COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Department

College

Current Course Prefix and Number	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See [Template](). Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

     From: **To:**

Change course number

     From: **To:**

Change credits*

     From: **To:**

Change grading

     From: **To:**

Academic Service Learning (ASL) **

     Add   **Remove**

* See [Definition of a Credit Hour]().
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	X *Heather J. Thompson, PhD, ncSW*	2-10-23
College Curriculum Chair	*Danielle Groton*	2/13/23
College Dean	*Naelys Luna*	2/13/23
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

ChangeCourseGR, revised Summer 2022

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
PSYCHOPATHOLOGY IN CLINICAL SOCIAL WORK PRACTICE
SOW 6125 SECTION XX CRN (3 CREDIT HOURS)

Semester:	Class Day/Times:
Semester Dates:	Office Hours:
Instructor:	Office Location:
Phone:	Web: https://www.fau.edu/sw-cj/ssw/
Email:	Canvas: https://canvas.fau.edu/courses/123810

STANDARD COURSE SYLLABUS POLICIES

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW PROGRAM MISSION

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

COURSE DESCRIPTION

This course focuses on mental health issues with children, adolescents, adults, elders, and families. It is built on the identification, analysis and implementation of empirically based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as diagnostic, statistical, manual of mental disorders and other schemes for assessing and understanding human behavior are covered.

RELEVANCE TO EDUCATIONAL PROGRAM

Knowledge of psychopathology is essential for any clinical area of social work practice and a requirement for licensure. Psychopathology is clearly related to student's field experiences. In order to help someone with their problems, one must be knowledgeable about what causes the problems. One of the causes of dysfunctional behavior is the existence of emotional and mental disorders in either the individual and/or the other people with whom they interact. Social workers must be able to identify whether psychopathology exists and assess its impact on the person and family.

In community mental health centers, family agencies, and many other settings, social workers are frequently the first people to interview the client. A thorough knowledge of psychopathology is required in order to understand and treat what may be central to the client's dysfunction.

SOW 6125 is also related to the practice sequence. Foundation and Concentration year practice courses include several practice models, some of which explain psychopathology differently. However, they all presuppose knowledge of emotional disorders, mental illness, and their consequences for clients as a result of these problems. The material in the psychopathology course is an important frame of reference for working with clients who are addressed in the practice sequence.

Students also need to understand how knowledge of psychopathology shapes services to clients. This relates SOW 6125 to social policy content. Finally, the DSM 5-TR, the classification manual, is based upon empirical data, as are the findings about the biological and cultural impact of mental illness on those afflicted. Research studies in psychiatry frequently don't agree. The ability to critically read and interpret such studies is derived from the student's experiences in their research classes.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE). In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this

ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook

COURSE PREREQUISITES

SOW 6305

EDUCATIONAL OBJECTIVES

Upon successful completion of this course, students will be able to:
C1: Demonstrate ethical and professional behavior in clinical social work practice (CO:1)
C2: Acknowledge the impact of client diversity such as culture, sex, race/ethnicity, class, gender identity and expression, religious/spiritual belief, sexual orientation, ability status, immigration status, and age – on client's emotional and physical well-being (CO:2)
C5: Assess policies at the state, federal and international level for their impact on social justice and quality of life (CO:3)
C6: Engage with individuals with mental health concerns and specialized knowledge and skill that are required for successful engagement (CO:4)
C7: Provide accurate differential diagnostic clinical impressions of mental health clients. (CO:5)

TEACHING METHODOLGIES:

The methods of instruction will include lectures (both live and recorded), a myriad of assignments, various media/videos, and case studies.
This is NOT a "how to" course. You will NOT learn how to counsel or diagnose your family and friends. This is an introductory course that will survey our current understanding, categorization, and treatment of mental illness. Human beings are complex and so are their mental health challenges. There are no easy answers and much we do not understand about the field. Students need to be mature, motivated, and have the ability to carefully consider and apply concepts and to think critically to succeed in this course.

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

*ALL ASSIGNMENTS ARE DESCRIBED IN DETAIL ON CANVAS WITH CORRESPONDING RUBRICS
Assignments for this course will fall into 2 main categories *"General Assignments"* which will account for 90% of the grade and *"Diagnostic Exercises"* which will account for 10% of the grade.

General Assignments (90 % of grade)

Syllabus & Course Agreement (One, 10 points) Please review the course *syllabus*. Once you understand the policies in the Syllabus, please complete the agreement found on Canvas. By completing the Syllabus and Course Agreement, you are consenting to the policies in the Syllabus. If you have any concerns, please contact your instructor.

Group Project Survey (One, 5 points)
A brief survey regarding student group work preferences due by Wednesday 8/24 by 5pm.

Goals Journal: (10 points each, Modules 1 & 15): Student will document in a journal format their learning goals for the course on Module 1 and then at Module 15 will evaluate and discuss their progress toward initials goals at the end of the semester.

Flipgrid Introduction Recording (One, 10 points)

I'd like to meet all of you and give you a chance to meet each other. I'd also like you to get some experience using Flipgrid as we will be using it throughout the semester. So, smile for the camera and do an introduction up to one and half minutes and then respond to your learning pod mates. For more information on using Flipgrid, see [Students: Getting Started with Flipgrid](#)

Reflection Journal Entries (Five, at 10 points each)

Students will write a continuous journal of activity, guided by instructor prompts. As the term progresses, these journals will be continuously updated, allowing for a personal history of learning. Journals should be the same word document that gets resubmitted with each required entry. Previous entries should remain on the document for student and instructor reflection.

Flipgrid Discussion Board (One, 10 points)

The instructor will provide a prompt for students to engage a discussion board via the Flipgrid feature on canvas.

Quizzes (Three, 10 points each)

Students will be required to take 3 multiple choice quizzes. Quizzes pertain to the material covered in the given module. Students will have only one chance to answer all questions and cannot go out and come back of Canvas once they begin the quiz. Quizzes are open book and untimed. Quizzes are due at 11:59 pm on the Friday in which the module ends. No late quizzes are accepted. Answers will be posted after the due dates.

Scavenger Hunts (Two, 15 points each)

A key component of clinical social work practice is the ability to find resources for clients' needs. Students will be presented with a case scenario in which they must search the internet for appropriate community resources as per the case.

Flipgrid Roleplays (Three, 15 points each)

Utilizing the Flipgrid program through Canvas students will have the opportunity to practice psychopathology related clinical skills in three different clinical role play scenarios. Students will have to record themselves based on the prompt provided by the instructor. Roleplays are very brief and will related to the course material covered in the module.

*Zoom Lecture or Watch recording and do an alternative assignment (two times, exclusive of live ungraded live course introduction): The instructor will be meeting live on Zoom with the class on the following dates:

• Sunday, January 8th, 4 pm to 5:30 pm: Course introduction, understanding a mental status exam, and orientation to the course format

• Sunday, February 19th, 9 am to 10:30 am: Discussion of OCD & Related Disorders, midsemester check in

• Saturday, April 8th, 10 am to 11:30 pm: Discussion of Sexual Dysfunctions and Paraphilic Disorders, & end of semester check in

* Recording will be available under the zoom tab on Canvas if students are not able to attend the live lecture however those who do not attend the live lectures on 10/1 and 11/13 will have to complete an alternative assignment once they viewed the recording of the class. Students who attend the lecture will be exempt from the alternative assignment and will receive up to 10 points for their participation in the live online class.

Learning Pods (Three, two at 25 points, one at 20 points)

During the first day of class the instructor will provide access via canvas to a confidential survey (see attached) to each student. Based on the students' responses to the survey the instructor will form learning pods. Learning pod assignments will be posted to the discussion board on canvas. Learning pods are a way to create social presence in online courses. They also emulate the teams social workers often find themselves working on when out in the field. It is the expectation that

students will share in all assignment responsibilities with their pod mates as well as operate within the values and ethics as per the NASW code of ethics and the Sandler School's policy on student conduct. After each learning pod assignment students will be required to complete a peer and self-evaluation on their experiences. Due to the challenges of getting students schedules to align, learning pod assignments will have extended time (over the course of 2 weekends) and will be assigned on Saturday at 12 am but not due until the following Sunday at 11:59 pm (as opposed to the typical Friday at 11:59 deadline).

Diagnostic Case Exercises 10% of Grade (Seven, 20 points each)

On seven occasions students will be presented with 4 clinical scenarios in which they must correctly diagnose the client in the case example as per the DSM-5-TR. Students will also be asked to substantiate their answers with supporting criteria from the DSM-5-TR.

The instructor will calculate your grade based on the following number of points:
The table below is only for grades that are calculated based on the sum of points only (not %).

General Assignments 90 % of grade	Total Points
Course Orientation **Group Project Survey** • 5 points **Goals Journal: (Modules 1 & 15)** • 10 points each (total 20 points) **Syllabus & Course Agreement (1)** • Worth up to 10 points. **Flipgrid Introduction Recording (1)** • Worth up to 10 points.	45
Reflection Journal Entries (5) • Worth up to 10 points each.	50 points
Flipgrid Discussion Board (1) • Worth up to 10 points.	10 points
Quizzes (3) • Worth up to 10 points each.	30 points
Scavenger Hunts (2) • Worth up to 15 points each.	30 points
Flipgrid Roleplays (3) • Worth up to 15 points each.	45 points

Learning Pods & Peer evaluations (2) • Worth up to 25 points each.	50 points
Concluding Learning Pod (1) • Worth up to 20 points	20 points
Attend Live Zoom Lecture (no paper) or Watch recording and do reflection paper (two times, exclusive of live ungraded live course introduction) • Worth up to 10 points each.	20 points
TOTAL Assignment Points:	**300 points**
Diagnostic Case Exercises (7) 10% of grade • Worth up to 20 points each.	**140 points total**

No extra credit is available.

Grade Scale

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

LATE ASSIGNMENTS POLICY

("Time is to the social worker what the stethoscope is to the physician"-Professor Carter, UPenn School of Social Work, 1992)
All quizzes are to be taken during the designated time. **No late quizzes will be permitted to be taken without advanced request from the student to the instructor and will be dependent on instructor's approval (in advance)**. If you have an issue that will impede you from getting your work in on time, please contact me immediately. Without an approved extension your work will be viewed as late and could result in penalties ranging from loss of points to a grade of failure for the assignment (as per the discretion of the professor). Typically work (other than quizzes, see above) that is submitted after the due date but within 24 hours after the due date (one day late) will result in a 20%-point penalty deduction for lateness. Work submitted the second 24-hour period after the due date (two days late) will receive a 40%-point deduction. No work will be accepted after 48 hours past the due date and will result in a grade of a 0. Accommodations will be made for students participating in a religious observance.
Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

Office Hours (via email)
My email office hours will be on Tuesdays & Fridays at 1pm to 3pm. During this time please feel welcome to send me an email and you can expect a close to immediate response. Please use my dlandsmanwohlsif@fau.edu email. I am also available to meet via zoom if you would like to do so, please send me an email and I am glad to schedule a time.

FAQ Discussion Board
The FAQ Discussion Board can be found under the "Discussion Board" link on the sidebar. When you have a question for either the instructor, your classmates, or some information you'd like to share please first post it to the FAQ discussion board. Chances are someone else has the same question and we can all benefit from shared information. The FAQ discussion board is the primary way the instructor will share information with the class so keep your eye on it. You can adjust your settings in Canvas to receive an email every time something is posted to the FAQ discussion board. Contact Canvas support for more details.

Course Outline and Reading Assignments
Please read the required readings and watch the videos in the module in which they are relevant.

REQUIRED TEXTS/MATERIALS

In this course, you will need the following texts and/or materials.

1. Gray, S. W. (2016). Psychopathology: A Competency-Based Assessment Model for Social Workers (4th ed.). Cengage Learning.
2. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed.) Text Revision.

Books are available at the campus bookstore.
Other course readings may be distributed in class or via CANVAS (see http://canvas.fau.edu). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Videos

Almost every week there are brief videos that will highlight key points from each module. They are thought provoking and frankly enjoyable. They have been chosen with care to maximize your learning potential, improve your skills, and provide a pleasant way to learn psychopathology. You will also see brief videos from the instructor each week which are there for guidance and course continuity.

Comment on reading: You are responsible to have read all of the chapters assigned from the Grey textbook as well as any additional articles. **I do not expect you to "read" the entire DSM-5-TR chapter associated with each disorder.** The pages are there for reference and I would encourage you to look at each section so you have a sense of how it looks and can be applied to practice as well as course assignments. For all chapters there will be a corresponding PowerPoint posted to Canvas to accompany the reading.

COURSE OUTLINE

Module	Module Topic	Dates	Assignments	Lesson Content
START HERE	WELCOME Saturday-Friday			
1 Start here 1/7/23-1/13/23	Introduction to Psychopathology		● 01. Quiz: Introduction to Psychopathology ● 01. Reflection Journal ● 01. Initial Learning Goal ● 01. Group survey ● 01. Syllabus & Course agreement **Instructor will be live on Zoom on Sunday, January 8th at 4pm-5:30 pm to provide an introduction to the class. This will be recorded however it would be great to "meet" you all.	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Chapter 1: An Introduction to the Competency-Based Assessment Model (Gray, 2016) ● DSM-5-TR: Cultural Formulation, pp.859-879 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 1 PowerPoint (Gray, 2016) Videos: ● What DSM-5 Means for Diagnosing Mental Health Patients ● Ted Talk: What Is So Funny About Mental Illness ● DSM 5-TR: New Updates to the DSM-Explained Files: ● Initial Mental Health Assessment (Santa Clara County, 2015) ● Updates to the DSM-5 Criteria and Text ● Updated DSM-5 Article ● Mental Health Glossaryπ
2 1/14/23-1/20/23	Neurodevelopmental Disorders		● 02. Scavenger Hunt: ASD Community Resources ● 02. Diagnostic Case Exercises: Neurodevelopmental Disorders. ● 02. Student Introduction: Flipgrid	**VIDEO-INTERNAL PRODUCTION:** ● Video from the instructor **READINGS:** ● Chapter 2: Neurodevelopmental Disorders (Gray, 2016) ● DSM-5-TR: pp 35—100 ● The Link Between August Birthdays and A.D.H.D. (Anupam ,2018) **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 2 PowerPoint (Gray, 2016) Video ● Ted Talk: How Autism Freed Me to Be Myself.
3 1/21/23-1/27/23	Schizophrenia Spectrum and Other Psychotic Disorders		● 03. Flipgrid Roleplay: Schizophrenia ● 03. Diagnostic Case Exercises	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Chapter 3: Schizophrenia Spectrum and Other Psychotic Disorders (Gray, 2016) ● DSM-5-TR: pp. 101-138 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 3 PowerPoint (Gray, 2016) Video: ● Living with Schizophrenia (WebMD, 2017) Resources: (Below)

Week	Topic		Assignments	Materials
				● Schizophrenia And Autism/Asperger's Syndrome Overlap and Difference. (n.d.).
4 **1/28/23-** **2/3/23**	Depressive Disorders And Bipolar and Related Disorders		● 04. Diagnostic Case Exercises ● 04. Reflective Journal	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Chapter 4: Bipolar and Related Disorders (Gray, 2016) ● Chapter 5: Depressive Disorders (Gray, 2016) ● DSM-5-TR: pp.139-214 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 4 PowerPoint ((Gray, 2016) ● Chapter 5 PowerPoint (Gray, 2016) Videos: ● What Is Bipolar Disorder? (TED-Ed, 2017) ● Depression, the secret we share | Andrew Solomon (TED, 2013)
5 **2/4/23-** **2/10/23**	Dissociative Disorders		● 05. Learning Pod: Dissociative Identity Disorders (DID) ● 05. Self and Peer Eval.	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Chapter 9: Dissociative Disorders (Gray, 2016) ● DSM-5-TR: pp. 329-348 **INSTRUCTIONAL MATERIALS:** Presentations**:** ● Chapter 9 PowerPoint (Gray, 2016) Video: ● What It's Like to Live With Dissociative Identity Disorder (DID)
6 **2/11/23-** **2/17/23**	Anxiety Disorders		● 06. Flipgrid Roleplay: Psychoeducation	**VIDEO-INTERNAL PRODUCTION:** ● Landsman-Wohlsifer (2021), Diagnosis Teaching Demonstration [Streaming Video]. **READINGS:** ● Chapter 6: Anxiety Disorders (Gray, 2016) ● DSM-5-TR: pp. 215-262 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 6 PowerPoint (Gray, 2016) Vídeos: ● OCD and Anxiety Disorders: Crash Course Psychology #29 (CrashCourse, 2014) ● Living with OCD: A documentary
7 **2/18/23-** **2/24/23**	Obsessive-Compulsive and Related Disorders		● 07. Quiz: Modules 6 & 7 ● 07. Alternative assignment (only if you did not attend live class) ** Instructor will be live on Zoom on Sunday, February 19th, 9 am to 10:30 am discussion include discussion/review on Obsessive-Compulsive and	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Chapter 7: Obsessive-Compulsive and Related Disorders (Gray, 2016) ● DSM-5-TR: pp.263-294 ● Addicted to Compulsions: A Complex Case Study of Obsessive and Compulsive Disorder Treated with Acceptance and Commitment

				Therapy (ACT) and Exposure Therapy (ERP) (Ocimum Scientific Publishers, n.d.)) **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 7 PowerPoint (Gray, 2016) Video: ● TED "Debunking the Myths of OCD"
8 **2/25/23-** **3/3/23**	Substance-Related and Addictive Disorders		● 08. Reflection Journal ● 08. Scavenger Hunt: Substance-Related and Addictive Disorders Community Resources	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 14: Substance-Related and Addictive Disorders ● DSM-5-TR: pp. 543-666 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 14 PowerPoint (Gray, 2016) Video: ● This grieving family wants pharmaceutical companies held accountable for opioid deaths (PBS News Hour, 2019) ● The Power of Addiction and The Addiction of Power: Gabor Maté at TEDxRio+20 (TEDx Talks, 2012)
Spring Break 3/4/23-3/10/23			No class or assignments. Enjoy☺ the break!	
9 **3/11/23-** **3/17/23**	Feeding and Eating Disorders		● 09. Reflection Journal ● 09. Diagnostic Case Exercises	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 11: Feeding and Eating Disorders ● DSM-5-TR: pp. 371-398 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 11 PowerPoint (Gray, 2016) Video: ● Inside the Eating Disordered Mind (National Eating Disorders Association, 2018) ● Eating Disorders Are Black Women's Issues Too (The Guardian, 2017) ● What are eating disorders? (National Eating Disorders Association, 2021)
10 **3/18/23-** **3/24/23**	Trauma- and Stressor-Related Disorders		● 10. Diagnostic Case Exercises ● 10. Flipgrid Roleplay: PTSD Interview	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 8: Trauma- and Stressor-Related Disorders ● DSM-5-TR: pp. 295-328 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 8 PowerPoint (Gray, 2016) Video: ● Ted Talk: The Chilling Aftershock of a Brush with Death (TEDxCannes, n.d.)

11 **3/25/23-** **3/31/23**	Disruptive, Impulse Control, and Conduct Disorders		● 11. Diagnostic Case Exercises ● 11. Flipgrid Discussion: Kids and "Behavior"	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 13: Disruptive, Impulse-Control, and Conduct Disorders ● DSM-5-TR: pp.521-542 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 13 PowerPoint (Gray, 2016) Video: ● Explosive Kids - Ross W. Greene (APB Speakers, 2015) ● School Suspensions Are an Adult Behavior (TEDx Talks, 2016)
12 **4/1/23-** **4/7/23**	Personality Disorders		● 12. Quiz ● 12. Learning Pod: Personality Disorders ● 12. Self and Peer Eval.	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 16: The Personality Disorders ● DSM-5-TR: pp. 733-778 **INSTRUCTIONAL MATERIALS:** Presentations ● Chapter 16 PowerPoint (Gray, 2016) Video: **Med Circle Videos** ● Cluster B (M12: 1-3): The 4 Most Misunderstood Personality Disorders & How to Spot Them (MedCircle, 2020) ● Cluster A (M12: 1-3): Schizophrenia vs. Schizotypal vs. Schizoid Personality Disorder: The Differences (MedCircle, 20219) ● OCPD (M12: 1-3): The Surprising Symptoms of Obsessive-Compulsive Personality Disorder (OCPD) (MedCircle, 2019) ● Dependent (M12: 1-3): Dependent Personality Disorder Signs You Need to Know (MedCircle, 2019) ● Avoidant (M12: 1-3): Ever Felt Fear of Humiliation? Avoidant Personality Disorder May Be Why (MedCircle, 2019) Recommended Videos: ● Narcissism: Psychodynamic Perspective (Thought Cooperative, 2017)
13 **4/8/23-** **4/14/23**	Sexual Dysfunctions and Paraphilic Disorders		● 13. Diagnostic Exercises ● 13. Alternative assignment (only if you did not attend live class) ** Instructor will be live on Zoom on Saturday, April 8th, 10 am to 11:30 pm to teach this module as well as to check in. Recording will be available if you are not able to attend.	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● DSM-5-TR: pp.477-510 and 779-802 ● Psychotherapeutic issues with "Kinky" Clients: Clinical Problems, Yours and Theirs (Nichols, 2006). ● Sexual dysfunction & disorders: Treatment, symptoms & diagnosis (Cleveland Clinic, n.d.). **INSTRUCTIONAL MATERIALS:** Presentations ● Module 13 PowerPoint (Landsman-Wohlsifer, 2021)

14 4/15/23- 4/21/23	Neurocognitive Disorders		● 14. Reflection Journal	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Gray, Chapter 15: The Neurocognitive Disorders ● DSM-5-TR: pp.667-732 **INSTRUCTIONAL MATERIALS:** Presentations: ● Chapter 15 PowerPoint (Gray, 2016) Video: ● The Nuns Devoted to Understanding Alzheimer's Video (CNN Health, n.d.)
15 4/22/23- 4/28/23	Course Conclusion, Application to Practice, and Ethical Considerations		● Learning Pod: Concluding group discussion ● Final Learning Goals	**VIDEO-INTERNAL PRODUCTION:** ● N/A **READINGS:** ● Diagnosing, DSM, & Clinical Social Work ● DSM & Ethics of Diagnosing (Barsky, 2015)

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The instructor reserves the right to adjust this syllabus at any time.

Bibliography
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Journal of Sex Research, 50(3-4), Apr 2013, 276-298. doi: 10.1080/00224499.2012.738259
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European descent: A review. *Journal of Psychiatric Practice*, *17*, 394- 403.
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*Psychoanalytic diagnosis: Understanding personality structure in the clinical
Process.* New York, NY: Guilford Press.
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Reid, H., & Bahar, R. (2006). Treatment of encopresis and chronic constipation in young
children: Clinical results from interactive parent-child guidance. *Clinical Pediatrics, 45,* 157-164.
Ribner, D. (2006). The dead little girl. *Sexual and Relationship Therapy, 21* (1),1-15.
Skodol, A. E., & Bender, D. S. (2003). Why are women diagnosed borderline more than   men?
Psychiatry Quarterly, *74*, 349-360.
Smart, R. Yuying, T., Mejfa, O.L., Hayashino, D., Braaten, M. E. T. (2011). Therapist
experiences treating Asian American women with eating disorders. *Professional Psychology:
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*In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Saturday at 12:00am, EST, and ends on Friday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:
- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.

- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar.

When a problem occurs, click "Help" to:
- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see Print Screen instructions.
3. Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
   a. Select "Canvas (Student)" for the Ticket Type.
   b. Input the Course ID.
   c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
   d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

PLAGIARISM

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.
For more information, please see the [FAU Office of Student Conduct](#).

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will

communicate to you.

Feedback Method: Please add details on how feedback will be delivered (automatic grading of quizzes, comments on assignments, rubrics, etc.)

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on Cyber Security Awareness.

SUPPORT SERVICES & ONLINE RESOURCES

- Center for eLearning and Student Success
- Counseling and Psychological Service (CAPS)
- FAU Libraries
- Freshmen Academic Advising Services
- Math Learning Center
- Office of Information Technology Helpdesk
- Office of International Programs and Study Abroad
- Office of Undergraduate Research and Inquiry
- Student Accessibility Services
- University Center for Excellence in Writing

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist

students in getting connected to services/providers in your area for ongoing support. For more information, go to http://www.fau.edu/counseling/ or call 561-297-3540.

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult Student Accessibility Services.

Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:
- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

Chapter 4 of the University Regulations contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

UNIVERSITY-APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the FAU Registrar Office for more information.