



**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
AT 513-01: PSYCHOPATHOLOGY  
SPRING, 2024**

When: Thursdays, 9:00AM - 12:15PM - Jan 11<sup>th</sup>, 2024 – Apr 18<sup>th</sup>, 2024 Where: York 121

Instructor: Justin Rock MA, LPC

Office hours: By Appointment Office

Location: Location of space will be arranged if needed.

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Phone: 503-310-6217

Credits: 3

**CATALOG DESCRIPTION**

Psychopathology offers an introduction to the structure and uses of the DSM 5 TR for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches— especially with regard to cultural differences— will be explored, as well as alternatives to them.

**COURSE DESCRIPTION**

Students in this course study the descriptions, causes and treatment of behaviors considered abnormal by society. Students develop understanding of the uses of the Diagnostic & Statistical Manual in clinical practice, including limitations and cultural considerations in diagnosing.

C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client’s race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
J-Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
N- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
O-Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Competency area	Description	Introduce or Reinforce	How assessed?
j.K.1	Identify major categories and criteria of mental disorders according to the current Diagnostic and Statistical Manual (DSM) and/or the International Classification of Diseases (ICD)	I	Written Assignment, Class Discussion, Presentation
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	I	Written Assignment, Presentation, Exam
j.S.1	Apply use of the diagnostic process in treatment planning	I	Written Assignments, Exam
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	I	Written Assignments, Presentation, Exam
j.A.1	Value cultural factors impacting the diagnostic process	R	Written Assignments, Class Discussion
j.A.2	Critique use of diagnostic categories in treatment and intervention	I	Class Discussion, Presentation
l.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	R	Presentation, Exam

**Required Text:**

American Psychiatric Association (Ed.). (2022). Diagnostic and statistical manual of mental disorders: DSM-5-TR (Fifth edition, text revision). American Psychiatric Association Publishing.

**Suggested Texts:**

First, M. B., Skodol, A. E., Williams, J. B. W., & Spitzer, R. L. (2017). Learning DSM-5 by case example (First edition). American Psychiatric Association Publishing.

Morrison, J. R. (2023). DSM-5-TR made easy: The clinician's guide to diagnosis. Guilford Publications.

**NONDISCRIMINATION**

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Americans with Disabilities Act of 1990, and their implementing regulations.

### **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **TEACHING METHODS**

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

### **CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

### **CELL PHONES**

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

### **CLASS PREPARATION**

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

### **ASSIGNMENTS AND COURSE REQUIREMENTS**

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class.

<b>Assignment</b>	<b>Point Value</b>
Class Participation & Weekly Case Write-ups	30
Exams (2) - Midterm (10) & Final (30)	40
Presentation	30
<b>Total:</b>	<b>100</b>

## EVALUATION AND GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

*NOTE: All assignment due dates will be specified on Moodle. Student requests for extensions must be determined with your professor prior to the due date. (Please ask sooner rather than later. Ideally, at least 24 hours before the due date.)*

## ASSIGNMENTS AND EVALUATION

### 1. Class Participation & Weekly Case Write-ups (30 points)

Each week a case will be provided to diagnose and write up. Write-ups on each case will require appropriately applying the week's readings, materials, and lecture information. Write a brief (1 page) diagnostic explanation and treatment plan (structure provided in Week 1 class) to the case. Cite all sources used for the diagnosis and write up. **You will submit these in Moodle. Write-ups may be collaborative and submitted by one member of the group on behalf of all group members. However, my expectation is that everyone in the group contributed to the write-up because this is a mandatory professional skill. You may also submit your own, separate write-up from the group if you differ on the potential diagnoses or treatment and want to explore those on your own.**

Participation in Learning Community	Write ups will be utilized each class for peer review to give feedback and assist one another in writing diagnoses. Work collaboratively in therapeutic community in diagnosis and treatment planning with class colleagues while navigating different theoretical orientations and epistemological stances.	10
Critical Analysis	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Writings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	5
Clinical Writing	Written diagnosis should be written in a way that is both clinical and congruent with therapist theoretical orientation while respectful and honoring the client.	5
Weekly Writing	Completed writing of diagnosis.	5
Quality of Writing and Proofreading	Written responses meet the criteria that would be billable if submitted to insurance within the field.	5
	<b>Total</b>	<b>30</b>

## 2. Exams (10 points for the Midterm, and 30 points for the Final - total 40 points)

There will be 2 exams during the term. They may cover topics related to using DSM V TR and ICD-11, diagnostic issues, readings, and classroom material. The primary test method will be reviewing and responding to case studies. Short answer, multiple choice, essay, and fill in the blank are also possible formats. Exams are take-home, open book (unless noted otherwise). More specific information on the type of content and format of the exams will be announced in class.

SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.	1/3
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.	1/3
SLO-O	Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.	2/6
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	2/6
j.S.1	Apply use of the diagnostic process in treatment planning	2/4
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	1/4
l.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	1/4
	<b>Total</b>	<b>10/30</b>

## 3. Final Presentation (30 points)

Choose a relevant topic of interest as discussed in class. Research your topic and develop a presentation that appropriately conveys your research from your epistemological stance. The length and format of your presentation will be dictated by your epistemological orientation. We will negotiate as a class how to make space for all presentations. Presentations may be live or asynchronous. Presentations will be delivered during the last class of the semester. Use support materials such as handouts, charts, experiential exercises, PowerPoint slides, etc. as appropriate. Students must also submit relevant references from their presentation in APA format on Moodle.

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	3
SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.	3
SLO-J	Apply principles of human development, artistic and creative development, human	3

	sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.	
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.	3
SLO-O	Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.	3
j.K.2	Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	2
j.S.1	Apply use of the diagnostic process in treatment planning	3
j.S.3	Demonstrate understanding of basic diagnostic process, including differential diagnosis	3
j.A.1	Value cultural factors impacting the diagnostic process	3
j.A.2	Critique use of diagnostic categories in treatment and intervention	3
l.S.2	Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments	1
	<b>Total</b>	<b>30</b>

## COURSE SCHEDULE

Class Date	Topic	Reading & Assignments
Week 1	<p>Introductions</p> <p>Review</p> <p>Syllabus</p> <p>Introduction to DSM and Psychopathology</p>	<p><b>DSM 5, Review:</b></p> <p>Classification, Preface, Introduction, Use, Caution, Pp. xiii -25</p> <p>Other Mental Disorders, Pp. 707-708</p> <p>Other Conditions – Focus Clinical Attention, Pp. 715-727</p> <p>Assessment Measures, Pp. 733-748 Cultural Formulation, Pp. 749-760</p> <p><b>Learning DSM-5</b></p> <p>Introduction, Pp. xvii-xxv</p>
Week 2	Mood Disorders	<p><b>DSM 5</b></p> <p>Depressive Disorder, Pp 177-214 (<i>skip substance induced depressive, pp 201-206</i>)</p> <p>Suicidal Behavior &amp; Non Suicidal D/O, Pp 920-926</p> <p><b>Learning DSM 5</b></p> <p>Chapter 4 – Depressive Disorders, Pp 93-124</p>
Week 3	Neurodevelopmental Disorders	<p><b>DSM 5</b></p> <p>Neurodevelopmental D/O, Pp 35-98</p>

		<p><b>Learning DSM 5</b></p> <p>Chapter 1 – Neurodevelopmental D/O, Pp 1 – 36</p>
Week 4	Anxiety D/O	<p><b>DSM 5</b></p> <p>Anxiety D/O, Pp 215-261 <i>(skip substance induced anxiety, pp 255-258)</i></p> <p><b>Learning DSM 5</b></p> <p>Chapter 5 – Anxiety D/O, Pp 125 – 146</p>
Week 5	Obsessive- Compulsive D/O Stress D/O	<p><b>DSM 5</b></p> <p>Obsessive D/O, Pp 263-294 Trauma and Stress Related D/O, 295-328</p> <p><b>Learning DSM 5</b></p> <p>Chapter 6 – Obsessive-Compulsive, Pp 147-161 Chapter 7 – Trauma and Stressor, Pp 163-182</p>
Week 6	Sexual Dysfunctions Gender Dysphoria Paraphilic D/O	<p><b>DSM 5</b></p> <p>Sexual Dysfunctions, Pp 477-509 Gender Dysphoria, Pp 511-522 Paraphilic D/O, Pp 799-801</p> <p><b>Learning DSM 5</b></p> <p>Chapter 13 – Sexual Dysfunctions, Pp 265-284 Chapter 14 – Gender Dysphoria, Pp 285-292 Chapter 19 – Paraphilic D/O, Pp 399-412</p> <p><b>*MID-TERM EXAM DUE*</b></p>
Week 7	Bi-Polar Dissociative Somatic	<p><b>DSM 5</b></p> <p>Bipolar, Pp 139-175 Somatic Symptom &amp; Related, Pp 349-370</p> <p><b>Learning DSM 5</b></p> <p>Chapter 3 – Bipolar and Related D/O, Pp 73 – 92 Chapter 9 – Somatic Symptom, Pp 195 – 212</p>
Week 8	Substance-Related and Addictive Disorder	<p><b>DSM 5</b></p> <p>Substance-Related &amp; Addictive, Pp 543-665 Caffeine Use D/O, Pp 910-913 Internet Gaming D/O, Pp 913-916</p>

		<p><b>Learning DSM 5</b></p> <p>Chapter 16 – Substance-Related, Pp 313 – 346</p>
Week 9	Disruptive, Impulse-Control and Conduct D/Os	<p><b>DSM 5</b></p> <p>Disruptive, Impulse-Control, Pp 521-541</p> <p><b>Learning DSM 5</b></p> <p>Chapter 15 – Disruptive, Impulse, Pp 293 - 312</p>
Week 10	Schizophrenia Spectrum Dissociative D/O	<p><b>DSM 5</b></p> <p>Schizophrenia Spectrum, Pp 101-138 Dissociative D/O, Pp 329-348</p> <p><b>Learning DSM 5</b></p> <p>Chapter 2 – Schizophrenia Spectrum, Pp 37 – 72 Chapter 8 – Dissociative D/O, Pp 185 – 194</p>
Week 11	Neurocognitive D/O	<p><b>DSM 5</b></p> <p>Neurocognitive D/O, Pp 667-732</p> <p><b>Learning DSM 5</b></p> <p>Chapter 17 – Neurocognitive D/O, Pp 347 – 362</p>
<b>SPRING BREAK</b>		
Week 12	Personality D/O  <b>*Final Distributed*</b>	<p><b>DSM 5</b></p> <p>Personality D/O, Pp 733-788</p> <p><b>Learning DSM 5</b></p> <p>Chapter 18 – Personality</p>
Week 13	Feeding and Eating D/O Elimination D/O Sleep- Wake D/O	<p><b>DSM 5</b></p> <p>Feeding and Eating D/O, Pp 371-397 Elimination D/O, 399-405 Sleep-Wake D/O, 407-476</p> <p><b>Learning DSM 5</b></p> <p>Chapter 10 – Feeding &amp; Eating, Pp 213 – 232 Chapter 11 – Elimination D/O, Pp 233-238 Chapter 12 – Sleep-Wake D/O, Pp 239 – 247</p>
Week 14	Student Presentations	<b>*FINAL EXAM DUE*</b>