



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

Course Syllabus RECN 715: Psychiatric Rehabilitation: Diagnosis and Psychopathology

General Information

Program	:	Master of Science Rehabilitation Counseling
Academic Term	:	
Course Codification	:	RECN 715
Course Title	:	Psychiatric rehabilitation: Diagnosis and psychopathology
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

This class is designed to help students learn essential concepts, knowledge, procedures, and guidelines necessary for effective and responsible diagnosis of mental, emotional, and behavioral disorders in children, adolescents and adults and effective communication (orally and in writing) of diagnostic labels and formulations. The emphasis is on basic understanding and use of the prevailing diagnostic system, the DSM-V-TR. Use of this system is supplemented with discussion of its strengths and weaknesses and consideration of alternative diagnostic schemes. Understanding how proper diagnosis plays a constructive role in effective counseling and psychotherapy and building skills in doing so is emphasized.

Students are expected to learn how to search the professional literature for critical information about various disorders, how to use this information in diagnosis and prospectively for treatment interventions, and how to effectively communicate information about diagnoses to other clinicians and to family members. Gender and cultural factors affecting disorders, diagnosis and interventions are included. Discussions focus on problem solving, developing skills in using the DSM-V-TR as a reference, and using the clinical judgment and objective assessment measures needed to use the diagnostic system effectively in evaluation, treatment planning, and communication

Add/Drop

Process	Last day
Add/drop period ends	February 6, 2023 (5:00 pm)
Withdrawal period ends (W)	April 14, 2023 (5:00 pm)
Withdrawal (All classes)	May 12, 2022 (5:00 pm)

See Academic Calendar Spring [2023](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

KPI10: Demonstrate competence in essential interviewing, counseling, case conceptualization skills, and case management within the scope of practice in rehabilitation counseling.

Course Objectives	CACREP Standard	Assessment
1. Understand the etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.	5D-1F	
2. Identify rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks.	5D-2d	
3. Apply diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i> .	5D-2f	
4. Recognize classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	5D-2i	

Course Objectives	CACREP Standard	Assessment
5. Understand the effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).	5D-2m	
6. Conduct diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.	5D-3a	
7. Recognize classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities.	5H-1f	
8. Incorporate consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.	5H-3l	

Resources

Required textbook	Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (Eds). (2015). Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment (3rd ed.). Routledge.
Complimentary texts	American Psychiatric Association. (2022). <i>Diagnostic and Statistical Manual of Mental Disorders 5-TR</i> . Author.
Recommended References and Resources	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.

Evaluation strategies

1. Midterm examination (100 points)

There will be a midterm examination. This midterm examination covers materials/topics from the beginning of the course up to Mid-semester. The exam contains 50 multiple choice questions worth 100 points. Each question is worth 2 points.

2. Participation and discussions (150 points)

Each week there will be one discussion questions on materials for that week posted. Please reply to the discussion question and respond to one classmate per question. You should have a total of 2 post. All responses should be posted by the Sunday night by 11:59 pm before the following class. Please read all contributions from classmates prior to class that week. Posts are graded based on the criteria as listed: critical thinking, connections, uniqueness, timeliness, and stylistics. The original post and the reply will have a total point of 5-points each week.

3. Using movies to understand common DSM-5-TR diagnoses (150 points)

Students will be expected to complete the required readings. Watch and analyze three (3) movies using the guideline provided in the assignment. When viewing the movies be mindful that the characters are used as an illustrative case study to assist in the process of generalizing from film to actual diagnostic work. Your task is learning how the character's symptoms point to symptoms that are mentioned in the DSM 5 for a certain diagnosis. Subsequently, the terminology of the character's possible DSM diagnosis is to be described. Please pay attention to the followings:

- a. Title page
- b. Write a very summary of the movie. Give me some clear evidence that you watched it.
- c. Write a description of how of the psychological disorder and/or the therapy that was portrayed.
- d. Indicate the Diagnosis Diagnostic Criteria, and list and explain list at least 5 characteristics.
- e. Please give examples from scenes in the movie, please explain in detail.
- f. Write a critical analysis of how accurate or inaccurate you found the portrayal of the disorder/therapy. Show evidence of your knowledge of the psychological disorder/mental illness or the type of therapy (i.e. include information from DSM-5-TR).

4. Article review (90 points)

Students will complete 3 article reviews worth 90 points. Each article review will be worth 10 points. The article review will contain the followings

- a. Cover page
- b. Summary of the article
- c. Discussion of the positive points (if any)
- d. Critique (identification of contradictions, gaps and inconsistencies in the text)

5. Final examination (10 points)

There will be a final examination that involves the analysis of diagnostic vignettes. The final examination contains three vignettes. Please complete read the vignettes and answer the questions comprehensively.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the
F	0-299	below 60	expectations

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other

students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be

penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence, or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing titleIX@umes.edu, or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 80% of the work for the midterm grade**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract.

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 1	<ul style="list-style-type: none"> • Introduction to Course and Syllabus • Diagnosis, case conceptualization, culture, and treatment 	Chapter 1		
Module 2	<ul style="list-style-type: none"> • Adlerian case conceptualization 	Chapter 2		
Module 3	<ul style="list-style-type: none"> • Personality disorders 	Chapter 3		
Module 4	<ul style="list-style-type: none"> • Anxiety and obsessive-compulsive disorders 	Chapter 4		
Module 5	<ul style="list-style-type: none"> • Depression and bipolar disorders 	Chapter 5		
Module 6	<ul style="list-style-type: none"> • Trauma and stressors-related disorders 	Chapter 6		
Module 7	<ul style="list-style-type: none"> • 			
Module 8	<ul style="list-style-type: none"> • Eating disorders 	Chapter 7		
Module 9	<ul style="list-style-type: none"> • Schizophrenia spectrum and other psychotic disorders 	Chapter 8		
Module 10	<ul style="list-style-type: none"> • Dissociative disorders 	Chapter 9		
Module 11	<ul style="list-style-type: none"> • Somatic symptoms and related disorders 	Chapter 10		
Module 12	<ul style="list-style-type: none"> • Sleep-wake disorders 	Chapter 11		
Module 13	<ul style="list-style-type: none"> • Sexual disorders 	Chapter 12		
Module 14	<ul style="list-style-type: none"> • Neurodevelopmental and conduct disorders 	Chapter 13		
Module 15	<ul style="list-style-type: none"> • Neurocognitive disorders 	Chapter 15		
Module 16	<ul style="list-style-type: none"> • Final exam 			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.