

Troy University
College of Education Counseling Programs
Pensacola, FL

PSY 6669
Behavior Pathology
Syllabus

Instructor: Dr. Lindsey Harkabus, Assistant Professor of Psychology
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Office Hours: I am available by e-mail at any time. I will respond to your emails within 48 hours. I have office hours in Fort Walton Beach on Mondays from 12-5 and Tuesdays from 9-2 Central Standard Time.

Class Day/Time: Thursdays, 5:00 – 10:00 p.m.
Class Location: Pensacola Campus

INSTRUCTOR EDUCATION

PhD & MS in Applied Social Psychology BS in Psychology
Colorado State University, Fort Collins Texas State University, San Marcos

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

American Psychiatric Association (latest edition) Diagnostic and statistical manual of mental disorders-text revision. Washington, DC: American Psychiatric Association.

Comer, R. (latest edition). Abnormal Psychology. New York: Worth Publishers.
ISBN: 13: 978-1-4292-1631-9

Other Materials:

Students enrolled in this course are required to purchase Live Text and Must have access to a computer and internet. Students enrolled purchase Live Text the same as purchasing a text book. You need only purchase Live Text ONCE. Live Text will be good for all of the classes required for the CP degree. Live Text is good for 5 years and cannot be shared. If you have purchased Live Text in a previous term or semester you do not need to purchase it again.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.

LATE REGISTRATION

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

PREREQUISITES

None

FLEXIBILITY STATEMENT: The instructor reserves the right to make minor changes to this syllabus. Students will be notified of any change in advance of its occurrence.

STUDENT EXPECTATION STATEMENT

Students are expected to read the required material before the next class and to participate in class discussions, follow directions for their assignments and turn them in on time, be prepared for exams when they are scheduled, and check their Troy email on a regular basis.

CATALOG COURSE DESCRIPTION

A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.

GOALS AND OBJECTIVES OF THE COURSE

1. To recognize the potential for substance use disorders to mimic and co-exist with a variety of medical and psychological disorders.
2. To understand the impact of crises, disasters and other trauma causing events on people.
3. To apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders.
4. To demonstrate the ability to use procedures for assessing and managing suicide risk
5. To know 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.
6. To understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
7. To apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate modality and placement criteria within the continuum of care.
8. To demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
9. To know 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 (DSM)*.
10. To understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

11. To know the impact of co-occurring substance use disorders on medical and psychological disorders.
12. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
13. To conceptualize an accurate multiaxial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
14. To differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
15. Understands various models and approaches to clinical evaluations and their appropriate uses. Including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

CONTENT

This course is designed to provide a quality academic experience that emphasizes meaningful and practical learning experiences while preparing students to be innovative, informed, reflective decision makers.

MODALITIES OF INSTRUCTION

This course will be delivered from the Pensacola, FL campus in person. Students will experience lecture, group discussion, videos, powerpoint presentations, assignments, examinations, and the use of a variety of online technology (e.g., blackboard; livetext).

COURSE REQUIREMENTS

The student will submit the FORM titled PSY6669 Behavior Pathology Instructor's Summary Student Document to the instructor in Live Text.

Discussion Leader: There will be one required day for each student to participate as the discussion leader. This is a graduate level course and students are expected to facilitate at least one hour of class discussion. Using handouts, powerpoint presentations, and/or other techniques and technology is optional – it is up to you how you spend your hour (be creative). (50 points total)

Overview & Utilization of the DSM Activity: You will be required to complete a writing activity which will provide you with an overview of the DSM. You will demonstrate your understanding of the principles of diagnostic process, issues dealing with multicultural competencies, intake interviews, assessments, and medications. See assignment sheet for complete details and the class schedule for the due date. (25 points total).

Essays: There will be two essay assignments consisting of several questions on each assignment. Essay #1 will focus on Axis I Adult Disorders (25 points). Essay #2 will focus on Personality Disorders/MR and Axis I Child & Adolescent Disorders (25 points). Your papers need to be in APA format. Refer to the assignment sheet for complete details and the class schedule for the due date. Students may turn in these assignments early. There will be a 10% point deduction for papers that are not in APA format. Late papers will also receive a 10% point deduction. (50 points total for both essays).

Remediation: Students who do not meet the required level of mastery on a common assignment(s) will be remediated prior to the end of the semester by the course instructor.

In-Class Assignments: There will be five in-class assignments during the term (5 points each; 25 points total). Students must be present to get credit for these activities and will not be able to make them up for any reason.

Optional Writing Assignment: Students may write a brief written report in APA format on a topic assigned during class (10 points max). The assignment will be due at the time of the final exam. It will not be accepted late or by email. However, it may be turned in early.

ATTENDANCE POLICY

Students are expected to attend all classes for the duration of each class meeting. Missing three or more classes will result in an FA grade (attendance F) in the course.

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

If I have not heard from you **by the deadline dates for assignments or exams**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" is not an acceptable excuse.

****There will be a 10% point deduction on any makeup exam, regardless of the reason for the makeup. You cannot earn an A on a makeup exam.***

INCOMPLETE GRADE POLICY

This incomplete grade policy replaces all other incomplete grade policies as of August 1, 2006. The instructor may report an Incomplete (grade of I) for a student whose progress in a course has been satisfactory (e.g., the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control at the discretion of the faculty person.

METHOD OF EVALUATION AND ASSIGNMENT OF GRADES

Grades will be based on the total points for being a discussion leader (50 points), the DSM activity (25 points), two essay assignments (50 points), the five in-class assignments (25 points), and if applicable, the optional writing assignment.

150 Points Possible

135 - 150	A	90 - 100%
120 - 134	B	80 - 89%
105 - 119	C	70 - 79%
90 - 104	D	60 - 69%
≤ 89	F	59% and below
	FA	F due to lack of attendance

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information.

ACADEMIC MISCONDUCT

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct. Students who engage in academic misconduct will receive a grade of "F" for the course. Your work may be submitted to an on-line plagiarism detection service. Cheating, plagiarism, or knowingly furnishing false information to the University constitutes academic misconduct, and disciplinary procedures specified in the *Student Handbook* will be followed.

Plagiarism Policy

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in PSY 6669 are as follows: Plagiarism will result in a grade of zero for the assignment.

STUDENT EMAIL ACCOUNTS

The University provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the University College Library Web site, which is for all University College and eTroy students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by Troy Library staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, www.troy.edu .

AMERICANS WITH DISABILITIES ACT

Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at

the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

FACULTY EVALUATION: In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

Schedule of Classes		
Week	Date	Topic
1	Thur, 01/10	Chapter 1: Abnormal Psych / Chapter 2: Research in Abnormal Psych
2	Thur, 01/17	<i>SPSP Conference in New Orleans, LA – NO CLASS</i>
3	Thur, 01/24	Chapter 3: Models of Abnormality / Chapter 4: Clinical Assessment
4	Thur, 01/31	Problems of Stress & Anxiety: Chapter 5: Anxiety Disorders / Chapter 6: Stress Disorders / Chapter 7: Somatoform & dissociative disorders
5	Thur, 02/07	Problems of Mood: Chapter 8: Mood Disorders / Chapter 9: Treatments for Mood Disorders / Chapter 10: Suicide
6	Thur, 02/14	Problems of Mind & Body: Chapter 11: Eating Disorders / Chapter 12: Substance-related disorders / Chapter 13: Sexual Disorders & Gender Identity Disorder
7	Thur, 02/21	Problems of Psychosis: Chapter 14: Schizophrenia / Chapter 15: Treatments for Schizophrenia & Others Essay #1 Due DSM Activity Due
8	Thur, 02/28	Life-Span Problems: Chapter 16: Personality Disorders / Chapter 17: Disorders of Childhood and Adolescence / Chapter 18: Disorders of Aging & Cognition Essay #2 Due
9	Thur, 03/07	Final Exam Day

Psychology Program

As a department of faculty and students dedicated to the *Knowledge, Skills, Values, that are the Learning Goals for Undergraduate Psychology Majors, posited by American Psychology Association (APA)**, we strive to help students reach the following learning goals and develop the values associated with the science and application of psychology.

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings, and historical trends in psychology.
 2. Student will understand and apply basic research methods in psychology.
 3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
 4. Students will understand and apply psychological principles to personal, social, and organizational issues.
 5. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
 6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
 7. Students will be able to communicate effectively in a variety of formats
 8. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
 9. Students will develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
 10. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits, in a variety of settings.
- Retrieved April 2011 from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>; PDF document available for download.