



## Syllabus

### **SCHOOL OF HEALTH AND SOCIAL SCIENCES** **COUN 521: Psychopathology and Psychopharmacology II**

5 Credits  
Effective: Fall 2020/2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name:

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

In this second section of the two-part Psychopathology and Psychopharmacology sequence, students further develop and demonstrate core skills in case conceptualization, diagnosis, and treatment planning, while developing an understanding of developmental crises, disability, psychopathology, psychiatric medications, and situational and environmental factors that affect both normal and abnormal behavior.

Methods of instruction primarily feature in-class face-to-face learning, complemented by asynchronous online activities.

## **METHODS OF INSTRUCTION**

Methods of instruction primarily feature synchronous with adjunctive synchronous online work.

## **COURSE RESOURCES**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). <https://doi.org/10.1176/appi.books.9780890425596>

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

## **COURSE OUTCOMES (COs)**

This course will prepare students to:

- a) Diagnose client symptomology using the current edition of the DSM,
- b) Conceptualize client cases from a comprehensive assessment model that incorporates presenting issues, social and cultural background, provisional diagnosis, clinical hypothesis of core/root issues, potential transference and countertransference, and legal/ethical considerations.

- c) Apply counseling theory to client presenting problems and diagnoses.
- d) Plan a course of treatment and evaluate placement criteria within the continuum of care, with consideration for referral to medical care or medication evaluation.

## **PROGRAM LEARNING OUTCOMES (PLOs)**

### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice.

### **5. Counseling and Helping Relationships**

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

### **6. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

### **7. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

### **8. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

### **9. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

### **Specialty Areas:**

#### **10. Addiction Counseling**

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

#### **11. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

#### **12. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses.

#### **13. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

## CACREP STANDARDS

### CACREP Entry Standards: Section 2. F.

- 2.g. Impact of biological and neurological mechanisms on mental health
- 3.c. Theories of normal and abnormal personality development
- 3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- 5.b. A systems approach to conceptualizing clients
- 5.h. Developmentally relevant counseling treatment or intervention plans
- 5.i. Development of measurable outcomes for clients
- 5.j. Evidenced-based counseling strategies and techniques for prevention and intervention

### CMHC Specialty

- 1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 2.c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- 2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 2.e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 2.f. Impact of crisis and trauma on individuals with mental health diagnoses
- 2.g. Impact of biological and neurological mechanisms on mental health
- 2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.j. Cultural factors relevant to clinical mental health counseling
- 3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues

### MCFC Specialty

- 1.e. Principles and models of assessment and case conceptualization from a systems perspective
- 1.f. Assessments relevant to marriage, couple, and family counseling
- 2.c. Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- 2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 2.1. Physical, mental health, and psychopharmacological factors affecting marriages, couples, and families

- 3.a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
- 3.d. Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

AC Specialty

- 2.b. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- 2.i. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*

PSC Specialty

- 2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 2.h. Common medications that affect learning, behavior, and mood in children and adolescents

**Course Objectives Matrix:**

Course Activity/Assignment	Course Objectives	Program Objectives	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
Assignment 1 – Case Conceptualization, Diagnosis, and Treatment Planning Final	a), b), c), d),	7 (KPI-F); 11 (KPI-F)	2.g, 3.c, 3.h, 5.b, 5.h, 5.i, 5.j	1.c, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b	1.d, 1.f, 2.c, 2.d, 2.l, 3.a, 3.d	2.b, 2.i	2.g, 2.h
Assessment 2 - Psychopharmacology Knowledge Assessment	d)			2.h			2.h
Required Readings	a)	7		2.b, 2.d, 2.e, 2.f, 2.g, 2.j	2.d	2.i	2.g

## Course Schedule – COUN 521: Psychopathology & Pharmacology II 8 Weeks

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
<b>Week 1</b>	Overview of course; Review of CC-D-TP format; Schizophrenia Spectrum; Dissociative Disorders;	DSM-5: pgs. 87 – 122; 291 – 308		
<b>Week 2</b>	Neuro-developmental and Neuro- Cognitive Disorders;	DSM-5: pgs. 31 – 86; 591 – 644;		
<b>Week 3</b>	Somatic, Feeding/Eating; Elimination, & Sleep-Wake Disorders;	DSM-5: pgs. 329 - 361		
<b>Week 4</b>	Antidepressants; Case study;			
<b>Week 5</b>	Anti-Anxiety Meds; Case study;			
<b>Week 6</b>	Stimulants; Case study;			
<b>Week 7</b>	Anti-Psychotics/ Mood Disorders; Case study			
<b>Week 8</b>	Pharmacology Knowledge Assessment			

Standards met with required course readings, in-class discussions, and class activities:

CO: a)

PLO: n/a

CACREP Core:

CMHC: 2.b, 2.d, 2.e, 2.f, 2.g, 2.h, 2.j

MCFC: 2.d

AC: 2.i

PSC: 2.g, 2.h

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Case Conceptualization, Diagnosis, and Treatment Planning Final – Required MAC KPI – Formative Assessment	200
Assign 2: Specialty Case Conceptualization, Diagnosis, and Treatment Planning Final – Required MAC KPI – Formative Assessment	200
Assign 3: Psychopharmacology Knowledge Assessment	100
(Additional Assignments – TBD)	(500)
<b>TOTAL</b>	<b>1000 points</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### **Assign 1 & 2: Case Conceptualization, Diagnosis, and Treatment Planning (CC-D-TP) (200 points each = 400 points)**

CO: a), b), c), d)

PLO: 6 (KPI-F); 10 (KPI-F)

CACREP Core: 2.g, 3.c, 3.h, 5.b, 5.h, 5.i, 5.j

CMHC: 1.c, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3.a, 3.b

MCFC: 1.d, 1.f, 2.c, 2.d, 2.l, 3.a, 3.d

AC: 2.b, 2.i

PSC: 2.g, 2.h

Students practice case conceptualization, differential diagnosis, and treatment planning (CC-D-TP) for two case studies – one general case (all students) and one case specific to their specialty track (CMHC, MCFC, AC, or PSC). These case studies span individuals across the lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Using the models practiced in the first part of this two-course series, students will need to review the principles of 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. Students will also need to plan treatment modalities and evaluate placement criteria within the continuum of care. Students are expected to complete both cases. This assignment will be graded on the scope and depth of pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and initial interventions, transference and counter-transference,



and legal/ethical considerations.

These assignments will also be graded on analysis and use of course concepts, evidence and support, organization and coherence, presentation and style and mechanics. Template for assignment provided by instructor.

<i>Components</i>	<i>% of Grade</i>
Pertinent Elements and Social/Cultural Influences	20%
Clinical Hypothesis and Provisional Diagnosis	20%
Theoretical Approach and Initial Interventions	20%
Transference and Counter-Transference	20%
Legal and Ethical Considerations	20%
<b>TOTAL</b>	<b>100%</b>

### **Assign 3: Psychopharmacology Knowledge Assessment (100 points)**

CO: d)

PLO: n/a

CACREP Core: n/a

CMHC: 2.h

MCFC: n/a

AC: n/a

PSC: 2.h

Students will complete a psychopharmacological knowledge assessment using case study-based situations. Students will be divided into small groups and each group will be given different cases to assess. The assessment will be open-resourced, completed in class, and presented as part of a class discussion.

<i>Components</i>	<i>Grading:</i>
Psychopharmacology Knowledge Assessment	100%
<b>TOTAL</b>	<b>100%</b>

### **(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)**

# **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **OVERVIEW:**

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

## **Participation**

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

## **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.