

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6796.01 Adult & Geriatric Psychopathology Treatment
Summer 2024
Location: Garland

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6796.01 Adult/Geriatric Psychopathology
Level: Graduate
Beginning Date of Session: Saturday, June 15, 2024
Ending Date of Session: Thursday, August 22, 2024
The first class meeting is June 17, 2024, in Room 16 (Garland) at 6:30 p.m.

Holiday Closings:

Juneteenth Observance- There will be no classes held and no assignments due on Wednesday June 19, 2024.

4th of July Holiday: There will be no classes held and no assignments due on Thursday, July 4, 2024.

COURSE PREREQUISITES:

CSL6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Diagnostic & Statistic Manual of Mental Disorders - 5th Edition - Text Revision
Author: American Psychiatric Association
Publisher: American Psychiatric Association
Year Published: 2022
Edition: 5th - Text Revision
ISBN: 13: 9780890425763
Price: Available at <http://amberton.ecampus.com>

Title: Psychopathology: An Integrative Approach to Mental Disorders
Author: David H. Barlow, Mark Durand, Stefan G. Hofmann
Publisher: Cengage
Year Published: 2023
Edition: 9th
ISBN: 9780357657843
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy-to-use interface, online buyback of books, and same-day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Professional Counseling

https://amberton.edu/wp-content/uploads/2023/12/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2023/04/2021-2022-School-Counselor-Handbook.pdf>

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples of the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course presents the cognitive, affective, biological, and systemic bases of psychopathology and abnormal behavior in adults and older adults as specifically defined by the Diagnostic and Statistical Manual of Mental Disorders th5 Edition – Text Revision (DSM-5-TR). Students develop skills for psychiatric diagnostic interviewing, appropriate use of psychodiagnostics tests and assessments, conducting mental status exams, developing theoretically congruent treatment plans, and providing evidence-based psychotherapy for adults and older adults. The course will also examine the common medical etiologies of psychopathology, normal versus abnormal aging as it relates to emotional/behavioral and personality functioning, neurocognitive decline, and the unique ethical and clinical considerations for diagnosing and treating mental illness in adults from diverse cultural backgrounds. Practical fundamentals of clinical psychopharmacology for professional counselors and the role of professional counselors as clinical collaborators with prescribers of psychotropic medication will also be presented. This course in adult and geriatric psychopathology will satisfy the Texas State Board of Professional Counselors board rule §681.83 © (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas possess knowledge and skills in the assessment, diagnosis, and treatment of adult and geriatric clients suffering from mental illnesses.

PREREQUISITE: CSL6801

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

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| 1. Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions. |
| 2. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships. |

3. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in adult and geriatric clients.
4. Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.
5. Performing a differential diagnosis while integrating an advanced understanding of psychopathology in adulthood as it relates to potential medical etiologies vs. psychiatric illness and commonly encountered general medical, psychiatric, and neurological comorbidities.
6. Conceptualizing adult psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidence-based treatment plans.
7. Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for both diagnostic and treatment outcome measurement purposes.
8. Understanding ethical, legal, and cultural factors related to psychiatric diagnostics, use of evidence-based therapeutic interventions, and treatment outcomes
9. Comprehending and examining the role of physical aging in adulthood as it pertains to general physical, neurological, and neuropsychological factors associated with the clinical presentation and treatment of mental illness in adults and older adults.
10. Integrating and conceptualizing the psychosocial and physical effects of end-of-life issues in adults and older adults suffering from mental illness

COURSE POLICIES:

Read the entire syllabus carefully. All graded activities and tests will be administered through the Moodle learning management system, and access to course materials will be available on the first day of class. As a graduate student in an online course, the professor expects you to be able to meet the submission deadlines listed in the course calendar, syllabus, and Moodle activities. All assignments must be submitted as specified in the Assignment Detailed Instructions (ADI) document, including file naming convention, file type, due date, or other noted details. Points may be lost for failure to follow instructions.

Assignments may only be submitted during announced windows, and no late work or resubmissions are accepted without prior approval by the professor. All deadlines and class events are posted in Central Time Zone (US). All classwork must be completed and submitted fully no later than **August 20, 2024, 6pm (CST)**. If an emergency arises that prevents the student from submitting or meeting course requirements, the professor should be contacted promptly and may extend grace at their discretion.

Additional helpful forms and documents are available on the Moodle page for the course, most notably in the folder labeled Course Documents. Other helpful documents and resources will be posted in the weekly activity layout on the Moodle course page.

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism Policy

Plagiarism is the presentation of someone else’s work as though it were your own. If you use another person’s words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

The calendar is the road map for the course, informing the student of the topics to be covered, learning activities for each week, due date of assignments, and overview of the subject. Reading assignments, online quizzes, online videos, and other web-based activities will be posted in the Moodle course by weeks. A course calendar of due dates and activities is located in the Course Documents folder in the Moodle course.

Week	Topic	Assignment	Competencies Covered	Due Dates
1 June 15 - 21	DSM-5-TR Text Revision Psychopathology in Historical Context An Integrative Approach to Psychopathology	Reading: Handout on DSM-5-TR Revision Chapter 1 Chapter 2 Quiz: Week 1 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 1 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.
2 June 22 - 28	Clinical Assessment and Diagnosis End of Life Issues for Older Adults (Video) Research Methods	Reading: Chapter 3 Chapter 4 Quiz: Week 2 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 2 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.

<p>3 June 29 - July 5</p>	<p>Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders</p> <p>Somatic Symptom and Related Disorders and Dissociative Disorders</p>	<p>Reading: Chapter 5</p> <p>Chapter 6</p> <p>Quiz: Week 3</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 3 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>
<p>4 July 6 - 12</p>	<p>Mood Disorders and Suicide</p> <p>Eating and Sleep-Wake Disorders</p>	<p>Reading: Chapter 7</p> <p>Chapter 8</p> <p>Quiz: Week 4</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 4 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>
<p>5 July 13 - 20</p>	<p>MIDTERM ASSIGNMENT</p>	<p>Psychological Case Study Analysis: Portrayal of Mental Health in Film</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Assignment due by Tuesday July 16, 2024, at midnight (Submit early or submit on time. No late submissions will be accepted)</p>
<p>6 July 21 - 26</p>	<p>Physical Disorders and Health Psychology</p> <p>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</p>	<p>Reading: Chapter 9</p> <p>Chapter 10</p> <p>Quiz: Week 6</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 6 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>

<p>7 July 29 - Aug 2</p>	<p>Substance-Related, Addictive, and Impulse-Control Disorders</p> <p>Personality Disorders</p>	<p>Reading: Chapter 11</p> <p>Chapter 12</p> <p>Quiz: Week 7</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 7 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>
<p>8 Aug 3 - 9</p>	<p>Schizophrenia Spectrum and Other Psychotic Disorders</p> <p>Neurodevelopmental Disorders</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of ADHD in Adults and Older Adults</p>	<p>Reading: Chapter 13</p> <p>Chapter 14</p> <p>Quiz: Week 8</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 8 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>
<p>9 Aug 10 - 16</p>	<p>Neurocognitive Disorders</p> <p>Mental Health Services: Legal and Ethical Issues</p>	<p>Reading: Chapter 15</p> <p>Chapter 16</p> <p>Quiz: Week 9</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 9 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.</p>
<p>10 Aug 17 - 22</p>	<p>FINAL EXAMINATION</p>	<p>FINAL EXAM ADMINISTERED IN MOODLE</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Final Exam Opens Saturday 08/17/24 12PM NOON CST and Closes Tuesday 08/20/24 12 Midnight CST.</p>

All work must be submitted by Tuesday, August 20, 2024, by 6 p.m.

Graded assignments are marked in Moodle with an asterisk (*).

Students must access graded assignments via the links in Moodle only.

GRADING CRITERIA:

Discussion Posts (7) = 210 points (40%)
Major Assignment (1) = 100 points (20%)
Final Exam = 100 points (20%)
Weekly Quizzes (8) = 80 points (20%)
Total = 490

Grades

92 – 100	A	489.8 - 490
82 – 91	B	401.8 - 489.7
72 – 81	C	352.8 - 401.7
62 – 71	D	303.8 - 452.7
Below 62	F	Below 303.7

NO WORK WILL BE ACCEPTED AFTER August 20, 2024, AT 6 p.m.

Acceptance of late work or extra credit assignments is at the discretion of the professor. Students unable to meet the course requirements should contact the professor promptly and directly concerning late work or extra credit. **Late work or extra credit is only granted in emergency circumstances by the professor.**

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789

Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials, and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log-in page (<http://moodle.Amberton.edu>). Otherwise, use the same username and password as the previous session.

Moodle Tutorial:

Upon successful login and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789

Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course-specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for

the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer-reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The Library telephone is (972-279- 6511 ext. 185. You can email questions to library@amberton.edu or visit the Library in person on the Garland campus for assistance.