Purpose:
The purpose of this class is to introduce students to contemporary perspectives on psychopathology and assessment for the purposes of pastoral care, pastoral psychotherapy, and marriage and family therapy. With the successful completion of this class, students will be able to:

- know the basic forms 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 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.

The Problem for this Semester!: The new addition of the Diagnostic and Statistical Manual (DSM V) will be coming out in May of this year, just as our class concludes. Therefore, you are not required to buy the most recent version (DSM IV-TR). You will, however, be required to check the APA DSM website with every week’s readings to get up to speed with the newest changes in diagnostic criteria: www.dsm5.org

Means of Assessing Student Learning:

Two in-class examinations. Each counts 1/3 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 represent things you must know readily and assuredly in professional practice.

Students will also make a presentation during the class on topics chosen by the instructor. A list of options is included with this syllabus. The presentation counts 25% of the course grade.

Licensure ad Accreditation Standards:

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., J.)

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.
Required Readings:

American Psychiatric Press, *Diagnostic and Statistical Manual, IV-TR* (on reserve)
David Barlow and Mark Durand, *Abnormal Psychology, 6th Ed.*
Kate Loewenthal, *Religion, Culture and Mental Health*
Nancy McWilliams, *Psychoanalytic Diagnosis, 2nd Ed*

Class Attendance:

Attendance will be taken at each class session. You may miss up to two class sessions without penalty. Students missing more than two sessions will be penalized one full letter grade for each additional absence.

Incompletes:

Incompletes are strongly discouraged and are granted only at the discretion of the Academic Dean. Students who are granted incompletes are responsible for knowing the dates upon which their incomplete work is due.

Course Announcements:

Course announcements may occasionally be sent to students enrolled in the class via CTS email accounts. Students are responsible for maintaining and checking these accounts.

Use of technology in the classroom:

You are encouraged to use technology in the classroom in a manner that furthers the work of the class. Any technology that disrupts or distracts the classroom environment is prohibited however. Therefore, texting, tweeting, cell phone ringing and the use of ipads, laptops or related such devices for purposes other than the immediate work of the class is prohibited. Students engaging in prohibited activity will be required to leave the classroom.

Criteria for Assignments:

All assignments for this class will be graded according to the extent to which the assignment demonstrates:

1. thorough familiarity with the resources relevant for the assignment;
2. creative engagement with those resources (ex, appreciative and critical approach to the material, the extent to which the assignment develops creative connections
or links with other ideas or resources, and demonstrates appropriate and thoughtful “play” with the material);
3. internal consistency among its beliefs and positions, and coherence with other knowledge;
4. a critical awareness of its fittingness with defensible values and moral positions;
5. the assignment parameters (topic, length, due date, etc.) are thoroughly addressed and/or followed.

Grades

A = truly superior work according to the declared purposes and criteria
A- = very good work, but not quite reaching excellence on all purposes and criteria
B+ = good work, beyond basic expectations
B = competent work, clearly and solidly fulfilling basic purposes and criteria
B- = satisfies the basic purposes and criteria in a minimal way
C+ = meets many of the basic expectations but does not satisfy some significant purposes and criteria
C = meets some of the purposes and criteria but leaves several unfulfilled
C - meets few purposes of the assignment and satisfies few of the criteria
D = student did something but does not meet the purposes and criteria of the assignment
F = work does not deserve credit or was not turned in

If a student concludes that his/her grade in a course is not appropriate, the student may follow specified procedures available in the Dean’s Office.

Inclusive Language
“Except when quoting from other writings, writers of papers are urged to use inclusive language. For example, generic language phrased in sex-specific terms and the use of gender designations for inanimate objects should be avoided (e.g., “brother” when the meaning is human being or person; “her” as the pronoun for an inanimate object). Language for “God” should be selected with great care so that the metaphors and grammatical forms are faithful to the biblical revelation of God whose being transcends titles, names, and metaphors.”
CTS Student Handbook.

Plagiarism
“Plagiarism is the failure to distinguish the student’s own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Students must also use proper attribution with artistic media (images, music, website elements, etc.) and attend to all copyright restrictions on the use of such media. Whenever exact words are used, quotations marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor.” (Robert A. Harris, The Plagiarism handbook [Los Angeles: Pyrczak Publishing, 2011], p. 132).
Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>History of Psychopathology and the Assessment Interview</td>
<td>Barlow and Durand, Chapters 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapters 1-4</td>
</tr>
<tr>
<td>February 7</td>
<td>Considerations in Diagnosis and Assessment: Mental Status Exam, Assessment of Defensive, Relational (GARF), Social and Occupation Functioning (SOFAS) and Overall Functioning (GAF)</td>
<td>DSM, IV-TR, pp. xxiii-37, 807-818</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barlow and Durand, Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapters 5-6, pp. 359-361</td>
</tr>
<tr>
<td>February 14</td>
<td>Anxiety Disorders</td>
<td>Barlow and Durand, Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loewenthal, Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapter 13</td>
</tr>
<tr>
<td>February 21</td>
<td>Somatoform and Dissociative Disorders</td>
<td>Barlow and Durand, Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loewenthal, Chapters 6-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapter 15</td>
</tr>
<tr>
<td>February 28</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Mood Disorders and Suicide</td>
<td>Barlow and Durand, Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loewenthal, Chapters 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapters 11-12</td>
</tr>
<tr>
<td>March 14</td>
<td>Sexual and Gender Identity Disorders and Eating Disorders</td>
<td>Barlow and Durand, Chapter 8, 10</td>
</tr>
<tr>
<td>March 21</td>
<td>Mid-Term Examination</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Substance Related and Impulse Control Disorders and Assessment Issues Revisited</td>
<td>Barlow and Durand, Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meissner, “The Pathology of Belief and the Beliefs of Pathology”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beier, Chapter 1, A Violent God Image</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>April 11:</td>
<td>Personality Disorders, I</td>
<td>Barlow and Durand, Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McWilliams, Chapters 7-9</td>
</tr>
<tr>
<td>April 18:</td>
<td>Personality Disorders, II</td>
<td>McWilliams, Chapter 10, 14</td>
</tr>
<tr>
<td>April 25:</td>
<td>Schizophrenia and Other Psychotic Disorders</td>
<td>Barlow and Durand, Chapter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loewenthal, Chapter 2</td>
</tr>
<tr>
<td>May 2:</td>
<td>Developmental Disorders</td>
<td>Barlow and Durand, Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Dr. Pam Christy</td>
</tr>
<tr>
<td>May 9:</td>
<td>Final Comprehensive Exam</td>
<td></td>
</tr>
</tbody>
</table>
**Presentation Schedule**

Presentations are to be no more than 30 minutes. Each presentation should (1) outline the criteria for the diagnosis, (2) discuss the most important theories of the genesis and developmental trajectories of the phenomena, (3) discuss treatment options and (4) provide a case presentation (either a narrative description or a video presentation).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 14</td>
<td>Post Traumatic Stress Disorder</td>
<td></td>
</tr>
<tr>
<td>February 21</td>
<td>Depersonalization Disorder</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Bipolar Disorder</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Anorexia</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Substance abuse</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Psychopathic personality</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Narcissistic personality</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Schizophrenia</td>
<td></td>
</tr>
</tbody>
</table>
Presentation Evaluation

1. Relevance to the Theme
   The presentation is meaningfully related to a theme or issue that emerges from the reading for the specified day and shows how that theme or issue is important for clinical practice.
   
   1 2 3 4 5
   low high

2. Followability of the Presentation
   The presentation is clearly organized. The main points are clearly and concisely stated. The "flow" of the presentation is understandable.
   
   1 2 3 4 5
   low high

3. Illuminating of the Theme
   The presentation illuminates the issues. It addresses and discloses something significant regarding the ideas and theories of the reading.
   
   1 2 3 4 5
   low high

4. Creativity of the Presentation
   The presentation creatively engages the issues and the audience, showing and inviting an imaginative empathic connection with the material.
   
   1 2 3 4 5
   low high

5. Preparation of the Presentation
   The presentation has been well-prepared and thought through. It stays within and wisely uses the time allotted.
   
   1 2 3 4 5
   low high

General Comments: