil’s latest book on how to stop whining and start winning, etc.). **PLEASE INCLUDE THE FIRST 3 PAGES OF EACH CITED REFERENCE WITH YOUR PAPER.**

- **Diagnostic Quizzes.** A minimum of 5 diagnostic quizzes will be administered during the trimester. Quizzes will consist of case vignettes that detail fictional client history and presenting problems. Students will independently review the client information described in the case study and utilize the DSM-IV-TR multiaxial system to provide diagnostic impressions on each axis. Quizzes will consist of two case vignettes.

- **Comprehensive Midterm and Final Exams.** Tests will be essay and/or multiple choice. All tests will be comprehensive. Midterm will cover sections of the book covered during first four weeks of class. Final will cover the entire textbook. Please note that all textbook sections will not be discussed in class. Therefore, you are responsible for reading each chapter. **Scantron required.**

**EVALUATION CRITERIA:**

1. Attendance, Participation, and Online Discussions 7%
2. Project 20%
   - Presentation 10%
   - Annotated Bibliography 5%
   - Questions 5%
3. Project Team Case Study & Treatment Plan Paper 8%
4. Diagnostic Quizzes (5) 15%
5. Midterm Exam 20%
6. Final Exam 30%
**GRADING SCALE:**

94 – 100% = A  
84 – 93% = B  
70 – 83% = C  
70 > = F

**NOTE ON LATE ASSIGNMENTS:**
Assignments not handed in on the date they are due will be assessed a penalty of 5 points for each 24-hour period they are late. The due date means that they are completed and ready for grading at the beginning of the class period on the due date.

***DO NOT SUBMIT ANY ASSIGNMENT WITHOUT FIRST STAPLING THE***
PAGES TOGETHER. UNSTAPLED MATERIALS WILL NOT BE ACCEPTED.

**Professional Conduct**

Students in the graduate program in Counseling Psychology are preparing for a career as a professional mental health worker. Counselors licensed by the various licensing boards are required to abide by the code of professional conduct of the American Counseling Association (ACA) or other similar professional associations. As part of the training at WCU all graduate students are expected to be familiar with, and abide by the ACA Code of Conduct. Violations of the code may result in disciplinary action including, but not limited to, dismissal from the graduate program.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

**University Statement on Academic Integrity**

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Cary University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and / or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure to the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty are contained in the University’s Policies and Procedures manual and in the student handbook, *The Lance.*
Catastrophic Event Plan

In case of a catastrophic event, the following procedures will be maintained:

1. In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor.

2. In case of a closed campus with no internet access, follow all syllabus directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email.

*Students making application for graduation should have your application in the hands of your advisor one week prior to the deadline to the Registrar's Office.

**Students planning to take a practicum or internship course must have a practicum or internship site secured by the fifth week of the term prior to start of the internship course.

_Note._ Internship placements at PINE GROVE and PINE BELT MENTAL HEALTHCARE RESOURCES are extremely limited and therefore competitive. **DO NOT CONTACT EITHER FACILITY DIRECTLY.** Any student wishing to secure a placement with PINE BELT or PINE GROVE must first receive approval from her/his advisor and then submit his/her name to the Dean of Graduate Psychology at William Carey University. This should be done well in advance of the desired term.

***Students are required to secure Professional Liability Insurance and provide proof of coverage to the Dean’s Office before enrolling in the following courses: practicum, internship, individual assessment, group counseling, adventure based counseling, fundamentals of school counseling.
## TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Course Overview</td>
<td>None</td>
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<td>Definition of Psychopathology</td>
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<td>WEEK 2</td>
<td>History of Classification</td>
<td>Read pp. 1-38</td>
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<td>Classification System of DSM-IV-TR</td>
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<td>WEEK 3</td>
<td>Interview Strategies</td>
<td>Read pp. 345-428</td>
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<td>Mood Disorders</td>
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<td>WEEK 4</td>
<td>Schizophrenia</td>
<td>Read pp. 297-344</td>
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<td></td>
<td>Anxiety Disorders</td>
<td>Read pp. 429-484</td>
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<td>WEEK 5</td>
<td>Review</td>
<td>MIDTERM EXAM</td>
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<td>Issues in Clinical Assessment</td>
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<td>WEEK 6</td>
<td>Eating Disorders and Sleeping Disorders</td>
<td>Read pp. 583-662</td>
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<td>Mental Disorders Due to a General Medical Condition, Adjustment Disorders, and Impulse Control Disorders NOS</td>
<td>Read pp. 181-190, pp. 663-678, pp. 679-684</td>
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WEEK 7  
Delirium, Dementia, Amnestic, and Other Cognitive Disorders  
Read pp. 135-180  
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Personality Disorders  
Read pp. 685-730  
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WEEK 8  
Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence  
Read pp. 39-134  
- 
Substance-Related Disorders  
Read pp. 191-296  
- 
Somatoform Disorders and Factitious Disorders  
Read pp. 485-518  
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WEEK 9  
Gender Identity and Sexual Disorders  
Read pp. 535-582  
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Dissociative Disorders and Other Conditions That May Be a Focus of Clinical Attention  
Read pp. 519-534  
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pp. 731-744

WEEK 10  
Review  
FINAL EXAM