Spring 2012
Instructor: Matthias Beier, M.Div, Ph.D

Catalog Course Description
Study of psychological problems, aberrant behaviors, psychological assessment instruments, and spiritual assessment instruments, and their implications for mental health counseling and marriage and family therapy.

Purpose of the Course
The purpose of this class is to introduce students to contemporary perspectives on psychopathology and assessment for the purposes of spiritually integrated mental health counseling and marriage and family therapy. With the successful completion of this class, students will be able to:

- know the basic diagnosis of adult and child psychopathology
- know and use for assessment purposes the diagnostic criteria of the most commonly presented emotional and behavioral complaints
- use oral interview techniques, observational skills, and other data gathering tools for assessment and diagnosis
- know how to refer clients for psychological testing
- be able to use the DMS IV-TR (and the PDM) to communicate with professional colleagues and strengthen one’s own assessment abilities
- develop an understanding of spiritual assessment and the theological and emotional criteria used in such instruments.

Class Methods and Means of Assessing Student Learning
The overall teaching methodology of this course integrates didactic lectures, readings, group work, class discussion, online quizzes and in-class exams.

One mid-term and one final comprehensive examination. Each counts 30 % of the course grade. Three online quizzes, each counting 10 % of the course grade. Because this class plays such an important role in contemporary state licensure exams and in the formation of therapeutic case planning, exams are strictly true/false and multiple choice. In other words, the material for this class represents things you must know readily and assuredly.

Licensure and Accreditation Standards
CACREP & AAMFT
In accordance with the 2009 CACREP course standards for Clinical Mental Health Counselors, the course will provide students with knowledge and skills in the areas of Diagnosis (K., L.) and Assessment (G., H.).

DIAGNOSIS
K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

L. Skills and Practices
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

ASSESSMENT

G. Knowledge
1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

In accordance with AAMFT core competencies (2004), the course will prepare students with knowledge and skills in Domain 1 (Admission to Treatment), Domain 2 (Clinical Assessment & Diagnosis), & Domain 3 (Treatment Planning & Case Management).

Mental Health Counselor Licensure
This course is designed to meet some of the licensure requirements for Licensed Mental Health Counselor in Indiana, specifically content areas 1. Human Growth and Development, 6. Appraisal, and 11. Knowledge and Skills for the Practice of Mental Health Counseling. In addition, it meets some of the requirements for Licensed Professional Counselor and/or Licensed Professional Clinical Counselor in other states.

Marriage and Family Therapy Licensure
This course meets partial course requirements for marriage and family therapy licensure in Indiana and other states. The multiple choice exams in this class are designed to help prepare the student to take the national licensure exam for marriage and family therapy.

Course Requirements

1. Class attendance is required and essential for building cumulative knowledge and skills necessary to practice psychotherapy. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. Unexcused absences will reduce the final grade. According to Seminary policy, no student may receive credit for a course if she or he misses more than 25% of the class sessions.
2. Thoughtful and constructive participation in class reflective of the required reading assignments and in response to questions from the instructor or peers. Participation will include individual and group work. (10% of final grade).
3. 3 online quizzes (see schedule below). Quizzes are due at the end of the Wednesday (11:59 pm) following material covered in prior weeks. All quizzes will consist of multiple choice or true/false questions. Quizzes will contain between 15 and 20 questions each, drawn randomly from a pool of questions. Quizzes will be available online after 12 noon on Mondays of the week of the quiz. The goal of the quizzes is twofold: to provide opportunity to practice material continuously throughout the course and to assess student learning on a continuous basis thus facilitating retention of key concepts of psychopathology & diagnosis. FOR TECHNICAL HELP with access to the online quizzes, PLEASE CONTACT IT AT CTS. (30% of final grade [10% for each quiz]).
4. Midterm Exam: in-class multiple choice exam assessing grasp of key concepts of psychopathology & diagnosis and required readings to date. (30% of final grade)
5. Final Exam: (30% of final grade)

EXTRA CREDIT OPPORTUNITY: Attend the AAPC Annual Conference, April 19-21, in Leesburg, VA, and report to class on your experience of the work of this premier organization of spiritually integrated psychotherapy. Student scholarships available from AAPC. (10% extra credit)

CTS’s Use of Personal Technology in Classrooms Policy/Guideline:
"It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Students should, therefore, turn off or mute cell phones during classes, refrain from texting and using laptop computers during classes except for purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor."

Class Methods
The overall teaching methodology of this course integrates didactic lectures, video clips, class discussion, role play, handouts, exercises, small groups, readings, quizzes and exams.

Grading Rubric
Grades will be determined by the number of points accumulated out of a total of 100 possible points.

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Class Schedule

I. Overview

Week 1
Introduction; Orientation to Structure of the DSM-IV-TR
Jan. 19
Reading (due after this class period – applies only to this week): DSM-IV-TR xxiii-37, 743

Week 2
History of Psychopathology; Diagnosis and Personality Structure: PDM as alternative to DSM
Jan. 26
Reading: Barlow/Durand Ch 1
McWilliams Chs 1-4
Recommended Reading: Barlow/Durand Ch 2; PDM 1-32; Peebles-Kleiger Ch 1-7; Millon, “A Brief History of Psychopathology”; Lilienfeld&Landfield, “Issues in Diagnosis”

II. DSM-IV-TR Disorders and Assessment of Functioning

Week 3
Assessment Interview; Psychological Testing; Assessment of Defensive, Relational (GARF), Social and Occupational Functioning (SOFAS), and Overall Functioning; Mood Disorders, PART I: Depressive Disorders
Feb. 2
Reading: Barlow/Durand Ch 3 & Ch 7, pp. 208-220
DSM-IV-TR 807-818, 345-382
McWilliams Chs 5-6 & Ch 11, pp. 235-256, Appendix: 359-361
Recommended Reading: PDM 44-47, 73-90, 108-113,157-161 Case; Peebles-Kleiger Ch 8-13
Week 4  Mood Disorders, PART II: Bipolar Disorders, Suicidality, Civil Commitment, Duty to Warn, Masochistic (Self-Defeating) Personalities & Mood Disorders Due to a General Medical Condition and Substance-Induced Mood Disorder; Cultural & Spiritual Assessment

Feb. 9  Reading: Barlow/Durand Ch 7, pp. 220-261, & Ch 16
       DSM-IV-TR 897-90, 741, 382-428
       McWilliams Ch 11, pp. 256-266, & Ch 12
       Pargament Chs 10&11

       Recommended Reading: Peebles-Kleiger Ch 14-22; PDM 42-44, 113-115, 250-254; Lyon, “Mystical Communion with an Unforgiving God”

Week 5  Anxiety Disorders, PART I: Panic Disorder, Phobias, Obsessive-Compulsive Disorder

Feb. 16  Reading: Barlow/Durand Ch 5, pp. 122-129,134-154,161-165
       DSM-IV-TR 429-463, 725-729
       McWilliams Chs 13

       Recommended Reading: Browse DSM-IV-TR 181-190: Mental Disorders Due to a General Medical Condition; PDM 57-59,104-106,221,243

Week 6  Anxiety Disorders, PART II: PTSD, ASD, GAD, and other Anxiety Disorders & Midterm Exam Review

Feb. 23  Reading: Barlow/Durand Ch 5, pp. 129-134, 154-160
       DSM-IV-TR 463-484

       Recommended Reading: PDM 56-57,96-104; Taylor et.al., “Anxiety Disorders”; Brown/Lawrence, “Generalized Anxiety Disorder and Obsessive-Compulsive Disorder”; Beier, A Violent God-Image, Ch 1

       Browse Barlow/Durand Ch 11; DSM-IV-TR 191-295; PDM 138-141: Substance-Related Disorders

Mar. 1  READING WEEK – NO CLASS

Week 7  Sexual & Gender Identity Disorders/Eating Disorders

Mar. 8  Reading: Barlow/Durand Ch 8, pp. 262-289, & Ch 10
       DSM-IV-TR 535-595

       Recommended Reading: PDM 119-122,125-132

Week 8  Developmental Disorder: Assessing Children and Adolescents

Mar. 15  Reading: Barlow/Durand Ch 14
       DSM-IV-TR 39-134

       Recommended Reading: PDM 175-379

Week 9  Psychotic Disorders

Mar. 22  Reading: Barlow/Durand Ch 13
       DSM-IV-TR 297-344

       Recommended Reading: PDM 142-146; Walker et al., “Schizophrenia and the Psychotic Spectrum”

Week 10  Sleep, Factitious, Impulse-Control &Adjustment Disorders, Other Conditions

Mar. 29  Reading: Barlow/Durand Ch 8, pp. 288-307, & Ch 11
       DSM-IV-TR 513-518,597-683; 731-742

       Recommended Reading: PDM 122-125, 132-137

Apr. 5  EASTER RECESS – NO CLASS
### Week 11  
**Dissociative Disorders/Cognitive Disorders**  
**Apr. 12**  
**Reading:**  
- Barlow/Durand Ch 6, pp.192-207 & Ch 15  
- DSM-IV-TR 135-180, 519-534  
- McWilliams Ch 15  
**Recommended Reading:** PDM 62-63,106-108,146-149; van der Hart/Nijenjuis, “Dissociative Disorders”

### Week 12  
**Personality Disorders, I & Somatoform Disorders (DSM-IV-TR) - ONLINE LECTURE**  
**Apr. 19**  
**Reading:**  
- Barlow/Durand Ch 12, pp. 432-459 & Ch 6, pp.172-192  
- DSM-IV-TR 485-511,685-714 (Cluster A&B)  
- McWilliams 151-155 & Chs7-10 & 14  
**Recommended Reading:** PDM 33-42, 44-50; Beier, “On the psychology of violent Christian fundamentalism”

### AAPC Annual Conference, April 19-21, Leesburg, VA. Register at:  
[http://www.cvent.com/events/aapc-2012-annual-conference/event-summary-9058ca42c8f4c192a2c086cc830105.aspx](http://www.cvent.com/events/aapc-2012-annual-conference/event-summary-9058ca42c8f4c192a2c086cc830105.aspx)  
Sign up for student membership: [https://aapc.org/content/student-member-and-application](https://aapc.org/content/student-member-and-application)  
**EXTRA CREDIT OPPORTUNITY!** (see above)

### Week 13  
**Personality Disorders, II & Final Exam Review**  
**Apr. 26**  
**Reading:**  
- Barlow/Durand Ch 12, pp. 459-467  
- DSM-IV-TR 714-729 (Cluster C)  
**Recommended Reading:** PDM 50-59

### Week 14  
**Final Exam**  
**May 3**

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**READING LIST**

Required books are available for purchase at the CTS bookstore. Articles and book chapters will be posted on the course web page on InsideCTS in the section Course Documents.

**Required Readings:**

**Books:**


Access Free STUDENT COMPANION SITE online at:


**Book Chapters:**


**Recommended Reading:**

**Books:**

- Association for Advanced Training in the Behavioral Sciences. (2011). *AATBS National Clinical Mental Health Counselor Examination 2011 Study Volumes (NCMHE)*. Available at amazon.com from AATBS for $ 150. (NB: AATBS sells these volumes also from their website aatbs.com, but only as part of an exam preparation package totaling $ 289.00).

**Book Chapters & Journal Articles:**