

TCE 577

APPLIED PSYCHOPATHOLOGY AND PSYCHODIAGNOSTICS

Master of Counseling Program - School Counseling

Department of Teacher and Counselor Education

Oregon State University

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Credits: **3**
Quarter: **Summer 2015**
Time: **8:30a.m. – 4:30p.m. June 27th & August 8th 2015**
Location: **Chemeketa Center for Business & Industry (CCBI): Salem, OR**
Ecampus: **Asynchronous Web via CANVAS (WEEKLY)**

Course Description:

This course reviews philosophical and practical considerations in the diagnosis of psychopathology and the use of current diagnostic tools, including the the most recent edition of the Diagnostic and Statistical Manual (DSM-5). Foci include psychiatric terminology, treatment, current research and future trends, cross cultural impact, ethical issues, and initial goal planning related to nurturing enhanced psychological well-being. Students will also study a contemporary model of Applied Neuroscience as it relates to psychopathology, psychodiagnostics, treatment, prevention and school counseling.

Required Texts and Resources:

LaunchPad eLearning Subscription for:

Comer, R.J., (2014). *Abnormal Psychology* (8th ed.) New York, NY: Worth Publishers.

<http://www.macmillanhighered.com/launchpad/comerabpsych8e/472223#/launchpad>

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th edition) MOBILE APP. Washington, DC: Author.

<http://www.appi.org/products/dsm-mobile-app>

Payne, J.J., (2014). *Change Your Brain Change Your Life – Before 25*. Buffalo, NY: Harlequin.

<http://www.brain25.com/>

Optional Resources:

Sapolsky, R.M., (2004). *Why Zebras Don't Get Ulcers: The Acclaimed Guide to Stress, Stress-Related Diseases, and Coping* (3rd edition). New York, NY: Holt Paperbacks - Macmillan.

<http://www.beinghuman.org/mind/robert-sapolsky>

Baron-Cohen, S., (2012). *The Science of Evil: On Empathy and the Origins of Cruelty* (1st ed.). New York, NY: Basic Books - Perseus.

<http://cultureofempathy.com/references/Experts/Simon-Baron-Cohen.htm>

Jongsma, A. E., Knapp, S.E., (2012). *The School Counseling & School Social Work **TREATMENT** Planner - Practice Planner Series* (2nd ed.) Hoboken, NJ: Wiley.

Jongsma, A. E., Knapp, S.E., (2012). *The School Counseling & School Social Work **HOMEWORK** Planner - Practice Planner Series* (2nd ed.) Hoboken, NJ: Wiley.

Seligman & Peterson (2004). *Character Strengths & Virtues* (1st edition). New York, NY: Oxford University Press - American Psychological Association.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders **DESK REFERENCE*** (5th edition). Washington, DC: Author.

Course Assignments:

1) Weekly Class Participation – 200 points/week which includes the following:

Reading Assignments: Comer. Payne. Multimedia. DSM 5.

***Summative Quiz:** LaunchPad for Comer Text **100 points**

(*or multimedia Class Presentation on a relevant, instructor-approved topic of your choosing)

Reflect & Question: CANVAS Discussion Board **100 points**

After (or while) completing the reading assignments each week please:

- 1) post a brief personal reflection regarding the material each week
- 2) post at least 2 questions that came up for you regarding the material each week
- 3) briefly respond to at least one of your peers' weekly postings.

Case of the Week: CANVAS Discussion Board **50 BONUS Points for Each Case**

2) Change Your Brain Change Your Life – Before 25 Wellness Assessment (brain25WA) - 400 points

There are three questions at the end of each chapter to help you begin to integrate what you've learned into personal and, thus, professional practice. Answer each of these questions in short-answer form in a running log titled: "Change Your Brain Change Your Life - Before 25 Wellness Assessment".

"Your brain is involved in everything you do. How you think, how you feel, how you act and how well you get along with other people. Modern neuroscience teaches us that your brain is the organ of intelligence, character, personality and every decision you make (or don't make). When your brain works right, you work right; and when your brain is troubled, you are much more likely to have trouble in your life.....The information and stories in this book are powerful and truly life-changing. If you really learn to love your brain, the actions to take care of it do not become a hassle. Rather, they are just something you need to do out of love for yourself." ~ Daniel Amen, M.D.

3) **Final Exam - The Two Week Brain Smart Plan - 500 points**

After everything you've read about the different regions of the brain and the behaviors they affect, and what happens when the brain struggles, it is finally time to put it all together so that YOU can change YOUR brain and change YOUR LIFE. This, in turn, will turbo-charge your effectiveness as a person AND a school counselor.

If you adhere to the plan's various steps (starting on pg. 237 of the Payne book) and truly dedicate yourself to understanding, appreciating and nurturing your brain, you will be amazed at how much more focused, hopeful and empowered you will be. Whether you are struggling in your life or just looking to give yourself a tune-up, the strategies here work for everyone. You've already completed the first step, which is to actively read this book. Finally, it's time to take some action....oh, and get up to 400 points toward the grade you want to earn in this course.

4)* **BONUS ASSIGNMENT**

Movie Case – Psychopathology OR Not? 100 points

Choose a film from the list presented during the first class meeting (or an instructor-approved alternative). Students will look for examples of “The Four D’s” of abnormality in the characters in the movie and write a 2-page summary of evidence of the “Four D’s” in at least two of the characters.

Modern judgments of abnormality are not based on any one criteria, instead they are influenced by interaction of **The Four D's**: dysfunction, distress, deviance, and dangerousness. The Four D's together make up mental health professionals' definition of behaviors or feelings being abnormal. They capture what most of us mean when we call something abnormal while avoiding some of the problems of using only the cultural relativism, unusualness, distress, and illness criteria. However, there is no sharp line between normal and abnormal.

Dysfunction: Behaviors and feelings are dysfunctional when they interfere with person's ability to function in daily life, to hold a job, or form relationships.

Distress: Behaviors and feelings that cause distress to the individual or to others around him or her are considered abnormal.

Deviant: Highly deviant behaviors like chronic lying or stealing lead to judgments of abnormality.

Dangerous: Behaviors and feelings that are potentially harmful to an individual or the individuals around them are seen as abnormal.

**5)* BONUS ASSIGNMENT:
Mindfulness Meditation Practice OR Brain Training - Up To 250 points**

Consider the following Data Points about Mindfulness/Meditation in schools from the work being done by mindfulschools.org :

Better Focus and Concentration

A first grader working on a math assignment is visibly upset and confused by the work. She puts down her pencil, closes her eyes, moves her arms slowly in a circle above her head, takes another deep breath, opens her eyes, picks up the pencil & finishes her assignment. It is 100% correct. Though the teacher is extraordinarily excited about the event, the child shrugs her shoulders and says **“I just did what [our mindfulness instructor] Mr. Richard told us to do.”**

Raised Self-Awareness

Describing the benefits of mindfulness to a donor, a particularly enthusiastic fifth grader tells her, **“The thing about mindfulness is that when you do something wrong you know it and you can stop doing it.”** This 11 year old understands the power and importance of the self-awareness one gains through the practice of mindfulness.

Decreased Stress for Students and Teachers

A first grade teacher tells us she would like to speak at our fundraiser. We are all delighted to hear her describe the fact that after five years of teaching in an Oakland public school, she was ready to throw in the towel. **Then the mindfulness program appeared. As a result she rededicated herself to the profession.**

Improved Schoolwide Culture and Climate

A social worker in a Title One Elementary School in Sacramento brought the mindfulness program to 470 students at her school. She described how in the spring semester she had, for the first time in eight years, free time. **“I had a 45 minute uninterrupted lunch daily and in the**

mornings I had free time because I had so many fewer referrals. The students use mindfulness to resolve their own conflicts and calm themselves down. Mindfulness is the only thing to which I can attribute the change.”

Less Stress Around Testing

A public school teacher enrolled in one of our Mindful Schools trainings talked about her week at school. “We started STAR testing. I had two kids that were very nervous; both on their own started to do mindfulness. When they continued the test, **neither was nervous and one even had a smile on his face.**”

Stronger Impulse Control and Reduced Violence

On the first day of school, five months after the program ended, a fourth grade boy replies to the question, “Did any of you use mindfulness over the summer?” **“I was really mad at my brother and I went to go get a weapon. As I was going to get it, I remembered my mindfulness and took a breath instead.”** Self-regulation and improved impulse control are important benefits of mindfulness that have the potential to decrease the violence facing our society today.

Fostered Conflict Resolution Skills

At the end of the school year a second grader relays the effectiveness of brain science. **“Remember you told us mindfulness changes your brain? It’s true. Before I used to get really mad when someone stole the ball at recess. I don’t anymore; I can just work it out.”**

Increased Calm

A fifth grader describes how he and his Grandma used to get very upset by the upstairs’ neighbor’s noise. **“Now we just practice mindfulness and it doesn’t bother us anymore.”** Finding calm is the most prevalent answer we receive when we ask students about the advantages of practicing mindfulness.

Skillful Ways to Respond to Difficult Emotions

At the end of the school year, a school psychologist asked her students what tools they learned that they could continue to use in the summer when they are having a hard time. Every single one of them responded, **“Mindfulness.”**

Increased Empathy and Understanding of Others

A teacher who wrote Mindful Schools a letter of support described an instance when a child with a very short fuse blew up at his table. His tablemates all calmly suggested that he remember to use his mindfulness. **He was able to calm down.**

If you're still reading this...AWESOME! If you're intrigued...AWESOMER! If you'd like to create a bit more headspace and give yourself some flexibility with how you allocate your time & energy on coursework...READ ON:

If you choose to start a new Mindfulness/Meditation Practice OR build on an existing practice you can accrue 5 BONUS points for each day (between June 27th & August 9th) you engage in 10 minutes or more of structured Mindfulness/Meditation Practice using:

1) www.stopbreathethink.org

2) www.calm.com

OR

3) another instructor-approved, structured Mindfulness Meditation Practice

4) 43 days x 5 points = 215 BONUS points (not to mention the incredible biopsychosocial benefits)

5) Design and maintain a log of your Mindfulness Meditation Practice AND write a brief reflection document about your experience with this practice for an additional 35 BONUS points. Up to 250 BONUS points possible with this enhanced learning opportunity.

What is it that makes the muddy water clear?

Grading:

Evaluation will be based upon performance in these areas:

- **Weekly Participation** (200 total points X 8 weeks) = **1600 pts**
 - *Summative Quizzes* (100 pts each week)
 - *Reflect & Question* (100 pts each week)
 - *** Case of the Week*** (50 BONUS pts each Case)

 - **Change Your Brain Change Your Life - Before 25 Wellness Assessment** **400 pts**
 - **Final Exam – Two Week Brain Smart Plan** **500 pts**
 - ***BONUS ASSIGNMENT: Movie Case - Psychopathology or Not?*** **(100 pts)**
 - ***BONUS ASSIGNMENT: Mindfulness Meditation Practice*** **(up to 250 pts)**
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TOTAL POINTS POSSIBLE: 2500 Points

Denotes optional assignment eligible for BONUS Points

Grading Scale:

A 100-95	A- 94-91	B+ 90-87	B 86-83
B- 82-80	C+ 79-77	C 76-74	NP 73 and below

A 100-point “late fee” will be assessed for each day after (8/12/14) assignments are outstanding.

An “early-bird” bonus of 100 points will be awarded if all assignments are turned in (8/09/14).

CONTENT AREAS AND METHODS OF INSTRUCTION

WEEK	CONTENT AREAS	READING/MEDIA	ASSIGNMENTS	METHODS
1	<ul style="list-style-type: none"> • Applied Neuroscience (Rest, Recovery & Wellness) 	<ul style="list-style-type: none"> • NONE Req’d 	<ul style="list-style-type: none"> • Flow Activities • “Room To Breathe” Documentary 	<ul style="list-style-type: none"> • Class Mtg. 6/28
2	<ul style="list-style-type: none"> • Abnormal Psychology Past & Present, Research in Abnormal Psychology. • Applied Neuroscience: The Brain Before25 	<ul style="list-style-type: none"> • Comer: Chpts. 1 & 2 • Payne: Foreword, Intro. & pgs. 3-32 • Inisibilia Podcast: “Power of Categories” • RadioLab Podcast: “The New Normal?” 	<ul style="list-style-type: none"> • Reading • Summative Quiz • Reflect & Question • Change Your Brain Change Your Life – Before 25: Wellness Assessment (brain25WA) • Brain System Checklist (Payne) 	<ul style="list-style-type: none"> • CANVAS & LaunchPad
3	<ul style="list-style-type: none"> • Clinical Assessment, Diagnosis & Treatment • Applied Neuroscience: Antics and the Prefrontal Cortex 	<ul style="list-style-type: none"> • Comer: Chpt. 4 • Payne: pgs. 33-46 • RadioLab Podcast: “Stochasticity” 	<ul style="list-style-type: none"> • Reading • Summative Quiz • Reflect & Question • brain25WA 	<ul style="list-style-type: none"> • CANVAS & LaunchPad
4	<ul style="list-style-type: none"> • Anxiety, OCD & Related Disorders, Stress Disorders • Applied Neuroscience: Cingulate Gyrus and Cognitive Flexibility, Limbic Brain -Emotions & Bonding, Anxiety & the Basal Ganglia 	<ul style="list-style-type: none"> • Comer: Chpts. 5 & 6, 7 (Videos Only) • Payne: pgs. 47-82 • DSM 5 • RadioLab Podcasts: “Stress...” “Basal Ganglia Gone...” “Eternal Sunshine...” 	<ul style="list-style-type: none"> • Reading • Summative Quiz • Reflect & Question • brain25WA 	<ul style="list-style-type: none"> • CANVAS & LaunchPad

5	<ul style="list-style-type: none"> Disorders of Mood, Treatment of Mood Disorders, Suicide, Eating Disorders Applied Neuroscience: The Young Brain in the Real World 	<ul style="list-style-type: none"> Comer: Chpts. 8, 9, 10 & 11 Payne: pgs. 83-136 DSM 5 RadioLab Podcast: "How To Cure What Ails..." 	<ul style="list-style-type: none"> Reading Summative Quiz Reflect & Question brain25WA BEGIN PREPARATION FOR FINAL EXAM: TWO WEEK BETTER BRAIN PLAN 	<ul style="list-style-type: none"> CANVAS & LaunchPad IMPORTANT Review brain25 templates to guide the organization of your plan
6	<ul style="list-style-type: none"> Disorders of Childhood & Adolescence Applied Neuroscience: Getting to Know the Brains of Others, Adapting Your Brain to the Brain of Others 	<ul style="list-style-type: none"> Comer: Chpt. 17 Payne: pgs. 137-162 DSM 5 RadioLab Podcast: "Kiddie Morality" 	<ul style="list-style-type: none"> Reading Summative Quiz Reflect & Question brain25WA FINAL EXAM: TWO WEEK BETTER BRAIN PLAN 	<ul style="list-style-type: none"> CANVAS & LaunchPad
7	<ul style="list-style-type: none"> Applied Neuroscience: How to Change Your Brain and Change Your Life Before 25 	<ul style="list-style-type: none"> Payne: pgs. 163 to END. RadioLab Podcasts: "The Soul Patch" & "Who Am I?" 	<ul style="list-style-type: none"> brain25WA FINAL EXAM: TWO WEEK BETTER BRAIN PLAN 	<ul style="list-style-type: none"> CANVAS & LaunchPad
8	<ul style="list-style-type: none"> Applied Psychopathology & Psychodiagnostics: DSM 5 & 504's Applied Neuroscience TBD 	<ul style="list-style-type: none"> FINAL EXAM: TWO WEEK BETTER BRAIN PLAN 	<ul style="list-style-type: none"> FINAL EXAM: TWO WEEK BETTER BRAIN PLAN 	<ul style="list-style-type: none"> Class Mtg. 8/8

Learning Outcomes:

By the end of the quarter, a student will be able to:

- 1.** demonstrate a working understanding of current mental and emotional disorders for children, adolescents, and adults evidenced by attaining a grade of “B” or above in weekly work assignments and class participation.
- 2.** demonstrate competency in identifying different brain regions associated with both clinical and subclinical symptoms associated with psychopathology evidenced by attaining a grade of “B” or above in weekly work assignments and class participation.
- 3.** demonstrate competency in identifying biopsychosocial treatment methodologies associated with addressing mental health challenges and enhancing brain health evidenced by attaining a grade of “B” or above in weekly work assignments and class participation.
- 4.** demonstrate competency in understanding the most current version of the *Diagnostic and Statistical Manual* as it relates to work as a school counselor by correctly identifying symptom clusters associated with various forms psychopathology and common treatment options used to address psychopathology as evidenced by attaining a grade of “B” or above in weekly work assignments and class participation.
- 5.** demonstrate understanding of current research trends, ethical requirements, diversity competency related to clinical work using the DSM by including and addressing these issues in group discussion, weekly work assignments and class participation.

CACREP STANDARDS:

C.4	Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans
C.5	Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the <i>Diagnostic and Statistical Manual</i> .

TSPC Standards:

#	Text of Standard
G.1	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
H.4	Makes appropriate referrals to school and/or community resources.
J.1	Applies relevant research findings to inform the practice of school counseling.

Appendix A: Student Statements

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098. <http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm>

Link to Statement of Expectations for Student Conduct

<http://oregonstate.edu/admin/stucon/achon.htm>

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).

Link to Conceptual Framework, Knowledge Base, and National and State Standards

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> The Oregon TSPC Standards embedded in this course include the following:

- **Standard 1:** Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
- **Standard 2:** Establish a classroom climate conducive to learning.
- **Standard 3:** Engage students in planned learning activities.
- **Standard 4:** Evaluate, act upon, and report student progress in learning.
- **Standard 5:** Exhibits professional behaviors, ethics, and values.

Appendix B: Learning Outcomes and Standards:

GLO	<i>At the end of the course students:</i>
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1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material
2.5	Can demonstrate advanced knowledge of assessment issues in counseling
3.	Be able to conduct scholarly or professional activities in an ethical manner.

Appendix C: Relation of Course Learning Objectives to Standards, Course Assignments, and Learning Objectives

L.O.		CACREP Standard	TSPC Standard	GLO	Course Assignment #
577.1	Demonstrate a working understanding of current mental and emotional disorders for children, adolescents, and adults evidenced by attaining a grade of "B" or above in weekly work assignments and class participation.	C.4, C.5	G.1, H.4	1, 2, 2.5	Summative Quizzes; LearningCurve; Reflect & Question Discussion Board; Movie Case Review; Final Exam.
577.2	Demonstrate competency in identifying different brain regions associated with both clinical and subclinical symptoms associated with psychopathology evidenced by attaining a grade of "B" or above in weekly work	C.4, C.5		2, 2.5	Summative Quizzes; LearningCurve; Reflect & Question Discussion Board; Movie Case Review; Final Exam.

	assignments and class participation.				
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L.O.		CACREP Standard	TSPC Standard	GLO	Course Assignment #
577.3	Demonstrate competency in identifying biopsychosocial treatment methodologies associated with addressing mental health challenges and enhancing brain health evidenced by attaining a grade of “B” or above in weekly work assignments and class participation.	C.4, C.5		2, 2.5	Summative Quizzes; LearningCurve; Reflect & Question Discussion Board; Movie Case Review; Final Exam.
577.4	Demonstrate competency in understanding the most current version of the <i>Diagnostic and Statistical Manual</i> as it relates to work as a school counselor by correctly identifying symptom clusters associated with various forms psychopathology and common treatment options used to address psychopathology as evidenced by attaining a grade of “B” or above	C.4, C.5	G.1, H.4, J.1	1, 2, 2.5, 3	Summative Quizzes; LearningCurve; Reflect & Question Discussion Board; Movie Case Review; Final Exam.

	in weekly work assignments and class participation.				
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577.5	Demonstrate understanding of current research trends, ethical requirements, and diversity competency related to clinical work using the DSM by attaining a grade of “B” or above in weekly work assignments and class participation.	C.4, C.5	G.1, H.4, J.1	1, 2, 2.5, 3	Summative Quizzes; LearningCurve; Reflect & Question Discussion Board; Movie Case Review; Final Exam.
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Appendix D: Methods of Instruction

METHOD	DEFINITION₁	USED IN THE COURSE?
LECTURE	An academic discourse given by an instructor before a group.	Yes
DISCUSSION	Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate.	Yes
RECITATION/ STUDENT PRESENTATION	Public exhibition of acquired skills and knowledge.	Yes

LABORATORY	That part of a course set aside for experimentation, observation, or practice in a field of study.	Yes
SEMINAR	A small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions.	Yes
INTERNSHIP	An experiential course designed to provide on the job experience in an academic setting on or off campus, where students can earn academic credit.	No
PRACTICUM	A course designed for the preparation of teachers and clinicians that involves the practical application of previously studied theory under the supervision of a senior instructor.	No
WORLD WIDE WEB	A course or module where the medium tool is the World Wide Web. Students spend time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements.	Yes