

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 646**

#### **PSYCHOPATHOLOGY AND COUNSELING**

#### **COURSE DESCRIPTION**

This course studies psychological disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students will have a robust biopsychosocialspiritual lens to understand and treat mental disorders.

#### **RATIONALE**

Becoming a professional in the field of counseling will require a thorough knowledge of the current diagnostic criteria used by the mental health profession. Making an accurate differential diagnosis is a key component of effective counseling. Understanding the DSM-5 and acquiring interviewing strategies for effectively and efficiently gathering diagnostic information will aid the developing counselor in becoming competent. This course is designed to provide students with foundational knowledge in order to be competent in assessment, diagnosis, and treatment planning using the DSM-5. Further, the course contains information that you will need to know in order to pass most state licensure exams.

Proficient knowledge of all aspects of human behavior, coupled with sound biblical values, will permit a more active and excellent, informed dialogue and critique of present clinical practice.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

	<b>MEASUREABLE LEARNING OUTCOMES &amp; CACREP STANDARDS</b>	<b>Course/Experience – Evidence</b>
A.	Knows, understands, and categorizes the established diagnostic criteria for substance, abuse, neurodevelopmental, mental, and emotional disorders including those caused by crisis, disaster, or other trauma. A6, A9	<ul style="list-style-type: none"> <li>● Discussion Boards (C)</li> <li>● DSM 5 Summaries (D)</li> <li>● Quizzes 1, 2, 3, &amp; 4 (G)</li> <li>● Case Studies 1, 2, &amp; 3 (F)</li> </ul>
B.	Analyze case studies and apply the principles and processes of diagnosis including assessment tools, differential diagnosis, cultural, biblical worldview, case conceptualization, and ethical considerations using the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5)</i> . C2, C4, G1, K1	<ul style="list-style-type: none"> <li>● Case Studies 1, 2, &amp; 3 (F)</li> </ul>
C.	Knows, understands, and demonstrates knowledge of etiology of mental, substance use, and other mental health disorders with considerations of cultural and biblical worldview. C2; C4; II. G3f; K1	<ul style="list-style-type: none"> <li>● Quizzes 1, 2, 3, &amp; 4 (G)</li> <li>● Research Paper (E)</li> </ul>
D.	Knows, understands, and synthesizes the principles and models of normalcy and psychopathology leading to diagnoses with consideration of multiculturalism and a biblical worldview. C8; G1; G3f	<ul style="list-style-type: none"> <li>● Quizzes 1, 2, 3, &amp; 4 (G)</li> <li>● Discussion Boards (C)</li> <li>● Case Studies 1, 2, &amp; 3 (F)</li> </ul>
E.	Knows, understands, and is able to evaluate and apply appropriate treatments with consideration of cultural and biblical worldview. A6; A9; K1	<ul style="list-style-type: none"> <li>● Case Studies 1, 2, 3, &amp; 4 (F)</li> <li>● Research Paper (E)</li> </ul>
F.	Exhibit advanced competency by knowing, understanding, evaluating, synthesizing, and applying evidence-based treatments for a particular psychopathological disorder with consideration of cultural and biblical worldview implications. Criteria C2, C4, D8; I3; K1)	<ul style="list-style-type: none"> <li>● Case Studies 1, 2, 3, &amp; 4 (F)</li> <li>● Research Paper (E)</li> </ul>
G.	Examine and demonstrate knowledge of psychopathology in the environment through experiential application. G1; II. G3f	<ul style="list-style-type: none"> <li>● Social Experiment and Discussion Board (C)</li> </ul>
H.	Knows, understands, and applies appropriate evidence-based treatment interventions including the use of community resources into the formulation of effective treatment plans. D8; I3	<ul style="list-style-type: none"> <li>● Quizzes 1, 2, 3, &amp; 4 (G)</li> <li>● Case Studies 1, 2, 3, &amp; 4 (F)</li> <li>● Research Paper (E)</li> </ul>

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)

Discussion Board Forums 1 and 2 are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, incorporate at least 1 citation in current APA format, and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words.

Discussion Board Forum 3 requires completing a Social Experiential Activity of Psychopathology. Each student will create a "bizarre" activity to carry out in the natural environment. The purpose of the assignment is to peek into the experience that many people who have mental disorders live. It is an honor system that each student will carry out their activity.

After performing the exercise, each student will use the discussion board forum 3 prompt to describe their experiment and reflect on the experience in terms of issues relevant to psychopathology. Each initial thread must be at least 400 words, incorporate at least 1 citation in current APA format, and demonstrate course-related knowledge along with reporting on the experiential activity. Each student should respond to at least two other classmates. MLO: H.

D. DSM-5 Summaries

The student must complete a 100–150-word summary for 5 disorder categories listed in the DSM-5. The summaries must be in current APA format.

E. Research Paper

Topic

The student must select a topic from a list of provided disorder categories and submit a 100-word rationale for his/her interest in the topic.

Abstract and Annotated Bibliography

The student must construct a 250-word abstract and annotated bibliography with at least 10 sources in current APA format.

Outline

The student must use the provided outline template to construct a working outline of his/her paper.

Final

The student must write a 12–14-page research-based paper in current APA format that focuses on his/her selected topic from the provided list of disorder categories. The paper must include at least 10 scholarly sources in addition to referencing the course textbooks and the Bible. The following areas must be included in the Research Paper:

1. A succinct overview of the disorders in this DSM-5 category (do not copy and paste from the DSM-5—this information must be evaluated and reworded into your own words)

2. Potential causes of these disorders (think nature and nurture both in this section: genetics, heredity, environment, and spiritual)
3. What processes would be used to evaluate for disorders in this category
4. Treatment options for these disorders
5. A biblical perspective of these disorders and their treatment
6. Future research considerations for disorders in this category

F. Case Studies (3)

The student must write 3–4-page Case Study in current APA format that determines the key issues presented, provides diagnostic impressions based upon the DSM-5, and includes treatment recommendations that support a collaborative effort and include a bio/psycho/social/spiritual approach. Each Case Study must include at least 2–3 scholarly sources in addition to referencing the course textbooks and the Bible.

G. Quizzes (4)

Each quiz will cover the Reading & Study material for the specified modules/weeks. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour time limit.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 75 pts ea)	225
DSM 5 Summaries	30
Research Paper	
Topic	10
Abstract and Annotated Bibliography	50
Outline	25
Final	200
Case Studies (3 at 100 pts ea)	300
Quiz 1 (Modules 1–2)	40
Quiz 2 (Modules 3–4)	40
Quiz 3 (Modules 5–6)	40
Quiz 4 (Modules 7–8)	40
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

F. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

G. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff,

administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

H. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **COUN 646**

Textbooks: APA, *Diagnostic and Statistical Manual of Mental Disorders: DSM-5* (2013).  
Kring et al., *Abnormal Psychology* (2016).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	APA: pp. 5–25, 817–837 Kring et al.: chs. 1–3 5 presentations 4 lecture notes 1 website	Course Requirements Checklist Class Introductions DB Forum 1 DSM-5 Summaries	10 0 75 30
<b>2</b>	APA: pp. 809–816, 189–290 Kring et al.: chs. 4, 6–7 4 presentations 5 lecture notes 2 websites	DB Forum 2 Research Paper – Topic Quiz 1	75 10 40
<b>3</b>	APA: pp. 123–188 Kring et al.: ch. 5 3 presentations 5 lecture notes 1 website	Case Study 1	100
<b>4</b>	APA: pp. 481–590, 87–122 Kring et al.: chs. 9–10 3 presentations 6 lecture notes 4 websites	Research Paper – Abstract and Annotated Bibliography Quiz 2	50 40
<b>5</b>	APA: pp. 329–354, 361–460, 685–706 Kring et al.: chs. 11–12 2 presentations 1 website	DB Forum 3 Research Paper – Outline	75 25
<b>6</b>	APA: pp. 291–328, 591–644, 715–727 Kring et al.: chs. 8, 14 4 presentations 1 website	Case Study 2 Quiz 3	100 40
<b>7</b>	APA: pp. 645–684, 733–748, 761–781 Kring et al.: chs. 15–16 2 presentations	Research Paper – Final	200

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>8</b>	APA: pp. 31–86, 461–480, 355–360 Kring et al.: ch. 13 2 presentations 3 lecture notes	Case Study 3 Class Reflections Quiz 4	100 0 40
<b>TOTAL</b>			<b>101101 0</b>

DB = Discussion Board

APA = American Psychiatric Association

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on **Friday**.