

CEPD 7111**PSYCHOPATHOLOGY**

3 Semester Hours

Fall 2008

Instructor: Susan R. Boes, PhD, LPC, NCC

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Office Hours: Wednesday 2:00-5:30; Thursdays 12:30-5:30 Fridays online 2:30-4:00 unless in office at UWG for weekend class

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Please use the WebCT email to contact me in regards to this course. I will generally answer email within 48 hours; please do not resend messages until after a 48 hour period. I reserve the right to not answer email on weekends.

Fax: (678) 839-6900

Helpdesk: 678-839-6248

Online Support:

WebCT Login and Help Page: <http://webct.westga.edu>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/Ingram>Library Information: <http://www.westga.edu/~library/info/library.shtml>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

This course is designed to give an overview of the diagnostic categories as described in the Diagnostic and Statistical Manual of Mental Disorder, Fourth Edition, Text Revised (DSM-IV TR) and the multi-axial diagnostic system. Particular emphasis will be placed on the process of assessment and diagnosis and factors influencing these.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective)

integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop an understanding of the principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans; (American Psychiatric Association (APA), 2000; Fauman, 2002; Hales & Hales, 1996)
(*Decision Makers, Culturally Sensitive, Knowledgeable; CACREP CC-C.4*)
2. develop knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*; (American Psychiatric Association (APA), 2000; Fauman, 2002; Meyer, 2004)
(*Knowledgeable; CACREP CC-C.5*)
3. develop and understanding of exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect abnormal behavior; (APA, 2000; Fauman, 2002; Hales & Hales, 1996)
(*Knowledgeable; CACREP II.K.3.c*)
4. develop awareness of factors such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, and specific populations; that contribute to or interfere with accurate assessment and diagnosis; (Seligman, 1998) and
(*Decision Makers, Culturally Sensitive, Knowledgeable; CACREP II.K.7.f*)
5. develop knowledge and understanding of ethical and legal considerations that relate to the process of assessment; (APA, 2000; Seligman, 1998)
(*Decision Makers, Culturally Sensitive, Knowledgeable, Reflective; CACREP II.K.7.i*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed. Text Revision). Washington, DC: Author.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

References

- Fauman, M. A. (2002). *Study guide to DSM-IV-TR*. Washington, DC: American Psychiatric Press.
- Hales, D., & Hales, R. E. (1996). *Caring for the mind*. New York: Bantam Books.
- Meyer, R. G. (2004). *The clinician's handbook*. Long Grove, IL: Waveland Press.
- Seligman, L. (1998). *Selecting effective treatments, A comprehensive, systematic guide to treating mental disorders*. San Francisco: Jossey-Bass.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is learning to use the diagnostic criteria as presented in the *Diagnostic and Statistical Manual of Mental Disorders, 4th edition, Text Revised* to begin to understand and accurately diagnose client disorders. (**All Assignments**) Additionally, emphasis is on the multiaxial diagnostic system. Particular emphasis is placed on the process of assessment and diagnosis. As students begin to understand all of the contributing factors that influence mental disorders they will learn to be most careful in making a diagnosis due to the effects of labeling an individual for life. The overall evaluation of this course is structured so that students learn by doing as they will analyze a variety of case studies individually and as a group. Research on a specific diagnosis will help students delve into all factors that influence a particular diagnosis and more specifically on appropriate interventions for treatment of the disorder. Sharing the information as written in their research paper will help classmates become more aware of the difficulties of particular diagnoses and of the importance of treating a disorder with an appropriate intervention. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: by choosing to write their reflection paper on a diagnostic category about which they would like to learn more, by choosing the appropriate diagnosis for each case study as presented on paper or video and by Ruling Out diagnosis which are similar, by choosing what area to focus their research paper on and finding by their research which is the most appropriate intervention treatment for the chosen diagnosis (**Assignments 2, 3, 4, 5**); *cultural sensitivity*: taking every opportunity to learn about and include issues affecting diversity in their research paper (**Assignment 3, 4**); *knowledge*: from their initial perusal of the *DSM-IV TR* students will be able to more easily find a disorder and understand the setup of the manual, the research paper will teach them a great deal about one disorder and they will understand more about a variety of disorders from the research presented by their peers, understanding how to Rule Out criteria so as not to misdiagnosis, students will be able to connect the criteria to symptoms as presented by a variety of case studies (**Assignments 2, 3, 4, 5, 6**); *reflection*: through the use of the reflection paper one diagnostic category or diagnosis will become the center of the student's attention for the semester and by reviewing the diagnosis for the case studies as presented by the instructor after the team has proposed a diagnosis students will learn by reflecting on the diagnosis they or their team has made (**Assignments 2, 5**).

Course Communication: Students are expected to logon to WebCT VISTA (instructions can be found through the University's Web page). VISTA is the communication resource for this course and

direct contact with the instructor and classmates. If you have a question for the professor or another student, please use the private email function of WebCT. Questions of a personal note or about individual grades, if posted to the class discussion board, will be ignored by the professor. Over time it has been noted that other students in the classroom have little patience with personal postings on the class discussion board. This can be avoided by using the private email function. **Should a problem arise connected to WebCT VISTA please contact the help desk first at (678) 839-6248.**

Activities and Assessments:

1. Participation

The course consists of formal lectures, course discussions, readings, and brief practice in making diagnosis. Classes may include large/small group exercises, the use of film, and frequent use of informal writing exercises. Because the class will be taught using a highly interactive approach, students are expected to be well prepared for each meeting, to have completed home assignments and assigned reading, and to ask questions on material they do not understand. Since graduate students are respected as independent learners, lectures predominantly expand on topics presented in the text and provide other relevant information.

It is mandatory that readings are completed on schedule for participation. Because this is a comprehensive course, it may be difficult to cover all material contained in the *DSM*, however students are expected to complete the assigned reading. **Students are responsible for assigned material not covered in class as this material may appear on one of the examinations.**

2. DSM-IV Tabbing & Brief (in-class) Reflection

Tab each of the diagnostic categories in your text for ease in locating criteria. Review the sample shown in class. While you are tabbing, read each diagnostic general category description. Prepare an oral description of one diagnosis that you find as the most curious or particularly interesting to you. Briefly discuss the reasons for your interest/curiosity. Be prepared to share with the class. Please be sure to share your tabbing with the instructor so that you will receive the full points. Points for this assignment will be divided 4/1.

This assignment is part of the Foliotek portfolio project for the College of Education students. Students (who entered the program fall, 2006 or after) will drop this assignment into the Foliotek folder with an appropriate reflection connecting it to CACREP standards.

Course Objectives: 2, 4

3. Research Project

Complete a multi-phase research/term paper according to the Guidelines for Research Papers included at the end of this Syllabus.

Please remember plagiarism is a serious offense. Remember to acknowledge authors for their work and include page numbers for direct quotations.

All manuscripts will be read, revised, edited, and published by the University Publications and Printing Department and available for pick-up next semester. This will be your personal publication of diagnoses and appropriate choices for interventions and can be placed on your resume as a publication of limited circulation.

This is a multi-phase project, starting with the topic selection (topic changes will only be allowed 1 time so please choose carefully). Next the students will turn in 3 phases of the paper for grading with final revisions due before the semester grade will be sent to the registrar. Guidelines follow at the end of the syllabus. Please note the due dates on the tentative outline.

Please do not put assignments in folders or plastic covers of any kind. Manuscripts are to be on plain white paper stapled (versus paper clips) together.

This assignment is part of the Foliotek portfolio project for the College of Education students. Students (who entered the program fall, 2006 or after) will drop this assignment into the Foliotek folder with an appropriate reflection connecting it to CACREP standards.

Course Objectives: 1, 2, 3, 4

4. Presentation of Research Paper

Present the highlights of your paper to the class. Prepare your presentation for a minimum of 10 minutes however time for each presentation will be **accorded** appropriately depending on the size of the class. A more accurate presentation time allotment will be announced later.

Briefly present any controversial research concerning diagnosis, characteristics, prevalence, and target population. Spend the majority of your time discussing the major intervention you research for your paper. Prepare a brief handout for your classmates focusing on the main intervention or treatment program; engage your audience in an appropriate manner. PowerPoint presentations are encouraged.

Course Objectives: 1, 2, 3, 4

5. Diagnosis of Case Studies

A minimum of 5 cases (for points) will be diagnosed and discussed either in class or on WebCT. These will be completed in a group format. If you miss class during the group diagnosis, these points will be lost. **There is no way to make up a group effort.** The case studies will be comprehensive in nature. Each class meeting as we read more material the case studies will increase in the potential for a diagnosis.

Case Studies are due the Wednesday after the Saturday class at 3:00PM. Please designate the person who will send the case study to me via email using WebCT only.

Course Objectives: 1, 2, 3, 4

6. Examinations/Evaluations

Students will take a mid-term and a final exam. The exams will be cumulative.

In regards to online examinations, please adhere to the following procedures if you have trouble:

- 1) **Please contact the WebCT Vista help desk:**
 - a. **Monday – Friday 8:00 am – 5:00 pm @ (678) 839-6248**
 - b. **After-hours 24 hrs/day, 365 days/year @ <http://help.view.usg.edu>**

Also please remember that all students have an ethical duty to keep all information regarding exams (i.e., exam questions, answers, etc.) confidential. And reproduction of any test materials is against the university's academic honesty policy.

See tentative course outline for approximate dates.

Course Objectives: 2, 4

Evaluation Procedures

Student's grades will be determined as follows:

- a) Research paper & presentation in class
- b) Exams/evaluations
- c) Case diagnoses
- d) Book tabbing & reflection paper

Points will be on a 100-point system.

Research Paper	35
➤ Phase 1 =	5
➤ Phase 2 =	20
➤ Phase 3 =	10
Final Revision	5
Presentation of research	5
10 Case Studies (5x 2)	10
1 Tabbing & reflection	5
First Evaluation	20
Final evaluation	20

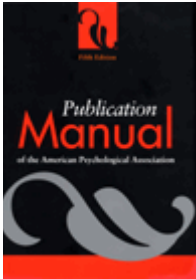
Grading Policy

A= 90% total points B= 80% points C= 70% points F=Below 70%

General Grading Guidelines:

- A** – Extraordinarily high achievement; high degree of **synthesis and application**.
- B** – Very good, solid, above average quality of work; good synthesis and application.
- C** – Satisfactory quality of work; average level of synthesis and application.
- D** – Minimally acceptable performance (no “D” grades in graduate courses)
- F** – Unacceptable work, does not meet objectives of course.

An incomplete will only be given for illness, death in the family, or other major emergencies.

CLASS POLICIES

Writing Style. It is understood that the policy for research reports or papers for the College of Education is **APA** format (using the 5th edition of the manual). The *Publication Manual of the American Psychological Association* (APA; APA, 2001) is the point of reference for writing style.

All papers are to be submitted using APA format unless otherwise announced. This includes margins, title page, page numbering, running head, headers, abstract, appropriate level headings, citations, direct quotations, references, spacing and all other aspects of the paper. Please purchase the *Manual* for use with your papers – this is listed as a required text. The manual can be purchased in the bookstore (or elsewhere) at a minimum cost.

Pay particular attention to the early chapters in the manual for content, organization, and level headings. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in the 5th edition of the APA manual. **It is not an objective of this course to teach APA style. Students are expected to learn this on their own if the style is not already integrated into their writing. Papers that do not adhere to the correct APA format will be returned to the student without a grade. Points will be lost for APA errors.**

APA format is as important to the organization of a paper as clear and concise thoughts are to the content of the paper. Both are necessary for a graduate paper. Do not refer to this syllabus exclusively for APA format. Organization and other correct format are to be found in the fourth edition of the APA manual (see my guidelines attached).

Exams. The dates are noted on the tentative calendar. Acceptable performance on the exams will require a thorough knowledge of your textbooks, handouts, additional assigned readings, any films used, and class notes. Tests may include group experiences, multiple-choice, true/false, short answer, and/or essay type evaluations.

Other Policies

1. Because this is a comprehensive course working to achieve all aspects of course material, it may be difficult to cover all of the material in the book. **Students are responsible for assigned material not covered in class.**
2. Completion of all papers. Due dates have been established for all work. **Late papers will be penalized 5 points per day.** No assignment will be accepted after one week.
3. The professor reserves the right to alter or amend this syllabus and/or its policies/procedures at any time.
4. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in newest edition of the *APA manual*.
5. **Attendance is required.** Students are expected to attend each class session, to be on time, and be present for the full class session. **Due to the compact nature of weekend classes (should this be a weekend class) any absence will drop the student's grade by 10%. There are no excused absences.** Please make adjustments to your schedule at this time. Should an absence be necessary, the student is responsible for all notes, activities, assignments, etc. missed. This information should be obtained from a **class member**. In case of an absence on the night of the exam, the student has 48 hours to contact the instructor and arrange for a make up. **NO** make-ups will be given for those who fail to make contact within 48 hours. Make-up tests are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members.
6. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction.
7. Reading of text, reserve materials and handouts. Various readings may be placed on reserve for your class in the Teaching Materials Center or Library. Feel free to make your own copies of the materials but do not mark on the copies, journals or books placed on reserve.
8. Exceptions for assignments will be made only by prior permission.
9. In-class diagnostic case study assignments cannot be made up. **All points for missed case studies will be lost** (due to the diagnostic process), therefore absences are highly discouraged.

CLASS OUTLINE

Class 1 & 2 (also interim) *August 22 & 23*

Syllabus & overview, Introduction, Uses and structure of the Manual
Process of Diagnosis and the Clinical Interview. Disorders Usually First
Diagnosed in Infancy, Childhood, or Adolescence.

Delirium, Dementia, Amnesic and Other Cognitive Disorders; Mental
Disorders due to a general medical condition

Case study Due

Topic for paper due Thursday September 3 by 5:00pm (send through

WebCT Vista topic board titled Topic)

- Class 3 & 4 (also interim) *September 5 & 6*
 Substance-Related Disorders; Mood Disorders, Anxiety Disorders;
 Schizophrenia and Other Psychotic Disorders, Eating Disorders, Sexual
 and Gender Identity Disorders
Case Study Due
Tabbing (please present text to instructor for review); Oral reflection
due Saturday September 6, 2008
Phase 1 Research Paper Due – September 19, 2008 in dropbox by
5:00pm
Phase 1 comments will be available through WebCT grade book
September 5, film review of Sybil and discussion on WebCT
- Class 5 & 6 (interim) *October 3 & 4*
 Dissociative Disorders; Impulse Control Disorders Not Elsewhere
 Classified; V-codes & Adjustment Disorders, Decision Trees; finish
 previous work
Case Study Due
Midterm ONLINE – (time will be allowed throughout the week)
October 3, 2008 by 8:00PM
- Class 7 & 8 (interim) *October 24 & 25*
 Personality Disorders, Somatoform Disorders, Factitious Disorders, Sleep
 Disorders; Criteria Sets and Axes for further Study; Possible WebCT
 Chat/PPT for Friday night class; online discussion; assignment will be
 posted
Case Study Due
Phase 2 Due - October 25 in class; bring a hardcopy
Phase 2 available for return by November 5, 2008 by 2:00PM
- Class 9 & 10 (interim) *November 21 & 22*
 Finish all diagnostic categories papers
Case Study Due
Final examination November 21, 2008 due by 8:00PM (online; time
will be allowed throughout the week)
Phase 3 Due - November 22, 2008
Presentations of research November 22 afternoon session only
- Before final grades **Final Revisions Due – December 10, 2008 or before (see previous for**
description – paper and disk/CD due

The above calendar is tentative especially the dates for evaluations.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. **Plagiarism** occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas

of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Uncatalog, Undergraduate Catalog, and Graduate Catalog.

Research Paper Guidelines

Research Project

Complete a term paper (a paper on a topic you have researched by a review of the literature), which demonstrates knowledge relating to a specific diagnostic category. This paper will be written in 3 phases with a **final revision being due before grades are posted. Due dates are noted on the tentative course outline.**

- **Phase 1** is an outline of the paper according to appropriate level headings that you will utilize in your paper. Under the level headings, please *describe in paragraph form* how you will attend to the information under each heading being as specific as possible. Additionally in phase 1 include **all the references** you intend to use for the paper. If you add more references in phase 2, please note these by typing in bold. Give a tentative yet well thought out title to the paper that describes the focus of the paper and direction of the writing. Review APA guidelines to choose an appropriate title that “summarizes the main idea of the paper simply and, if possible, with style” (APA, 2001, p. 10). Accommodations to the title can be made during the next phase of writing. Phase 1 is worth 20 points. **Papers not using APA format will be returned unread and points will be deducted.**
- **Phase 2** is a full draft of the paper submitted for suggestions/modifications and returned for revisions. This will include all of the concepts noted below.
- **Phase 3** is the revision of the full paper that includes revisions/modifications that have been suggested. If you choose not to make suggested modifications, please delineate in a separate paper the modification suggested and the reason you did not include the change.
- **Final Revisions** are to be submitted for publication of the course journal. Both the paper and a disk version or CD that is both readable and writable is to be submitted with this final phase.

The paper will include an understanding of the characteristics, behaviors, and symptoms of the diagnosis as found in other sources not merely the *DSM-IV-TR*. **DO NOT paraphrase the diagnostic criteria in the DSM-IV TR** (we will read this as part of the course). Describe characteristics and criteria only when they present differently, as in controversy, or special instances. In phase 1 you will discuss how you are going to attend to the above items as well as the treatment intervention section(s) discussed below. Phase 2 will be the actual discussion attending to the above points and the interventions.

The paper is to reflect relevant research on the diagnosis (but do not overly dwell on the diagnosis as we will have read about it during the course – **see above**) and treatment. In addition, to current relevant research discuss briefly at least two appropriate treatment programs/interventions with a more thorough discussion of **one** (this makes three interventions) specific treatment/program modality. Work to find the best intervention from your review of the literature. Remember to keep the discussion of your research on your chosen diagnosis and the discussion of the two other appropriate interventions brief. Keep the major portion of the paper concentrated on the one major treatment/modality/intervention, which you found through your literature review. Discuss this one major treatment/modality/intervention as it as been presented as the **most** effective, the most current, or the newest trend. Remember the *DSM-IV-TR* does not cover any interventions.

Include in the discussion of your main treatment/intervention the theoretical foundation for the intervention/treatment (when noted), treatment procedures, goals and strategies for the treatment intervention, and potential outcomes of the treatment/intervention. Be sure to discuss the success rate for the intervention according to research findings and also include the means of evaluating the success of the intervention. Discuss the possibilities of misdiagnosis and the target population (most of these can be used as level and sublevel headings).

Take care not to plagiarize (also remember I have read many research papers on various diagnosis) being sure to note appropriate citations for all material which is not your own. Begin with a brief but thorough introduction of the diagnosis and intervention you are presenting. State the purpose of the

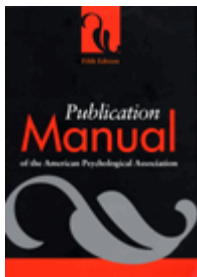
paper **within the introduction** but make your introduction more than a purpose statement. Briefly present the characteristics of the diagnosis in a general context. Then use the various headings and sublevel headings to attend to the other aspects of the paper. Conclude your paper with a discussion section (1) summarizing the major concepts within the paper, (2) presenting implications of the research you found on the diagnosis, and (3) discussing conclusions drawn. Make the final discussion section brief yet thorough.

Use a minimum of 10 references used for this paper. Do not include more than 2 websites and these websites are to be well known such as The Center for Disease Control. You may use the Internet for references but they must be from appropriate journals and psychiatric sources and in **full text** (page #'s and all authors [sometimes all authors are listed at the end of the article for online journals] must be given). Do not use an article if it is not full text because it does not always include all authors, nor does it include page numbers which are necessary for direct quotes. If for some reason there are not page #'s appropriate APA is to list the paragraph # --in other words some indication of how the reader may find the material must be given.

The maximum length for this paper is to 25 pages. This includes title page, abstract and references. Points will be deducted for 1) papers longer than the maximum requirement and 2) papers shorter in length, if the topic is not covered appropriately according to the topic areas included above. Write with accuracy and conciseness (parsimony) while covering the material.

Proper APA format 5th edition is to be used throughout the paper, as it is the policy of the College of Education. Use APA format for **submission to a journal** (e.g., double-space entire paper and do not put "in partial fulfillment etc." on title page) for all phases – **do not use** the format for thesis or other papers. This includes proper content (as discussed above) and organization (introduction, literature review on diagnosis/misdiagnosis, characteristics, interventions and success rates, etc.), and summary/conclusion section. Repeat the full title of your paper on page 3 but do not use "Introduction" as a heading as it is not used in APA format. The placement of the introduction indicates what it is. Your paper is to include appropriate APA style for the title page, margins, running head, header, abstract, appropriate headings and sub-level headings, citations, and reference section. Use the APA errors guideline form attached to the syllabus for help as well as the APA manual. If you pay attention to these, they can be an aid; ignoring these guidelines and other APA manual guidelines will lose points.

Since this is a graduate student project that will require extensive work, it is recommended that you begin the research as soon as possible with a complete review of the literature. Procrastination is often demonstrated in the final product and can prohibit students from doing their best work. Please use WebCT to send the topic of your choice using the **correct topic board to display your intended topic** (this will allow your peers to preview topics also). The topic is to be indicative of the content of the *DSM- IV-TR*. I am available during my office hours (which are posted on the first page of this syllabus) for help with a decision about an appropriate topic, APA format, and questions about content. **Please make an appointment** to discuss or email your questions to me using WebCT private email (Please see and USE evaluation forms provided for paper – they are meant to help you attend to the expected criteria).



Remember all work that is taken from books, articles, or other manuscripts and studies and used in your paper must be cited giving appropriate credit to the author or researchers investigating the study. Appropriate citations are to be given for all information referenced each time the information is used. All citations in text must have a reference in the reference section. Please note that plagiarism is a serious offense. Remember this as you complete your research paper. Authors must be acknowledged for their work and page numbers must be given for direct quotations. *Plagiarism also applies to other papers you have written for other courses; if you use this information it must be cited and available for my review.*

Common APA Errors

For further information, refer to designated reference numbers in the APA Publication Manual.

1. Failure to cite sources used in text and use correct citation format; citations in text are {author, date} unless there is no author or other unusual circumstance. (APA reference # 3.94-3.103)
2. Failure to cite page numbers for quoted material. The APA 5th edition attends to previous difficulties with electronic references by the use of paragraphs. Be sure to note and use new directions. (APA reference # 3.34-3.41 & 5.13)

A rule of thumb -- for papers of 10 or less pages do not exceed two (2) direct quotes. Papers are meant to evaluate understanding of material referenced. Paraphrase.

3. Failure to specifically describe content of paper in abstract. The abstract is not to be long; it merely describes what is contained in the paper. (APA reference # 5.16)
4. Failure to set uniform margins; APA uses 1 inch on all sides. (APA reference # 5.04)
5. Failure to use appropriate format for reference section; be sure to use 5th style. (APA reference # 5.18)
6. Failure to repeat title on the first page of text. This is the full title repeated. (APA reference # 5.06 & 5.17)
7. Failure to use appropriate level headings. Use appropriate number of level headings according to length and content of paper. The introduction section is not headed with the word introduction. The introduction section follows the title (full title). Its placement tells the reader it is the introduction. (APA # 5.10)
8. Failure to write an introduction with an appropriate purpose statement. Do not begin the introduction section with the purpose statement – build up to it by introducing the topic and the project. The purpose is in the introduction section not in the abstract although it can be alluded to in the abstract. (APA ref. # 1.08)
9. Failure to write a discussion section with appropriate conclusion(s) and/or implications for counseling. (APA reference # 1.11 & 6.02)
10. Failure to double-space the entire paper. This includes the reference section as I ask you to write the paper as if you are going to submit the paper for publication. (APA reference # 5.03)
11. Failure to include all references in text and all text citations in references. Material taken from other authors or researchers must, must be cited to given appropriate credit where credit is due. (APA reference # 6.22 & 8.05)
12. Failure to place only one space after all punctuation (contrary to old typing habits there is only one (1) space after every punctuation including initials). (APA reference # 5.11)
13. Failure to use appropriate format. Issue numbers for journals are only used in APA 5th style if each issue of the journal has discontinuous pagination (in other words each issue begins with page one). (APA reference # 4.11 & 5.18)
14. Failure to use appropriate style for writing numbers; ages, times, etc. (APA reference # 3.42)

Write paper as if it is to be submitted for publication – these guidelines are different than for university papers – this includes double spacing. Refer to sample paper in the APA Manual as a guide in preparing and typing your paper. (APA Manual 5th edition - Chapter 5, specifically Figure 5.1)

NOTE: TAKE CARE NOT TO PLAGIARIZE ORIGINAL WORKS. SUMMARIZE THE MATERIAL RESEARCHED. USING MOST OF THE ORIGINAL AUTHORS WORDS CAN BE PLAGIARISTIC. GIVE PAGE NUMBERS FOR MATERIAL QUOTED.

If students do not refer to this guide and the APA manual errors in APA will result in total point losses – however it is not the final word. The APA manual is the final word.

Revised: January, 2005

The Joys of Computers

Eye halve a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss steaks eye kin knot sea.
Eye strike a key and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh.

As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
Its rare lea ever wrong.

Eye have run this poem threw it.
I am shore your pleased two no
Its letter perfect awl the weigh
My chequer tolled me sew.

Phase 1 – Psychopathology Paper Evaluation Form

Name: _____

Please attach this form to the correct assignment. Attach with a staple before your title page.

- 1. Has proper APA been adhered to? (headers, pagination, spacing, etc)? Yes___ No___
- 2. Is there a tentative title that begins to describe direction of paper? Yes___ No___
- 3. Is entire title page appropriate APA 5th style format? Yes___ No___
- 4. Is the paper organized according to appropriate headings? Yes___ No___
- 5. Are level headings described in a manner that informs the reader of the plan for the paper? Yes___ No___
- 6. Has the author provided a tentative conclusion about what he/she Expects to find from the sources? Yes___ No___
- 7. Is the outline clear (the author has a plan for the paper)? Yes___ No___
- 8. Are the references in 5th APA Style? Yes___ No___
- 9. Is the number of references (10 minimum) appropriate? Yes___ No___
- 10. Is the paper free of grammatical/typographical errors? Yes___ No___

Was the paper handed in on time? (- 5 pts. per day) Yes___ No___

Points Earned: _____

Comments:

Phase 2 - Psychopathology Paper Evaluation Form

Please attach this form to the correct assignment. Attach with a staple before your title page.

1. Has proper APA been adhered to? (Headers, pagination, spacing, etc.) Yes____ No____
 2. Is entire title page appropriate APA format? Yes____ No____
 3. Is the title indicative of the paper's topic? Yes____ No____
 4. Is abstract a brief comprehensive **description** of paper's contents? Yes____ No____
 5. Is the introduction of the topic developed adequately and appropriately? Yes____ No____
 6. Does the paper contain an appropriate purpose statement (in the introduction)? Yes____ No____
 7. Is the paper organized according to appropriate headings and are the topics discussed briefly yet thoroughly? Yes____ No____
 8. Is the major intervention presented appropriate for the disorder? Yes____ No____
 9. Are all aspects of the major intervention thoroughly & clearly presented? Yes____ No____
 10. Has the author presented background material to prepare reader for the intervention? Yes____ No____
 11. Does the discussion section summarize the paper briefly? Yes____ No____
 12. Does the discussion section contain appropriate conclusions clearly drawn from the research as presented in the paper? Yes____ No____
 13. Are implications for counseling/use in the classroom presented in the discussion section? Yes____ No____
 14. Is the author concise/parsimonious with language? Yes____ No____
 15. Does author use appropriate transition sentences to move from section to section? Yes____ No____
 16. Are **all** citations in text in proper APA format ? Yes____ No____
 17. Is all work of appropriate authors/researchers clearly cited/referenced in text? Yes____ No____
 18. Are references in 5th APA Style? Yes____ No____
 19. Are there references for all citations in text? Yes____ No____
 20. Is the number of references appropriate (10 minimum)? Yes____ No____
 21. Is the paper free of grammatical/typographical errors? Yes____ No____
- *****
- Does the paper stay within the 25-page maximum? (- 2 pts. per page exceeding max) Yes____ No____
- Was the paper handed in on time? (- 5 pts. per day) Yes____ No____

Points Earned: _____

Comments:

Phase 3 - Psychopathology Paper Evaluation Form

Please attach this form to the correct assignment. Attach with a staple before your title page.

- 1. Has proper APA been adhered to? (Headers, pagination, spacing, etc.) Yes____ No____
- 2. Have revisions been made according to suggestions? Yes____ No____
- 3. Is the title **clearly indicative** of the paper’s topic? Yes____ No____
- 4. Is abstract a brief comprehensive **description** of paper’s contents? Yes____ No____
- 5. Is the introduction of the topic developed adequately and appropriately? Yes____ No____
- 6. Does the paper contain an appropriate purpose statement (in the introduction)? Yes____ No____
- 7. Is the paper organized according to appropriate headings (suggested on Syllabus)? Yes____ No____
- 8. Is the major intervention presented appropriate for the disorder? Yes____ No____
- 9. Are all aspects of the major intervention thoroughly & clearly presented? Yes____ No____
- 10. Has the author presented background material to prepare reader for the intervention? Yes____ No____
- 11. Does the discussion section summarize the paper briefly? Yes____ No____
- 12. Does the discussion section contain appropriate conclusions clearly drawn from the research as presented in the paper (appropriate level heading)? Yes____ No____
- 13. Are implications for counseling/use in the classroom presented in the discussion section under an appropriate level heading? Yes____ No____
- 14. Is the author concise/parsimonious with language? Yes____ No____
- 15. Does author use appropriate transition sentences to move from section to section? Yes____ No____
- 16. Are **all** citations in text in proper APA format ? Yes____ No____
- 17. Is all work of appropriate authors/researchers clearly cited/referenced in text? Yes____ No____
- 18. Are references in 5th APA Style?
- 19. Are there references for all citations in text? Yes____ No____
- 20. Is the paper free of grammatical/typographical errors? Yes____ No____

Does the paper stay within the 25-page maximum? (- 2pts. per page exceeding max) Yes____ No____

Was the paper handed in on time? (- 5 pts. per day) Yes____ No____

Points Earned: _____

Comments:

Psychopathology Paper Evaluation Form

Final Revisions

Have final revision been completed? Yes___ No___

Is the paper free of grammatical/typographical errors? Yes___ No___

Were the revisions submitted before grades were posted? Yes___ No___

Has the author provided the instructor with an accurate phone number and address? (attach as a separate paper to final paper) Yes___ No___

Possible Points: 5

Points Earned: _____

Comments:

Presentation Evaluation Form

Name: _____

1. Did the presentation contain a brief report on the research concerning diagnosis and misdiagnosis? Yes___ No___
2. Were the unique characteristics of the disorder and unique qualities discussed very briefly? Yes___ No___
3. Was the course and prevalence briefly mentioned? Yes___ No___
4. Did the presenter discuss the target population? Yes___ No___
5. Were treatment options (in general) named? Yes___ No___
6. Was the coverage of the main treatment intervention adequate? (majority of allotted time is to be spent here) Yes___ No___
7. Did the presenter prepare an appropriate handout for the class? Yes___ No___
8. Did the presentation stay within the time limit? Yes___ No___

Points Earned:

Comments: