Instructor Information

Name: Michael Walker, Ph.D.
Office: McKibben 215H
Phone: (936) 468-MIKE (6453)
Email: mwalker@sfasu.edu (all email Subject Line should begin PSYC 5320…)

Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2:30 PM to 4:00 PM</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 AM to 9:15 AM</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:30 PM to 3:45 PM</td>
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<tr>
<td>Thursday</td>
<td>11:00 AM to 1:45 PM</td>
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</tbody>
</table>

Appointments for other times and via Zoom are available by appointment.

Required Text:


Current and original research articles and relevant case studies will also constitute a significant component of this course. Students should allow several hours of reading time per week in order to cover the DSM-5-TR diagnostic category being discussed, as well as to read the research articles and/or case studies.

Optional References:


Course Description: Review of research regarding diagnosis and treatment of mental disorders from the current DSM organization perspective, including review of substance abuse and psychotropic medications.

Dr. Walker’s expanded description: This course is designed to provide students with an in-depth examination of the major forms of psychopathology, and includes exploration of different approaches to understanding and conceptualizing psychopathology. Relevant psychological theories and research, along with cultural perspectives, regarding the phenomenology and causes of psychological disorders are included. The most prevalent psychological disorders, as outlined in the DSM-5-TR, are examined, and treatment options are reviewed. Clinical assessment and differential diagnoses of clinical case studies, including those with comorbidities and ambiguities, are high-lighted. The course will highlight the historical impact of diversity, equity, and inclusion on diagnosis and treatment of mental illness.

Program Learning Outcomes:
Students will be able to understand and apply psychological principles to a comprehensive understanding of diagnostic categories of psychopathology.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
</tr>
<tr>
<td>theoretical perspectives, empirical findings, and historical trends in the study of psychopathology.</td>
<td></td>
</tr>
<tr>
<td>The student will understand basic research methods in psychology,</td>
<td>Advanced</td>
</tr>
<tr>
<td>including research design, data analysis, and interpretation.</td>
<td></td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced</td>
</tr>
<tr>
<td>skeptical inquiry, and, when possible, the scientific approach to solve problems related to differential diagnosis of psychological disorders.</td>
<td></td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Student Learning Objectives:
1. Students will be able to describe and compare the principal theoretical perspectives involved in the contemporary understanding of psychopathology.
2. Students will be able to understand and explain the nosology (classification of disorders) delineated in the DSM-5-TR, recognizing and articulating both the advantages and limitations of classification systems.
3. Students will be able to identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, biology, phenomenology, behavior, cognition, affect, intrapsychic organization, and diagnostic criteria, as is pertinent to a given disorder, particularly, but not limited to, diagnostic categories of mood disorders, psychoses, personality disorders, neurocognitive disorders, and neurodevelopmental disorders.
4. Students will understand fundamental psychological approaches to the assessment of psychopathological conditions, with biosocial qualifications as needed.
5. Students will have an understanding of the role of psychopathology in the family, community, and society at large.
6. Students will have an understanding of the impact of diversity, equity, and inclusion on diagnosis and treatment of mental illness.
7. Students will develop and improve their critical thinking skills regarding the area of psychopathology, and will learn to effectively communicate their knowledge and opinions during in-depth classroom discussions.
Course Expectations and Grading

Requirements:
To attain maximum benefit from this course, you will need to conscientiously read all assigned reading materials (including the DSM-5-TR, journal articles, case studies and other resources), participate in discussions, complete recorded zoom videos and PowerPoints, and take the mid-term and final exams.

Doing well in this course will require diligence, effort, and self-discipline, all of which I am confident you have developed through your life and educational experiences. Although your work must be your own, collaboration with fellow students in forming study and/or discussion groups is encouraged. Your classmates as well as your professor are valuable resources, so be ready to ask questions and collaborate with others in discussions.

Refer to the DSM-5-TR regularly so you familiarize yourself with the terminology used by clinicians, and read all supplemental readings.

- Become an observer/learner in your typical environments as there are plentiful opportunities for casually observing behaviors which may be considered atypical (if not abnormal).
- Thoughtfully consider behaviors you observe in a non-judgmental way.
- Seek to look beyond the overt behavior to hypothesize potential explanations, both external and internal.
- Earnestly strive to understand and develop a sense of ‘cultural humility’. How we interpret another individual’s behavior may be in part a reflection of our own unique, though egocentric values, and we must acknowledge that what is deemed ‘appropriate’ behavior has wide margins along a continuum in our society. Each person’s individual cultural heritage plays a significant role in that determination.

Note: the primary source for information for course requirements is the DSM-5-TR (2013; American Psychiatric Association) and accompanying information from the American Psychiatric Association regarding use of the DSM-5-TR. Thus, it is crucial that you rent, buy, borrow, check out from the library, or otherwise have access to the DSM-5-TR. The online modules provide supplemental explanatory information, but do not cover all materials that are included in the DSM-5-TR. Likewise, the PowerPoints provide additional helpful, supplementary, and complementary information, but are not all-inclusive.

The goal for this course is for you to become thoroughly knowledgeable about the psychological disorders in the DSM-5-TR that clinicians most frequently encounter, to be capable of recognizing signs and symptoms of various mental illnesses, and to begin to develop the objective, curious, analytical, non-judgmental mind-set of a clinician.

Since this course only meets once a week, plan to check D2L regularly daily for up-dates, notifications, and other relevant information. Awareness of the hectic pace of graduate coursework is appreciated, though ultimately, your success in this course is largely a function of your commitment to it.

Additionally, if students did not take an undergraduate course in Abnormal Psychology or if it has been several years since you took Abnormal Psychology, or simply as a supplement to this course, please have access to a recent (2016+) Abnormal Psychology textbook which includes diagnostic
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criteria from the DSM-5-TR. This will be a helpful reference as you learn about the psychological disorders covered in the DSM-5-TR-TR. (See the PressBook link in the optional texts above)

Weekly Presentations 200pts (2 @ 100pts each):

The weekly Class Leaders will be responsible for presentations over two diagnoses during the semester. If no students select a particular diagnosis, pending time available, the Professor will post a recording, PowerPoint, case study or other information about the disorder.

Each Class Leader will develop and present with accompany PowerPoint covering two disorders during the semester. These presentations will be presented during class (and will be recorded and posted in D2L).

Each presentation and accompanying PowerPoint will include:

- definition of the disorder,
- DSM-5-TR diagnostic criteria for the disorder,
- specific features notable in the disorder (such as frequency seen in females vs. males; age of onset; duration, specifiers, cultural differences etc.)
- prevalence,
- differential diagnoses and co-occurring disorders,
- other pertinent information from the DSM-5-TR related to the disorder, and
- a brief review of treatments.
- a case study that illustrates some related aspect of the disorder.

Along with the presentation, the student will post the related case study in the Discussions Forum with at least two discussion questions for classmates about the Case Study. The Class Leader will be responsible for reading and responding to comments/replies about the case study during that week.

Note: students should submit their case study and discussion questions to the Professor the week prior to coverage of the disorder so that they can be read and reviewed ahead of time, and to facilitate related discussions that will take place the week that the disorder is being covered. If you have any difficulty locating an appropriate case study let me know.

Case Study Research: A Case Study in an in-depth study of a particular individual or a small group of individuals. In Clinical Psychology, Case Study research is especially important since it gives researchers a systematic process for acquiring and analyzing a significant quantity of information about an individual who is experiencing the symptoms of a particular disorder. Perhaps an individual suffers from a relatively rare, but life-limiting disorder, and a newly developed therapeutic strategy is being used to assist this person have a more adaptive life. Let’s use trypophobia (a severe and irrational fear, including anxiety, aversion to, and disgust, related to seeing a pattern of small clustered holes, such as in a sponge, a honeycomb, coral, etc.). The Case Study would discuss: background information of the individual and presenting problem (diagnosis); family history, if available; onset of symptoms (circumstances, triggers, etc.); progression of symptomatology; previous treatments and effectiveness; present method; direct interview and/or observation; data collection; analysis; discussion; and conclusion.

Case Studies can help researchers understand and assist individuals and their families with a goal of being able to generalize the findings of the study to help other individuals with similar presenting problems.
On selected weeks, the Professor _may_ also post a journal article/case study pertinent to some aspect of the disorder or to other disorders in the same diagnostic category in the Discussion Forum with questions. This will be _required_ for all students.

Your discussion questions or points of discussion can be questions or comments about the DSM-5-TR diagnosis and the case study. The discussion questions should be thoughtful and reflect that you have thoroughly read and carefully considered the Case Study and the implications of the findings. You will be graded on the quality of your Case Study selections, discussion questions, and responses to classmates’ posts.

Classmates will subsequently read the chapter addressing diagnostic information for the specific diagnostic category in the DSM-5-TR and the case study, and will post their responses, comments, observations, and/or additional questions, etc., about the disorder and the Case Study.

Classmates’ discussion posts should likewise be in-depth and thoughtful. All class members are responsible for reading each other’s discussion posts, and responding to the discussion posts of their peers. The objective is to _stimulate active discussion of current Case Study research_ being conducted in regard to various psychological disorders.

Although content is of primary importance, grammar, punctuation, spelling, and sentence structure that is _commensurate with graduate level writing skills_ are expected in all discussions, assignments, exams, and any other submitted work. Assignments, discussions, and/or quizzes that contain multiple, obvious errors may be subject to penalties or correction by the student.

Students are strongly encouraged to proofread their work, or to collaborate with other graduate students in mutually proofreading each other’s work unless stated conditions regarding the assignment/quiz prohibit exchanging work.

**Recorded Lecture and Quiz Questions 40 pts (2 @ 20pts each):**

After each of your weekly presentations you will need to record a 5-10 minute Zoom lecture that would be suitable for use in an undergraduate abnormal psychology course. You will be able to use much of the content from your original presentation for this class addressing any issues that were noted in the class discussions and online discussion forum. You will also need to include 10 multiple choice quiz questions and 2 discussion/essay questions suitable for an undergraduate class based on your topic. More details will be provided in class and in the LMS.

**Diversity Presentation and Conference Submission 50pts (1 @ 50pts):**

Students will work in small groups to prepare a conference style presentation addressing issues related to diversity, equity, and inclusion as it relates to mental health care related to psychopathology. This can be a broad topic but should fit the submission requirements for the SFASU Diversity Conference which will be scheduled sometime in February 2024. Be on the lookout for announcements about the 2024 Diversity Conference from the RAISE Center ([https://www.sfasu.edu/humanservices/clinics-labs/raise-center](https://www.sfasu.edu/humanservices/clinics-labs/raise-center)). More details will be provided in class and in the LMS.

**Exams 80 pts (2 @ 40pts each):**

The two exams will consist largely of case studies, and will allow students to utilize the information they have learned in formulation of the case analysis/presentation and diagnosis. More information will be forthcoming.
Participation:
This is an advanced graduate online seminar-type course that requires collaboration as well as active discussion and contribution from each member of the class. Each student is expected to make a substantial contribution to weekly discussions which constitute a significant part of the grade. Contributions will provide an opportunity for exchange of ideas and information.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Value</th>
<th>Total Pts</th>
<th>% grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic presentations (includes: recorded presentation + powerpoint &amp; case study, and management of the discussion board)</td>
<td>2</td>
<td>100</td>
<td>200</td>
<td>45%</td>
</tr>
<tr>
<td>Recorded Lecture</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>9%</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>14</td>
<td>5</td>
<td>70</td>
<td>16%</td>
</tr>
<tr>
<td>Diversity Presentation</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>11%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>9%</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>440</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>points</th>
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<tbody>
<tr>
<td>A</td>
<td>393.58</td>
</tr>
<tr>
<td>B</td>
<td>349.58</td>
</tr>
<tr>
<td>C</td>
<td>305.58</td>
</tr>
<tr>
<td>D</td>
<td>261.58</td>
</tr>
</tbody>
</table>

Minor adjustments in grading criteria may be made depending on the number of students in the course. Additionally, the Professor reserves the right to make changes in the syllabus or course calendar, and to include ‘take-home’, essay-type exams, and to add, modify or delete certain assignments depending on relevant factors.

Student Wellness and Wellbeing
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby) [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents) 936.468.7249 dos@sfasu.edu
The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.  
www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

Crisis Resources:

• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 2.13, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 2.13. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report, I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.
Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We will discuss the appropriate use of Generative AI for each assignment and how to cite its use. Please read the complete policy at https://www.sfasu.edu/docs/policies/10.4.pdf
Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Students can submit the initial application request and upload related documentation securely through Online Student Application portal. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Course Credit Hour Justification:

PSYC 5320 “Advanced Psychopathology” (3 credits) is designed to cover basic and advanced topics in psychopathology, such as diagnosis and treatment of mental disorders from the current DSM organization perspective, substance abuse, and psychotropic medications. The course typically has 150 minutes of instruction per week for a typical 15-week semester and has a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, they spends at least two hours completing associated activities and assessments.

Fall 2023 Tentative Course Schedule

*Note: The instructor reserves the right to change the course calendar based on students’ levels of comprehension, mastery of material and/or other circumstances.

*Some disorders on the schedule below were moved to a different week to balance the number of disorders covered per week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tue</th>
<th>Topic (Tentative Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30/23</td>
<td>Welcome, Introductions, Ethics, Diversity, &amp; Inclusion</td>
</tr>
<tr>
<td>2</td>
<td>9/6/23</td>
<td>Organization/Overview of DSM-5-TR; Conceptions of Psychopathology; Past &amp; Present; Clinical Assessment</td>
</tr>
<tr>
<td>3</td>
<td>9/13/23</td>
<td>Neurodevelopmental Disorders – “Media Addiction in a 10 Year Old Boy”; Intellectual Disabilities &amp; selected Learning Disorders; Elimination Disorders</td>
</tr>
<tr>
<td>4</td>
<td>9/20/23</td>
<td>Neurodevelopmental Disorders, including Autism Spectrum Disorder &amp; AD/HD; Motor Disorders – Tourette’s Syndrome</td>
</tr>
<tr>
<td>5</td>
<td>9/27/23</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
</tr>
<tr>
<td>6</td>
<td>10/4/23</td>
<td>Bipolar Disorders / Depressive Disorders</td>
</tr>
<tr>
<td>7</td>
<td>10/11/23</td>
<td>Anxiety Disorders &amp; OCD &amp; Related Disorders</td>
</tr>
<tr>
<td>8</td>
<td>10/18/23</td>
<td>Trauma and Stressor Related Disorders</td>
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<tr>
<td></td>
<td></td>
<td>Somatic Symptom Disorders</td>
</tr>
<tr>
<td>9</td>
<td>10/25/23</td>
<td>Dissociative Disorders, Feeding and Eating Disorders</td>
</tr>
<tr>
<td>10</td>
<td>11/1/23</td>
<td>Gender Dysphoria &amp; Paraphilic Disorders</td>
</tr>
<tr>
<td>11</td>
<td>11/8/23</td>
<td>Disruptive, Impulse Control, &amp; Conduct Disorders</td>
</tr>
<tr>
<td>12</td>
<td>11/15/23</td>
<td>Personality Disorders</td>
</tr>
<tr>
<td>13</td>
<td>11/22/23</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>14</td>
<td>11/29/23</td>
<td>Substance-Related &amp; Addictive Disorders Neurocognitive Disorders</td>
</tr>
<tr>
<td>15</td>
<td>12/6/23</td>
<td>Diversity Presentations</td>
</tr>
<tr>
<td>Finals</td>
<td>TBA</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

***This syllabus is tentative and is subject to change with notice.***

*Recording a presentation plus powerpoint on Zoom.*

Develop your powerpoint, and make notes about your narrative.

Sign into mySFA.

Log onto Zoom at: [https://www.sfactl.com/instructionaltoolsitems/zoom](https://www.sfactl.com/instructionaltoolsitems/zoom)

Click: sfasu.zoom.us

Click: Sign in → Meetings → Schedule a meeting

Schedule a meeting with yourself.

Being recording (either to your computer or the cloud) and share screen to your powerpoint.

Upon completion, you’ll receive an e-mail that contains a link to your recording.

For questions: call CTL staff at 936.468.1919