

**Psychopathology**  
**COUN 6210**  
 The University of Toledo  
 College of Health and Human Services  
 School of Intervention and Wellness

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Office Hours: By appointment

Office Location: HH 3100N

Term: Spring 2021

Class Time: Tuesdays 4:00 pm-7:40 pm

Credit Hours: 4 Credit Hours

Location: Health Sciences and Human Services, Room #230

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### **COURSE DESCRIPTION**

This course is designed as an exploration into various conceptualizations of psychopathology and their implication for assessment, diagnosis and treatment planning in counseling.

This course contributes to meeting the CACREP 2016 Clinical Mental Health Standards.

Education in psychopathology is required for students desiring to become licensed as a professional counselor in the State of Ohio.

### **COURSE PREREQUISITES**

Completion of 30 hours towards departmental Master's degree or by permission.

### **STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, students will:

<b>Student Learning Outcomes</b>	<b>CACREP (2016) Standard</b>	<b>Evidence</b>	<b>Method of Assessment</b>
impact of crisis and trauma on individuals with mental health diagnoses	C.2.f.		Blackboard discussion Presentation
impact of biological and neurological mechanisms on mental health	C.2.g.		Blackboard discussion Presentation
strategies to advocate for persons with mental health issues	C.2.e.		Advocacy Project Blackboard discussion Presentation

**REQUIRED TEXT**

Kress, V.E., & Paylo, M.J. (2019). Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment (2<sup>nd</sup> ed.). New York: Pearson.

**RECOMMENDED TEXT**

Kilgus, M., Maxmen, J. & Ward, N. (2016). Essential psychopathology and its treatment (4<sup>th</sup> ed.). New York: W. W.Norton. ISBN 978-0-393-71064-9

Jongsma, A. E. & Berghuis, D. J. (2014) The adult psychotherapy treatment planner (5th ed.). New Jersey: Wiley & Sons, Inc.

American Counseling Association (2013) Diagnostic and statistical manual of mental disorders (5th ed.) Washington, DC: American Psychiatric Association

**TEACHING STRATEGIES**

This course will be taught in a traditional face-to-face format, however the course will be focused on seminar-style learning and dissemination of information. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, and course participation.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high-speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

**COURSE AND INSTITUTIONAL POLICIES**

**Policy on late or unfinished assignments:** Late assignments will not be accepted. **IMPORTANT:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. If all assignments are not received by the end of the examination period the student will be awarded an Incomplete. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university.

**The University of Toledo's Missed Class Policy:** Please be sure to review the University's missed class policy. [https://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Missed\\_Class.pdf](https://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Missed_Class.pdf)

**Accommodation of student needs:** The University of Toledo is committed to providing equal

access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

<http://www.utoledo.edu/offices/student-disability-services/>

**Nondiscrimination on the Basis of Disability:** The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance.

**Electronic devices:** Students may record lectures as long as this can be done unobtrusively. Communication devices must be turned to vibrate as a courtesy to others.

**Course Changes:** The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

**Academic Dishonesty:** All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty.

<http://www.utoledo.edu/dl/students/dishonesty.html>

## COURSE ASSIGNMENTS AND REQUIREMENTS

### 1. Attendance and participation (15 points)

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Attendance</b>	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
<b>Large Group Participation</b>	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
<b>Small Group Participation</b>	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
<b>Blackboard Participation</b>	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

**2. Treatment Plan (10 points)**

1. **Part I:** Develop a case vignette (like the ones at the start of each chapter). Please make sure the case vignette presents a *DSM* diagnosis with all criteria being outlined in the narrative. This section should be at least 2 pages in length, typed. Be sure to include enough detail and complexity so that the case is rich with information.
2. **Part II:** Construct a Treatment Plan using the **I-CAN-START** model (like the ones at the end of each chapter). Please make sure the treatment plan outlines an evidence-based approach to treating that mental health diagnosis and provides sufficient SMART goals (for a review, see Chapter 1). Be sure to address the “I” aspect of the model. You should cite at least 3 peer-reviewed sources in your Treatment Plan.

**3. Advocacy Project (10 points)**

Students will identify an advocacy effort related to treatment and diagnosis for one specific population (e.g., veterans, older adults, sexual minorities).

- o Introduction and background of the issue (e.g., history, key terms)
- o Why this is a problem?
- o What is being done about it?
- o What is recommended to create change?
- o Summary and conclusions
- o Be prepared to share your findings with the class on the due date. Bonus points if there is something that we can do in class as a group to advocate!

**4. Chapter Review Quiz (5 @ 5 points each=25 points)**

There will be 5 quizzes that assesses your knowledge of the covered chapters and topics. These quizzes will be offered via Blackboard.

**5. Mental Disorder Presentation: Applying Psychopathology Considerations to Specific Populations (10 points)**

Each student will be assigned one disorder from the DSM-V and will give an overview to the class of that disorder including the following information:

<b>Domain</b>	<b>Value</b>
Brief overview/review of the DSM-5 Diagnostic Criteria	/1
Epidemiology—Incidence and prevalence, demographics of the disorder? Risk or protective factors?	/1
Etiology—What are theoretical perspectives on etiology? Empirical evidence for these?	/1
Summarize the latest research highlighted in at least one peer-reviewed journal.	/1
Present a brief overview of assessment and treatment approaches for this disorder.	/1

impact of crisis and trauma on individuals with mental health diagnoses	/1
impact of biological and neurological mechanisms on mental health	/1
Discuss specific ethical or social issues that relate to this category of diagnosis.	/1
Advocacy-Provide 2 concrete ideas on how counselors can advocate for people with this diagnosis.	/1
Discussion Questions and/or class activity	/1
<b>TOTAL</b>	<b>/10</b>

### 6. Counseling Theory and Psychopathology Paper (15 points)

Complete a paper of no more than eight pages (including title page and references). The purpose of this paper is to overlap your understanding of a specific disorder with a theoretical orientation to assist with providing a context to clinical understanding which may lead to appropriate treatment recommendations.

- To begin, select and discuss a theoretical orientation (CBT, Adlerian, Behavioral, Cognitive, Existential, Feminist, etc.) preferably one that you have identified as being a match to your own biases within the field of counseling. Give a brief overview of this theory.
- Next, select a specific disorder that you are interested in and briefly summarize this diagnosis. Please select a disorder that you have not previously detailed in a class discussion or presentation.
- Using your selected theory and DSM-V diagnosis, integrate a diagnostic formulation with how your chosen theory understands (1) human development, (2) the role of cultural factors, (3) its understanding of the etiology of pathological symptoms/problem areas, and (4) the role of treatment.
- What are the goals of treatment and techniques associated with your selected theory? Include examples to highlight how/why symptoms emerge, and how the theory approaches working with them. What are the roles of therapist and client in the process of counseling? Are there evidence-based interventions associated with this theory and its techniques?
- Please cite a minimum of 5 recent (less than 10 years old), relevant, peer reviewed journal readings that support and/or contrast your assertions, following APA guidelines.

### 7. Final Assessment (15 points)

A final assessment will be given during exam week.

**\*\*PLEASE NOTE that the topics you choose for your handouts, presentation, and paper must all be different. For example, if your presentation is on sleep disorders, you cannot create a handout about that topic, or write your paper on that topic. Please see me if you have questions about this. \*\***

**GRADING SCALE:**

<b>A</b> 90 – 100	<b>B</b> 80 – 89	<b>C</b> 70 – 79	<b>D</b> 60 – 69	<b>F</b> 59 and below
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**COURSE SCHEDULE**

*The following is a tentative schedule that is subject to change. We will be utilizing Blackboard throughout the quarter.*

<b>Date</b>	<b>Learning Opportunity Topics</b>	<b>Reading / Notes</b>
<b>1/19</b>	Introduction, Overview of the course Log into Blackboard and get started!	Get the textbook, organize your calendar, and make a solid plan for the semester 😊
<b>1/26</b>	Developing Effective Treatment Plans Real World Treatment Planning: Systems, Culture, and Ethics Bring a treatment planner if you have one. <b>QUIZ #1</b>	Ch. 1 and 2
<b>2/2</b>	Safety-Related Clinical Issues and Treatment Planning <b>Advocacy Project Due</b>	Ch. 3
<b>2/9</b>	Depressive, Bipolar, and Related Disorders Anxiety Disorders <b>QUIZ #2</b>	Ch. 4 and 5
<b>2/16</b>	<b>INSTRUCTIONAL BREAK</b>	
<b>2/23</b>	Obsessive-Compulsive and Related Disorders	Ch. 6
<b>*3/2</b>	Trauma- and Stressor-Related Disorders <b>QUIZ #3</b>	Ch. 7
<b>3/9</b>	Substance-Related and Addictive Disorders <b>Treatment Plan Due</b>	Ch. 8
<b>3/16</b>	Personality Disorders <b>QUIZ #4</b>	Ch. 9
<b>3/23</b>	Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 10
<b>3/30</b>	Feeding and Eating Disorders <b>QUIZ #5</b>	Ch. 11
<b>4/6</b>	Disruptive, Impulse-Control, and Conduct Disorders, and Elimination Disorders	Ch. 12
<b>4/13</b>	Neurodevelopmental and Neurocognitive Disorders Psychopharmacology <b>QUIZ #6</b>	Ch. 13
<b>4/20</b>	Dissociative Disorders and Somatic Symptom and Related Disorders <b>Counseling Theory and Psychopathology Paper Due</b>	Ch. 14
<b>4/27</b>	Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Ch. 15
<b>5/4</b>	Finals week	FINAL EXAM

\*Tentative return to the classroom.