



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College of Education

Department of Counseling and Human Services

COUN 5825
Developmental Psychopathology
Fall 2021

Syllabus

Contact Information

Instructor: James Robert Bitter
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Office: Warf-Pickel Hall, Room 304

Instructor Availability

Tuesdays, 11:00 AM – 5:00 PM or by appointment

Meetings and Location

Classroom: Warf-Pickel Hall, Room 315
Class Meeting Schedule: Tuesdays, 5:00 – 7:50 PM

Course Information

Credit Hours

3

Course Description and Purpose

This course addresses the dangers of psychological labeling and pathologizing clients while also teaching professional processes for diagnosis, using the DSM, case conceptualization, and therapeutic treatment planning. Common diagnoses applied to children, adolescents, and adults are considered from both individual and systemic perspectives.

Course Goals

The course will provide students with:

1. Development of a framework from which functional and dysfunctional behavior may be understood.
2. Distinguishing Organic from Psychological Disorders.
3. An overview of factors in developmental psychopathology that impact counseling and clinical practice.
4. A conceptual framework which integrates personality theory, systems theory, and counseling theory with social, biological, and developmental aspects of functional and dysfunctional behavior and human motivation.
5. Process and planning for developing initial treatment plans that take into account both the diagnosis and the person suffering [given the accuracy of the diagnosis], so that the connections between diagnosis and treatment allow for integrative formulations.
6. A detailed understanding and working knowledge of the *DSM-V* (2013) as one tool used for formal psychiatric diagnosis.
7. A broader view of psychopathology and diagnosis that enables them to appreciate the limitations of *DSM-V* (2013) and that fosters a conceptualization of the whole individual with a familial and social context.

Course Objectives

<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. development of measurable outcomes for clients	2.F.5.i	Classes 1-2/Assignments 1 & 2
<i>Assessment and Testing</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. use of assessments for diagnostic and intervention planning purposes	2.F.7.e	Classes 3-4/Assignment 2
2. use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.i	Classes 2-4/Assignment 2
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CMHC C.1.c	Class 4/Assignment 2
2. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CMHC C.1.d	Class 3/Assignment 2
3. psychological tests and assessments specific to clinical mental health counseling	CMHC C.1.e	Class 3 & COUN 5810/Assignment 2 & COUN 5810
4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	CMHC C.2.b	Classes 4-7 & 9-12/Assignment 2

5. 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)	CMHC C.2.d	Classes 4-7 & 9-12/Assignment 2
6. impact of biological and neurological mechanisms on mental health	CMHC C.2.g	Class 3-7 & 9-12/Assignment 2
7. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	CMHC C.2.h	Classes 4-7 & 9-12/Assignment 2
8. cultural factors relevant to clinical mental health counseling	CMHC C.2.j	Classes 1-12/ Assignment 2
9. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CMHC C.3.a	Classes 2-4/Assignment 2

Major Topics

Diagnosis; pathology; case conceptualization, treatment planning; adaptive reorientation therapy; mental health disorders; substance abuse disorders; social and cultural implications and considerations in diagnosis; suicide assessment; treatment approaches effective in working with particular diagnoses.

Course Requirements

Textbooks and Readings

Texts & Required Reading (all students):

DSM-V [Download <https://elearn.etsu.edu/d2l/common/viewFile.d2lfile/Database/OTMxNjMxNDU/DSM-5.pdf?ou=8632787>]

Jamison, K. R. (1995). *An unquiet mind: Memoir of moods and madness*. Vintage. [ISBN 9780679443742]

Saks, Elyn R. (2008). *The center cannot hold: My journey through madness*. Hachette Books. [ISBN 9781401309442]

DuBois, W.E. B. (2008). *The souls of black folks*. CreateSpace. (Original work published 1903) [ISBN 9781505223378]

Recommended, but not required:

Rasmussen, P. R. (2010). *The quest to feel good*. Routledge.

Technical Requirements

All papers written in APA style.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

Please communicate with me at Bitterj@etsu.edu. The ETSU email policy requires all faculty communication with students regarding ETSU business be conducted via the official ETSU email account.

Attendance and Participation

Students are expected to fully participate in course activities and experience. All students are expected to come to every class and are required to do a critical reading of class assignments and be prepared to discuss the readings in class. Students may miss only one class without excuse or instructor permission. All other misses will affect the student's grade.

Assignments and Submission Guidelines

The class will be divided into learning teams, and the teams will study course materials and *DSM-V* (2013) together as well as using **D2L** technology (introduced in class) to develop treatment alternatives and possibilities. The class will be delivered in lectures, discussions, and case conceptualizations and assessments. There is a lot of reading assigned in this course. This is because there is a lot to cover in general, and I want students to have alternative perspectives to the prevailing beliefs about psychopathology. For some of the readings, I will not know whether you have read them or not. We will cover only about half of the *DSM-V*. There is much more content on D2L than we will have time to cover; you may want to look at it and see what you want to keep. I do, however, want to discuss DuBois (1903/2008) and Jamison (1995), and it is important that these books are read. I will teach Rasmussen (2010) in class.

Course Requirements:

Student Assessment #1: Students will define the terms *mental health* (“healthy/functional”) and *mental illness* (“abnormal/pathological”) in relation to the work they expect to do as counselors. They will explain the relationship of mental health to mental illness from their professional perspective, and they will apply it to a brief case. This assignment will not be calculated as part of the final grade, but it must be passed at 80% competency in order to complete the course. The assessment may be re-taken until passed or until November 30, 2021 at 4:40 PM.

Matrix for Assessment #1:

Is able to successfully define mental health	up to 5 points
Is able to successfully define mental illness	up to 5 points
Is able to explain the relationship between mental health and mental illness	up to 5 points
Is able to apply the definitions to a video of a dramatized case	up to 5 points

Total Possible Points = 20 (passing = 16 – 20 points)

Student Assessment #2: The entire grade for the course is based on the quality of the completion of this assessment. Step 1: Read Saks (2007). Step 2: Write a complete case conceptualization based on the life (autobiography) of Elyn Saks. You must use APA style for the paper and for references within and at the end of your text. Follow the guidelines listed below. Step 3: Submit your case conceptualization by November 30, 2021 at 5:00 PM.

1. Introduction and Overview

- A. Briefly describe the life of Elyn Saks (250 words)
- B. What is the characteristic presentation of her problem when it is at its worst?
- C. What precipitates this presentation, triggers it, or immediately precedes it?
- D. What are the perpetuants or reinforcers that keep it going?
- E. What are the biological factors, if any, involved?
- F. What are the psychological factors (thoughts, convictions, emotions and emotional responses, etc.) involved?
- G. What are the family, friends, work, and other social factors involved?
- H. What are the ethnic or culture and acculturation stresses, if any, that influence her life and the diagnosis?
- I. What are the gender issues, if any, that influence her life and diagnosis?
- J. What are the religious or spiritual issues, if any, that influence her life and diagnosis?
- K. What is **an accurate DSM-5 diagnosis and what parts of her story** support this diagnosis?
 - a. Define the disorder according to the *DSM-5*, including any known etiology, gender prevalence, or prognosis.
 - b. Explain basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications in relation to this disorder (reference Physician's Desk Reference and/or <http://drugs.com>).
- L. Provide a transition statement that tells the reader what you are going to cover in the rest of the paper.

2. Use Rasmussen’s Approach to Understanding and Treating Psychopathology.
 - A. Explain how his model would see the diagnoses.
 - B. Explain how the model would approach treatment.
 - C. What treatment approach would you use if different from Rasmussen? How would it both address symptom relief and replacement of a maladaptive pattern with an adaptive pattern (or simply a better, preferred life).
 - D. Would you at any point assess for suicide? Why or why not given this case? If so, what would you do?
3. Summary and Conclusion: Write a final summary of the case that provides a rationale for the understanding and treatment that you bring to the case.
4. References in APA style.

Student Assessment #2 is worth up to 100 points: The papers are due in the dropbox on the D2L site at 5:00 PM on November 30, 2021.

Assessment #2 – Grading Matrix

<u>Evaluation Criteria</u>	<u>Possible Points</u>
1. Is able to complete an accurate DSM-V diagnosis	15
2. Is able to justify & explain the diagnosis based on the <i>DSM-V</i>	10
3. Is able to conceptualize the case in relation to the data provided on the basis of a model of therapeutic intervention	25
4. Is able to consider perspectives & information based on ethnicity, culture, race, creed, gender, sexual/affectional orientation, age, socio-economic status, and ability.	25
5. Is able to develop and tailor a treatment plan based on theory and the treatment’s appropriateness for the problems related to the diagnosis; can identify interventions that may enhance individual/family functioning; <u>and can demonstrate suicide assessment, management, & interventions, if warranted</u>	25
Total Points Possible	100

Grading Policy

Assessment #1	0
<u>Assessment #2</u>	<u>100</u>
Total	100

Grading Criteria: (100 possible points)

A	=	94 – 100
A-	=	90 – 93
B+	=	87 – 89
B	=	84 – 86
B-	=	80 – 83
C+	=	77 – 79
C	=	74 – 76

Less than 74 points is failing

Course Schedule

Course Schedule: Classes will be in-person with a live streaming option. I will do my best to make this work, and I hope that you will bear with me.

- Class 1:** Overview of Instructor’s perspectives on course. What is covered:
Aug 24 (1) The “healthy” personality: normal individual and family development; (2) Rasmussen on “The Realities of Life” (3) Understanding the tasks of life and their relation to motivation, growth, and psychopathology; Neurosis: a useful, but discarded, entry into understanding psychological disorders; Adler on Neurosis: Life and its unhappiness; and (4) The language of emotional unrest: loneliness or sadness vs. depression; fear and a desire for control versus anxiety; withdrawal from contact versus psychosis or dissociative disorders; a desire for instant gratification versus substance abuse; substance substitution for self-esteem versus eating disorders, etc. **A slow reading of the first two sentences of The Declaration of Independence and a paragraph deleted from the original draft. [See D2L News Item for the exact wording.]**
- Class 2:** Assessment and Diagnosis: The DSM-5 30-minute diagnostic interview; mental status examinations. Holistic diagnosis: a demonstration of lifestyle assessment.
Aug 31
- Class 3:** (1) Re-considering the healthy personality: What do you think now?
Sept 07 (2) Introduction to Rasmussen on Emotions and Meaning. (3) Psychological masquerades, ideas from Taylor’s (1990) book. (4) Introduction to *DSM 5*. (5) Case Conceptualization: The Process. **For the next class: Read DuBois (1903/2008).**
- Class 4:** **Discussion of DuBois (1903/2008).** Case Conceptualization: The Process.
Sept 14 The case of *Antwone Fisher*.
- Class 5:** **Assessment #1 (non-graded): Distinguishing the healthy personality.**
Sept 21 Psychopathologies assigned to children (when attention and power become pathological): Attention Deficit Disorder, Conduct Disorder, & Oppositional

Defiant Disorder. Intellectual Disability. Autism spectrum disorder. Adolescent development and the brain. Adolescent development in Lesbian/Gay/Bi-sexual/Transgendered Youth. Suicide in Adolescence. Eating Disorders and male delinquency & dominant culture. Neurodevelopmental disorders (*DSM-V*, pp. 31-86).

- Class 6:**
Sept 27 Depressive Disorders. Depression as the “common cold” of mental illness. Biological, social, cognitive, behavioral aspects of depression. Types of depression as an indication of purpose and cognitive process. Depression as a loss of voice. Review of therapeutic assessment processes. Psycho-pharmaceuticals. Video presentation and diagnosis/treatment planning in learning teams. Suicide, suicide assessment, and suicide prevention. Crisis Interventions with depressed, anxious people, or delusional people.
- Class 7:**
Oct 05 Bipolar and Related Disorders. Distinguishing depressive mood from major depressions. Unipolar, Bi-polar, Dysthymia, Cyclothymia revisited. Interventions and psychopharmacology. Stress > Anxiety > Anger > Depression Cycle.
- Oct 12** **Fall Break: Don't spend it all in one place!**
- Class 8:**
Oct 19 **A Special Guest: Diagnosis in Action.**
For the next class: Read Jamison (1995).
- Class 9:**
Oct 26 **Ketamine Therapy and Depression**
Discussion of Jamison.
- Schizophrenia Spectrum & Other Psychotic Disorders. The experience of “full retreat”: saying “no” to the demands and tasks of life.
- Class 10:**
Nov 02 *A Beautiful Mind* shown in class.
- Class 11:**
Nov 09 Superiority and inferiority dynamics in psychosis. Cognitive circularity in schizophrenia. Video presentation and diagnosis/treatment planning in learning teams. Parts of Nasar (1998) reviewed. Treatment options and plans with psychosis and schizophrenia. **Ted-Talk with Elyn Saks.**
- Class 12:**
Nov 16 Anxiety Disorders. Obsessive-Compulsive and Related Disorders. When fear becomes excessive. Biological, social, cognitive, behavioral aspects of anxiety. Anxiety as a reflection of avoidance and retreat. Psycho-pharmaceuticals. Video presentation and diagnosis/treatment planning in learning teams. Working with anxiety disorders: From shaking to relaxation and self-soothing. **For the next class: Read Rasmussen (Content Section on D2L).**
- Class 13:** **Understanding and applying ART: Adaptive Reorientation Therapy**

Nov 23 **(Rasmussen) to clients in Counseling: Directed Movement & Interventions.**
Assignment #2 (Paper) is due next Tuesday by 5:00 PM.

Class 14: Personality Disorders: Gender, Culture, and Race: Abuse, and Trauma. Clinical
Nov 30 indications and transformations. Personality Disorders: Cluster A, Cluster B, and
Cluster C. When working with long-term, more difficult clients.
Assignment #2 (Paper) is due today by 5:00 PM.

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Sample