Mental Health Psychopathology
Department of Human Services and Educational Leadership
Stephen F. Austin State University

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       Available at additional times by appointment

Course Info:
Term: Spring 2023
Course Name: PCOU 5391 Mental Health Psychopathology
Credits: 3.00

Course Description: This course is an overview of biopsychosocial framework for the study of mental health and mental disorders. Client conceptualization, assessment and treatment planning are emphasized. Additionally, this course addresses psychiatric rehabilitation philosophy and best practices for working with people who experience persistent or long-term mental illness. It will provide an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, community-based services, treatment, and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

Course Delivery: Online, SFA Campus Instructional Method

Course Resources

Required Textbook:
*Additional readings will be made available in class or online as they are assigned.

Recommended Texts:
**Required Technology:** Students will need to set-up and regularly check their university email account and BrightSpace. In addition to announcements in class, the instructor will use university email accounts and BrightSpace to communicate information regarding the syllabus, scheduling changes, handouts etc. Students will need consistent internet and computer/laptop access for the duration of the course.

**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**Course Outcomes**
Counselor Education Program Learning Outcomes: The following are outcomes for all students as they matriculate through the curriculum in the Professional Counseling Program:

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.
SPECIFIC COURSE OBJECTIVES:
1. Develop knowledge and understanding of the nature of long-term mental illness and its pursuant impact on those who experience mental illness.
2. Develop an awareness of the diagnostic process employed in the medical model for diagnosis and treatment of long-term mental illness.
3. Develop knowledge of the DSM 5TR diagnostic criteria for specific mental illnesses and skills in determining correct diagnosis.
4. Develop knowledge of psychopharmacological interventions used to treat mental illness.
5. Understand the role of psychopharmacological and rehabilitation interventions in the treatment of mental illness.
6. Obtain skills in writing goals and objectives for treatment plans.
7. Provide current best practices used in psychiatric rehabilitation.

STUDENT OUTCOMES:
The student will be able to:
1. Utilize the Diagnostic and Statistical Manual in determining an appropriate diagnosis.
2. Identify the typical treatment interventions appropriate to individual categories of mental illness and the concomitant side effects and actions of these medications.
3. Identify the difference between a medical and a rehabilitation/counseling intervention when working with a person who has a long-term mental illness.
4. Identify and discuss interventions currently being used to address psychiatric disabilities.
5. Demonstrate the ability to determine appropriate interventions for specific psychiatric conditions.
6. Describe the impact mental illness has on the lives of consumers/clients.
7. Develop an appropriate treatment/rehabilitation plan to address the needs of the consumer/client.

Course Objectives/Intended Learning Outcomes:
Through the activities and objectives in PCOU 5391 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, PCOU 5391 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP standards as described in the following section.
### COMPETENCIES/STANDARDS/GOALS

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*indicates a field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CACREP 3.f</td>
</tr>
<tr>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH A.6</td>
</tr>
<tr>
<td>Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.2</td>
</tr>
<tr>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.7</td>
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<tr>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.8</td>
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<tr>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH G.1</td>
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<tr>
<td>Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH G.2</td>
</tr>
<tr>
<td>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH J.2</td>
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<tr>
<td>Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em></td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH K.1</td>
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<tr>
<td>Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.2</td>
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<tr>
<td>Knows the impact of co-occurring substance use disorders on medical and psychological disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.3</td>
</tr>
<tr>
<td>Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.4</td>
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<tr>
<td>Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.5</td>
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</table>

**College of Education Outcomes:** The content of this course aligns with mission, vision and core values of the James I. Perkins College of Education.

**Vision:** The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission:** The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the Perkins College of Education are to:
- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract/support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic & co-curricular innovations.
- Increase connections with stakeholders.

**Core Values:** In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Requirements:
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

Course Assessment, Evaluation, and Grading

Grading: All course requirements will be measured using either an examination, quiz, or a grading rubric designed for that specific area of the class. All rubrics will be distributed in class and/or posted in BrightSpace.

A=100-90
B=89-80
C=79-70
D=69-60
F=59 and below

Course Assignments: The course includes the following assignments and how they are weighted in the final course grade. Full descriptions of course assignments will be distributed in class and/or posted in BrightSpace.

Professionalism & Participation

Becoming a professional counselor means assuming responsibility for not only your clients' well-being but for the well-being of your place of work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes maintaining confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty, and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; adhere to professional codes of ethics and so forth.
As a result, the evaluation criteria for this assignment will be based on the above-mentioned areas of professionalism and participation. Additionally, students will be given the opportunity to self-evaluate towards the end of the semester, which will not determine their awarded points but will be taken under consideration in the evaluation process.

Since this is an online course, the majority of participation points will be based on your level of engagement on weekly course discussion boards. Discussion boards will be posted under each weekly module. A rubric outlining my expectations for discussion board engagement will be posted on D2L.

**DSM-5-TR Quizzes**

- **Quiz 1** (October 1st)
- **Quiz 2** (October 22nd)
- **Quiz 3** (November 12th)
- **Quiz 4** (December 10th)

There will be four quizzes throughout the semester. Each quiz will be worth a total of five points and include ten multiple choice questions. Quiz questions will be based entirely on content from corresponding sections of the DSM-5-TR. Quizes are open book but will be time. More information regarding quizzes will be posted on D2L.

**Treatment Team Case Study Presentations (Due: TBD)**

At some point in your career you may be involved in team case staffings, where you will work with fellow counselors, clinicians and providers with assessments, diagnosis, treatment planning, etc. Therefore, in the course, you will get the opportunity to work as a treatment team to review, assess, provide a diagnosis, and write a treatment plan for a case study. You will be divided into teams during the first two weeks of the course with each team receiving a different case study and due date. Your team will then develop a treatment plan, record a brief presentation, and develop discussion questions for the class. Your treatment plan, presentation, and questions will then be used to lead the class discussion for that week. More information and rubrics will be posted on D2L.

**Treatment Plan (November 5th)**

Towards the end of the semester you will write a treatment plan in response to a case study on your own. Throughout the semester we will be working developing treatment plans as a class, in teams, and then individually. For this assignment a case study will be posted on D2L and you will be asked to write a complete treatment plan, as well as a two-page reflection paper regarding the treatment plan process. A rubric and more information will be provided on D2L.

**Literature Review (November 19th)**

Counselors are responsible for staying informed on current research regarding mental health disorders, assessments, and treatment methods. Therefore, you will select a one disorder that is listed in the DSM-5-TR and complete a literature review. This literature review will be six to eight pages long (double-spaced), in APA format, and cover a variety of areas including: relevant history and background, research related to the disorder’s prevalence (how common is the disorder, does it differ between specific populations, how has it changed over time, etc.), cultural
and social perceptions, current assessment and treatment methods, and future treatment methods being explored. For this paper, I am not looking for your opinions, I am looking for a professionally written presentation on the current state of research regarding your selected disorder. Your paper must include a minimum of ten sources, five of which must peer-reviewed journal articles. More information will be posted along with the rubric on D2L.

**Final Exam (December 15th)**
The final exam will covers course content from the textbook, DSM-5-TR, and class lectures. The exam will include 40 multiple choice questions. The exam will be open book and time limited. The assignment will be accessible through D2L.

***RUBRICs will be uploaded to D2L***

- Professionalism & Participation 10 Points
- DSM-5-TR Quizzes (4x) 20 Points
- Treatment Team Case Study Presentations 15 Points
- Individual Treatment Plan 15 Points
- Psychopathology Literature Review 20 Points
- Final Exam 20 Points
- **Total** 100 Points

**Late Work Policy:** All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Late submissions of assignments will be penalized at 2 points per day/partial day past the due date. Repeated late submissions will impact you professionalism grade.

**Extra Credit:** Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.

**Dropping the Course:** Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official arrangements to drop the course. Students should meet with their faculty advisor to discuss how dropping the course affects their degree plan.

**Candidacy:** Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Informal and formal feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.

**Course Evaluations:** Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.
In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Policy:** Important course related policies:
- Course Grades (Including WH), Policy 5.5
- Final Course Grade Appeals by Students, Policy 6.3
- Academic Accommodation for Students with Disabilities, Policy 6.1
- Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
- Class Attendance, Policy 6.7
- Code of Student Conduct and Academic Integrity, Policy 10.4

Other other SFA Policy Information

**Student Counselor Ethical and Professional Behavior:** All students are expected to adhere to the ACA Code of Ethics and the Rules and Regulations outlined by the Texas State Board of Examiners of Licensed Professional Counselors throughout the program. Violations of the ethical code or professional rules or regulations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

**Student Mental Health Resources:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

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<thead>
<tr>
<th>On-campus Resources</th>
<th>Crisis Resources</th>
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| SFASU Counseling Services [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
  Tucker Building (Southeast Corner of Raguet and East College Street)  
  936-468-2401 SFASU  
  Human Services Counseling Clinic  
  [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
  Human Services Room  
  202 936-468-1041 | Burke 24-hour crisis line  
  1(800) 392-8343  
  Suicide Prevention Lifeline  
  1(800) 273-TALK (8255)  
  Crisis Text Line: Text HELLO to 741-741 |

A complete list of mental health resources for students can be found at:  
[https://www.sfasu.edu/info-for/current-students/mental-health-resources](https://www.sfasu.edu/info-for/current-students/mental-health-resources)
More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).

Course Schedule

Schedule of Course Activities: The schedule of course activities are included in the calendar below. The topics and dates are tentative and subject to possible revision/change, should the need arise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;August 28, 2023</td>
<td>Syllabus</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;September 4, 2023</td>
<td>Treatment Planning Teams</td>
<td></td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;September 11, 2023</td>
<td>Depressive Disorders&lt;br&gt;Bipolar and Related Disorders&lt;br&gt;Class Treatment Plan</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;September 18, 2023</td>
<td>Anxiety Disorders&lt;br&gt;Class Treatment Plan</td>
<td></td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;September 25, 2023</td>
<td>Obsessive-Compulsive and Related Disorders&lt;br&gt;Class Treatment Plan</td>
<td>Quiz 1</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;October 2, 2023</td>
<td>Trauma- and Stressor-Related Disorders</td>
<td>Presentations</td>
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<td>Week 7</td>
<td>Substance-Related Addictive Disorders Team Treatment Plan</td>
<td>Presentations</td>
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<tr>
<td>Week 8</td>
<td>Personality Disorders Team Treatment Plan</td>
<td>Quiz 2 Presentations</td>
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<tr>
<td>Week 9</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<tr>
<td>Week 10</td>
<td>Feeding and Eating Disorders</td>
<td>Individual Treatment Plan</td>
</tr>
<tr>
<td>Week 11</td>
<td>Disruptive, Impulse-Control, and Conduct Disorders, and Elimination Disorders</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Week 12</td>
<td>Neurodevelopmental and Neurocognitive Disorders</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Week 13</td>
<td>No Class</td>
<td>Happy Thanksgiving!</td>
</tr>
<tr>
<td>Week 14</td>
<td>Dissociative Disorders and Somatic Symptom and Related Disorders</td>
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<tr>
<td>Week 15</td>
<td>Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</td>
<td>Quiz 4</td>
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<tr>
<td>Finals Week</td>
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<td>Final Exam</td>
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<tr>
<td>Finals Week</td>
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