

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN612 Clinical Psychopathology and Diagnosis Spring 2018 – Tuesdays, 8:00pm EST

Instructor: Mandy Kellums Baraka, PhD, LCPC (IL)

Email: mkellums@huntington.edu **Office hours:** Email to request appointment

Course Description

The study of abnormal behavior, personality disorders and psychopathological conditions specific to developmental phases. Students will develop an understanding of the various disorders, including their etiology, symptomology (according to current DSM and ICD classifications), diagnosis, psychodynamic structure and treatment issues (including treatment plans).

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.
6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.

9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation.

MACMHC Program Outcomes

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. HELPING RELATIONSHIPS – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. GROUP WORK – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Course Goals and Objectives

As a result of this course, students will:

4. Understand theories and models related to clinical mental health counseling (CACREP 5.C.1.b)
5. Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)
6. Understand neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5.C.1.d)
7. Understand diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the International Classification of Disease (ICD-10) (CACREP 5.C.2.d)

8. Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e)
9. Understand intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)
10. Understand techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)
11. Understand and begin to apply principles and techniques that contribute to the integration of Christian faith and practice with mental health counseling.

Required Course Texts and Readings

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Holy Bible (*Translation of student's choice*)

Morrison, J. (2014). *Diagnosis made easier* (2nd Ed.) Guilford Press: New York, NY

Yarhouse, M. A., Butman, R. E., & McRay, B. W. (2016). *Modern psychopathologies: A comprehensive Christian appraisal* (2nd ed.). Downers Grove, IL: InterVarsity Press. ISBN 978-0-8308-2770-1

Recommended Course Texts

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual for Mental Disorders* (5th Edition). Washington D.C., American Psychiatric Publishing. ISBN 978-0890425565

Craighead, W.E., Miklowitz, D. & Craighead, L.W. (2013). *Psychopathology: History, diagnosis, and empirical foundations* (2nd ed.). Hoboken, NJ: John Wiley and Sons. (ISBN: 9781111810678)

Greene-McCreight, K. (2015). *Darkness is my only companion: A Christian response to mental illness*. Grand Rapids, MI: Brazos Press. (ISBN: 1587431750)

Kilgus, M., Maxmen, J., & Ward, N. (2015). *Essential psychopathology and its treatment* (4th ed.). New York: W.W. Norton. (ISBN: 0393710645)

McMinn, M. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Downers Grove, IL: Intervarsity Press.

McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd ed.) Guilford Press: New York, NY.

Resources Available in Moodle

American Counseling Association (ACA; 2014). *ACA code of ethics*. Alexandria, VA: Author.

Recommended Websites

Anxiety Disorders Association of America – <http://www.adaa.org>
 Children and Adults with Attention Deficit and Hyperactivity Disorder – <http://www.chadd.org>
 Mental Health Ministries – <http://www.mentalhealthministries.net>
 National Association of Mental Health (NAMI) – <http://nami.org>

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, video, and other teaching methods utilized to monitor and facilitate students’ self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

1. DISCUSSION FORUMS (DF): 6 x 5 points each = 30 points total

Students are expected to engage in graduate level class participation that includes regular class attendance and involvement with peers through in-class discussion forums. Discussion topics for the week will be included in the instructions and may include questions, articles to read and evaluate, online resources to review, and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum.

Students will write an initial Discussion Forum Post due by 11:59pm EST the Thursday of the assigned week and will submit two responses to classmates or professor by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 250 – 300 words, unless otherwise specified. Response posts should be between 100 – 150 words each. Attachments are not permitted.

Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you “close” the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and style based on the grading rubric below.

Grading Rubric for Discussion Forums	Points Available (5)
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	1
Reflects an understanding of relevant factors that affect both normal and abnormal behavior. Explores the etiology, diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Understands neurobiological and medical foundations and the etiology of addiction and co-occurring disorders. Includes pertinent information from course texts, including the integration of your own emerging model of psychopathology and response to the great theodicy debate. (CACREP 5.C.1.d)	2
Correct use of the following: APA-style formatting including references and citations; grammar, punctuation, and error-free spelling	1
Respectful and engaging response posts to peers that adheres to word count and “closure” in the initial conversation.	1

2. QUIZZES (Q) 4 x 25 points = 100 points total

Students will complete four quizzes that will cover the etiology, description of symptoms, course prevalence, and possible treatments for disorders from the DSM5. Sample topics the quizzes will cover includes anxiety disorders, depressive disorders, substance disorders, and personality disorders and the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e). Each quiz will consist of 25 multiple-choice, True/False, Short Answer and Essay questions and must be completed in one sitting. Students may check to see what questions they missed after the quiz closes at the end of the assigned week.

3. CASE STUDIES (CS) 4 x 5 points each = 20 points total

Students will complete four (4) case studies provided by the professor. This assignment will measure your ability to appropriately provide a relevant DSM5 diagnosis, identify presenting problems, contextual factors and influences, a biopsychosocial formation including spiritual influence, treatment goals and recommendations, and overall prognosis. Your professor will provide additional instructions and template during the initial class.

Grading Rubric for Case Studies	Points Available (5)
Thoughtfulness of student's reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	1
Reflects an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c).	2
Correctly identified diagnosis and formulation, including treatment goals, recommendations, and prognosis	2

4. CASE CONCEPTUALIZATION AND TREATMENT PLAN 25 points total

Students will watch a film from a selection decided upon by the instructor. You will be tasked with identifying a 'client' from within the film who presents with a possible mental illness. You will then analyze the client's case and, based on the symptoms, determine the diagnostic criteria of the case and decide on an appropriate diagnosis. You will then organize a biopsychosocial formation of a case conceptualization.

Then, you will create a treatment plan for the client that includes possible treatment modalities that could be used when providing counseling services to the client. You should support the choice of treatment modality with research from course texts, lectures, discussions, and handouts that supports use of the modality.

The case conceptualization should also include areas to explore further, a differential diagnosis and questions you would want to ask the client for a rule out of the differential diagnosis, or what is not present that would rule out the differential diagnosis.

In many ways, this is an extension of the case studies from earlier in the course, but more in depth. The case conceptualization and treatment plan should be 5-7 pages in length (not

counting the title page or references; no abstract is needed). Further instructions, film list, and handout template will be provided by the professor during the initial class.

Grading Rubric for Case Conceptualization & Treatment Plan	Points Available (25)
Case Conceptualization Analysis of case vignette Adequately identifies all biopsychosocial aspects of a case conceptualization Demonstration of understanding and use of <i>DSM-5 (ICD-10)</i> Diagnostic Impression Offered Differential diagnosis considerations (Steps to take to rule out the differential as the diagnosis)	10
Treatment Plan Treatment modality and interventions identified (3 specific treatment goals and 3 specific recommendations) Conceptualization of modality adequately explained Treatment Plan offered to treat the case past the intake session Provide a clear statement about prognosis based on predictors	8
Writing flow or verbal expression; thorough inclusion of each required component per instructions; adheres to page length requirements – Make it clear to the reader that you understand the essentials of good case formulation.	4
Correct use of the following: APA format, grammar, punctuation, error-free spelling, proper citations (in-text and references)	3

5. GROUP DIAGNOSTIC PRESENTATION & HANDOUT (GDP) 25 points total

Each student will be assigned to a group to research a particular diagnostic category. Each group will present a 10-12-minute presentation of a diagnostic category during the final class session, covering clinical features, etiology, and treatment modalities of the disorder as well as Christian principles of integration. Additionally, groups will collectively craft one handout for classmates that covers key features of the diagnostic category and treatment. Further instructions and handout template will be provided by the professor during the initial class.

Grading Rubric for Diagnostic Presentation & Handout	Points Available (25)
Presentation: Visible distribution of group member roles/input; Adheres to presentation length and includes each required component per instructions.	3
Presentation: Demonstrates an understanding of the assigned diagnosis and techniques and interventions for prevention and treatment of a broad range of mental health issues	10

Handout and Presentation: Correct use of the following: grammar, punctuation, and error-free spelling	2
Handout: The writing is fluid, concise, and thoughts are easy to understand and follow.	5
Handout: Covers all required content; adheres to the provided format; 1-2 pages in length	5

6. FINAL EXAM 100 points total

The final exam will cover theories and models related to clinical mental health counseling, as well as main points of the material covered in the course texts and any identified handouts. Your professor will provide a study guide in week five. The exam will consist of multiple-choice, true/false, short answer and essay questions. The final exam is open-book, timed, and must be completed in one sitting. With the exception of short answers, students may check to see what questions they missed after the quiz closes at the end of the assigned week.

Student Performance Evaluation Criteria and Procedures

Discussion Forums (DF)	6 x 5 points each = 30 (30% of final grade)
Quizzes (Q)	4 x 25 points each = 100 (10% of final grade)
Case Studies (CS)	4 x 5 points each = 20 (20% of final grade)
Case Conceptualization & Treatment Plan (CTP)	25 points (25% of final grade)
Group Diagnostic Presentation (GDP)	25 total points (5% of final grade)
Final Exam (FE)	100 points (10% of final grade)
Total:	300 points (100% of final grade)

This chart identifies the CACREP objectives and course instruction and evaluation methods:

CACREP Objective	Instruction (When, How)	Evaluation Method
Understand theories and models related to clinical mental health counseling (CACREP 5-C-1-b)	Readings, class lecture, and discussion Weeks 1 - 6	Final Exam
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5-C-1-c)	Readings and discussion in Week 2 and 7	Case Studies
Understand neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5-C-1-d)	Readings and discussion in Weeks 2 and 6	Discussion Forum
Understand diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the International Classification of Disease (ICD-10) (CACREP 5-C-2-d)	Class lecture in Week 1; Readings and discussion Weeks 2 - 6	Case Conceptualization and Treatment Plan

Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5-C-2-e)	Class lecture, readings, and discussion in Week 2 and 6	Quiz
Understand intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5-C-3-a)	Class lecture, readings and discussion in Week 2; case study assignments weeks 2 - 5	Case Studies
Understand techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5-C-3-b)	Readings, class lecture, and discussion Weeks 1 - 7	Group Diagnostic Presentation

The table below maps the course assignments to the course learning objectives listed above.

	5.C.1.b	5.C.1.c	5.C.1.d	5.C.2.d	5.C.2.e	5.C.3.a	5.C.3.b
DF			x				
Q					x		
CS		x				x	
CTP				x			
GDP							x
FE	x						

Grading Scale

A	95 - 100% (95 - 100 points)	C	75 – 78% (75 – 78.9 points)
A-	92 – 94% (92 – 94.9 points)	C-	72 – 74% (72 – 74.9 points)
B+	89 - 91% (89 – 91.9 points)	D+	69 – 71% (69 – 71.9 points)
B	85 – 88% (85 – 88.9 points)	D	65 – 68% (65 – 68.9 points)
B-	82 – 84% (82 – 84.9 points)	D-	62 – 64% (62 – 64.9 points)
C+	79 – 81% (79 – 81.9 points)	F	61% and below (61.9 points & below)

Final course grades of 74.9 points or less are considered “Unsatisfactory” and the course will need to be repeated.

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Adobe Connect Virtual Classroom: During the first week of the course, you will meet with your professor and classmates synchronously via Adobe Connect to be oriented to the course and connect with them. Following the first week, your class will meet every other Monday for live class.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: your last name, first name followed by the assignment name (e.g., "Rogers, Carl - Integration of Faith and Counseling Statement"). This allows your files to be downloaded by the grading instructor and prevents files from getting lost.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 500 – First LastName: question or comment). Email messages should include student's first and last names in the signature. Please do not text your professor without an introduction, as your number is not saved into his/her phone and thus, may not respond without additional information.

Attendance Policy: Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details.

<http://my.huntington.edu>

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM EST

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

CN612 - Clinical Psychopathology and Diagnosis Course Schedule

<u>Week</u>	<u>Topic/Assignments</u>	<u>Readings/Due Dates</u>
Week One <i>8-14 January</i>	Course Introduction Course Overview & Expectations Review of Syllabus & Assignments Nature of pathology: Wellness & problems in living Foundations of Mental Illness History of DSM-5 Cultural Assumptions of Diagnosis	Morrison 1-5 Yarhouse, Butman, & McRay 1-4 Discussion Forum <i>Class One – Tuesday 9 January</i> <i>8:00pm EST</i>
Week Two <i>15 – 21 January</i>	Psychopathological Assessment Diagnostic Interviews Psycho-diagnostic testing Identifying Impairment Comorbidity and Differential Diagnosis Mental Status Exams	Morrison 6-10 Yarhouse, Butman, & McRay 5-7 Case Study 1 Discussion Forum Quiz 1
Week Three <i>22 – 28 January</i>	Problems of Anxiety, OCD, Somatoform, Trauma and Stressor-Related Disorders; Problems of Sleeping, & Eating Specific diagnoses and key features Prevention, Intervention, and Treatment	Morrison 12 Yarhouse, Butman, & McRay 8 Case Study 2 Discussion Forum Quiz 2 <i>Class Two – Tuesday 23 January</i> <i>8:00pm EST</i>
Week Four <i>29 January – 4 February</i>	Problems of Mood: Depression and Bipolar Disorder; Trauma, & Dissociative Disorders Specific diagnoses and key features Prevention, Intervention, and Treatment	Morrison 11, 14 Yarhouse, Butman, & McRay 9-10 Case Study 3 Discussion Forum Quiz 3
Week Five <i>5 – 11 February</i>	Problems of Psychosis & Thought Problems of Personality Utilizing V-Codes Specific diagnoses and key features Prevention, Intervention, and Treatment	Morrison 13, 16 Yarhouse, Butman, & McRay 11, 13 Case Study 4 Discussion Forum Quiz 4 <i>Class Three – Tuesday 6 February</i> <i>8:00pm EST</i>
Week Six <i>12 – 18 February</i>	Problems of Childhood & Adolescence Problems of Substance & Addiction Specific diagnoses and key features Prevention, Intervention, and Treatment	Morrison 15 Yarhouse, Butman, & McRay 7, 14 Discussion Forum Group Diagnostic Presentation

<p>Week Seven</p> <p><i>19 – 25 February</i></p>	<p>Problems of Aging Problems of Sexuality Specific diagnoses and key features Prevention, Intervention, and Treatment Responsible Diagnosis Course Wrap up</p>	<p>Morrison 17-18 Yarhouse, Butman, & McRay 12, 15-17</p> <p>Case Conceptualization Final Exam <i>Class Four – Tuesday 20 February 8:00pm EST</i></p>
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Course References

- Jongsma, A., & Peterson, M. (2014). *The complete adult psychotherapy treatment planner for the DSM-5*. Hoboken, NJ: Wiley.
- Meyer, J. S., & Quezner, L. F. (2013). *Psychopharmacology: Drugs, the brain, and behavior* (2nd ed). Sunderland, CT: Sinauer Associates.
- Preston, J. D. & Johnson, J. (2014). *Clinical psychopharmacology made ridiculously simple* (8th ed). Miami, FL: MedMaster Inc.
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013) *Handbook of clinical psychopharmacology for therapists* (7th ed). Oakland, CA: New Harbinger Publications.
- Wegmann, J. R. (2012). *Psychopharmacology: Straight talk on mental health medications* (2nd ed). Eau Claire, WI: Premier Publishing & Media.