

*CHAMINADE UNIVERSITY*

**PSY 740- Advanced Psychopathology**

Fall Term, October 3 - December 12, 2022

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Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and a Professor of Psychology at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

**Texts**

Hersen, M., & Frueh, B. C. (2018). *Adult Psychopathology and Diagnosis* (8<sup>th</sup> Ed.) Hoboken, NJ: John Wiley and Sons. ISBN: 978-1-119-38417-5 (this book is also available as an ebook at <https://www.wiley.com/en-us/Adult+Psychopathology+and+Diagnosis%2C+8th+Edition-p-9781119384175> (Links to an external site.)

Dziegielewska, S. F. (2015). *DSM-5 in Action* (3<sup>rd</sup> Ed.). Hoboken, NJ: John Wiley and Sons. ISBN: 9781118136737 (this book is also available as an ebook at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-111813673X.html> (Links to an external site.)

You will also need the DSM-V if you don't already have it.

**Program Learning Outcomes (PLOs).**

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

**Course Learning Outcomes (CLOs)**

1. Students will demonstrate a practical understanding of the DSM-V (PLO 1). Will be assessed primarily through case studies.
2. Students will describe how diagnoses are determined for psychological disorders found in the DSM-V (PLO 2). Will be assessed primarily through case studies.
3. Students will express a deep understanding of the assessment and treatment of psychological disorders found in the DSM-V. (PLO 1). Will be assessed primarily through Learning Activities and discussion posts.

## Course Description

This course is designed as an extension and expansion of information covered in initial abnormal psychology courses. This course will focus on mental disorders from a diagnostic and assessment perspective with an emphasis on using the Diagnostic and Statistical Manual (DSM-IV). As with all classes at Chaminade University, the course has a foundation in the Marianist educational values of faith, the pursuit of excellence and quality, a spirit of family, the promotion of social justice, and the ability to adapt to change.

**Course Requirements** (you should follow the Course Schedule at the end of this syllabus for the assignments that should be completed each week)

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

1. Learning activities (10 @ 20 points each) = 200 points
2. Discussion Questions (10 @ 5 points each) = 50 points

TOTAL = 250 points

### 1. Learning Activities(10 @ 20 = 200 points)

Ten learning activities will be turned in for credit. Each activity will be worth 20 points. These activities will be posted in Canvas on Monday of each week and will be due on the following Sunday.

### 2. Discussion Questions (10 @ 5 points each)

Sometime between Monday and Thursday each week, you should respond to the posted question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses/> (Links to an external site)).

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

### **Grading:**

Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 250).

90% - 100% = A

80% - 89% = B

Below 80% = C

### **Marianist Educational Values**

*Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:*

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more

profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

## **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously:

an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

## **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

## **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand

knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics are integrated into this course.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification should be made through the ecollege email system directly to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Students with Disabilities**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Title IX Statement**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Phone: 808-735-4845.

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)

Phone: 808-739-8305

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies

### **Self-Care Information**

Barnett, J. E. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, 2007, Vol. 38, No. 6, 603– 612.

<file:///C:/Users/0034826/Downloads/psychologists%20and%20self%20care.pdf>

Posluns, K. & Gall, T. L. (2019). Dear mental health practioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling* (2020) 42:1–20.

<https://mail.google.com/mail/u/0/#search/Pamela.Silva-Patrinosa%40chaminade.edu/FMfcgxwJXpPjlgLnFJfczJZBWldtFGKr?projector=1&messagePartId=0.2>

## **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

## **ACA 2014 Code of Ethics**

### **Section C: Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>



## ***SCIENTIFIC METHOD DEFINITION***

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

### Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

### Research Method in Social Relations, Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)

### **PSY 740 Course Schedule - Week/Topics/Reading Assignments**

\*The activities each week are due by Sunday of that week by midnight.

#### **Week 1 Oct 3**

Order textbooks as soon as possible

Complete Activity 1

Complete Discussion 1

#### **Week 2 Oct 10**

Read Chapter 1 Getting Started (DSM-5 in Action)

Read Chapter 2 Basics and Application (DSM-5 in Action)

Read Chapter 1 Mental Disorders as Discrete Clinical Conditions: Dimensional Versus Categorical Classification (Adult Psychopathology and Diagnosis)

Read Chapter 3 The Problem of Dual Diagnosis (Adult Psychopathology and Diagnosis)

Complete Activity 2

Complete Discussion 2

### **Week 3 Oct 17**

Read Chapter 4 Structured and Semistructured Interviews for Differential Diagnosis: Fundamentals, Applications, and Essential Features (Adult Psychopathology and Diagnosis)

Read Chapter 5 Impact of Race and Ethnicity on the Expression, Assessment, and Diagnosis of Psychopathology (Adult Psychopathology and Diagnosis)

Read Chapter 3: Completing the Diagnostic Assessment. (DSM-5 in Action)

Read Chapter 4: Applications (DSM-5 in Action)

Complete Activity 3

Complete Discussion 3

### **Week 4 Oct 24**

Read Chapter 9 Anxiety Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 10 Obsessive-Compulsive and Related Disorder (Adult Psychopathology and Diagnosis)

Read Chapter 11 Trauma and Stressor-Related Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 8: Obsessive-Compulsive and Related Disorders (DSM-5 in Action)

Read Chapter 9: Trauma- and Stressor-Related Disorders (DSM-5 in Action)

Complete Activity 4

Complete Discussion 4

### **Week 5 Oct 31**

Read Chapter 12 Somatic Symptom and Related Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 13 Dissociative Disorders (Adult Psychopathology and Diagnosis)

Complete Activity 5

Complete Discussion 5

### **Week 6 Nov 7**

Read Chapter 8 Depressive Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 7 Bipolar and Related Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 6: Bipolar and Related Disorders. (DSM-5 in Action)

Read Chapter 7: Depressive Disorders. (DSM-5 in Action)

Complete Activity 6

Complete Discussion 6

### **Week 7 Nov 14**

Read Chapter 18 Substance-Related and Addictive Disorders: Alcohol (Adult Psychopathology and Diagnosis)

Read Chapter 19 Substance-Related and Addictive Disorders: Drugs (Adult Psychopathology and Diagnosis)

Read Chapter 6 Schizophrenia Spectrum and Other Psychotic Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 5: Schizophrenia Spectrum and Other Psychotic Disorders (DSM-5 in Action)

Read Chapter 12: Substance-Related and Addictive Disorders (DSM-5 in Action)

Complete Activity 7

Complete Discussion 7

**Week 8 Nov 21**

Read Chapter 15 Sleep Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 14 Feeding and Eating Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 11: Disruptive Impulse-Control and Conduct Disorders (DSM-5 in Action)

Complete Activity 8

Complete Discussion 8

**Week 9 Nov 28**

Read Chapter 16 Sexual Dysfunctions and Paraphilic Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 17 Gender Dysphoria (Adult Psychopathology and Diagnosis)

Read Chapter 10: Sexual Dysfunctions (DSM-5 in Action)

Complete Activity 9

Complete Discussion 9

**Week 10 Dec 5**

Read Chapter 20 Neurocognitive Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 21 Personality Disorders (Adult Psychopathology and Diagnosis)

Read Chapter 13: Personality Disorders (DSM-5 in Action)

Complete Activity 10

Complete Discussion 10