

**Argosy University/Phoenix, Course Syllabus
MA Mental Health Counseling/Abnormal Psychology
Spring II, 2010**

PC6003, Section BLB: March 19, 20 & 21/April 16, 17 &18 (Beginning March 4th, 2010)

Faculty Information

Faculty Name: Korey L. Hawkins, Ph.D., L.P.C.

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Office Hours: By appointment

Short Faculty Bio: Korey L. Hawkins has worked in the mental health field since 1994 receiving her M.A. in Professional Counseling and an Advanced Certificate of Graduate Studies in Marriage and Family Therapy in 1997 from Ottawa University. She completed her Ph.D. in Counseling Psychology from Capella University in 2007. Dr. Hawkins is a Licensed Professional Counselor currently working as an outpatient therapist. In her professional life, Dr. Hawkins has provided individual and family therapy to a diverse range of populations within various clinical settings, including hospitals, private practice, community mental health, juvenile detention, and schools. In addition to providing a wide range of clinical services, she has served as an advocate of mental health and educational services to children. Dr. Hawkins has been an adjunct faculty member with Argosy University since 2002 and a Professor of Practice since 2009.

Course description: This course presents an overview of the major forms of psychopathology, including but not limited to disorders of anxiety, mood, psychosis and personality. The history of mental illness and the DSM will be studied. Theories of etiology will be discussed, along with current diagnostic categories, symptom description and treatment implications.

Course Pre-requisites: None

Required Textbooks:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, D.C.: American Psychiatric Association.

Barlow, D. H., & Durand, V. M. (2009). *Abnormal Psychology: An Integrative Approach* (with CD-ROM and InfoTrac®) (5th ed.). Wadsworth (ISBN-10: 0495095567).

Recommended Readings:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 1-4338-0561-8

Frances, A., & Ross, R. (2001). *DSM-IV-TR case studies: A clinical guide to differential diagnosis*. Washington, D. C.: American Psychiatric Publishing.

Mijares, S. G., & Khalsa, G. S. (2005). *The psychospiritual clinician's handbook: Alternative methods for understanding and treating mental disorders*. New York: The Hawthorne Press.

Additional Resources:

Beers, C. W. (1907). *A mind that found itself*. Pittsburgh, PA: University of Pittsburgh Press.

Cantor, C., & Fallon, B. A. (1996). *Phantom illness: Shattering the myth of hypochondria*. New York: Houghton Mifflin.

Green, H. (1964). *I never promised you a rose garden*. New York: Signet.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong girl, her American doctors and the collision of two cultures*. New York: Farrer, Straus and Giroux.

Kaysen, S. (1993). *Girl, interrupted*. New York: Vintage.

Kesey, K. (1962). *One flew over the cuckoo's nest*. New York: Signet.

Rokeach, M. (1964). *The three Christs of Ypsilanti*. New York: Vintage.

Styron, W. (1990). *Darkness visible: A memoir of madness*. New York: Vintage.

Ward, M. J. (1946). *The snake pit*. New York: Grosset & Dunlap.

West, C. (1999). *First person plural: My life as a multiple*. New York. Hyperion.

Technology: As Argosy courses are blended (on ground and online) in format, certain system requirements must be satisfied to ensure adequate delivery of learning materials. Computers should be equipped with 512 MB of RAM, at least 1.0 GHz processor, and 56k or higher internet access. The following software must be installed: Microsoft Windows XP or higher, Apple Mac OSX 10.4; Internet Explorer 6 or higher, Safari browser 3.0.4 or higher for Macs; Adobe Reader; Java. Argosy does not recommend using netbooks in lieu of desktops or laptops as they are primarily designed for web browsing and email only.

Course length: 7.5 Weeks; March 19, 20 & 21/April 16, 17 & 18 (Fall II term: March 4th, 2010 to April 24th, 2010)

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

Program Outcome Nine: Communication Skills

Competency 1. *Students will communicate clearly and effectively both orally and in writing.*

Program Outcome Ten: Interpersonal Effectiveness

Competency 1. *Students will develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.*

Course Objectives:

1. Explain etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders, including co-occurring disorders based upon the DSM-IV-TR. (Outcomes: 9,10)
2. Identifies diagnoses, including differential diagnoses, from a brief case history utilizing the DSM-IV-TR. (Outcomes: 9,10)
3. Identify and differentiate between developmental crises, disability, psychopathology, addiction, trauma reactions and situational and environmental factors that affect both normal and abnormal behavior. (Outcomes: 9,10)
4. Identify and discuss advantages and disadvantages to psychiatric diagnosing and mental illness labels. (Outcomes: 9,10)
5. Discuss ethical issues pertaining to involuntary hospitalization, informed consent, confidentiality, suicide risk and mandated treatment. (Outcomes: 9,10)
6. Describe the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (Outcomes: 9,10)
7. Identify potential cross-cultural issues affecting diagnosis. Gain understanding of culture-bound syndromes. Discuss strategies to improve cross-cultural interactions within the initial clinical interview. (Outcomes: 9,10)

Online Course Requirements

Beginning the first week of the mini-semester, you will be required to login online at <http://www.myeclassonline.com>. If you do not login by the required attendance date you will automatically be withdrawn from the course and no course refund may be given. For this course class begins on March 4th, 2010 you must login and complete your first assignment by **Monday, March 8th, 2010** by midnight which is the final attendance date.

You will have a variety of times when you are asked to either share with your classmates or complete specific assignments during the entire duration of the course. You will also be required to log in each week to see the announcements and/or requirements that will be in place each Monday. Only the assignment for that particular week will be open and available for you to view. Because we are using the online course as part of your course instruction, you will be required to complete online assignments in addition to the on-ground course requirements.

Assignment Table

Module	Topics	Readings		Assignments
1	History of the DSM Uses and Misuses of Diagnosis Organization of the DSM Multi-axial Assessment Differential Diagnosis	<i>DSM-IV-TR</i> xxiii-xxxv xxiii-xxxv 8-12 27-37	<i>Barlow & Durand</i>	Online: Post Your Introduction – Review course requirements. **Complete by Monday, March 8th, 2010.
2	History of Mental Illness The Clinical Interview Mental Status Exam Mood Disorders Anxiety Disorders Somatoform Disorders	345-428 429-484 485-511	Chapter 1 Chapter 2 Chapter 3 Chapter 7 Chapter 5 Chapter 6	Online: Respond to weekly discussion.
3	Dissociative Disorders Eating Disorders Sleep Disorders	519-533 583-595 597-661	Chapter 6 Chapter 8 Chapter 8	Online: Respond to weekly discussion.
4	Substance-Related Disorders Personality Disorders Defense Mechanisms	191-295 685-729 29, 35, & 811	Chapter 11 Chapter 12	Online: Complete online/open book midterm examination by midnight on Monday, March 22 nd .
5	Disorders of Childhood Schizophrenia & Psychosis Cognitive Disorders Physical Health	39-134 297-343 135-179	Chapter 14 Chapter 13 Chapter 15 Chapter 9	Online: Respond to weekly discussion.
6	Sexual & Gender Identity Adjustment Disorders Ethical Issues – mandated tx, involuntary hospitalization, & confidentiality, consent	535-582 679-683 731-736 In-Class Discussion	Chapter 10 Chapter 16	Online: Respond to weekly discussion.
7	V-Codes Culture-Bound Syndromes	736-742 897-903		Online: Respond to weekly discussion. Post completed paper to drop box in courseroom by midnight on Saturday, April 10th
8	Review for Final Exam			Online: Complete online/open book final examination by midnight on Monday, April 19 th .

Grading Criteria

Grading Scale/Percentages

Attendance/ participation	5%
Midterm Exam	25%
Final Exam	25%
Case Formulation Paper	25%
Summary Presentation	20%
	100%

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Grading Requirements

1) On-Line/In-Class Activities (15 points): Students are expected to participate and complete all on-line discussion and assignments. In addition, students are expected to participate in small group role-plays, contribute to class discussions, and complete in-class exercises.

****Attendance Policy:** Attendance is expected for all class sessions. Students will arrive on time for the beginning of each class and remain in the class until the session is completed. A class “session” is defined as a 2-4 hour block of time (e.g., a morning, afternoon, or evening). Missing one class session, or the accumulated time equivalent of one session, will result in a letter grade deduction. Students missing more than one session will not be able to continue with the class, and will have to withdraw from or fail the class depending on the timelines in the Academic Catalogue. A “tardy” is defined as being more than 10 minutes late for any session without prior approval. The accumulation of 3 or more tardy episodes over the entire class period will be equivalent to missing one session, and will result in a letter grade deduction.

2) Summary Presentations (2 @ 15 points each = 30 points):

On the Friday night of each class weekend, students will be assigned a diagnosis from the DSM-IV-TR, based on the readings assigned for that weekend. For their assigned diagnosis, students will prepare a very brief “summary presentation” for that disorder. In these presentations, students must demonstrate their knowledge of the assigned disorder including three interesting facts using a minimum of three peer reviewed journal articles. For example, students will comment on the diagnostic features, associated features and disorders, specific culture, age, and gender features, prevalence, course, familial pattern, differential diagnosis, and treatment planning for their assigned disorder.

3) Diagnostic Case Formulation Paper (100 points):

Students will also be assigned one case study from which they will write a multi-axis diagnostic formulation using the DSM-IV-TR:

- It should be written according to APA style, and must include a title page and a reference page (minimum four references).
- It should include a multi-axial diagnosis in place of the abstract and then at least 5-6 pages of justification in the body of the paper.

4) Midterm Exam (100 points): The midterm will be an online, open book exam.

5) Final Exam (100 points): The final noncumulative exam will be an online, open book exam.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Attendance Policy: Attendance is expected for all class sessions. Students will arrive on time for the beginning of each class and remain in the class until the session is completed. A class "session" is defined as a 2-4 hour block of time (e.g., a morning, afternoon, or evening). Missing one class session, or the accumulated time equivalent of one session, will result in a letter grade deduction. Students missing more than one session will not be able to continue with the class, and will have to withdraw from or fail the class depending on the timelines in the Academic Catalogue. A "tardy" is defined as being more than 10 minutes late for any session without prior approval. The accumulation of 3 or more tardy episodes over the entire class period will be equivalent to missing one session, and will result in a letter grade deduction. Excused absences also fall under this policy and may result in a grade deduction and/or additional course assignments at the instructor's discretion.

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Writing Evaluation

The instructor will be evaluating each student's written documentations. At any time during this course the instructor may require the student to take an additional writing course. This evaluation is based upon the accurate use of grammar, organization, flow, sentence structure, and APA guidelines. It is expected that each student's written documentation is at the graduate level.

Scholarly Writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Student Rights and Procedures:

All students are responsible for reviewing and being familiar with the current policies on student conduct and procedures for remediation, disciplinary actions, and appeal. These may be found in the current *Argosy University Academic Catalog* (Section Four: Student Rights and Responsibilities).

Should your academic advisor, course instructor, practicum supervisor, or another representative of the program or university identify concerns regarding your academic or non-academic progress, he or she will arrange a meeting with you to discuss these concerns. You will be provided with a written copy of the concerns and a plan of remediation, with details of expectations and a timeline for completion. A signed copy of this remediation plan will then be given to you, your academic advisor, the individual who has prepared the remediation plan, and the program chair. These remediations should be viewed as a supportive mentoring process to help you progress in your professional development. If the remediation is successful at this level, this will be documented on the remediation plan and this will conclude the remediation. If, however, the remediation is not successful, you may be referred to further remediation with the Department Chair or to the Student Professional Development Committee. Please see further details on procedures, as well as your rights and responsibilities, for actions at or beyond the Student Professional Development Committee.

Please note that violations of the Argosy University Ethical Code of Conduct (see Section Four of the Argosy Academic Catalog) and failure to demonstrate behavior that conforms to standard codes of conduct of the respective professional discipline are subject to sanctions up to and including dismissal from Argosy University.

Additional Evaluations

The instructor will evaluate each student on his/her own professional competence and conduct related to this course. These evaluations may be placed in each student's file and a remediation plan will be developed if warranted. Students may review a blank copy of the Evaluation of Professional Competence and Conduct evaluation form on the counseling website at: www.macounseling.itgo.com

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.