



MAC512 PSYCHOPATHOLOGY
FEBRUARY 18 – MAY 20, ONLINE, 3 CREDIT HOURS
SPRING 2019

Last revised: 1/7/19

**Missio Seminary exists to produce missional Christian leaders-
 men and women who incarnate the story of Jesus with humility and authenticity and who
 communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
 and sensitivity to the needs and aspirations of postmodern culture.**

INSTRUCTOR

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Office Hours: E-mail for appointments

Appointments can be made by phone, voice mail or e-mail. You are assured of a response within 72 hours.

Messages received after 5:00PM on Fridays will be retrieved the following Monday and answered within 72 hours of that time.

COURSE DESCRIPTION

This course based on a deep understanding of human suffering, students in this course will explore the multi-faceted experience of those struggling with common psychological maladies. Effective interventions will be identified and practiced. Students will also critique a variety of taxonomies used to classify pathology. **3 semester credit hours.**

HYBRID COURSE FORMAT

This hybrid course delivers instruction in two modes, live web conference and asynchronous learning via the E-campus course site. Students are required to participate in all of the instructional sessions as noted in this syllabus. Outside-of-class instruction is required and not considered part of the course's homework hours. The delivery of the outside-of-class instruction varies. Online instructional sessions include recorded lectures, narrated slide presentations, instruction-guided discussion boards, and instructor-moderated collaborative assignments. Other types of instructional sessions include text-based lectures with study questions and/or teleconferencing. Each week online instruction will include synchronous ("real time") via web conferencing software such as Zoom. All required instructional sessions are described in this syllabus.

DATES AND TIMES

This class begins on *February 18, 2019* and concludes on *May 20, 2019*. Weeks are counted from Monday to Sunday evening. In addition, students are required to make discussion forum posts and responses each week by specific due dates. Students should login to the course site prior to the first class or promptly once the class begins.

ONLINE PARTICIPATION STANDARDS IN HYBRID COURSES

Attendance in this hybrid course constitutes both (a) virtually attending class and (b) logging in to the course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course. Students should login regularly, especially when participating in discussion boards or collaborative assignments.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course.



Students who need to be absent from the course site for **three or more days** during a discussion forum activity or required web conference should email the professor in **advance of the absence** (see **Attendance Policy and Grades in this syllabus**). Students should practice netiquette at all times – in email and in discussion forums. Please review the netiquette and discussion forum guidelines in this syllabus.

PERSONAL NOTE FROM THE PROFESSOR

This course is to help facilitate a development and improvement of the students' skills in observation of clinical presentations of psychopathology, assessing it from a holistic and developmental framework as well as a culturally-sensitive point of view, and practicing a clinical case conceptualization including making a provisional diagnosis(es) and facilitating a treatment planning. The students will be challenged to critically think of the symptom presentation from an ecobiodevelopmental framework and individualize a treatment plan for the client with the diagnosis of their impression.

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
1. Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.	1. Articulate a full-orbed understanding of the nature and causes of human suffering. 2. Articulate the value and limitations of current theories of the causes and categorizations of mental illness. 3. Summarize the major characteristics of the most frequently observed problems in living, including the DSM criterion. 4. Recognize personal connections with the spectrum of problems in living. 5. Formulate a basic and yet holistic intervention strategy for each category of problems. 6. Communicate effectively with individuals and families of diverse backgrounds regarding the nature of problems and the means to change.
2. Students will cultivate wisdom and skill in interpersonal relationships, conflict management, and living in community.	7. Articulate a full-orbed understanding of the nature and causes of human suffering. 8. Articulate the value and limitations of current theories of the causes and categorizations of mental illness. 9. Summarize the major characteristics of the most frequently observed problems in living, including the DSM criterion. 10. Recognize personal connections with the spectrum of problems in living. 11. Formulate a basic and yet holistic intervention strategy for each category of problems. 12. Communicate effectively with individuals and families of diverse backgrounds regarding the nature of problems and the means to change.



<p>3. Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.</p>	<p>13. Articulate a full-orbed understanding of the nature and causes of human suffering. 14. Articulate the value and limitations of current theories of the causes and categorizations of mental illness. 15. Summarize the major characteristics of the most frequently observed problems in living, including the DSM criterion. 16. Recognize personal connections with the spectrum of problems in living. 17. Formulate a basic and yet holistic intervention strategy for each category of problems. 18. Communicate effectively with individuals and families of diverse backgrounds regarding the nature of problems and the means to change.</p>
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COURSE INSTRUCTORAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures or web conferences to collaborative work or discussions based on readings.

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
1. Videotaped lectures/PowerPoint slides and other faculty guided texts	1-18	Integrated w/Assessment below	28
2. Faculty-led Online Discussion Posts and Collaborative Work	1-18	See below – Assessment and Homework Hours	6
3. Faculty-supervised project (i.e., clinical case conceptualization paper)	1-18	See below – Assessment and Homework Hours	2

Total: 36 hours/12 hours per credit

*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

Attendance Policy and Grades

As mentioned earlier (Online Participation Standards, p.1), students are expected to login to the course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, email the instructor and group members (if applicable) in advance – at least 24-hour prior notice. Nevertheless, your grade may be lowered for absences at the discretion of the instructor. **Students missing more than 2 video recorded PowerPoint lectures in this course will need to submit a written request to the MAC committee in order to be permitted to continue in the course.**



Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Mission Seminary's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Late Submission

Late submission of class assignments without prior permission granted 24 hours prior to the designated due date for each submission will take off 50% of the total credit per each class assignment. This instructor's personal policy will be strictly applied to this course.

Technology

This course will utilize technology to its fullest advantage. Students will be REQUIRED to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. Students should also possess the following: (a) Computer that meets the minimum technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes will be placed on E-Campus as well as sent to your email address.

Respect for Diversity

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission, and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Biblical Theological Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The



Seminary has a responsibility for maintaining academic integrity to protect the quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one's own a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers; taking and presenting another's ideas as one's own (including cutting and pasting information directly from internet websites).

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. Homework is course work in addition to the instructional hours listed above.

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS	DUE DATE BY 11:59PM
Readings	1-18	20%	42	Various
Attendance (i.e., video recorded lectures) and Participation (i.e., discussion forums via E-campus)	1-18	30%	42 including 28CT**	
Clinical Case Conceptualization Paper	1-18	30%	5	
Final Examination	1-18	20%	3*	
Total estimated time on homework		100%	92 hours for 3 credit course	

*Final exams are not calculated as part of the course hours, per the education code of Pennsylvania.
CT= Class time. **Class videos are not counted as homework time but class time.

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work.

REQUIRED READING AND MATERIALS

Note. Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost



effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

COURSE TEXTBOOKS

¹Craighead, W.E., Miklowitz, D. J., & Craighead, L. W. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations* (3rd ed.). Upper Saddle River, NJ: Wiley.

*A link to the book on https://www.amazon.com/Psychopathology-History-Diagnosis-Empirical-Foundations/dp/1119221730/ref=sr_1_3?ie=UTF8&qid=1544553787&sr=8-3&keywords=Psychopathology

²American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: Author.

*A link to the book on https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Daps&field-keywords=DSM5+

* A link to the DSM5 at Missio Seminary's library services: <https://missio.on.worldcat.org/search?queryString=DSM5&databaseList=638&sortKey=LIBRARY&clusterResults=true&scope=&language=Eng&page=2#/oclc/830807378>

³Cashwell, C. S., & Young, J. S. (2014). *Integrating Spirituality and Religion into Counseling: A Guide to Competent Practice* (2nd ed.). Alexandria, VA: American Counseling Association.

Note. In particular, the chapter 8 in the aforementioned book covers content in diagnosis and treatment.

OTHER MATERIALS

¹The Centers for Medicare and Medicaid Services, & the National Center for Health Statistics (2018). *The International Classification of Diseases, 10th Revision, Clinical Modification*.

*A link to an electronic copy of the ICD-10, CM: <https://www.cdc.gov/nchs/icd/data/10cmguidelines-FY2019-final.pdf>

²The National Center for Health Statistics (2018). *The International Classification of Diseases, 10th Revision, Clinical Modification*.

*A link to the website of the National Center for Health Statistics: <https://www.cdc.gov/nchs/icd/icd10cm.htm>

³Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). (2018). Competencies for addressing spiritual and religious issues in counseling. Available at http://www.aservic.org/wp-content/uploads/2017/02/ASERVIC-Spiritual-Competencies_FINAL.pdf

⁴Renna, M. E., O'Toole, M. S., Spaeth, P. E., Lekander M., & Mennin D. S. (2018). The association between anxiety, traumatic stress, and obsessive-compulsive disorders and chronic inflammation: A systematic review and meta-analysis. *Depression and Anxiety*, 35(11), 1081-1094.

- The association between anxiety, traumatic stress, obsessive-compulsive disorders and chronic inflammation by Psypost: <https://www.psypost.org/2018/12/anxiety-disorders-ptsd-and-ocd-linked-to-inflammatory-dysregulation-study-finds-52766>

⁵Jones, E. J., Lam, P. H., Hoffer, L. C., Chen, E., & Schreier, H. (2018). Chronic family stress and adolescent health: The moderating role of emotion regulations. *Psychosomatic Medicine*.

- How teens deal with stress may affect immune system by Neuroscience News: <https://neurosciencenews.com/teen-stress-immune-system-10336/>



⁶Filiano, A. J., Xu, Y., Tustison, N. J., Marsh, R. L., Baker, W., Smirnov, I., Overall, C. C., ... Jonathan Kipnis, J. (2016). Unexpected role of interferon- γ in regulating neuronal connectivity and social behaviour. *Nature*.

- Immune system affects and controls social behavior by Neuroscience News News: <https://neurosciencenews.com/social-behavior-immune-system-4679/>
- A video clip 2:57" on Shocking new role found for the immune system: Controlling social interactions: <https://www.youtube.com/watch?v=Ym9Ub6cIa0M&feature=youtu.be>

⁷Jones, D. (2012). Assessment and Diagnosis: Dimensional and cross-cutting assessment in the *DSM*. *Journal of Counseling and Development*, 90, 481-487.

⁸Myers, J. E., & Williard, K. (2003). Integrating Spirituality into Counselor Preparation: A developmental, wellness approach. *Counseling and Values*, 47, 142-145.

⁹Scott, S. K., Sheperis, D. S., Simmons, R. T., Rush-Wilson, T., & Milo, L. (2016). Faith as a cultural variable: Implications for counselor training. *Counseling and Values*, 61, 193-205.

Note. Additional readings will be distributed in class and/or available on the course E-campus site.

RECOMMENDED MATERIALS

Note. Students are NOT expected to purchase any materials listed under this section unless they wish to do so.

¹Gladding (2018). *The Counseling Dictionary*. Alexandria, VA: The American Counseling Association.

²The American Counseling Association. (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

³The PsychENCODE Consortium: <http://www.psychencode.org>

⁴Jones D. K. (2012). Dimensional and cross-cutting assessment in the *DSM-5*. *Journal of Counseling & Development*, vol(90), 481-487.

COURSE PROCEDURES AND REQUIREMENTS

Credit Course Assignments – Important Things to Know

1. Out of class assignments, such as lectures, collaborative work, or discussion forums, are designed to be bridges between classroom sessions. Sometimes the emphasis of the out of class assignments will be on extending the learning from the previous class. Other times, the emphasis will be on preparing for the next classroom sessions, or both.
2. Since out of class assignments are intended to be a bridge, it is important to complete the assignment between classroom sessions and to intentionally make the connection with previous or upcoming classroom sessions. The assignment description should help students achieve this.
3. Other course work, such as papers, projects, and exams, relate to and flow from classroom sessions, but are sometimes not referenced in the classroom sessions, unlike the out of class assignments.

ASSIGNMENT DESCRIPTIONS AND GRADING

1. Readings/Lectures (20 points)

Upper level graduate courses are designed for the motivated student. Required video lectures and readings are expected to be completed by due dates in order to facilitate class discussion and interaction with the material. At the end of the course, you will be asked what percentage of the course materials were completed on-time.



2. Attendance and Participation (30 points).

Each week there will be an asynchronous, recorded PowerPoint lecture(s) and (b) discussion forum via E-campus. Students are expected to review each video recorded lecture and post an original post and participate in a group discussion by posting at least a response to another student by the dates specified in the syllabus.

- Earning of Attendance Points (14 points in total):
 - a. Attendance points CANNOT be earned if a student is not attending the video recorded PowerPoint session.
 - i. There are 14 weekly, video recorded PowerPoint lectures scheduled (participation will be counted separately). Each session is worth 1 point.

Note. If a student is absent from **more than one video recorded lecture**, regardless of the reason, she/he will have a **half letter grade deduction** from the final grade otherwise earned (i.e., from an A to an A-). If a student is aware that he/she must miss class, he/she should contact the instructor 24 hours prior to the scheduled class time.

- Earning of Discussion Participation Points (16 points in total):
 - a. Participation points CANNOT be earned if a student is not participating in a discussion forum via E-campus in a timely fashion or due by the designated date/time per discussion forum.
 - i. There are 14 weekly discussion postings via E-campus (each posting will be counted separately). Each discussion form post is worth 1 point. Additional 2 points will be given to those who completed all the 14 weekly postings.

Guidelines: Individuals and families experience disorders differently, and they may or may not present symptomatology and associated features differently from others. This variance influences choice of therapeutic approach as well as responses and outcomes to treatment. Specifically, describe the differences and similarities you observe in the clinical presentations of disorders, including:

- How individuals and families report symptoms differently; this may pertain to how the same symptom may be described differently, or how symptoms may tend to be clustered
- What differences exist that may be gender-based or culturally based.
- How individuals and families report symptoms differently in relation to their region and/or spirituality
- What are your thoughts regarding supporting this practice versus the common practices in our country at large?

Significant aspects of postings: Your weekly discussion post must reflect your clinical impressions using a holistic approach that includes spirituality. In doing so, you are required to incorporate aspects of the references course textbook #3, articles #8, #9, and/or the ASERVIC competencies/article #3 from the list of required reading materials on this syllabus.

Length of postings: Your weekly discussion post must be approximately 300 words in length. Please be concise and articulate of your writing.

Submission: Please post your cross-cultural assessment of psychopathology via E-Campus due by the designated date and time. Please be advised that e-mail submission will NOT be accepted.

3. Clinical Case Conceptualization Paper (30 points)

Guidelines: The clinical case conceptualization paper is to familiarize yourself with the presentation of clinical diagnoses in the population with whom you work. Your work is based on (a) observation, (b) information conveyed to you in your internship placement, (c) information learned in this course, and (d) a literature review of the diagnosis/diagnoses relevant to your client/clients. The paper should be concise and articulate, and not exceed 5 pages (1,500 words) in length, not including a cover page and references. The final work should adhere to APA format.



- a. Include your impression of the client's diagnoses according to the *Diagnostic and Statistical Manual of Mental Disorders*, fifth edition (DSM5; American Psychiatric Association, 2013).
- b. Provide supporting details for each diagnosis, including symptomatology, and associated features related to cognition, affect, and behaviors.
- c. Discuss developmental factors relevant to the diagnosis, culturally relevant factors, the relevance of gender, and spiritually relevant aspects.
- d. Discuss environmental influences (e.g., physical and/or social factors) that are relevant to the diagnosis, including precipitating factors that contribute to the diagnosis, and influences upon treatment and prognosis.
- e. Are there any tests or screens, as a follow-up to any formal diagnostic procedures, which might be appropriate given the symptoms you are observing?
- f. What treatment/treatments are the current standard for this diagnosis/diagnoses?
- g. What treatment/treatments would be an alternative for this diagnosis/diagnoses?

4. Final Examination (20 points)

Guidelines: At the conclusion of the semester, you will be given a final examination that will assess your ability to read a case study/vignette, and subsequently provide a provisional diagnosis based on the information given.

Grading Rubric:

Below are the course deliverables and point allocation for each deliverable:

Readings/Lectures	20 points
Attendance and Participation	30 points
Clinical Case Conceptualization Paper	30 points
Final Examination	20 points
Total:	100 points

A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

Rubric for Evaluating the Clinical Case Conceptualization Paper

	Novice	Approaching Competency	Competent	Proficient
Demonstrates your clear and academic writing style and abilities using APA format	2	3	4	5
Demonstrates the accuracy and thoroughness of your clinical assessment from a developmental perspective	4	6	8	10
Demonstrates your multicultural competencies in making and justifying your provisional diagnosis(es) (e.g., self-awareness, knowledge, skills, and action)	4	6	8	10
Demonstrates the depth and practicality of your recommendations for a treatment for the client	2	3	4	5



Course Schedule

Note. Syllabus changes are at the discretion of the professor.

Date	Online Asynchronous Sessions	During The Week
Week 1: 2/18/19 – 2/24/19	Topic: - Review Syllabus - History and Models of Abnormality - Understanding the DSM5 in the Era of the ICD-10, CM informed by Dr. Neimeyer	Activities
During the week		
Assignment due:	Discussion Post 1 Due by 2/21	
Week 2: 2/25/19 – 3/3/19	Topic: Assessment, Diagnosis, and Treatment Required Readings: #7 on the list of required readings on this syllabus.	
During the week		
Assignment due:	Discussion Post 2 Due by 2/28	
Week 3: 3/4/19 – 3/10/19	Topic: Schizophrenia Spectrum and Other Psychotic Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 11	
During the week		
Assignment due:	Discussion Post 3 Due by 3/7	
Week 4: 3/11/19 – 3/17/19	Topic: Bipolar and Related Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 10	
During the week		
Assignment due:	Discussion Post 4 Due by 3/14	
Week 5: 3/18/19 – 3/24/19	Topic: Depressive Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 8	
During the week		
Assignment due:	Discussion Post 5 Due by 3/21	



Week 6: 3/25/2019-3/31/19	Topic: Anxiety Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 3	
During the week		
Assignment due:	Discussion Post 6 Due by 3/28	
Week 7: 4/1/19 – 4/7/19	Topic: Obsessive-Compulsive and Related Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 5	
During the week		
Assignment due:	Discussion Post 7 Due by 4/4	
Week 8: 4/8/19 – 4/14/19	Topic: Trauma- and Stressor-Related Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - ISTSS guidelines position paper on complex PTSD in children and adolescents - Craighead et al.'s chapter 7	
During the week		
Assignment due:	Discussion Post 8 Due by 4/11	
Week 9: 4/15/19 – 4/21/19	Topic: Somatic Symptom and Related Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i>	
During the week		
Assignment due:	Discussion Post 9 Due by 4/18	
Week 10: 4/22/19 – 4/28/19	Topic: Feeding and Eating Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapters 12 & 13	
During the week		
Assignment due:	Discussion Post 10 Due by 4/25	
Week 11: 4/29/19-5/5/2019	Topic: Disruptive, Impulse-Control, and Conduct Disorders Required Readings: Corresponding chapter in Section II of the <i>DSM5</i>	
During the week		



Assignment due:	Discussion Post 11 Due by 5/2	
Week 12: 5/6/19 – 5/12/19	Topic: Substance-Related and Addictive Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i> - Craighead et al.'s chapter 14	
During the week		
Assignment due:	Discussion Post 12 Due by 5/9	
Week 13: 5/13/19 – 5/19/19	Topic: Personality Disorders Required Readings: - Corresponding chapter in Section II of the <i>DSM5</i>	
During the week		
Assignment due:	- Discussion Post 13 Due by 5/16 - Clinical Case Conceptualization Paper Due by 5/19/19 11:59PM via E-campus	
Week 14: 5/20/19	Topic: Current Trends in Mental Disorders in Relation to Inflammation Required Readings: #4, #5, & #6 on the list of required readings on this syllabus.	
During the week		
Assignment due:	- Discussion Post 14 Due by 5/20/19 11:59PM - Final Examination Due by 5/20/19 11:59PM	

****Online modules will be available on Mondays by 9:00AM. You will have until each Saturday of the weeks from 4/15/19 to 5/20/19 at 11:59PM (EST) to complete your weekly online module requirements and discussion board forum posts.**