



Psychopathology III: Psychopathology, Case Conceptualization, & Treatment Planning

COU 6536 Z |

Total Credit Hours: 3 Lecture

Classroom:

Instructor

Course Description

This course provides information necessary to the development of skills related to behavioral health diagnosing, case conceptualization/formulation, treatment plan development and completing other types of medical documentation. The knowledge and skills will assist students to effectively navigate complex clinical cases and apply DSM-5-TR diagnoses to clients in a variety of settings. Additionally, students are prepared to enact treatment plans and engage in ongoing assessment of effectiveness of treatment interventions.

Rationale for Course

This course is considered one of the primary courses in which students accelerate the transition from book learning to clinical understanding and judgment related to diagnostic processes and other clinical activities. The purpose of the course is to acquaint students with client characteristics, relevant behaviors, sign/symptoms, and etiology of major mental disorders; to acquaint students with an accepted paradigm used in the diagnosis of mental disorders; to familiarize students with the use of the DSM-5-TR; to provide students opportunities to practice informed diagnostic decision-making, as outlined in the DSM-5-TR; and to provide students opportunities to focus on synthesizing acquired clinical knowledge while integrating the information through the diagnostic process. In this era of managed health care and continued emphasis on documentation and justification of mental health care, it is crucial that individuals entering the counseling field have a solid understanding of diagnosis, treatment planning and other medical documentation. This course will address differential diagnosis and associated disorders of primary diagnoses.

Learning Objectives

CACREP STANDARDS (2016)

Section II Professional Identity

II.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

II.F.3.c. theories of normal and abnormal personality development.

II.F.3.d. theories and etiology of addictions and addictive behaviors.

II.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior.

II.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior.

II.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

II.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions.

II.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

II.F.7.b. methods of effectively preparing for and conducting initial assessment meetings.

II.F.7.k. use of symptom checklists, and personality and psychological testing

II.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders

II.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Clinical Mental Health Counseling

V.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

V.C.1.e. psychological tests and assessments specific to clinical mental health counseling.

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

V.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

School Counseling

V.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

V.G.2.h. Common medications that affect learning, behavior, and mood in children and adolescents.

Marriage, Couples, and Family Counseling

V.F.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

Objectives for this course are based in part on CACREP standards for curricular experiences and the identified professional knowledge and skills expected of behavioral health care clinicians.

At the conclusion of the course students should be able to:

1. Discriminate between various clinical terms related to the diagnostic process and/or signs and symptoms of various diagnostic codes.
2. Describe accepted principles and practices in the diagnostic process for mental disorders in adults.
3. Demonstrate different ways of defining/identifying abnormality from the perspective of deviance, distress, dysfunction, and danger.
4. Describe and utilize the differential diagnostic process, using the DSM-5-TR.
5. Distinguish mental disorders through use of the DSM-5-TR/ICD requirements and clinical judgement.
6. Articulate the roles, functions, and professional identities of counselors as related to diagnosis of individuals with mental disorders.
7. Synthesize clinical information in the development of a comprehensive case conceptualization that informs treatment.
8. Identify key clinical issues to inform treatment planning and other needed medical documentation.

Prerequisites

Graduate standing. Successful completion of PSY/COU 6515 and 6516, and PSY/COU 6531 is strongly recommended prior to taking this course.

Instructional Materials

The basic textbooks for the course will be used to organize lectures, presentations, and other learning experiences.

Required Texts:

1) American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision - DSM-5-TR*. Alexandria, VA: Author. (Also available electronically through the MC Library)

2) Hammond, C. (2021). *Diagnostic Essentials of Psychopathology: A Case Based Approach*. Thousand Oaks, CA: Sage Publications.

Methods of Instruction

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion
- C. Case Study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group Work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignments
- L. In-class exercise
- M. Personal reflection

Methods of Evaluation

Objectives will be assessed through multiple means: verification of attendance and participation, satisfactory completion and timely submission of activities and assignments in addition to quizzes/tests and exams.

Specific course requirements include the following:

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all class meetings. In case of illness or emergency, please notify the instructor prior to class.

Class participation is a significant part of the expectations for aspiring counselors and graduate students. Your contributions to class discussion are considered an important component of our shared pedagogical experience. Students' active contributions to class discussion help the instructor determine the effectiveness of instruction and the level of student learning (as well as making the class time more interactive and engaging for us all). The quality of your contributions is more important than the quantity. We have a limited time together and talking without positively contributing to the discussion not only distracts from the class focus but may also result in a lower grade on the class participation component of the grading system. Positive contributions are not necessarily "right" answers. Incorrect responses can be instructive and often contribute to learning complex concepts. Students are encouraged to experiment and take risks during class discussions. Positive contributions to class discussions are those that advance the discussion by presenting new ideas or insights, build on others' comments, present an alternative view, and/or provide 'real life' examples of concepts being discussed.

Many people are uncomfortable speaking up to ask questions and/or present their point of view, however, contributing to discussion is an important part of your professional development. Such contributions are expected of counselors in all work settings.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis for classroom lectures and discussions.

Complete assignments and submit them in the LMS (Canvas) by the due dates/times specified in Canvas and on the Course Calendar. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By completing assignments, the student is prepared to share information and insight. The deadline for all work is specified in Canvas and on the Course Calendar. All work turned in late may receive a reduction of one letter grade.

Class Quizzes/Tests: Written quizzes that cover content and diagnostic case examples will be completed in class.

Case Studies - Diagnosis and Justification: Students will be provided case examples to practice the diagnostic process and justification of diagnosis according to the process provided in the text *Diagnostic Essentials of Psychopathology: A Case Based Approach* (C. Hammond, 2021). Case study assignments will be submitted in Canvas.

Final Examination: At the end of the semester students will complete a comprehensive final examination in class.

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Grades will be determined in the following manner:

Diagnostic Case Studies (10 cases)	20 points per assignment
Class Quizzes/Tests (3 tests)	50 points each
Comprehensive Final Exam	100 points

At the end of the semester, the lowest grade from the Diagnostic Case Study assignments will be dropped. No test grade nor the Final Exam grade will be dropped. The final grade will be determined by the simple calculation of the total points obtained divided by the total available points. This average will then be used within the following University grading scale.

Grading scale:

100-94	=	A
93-87	=	B+
86-80	=	B
79-73	=	C
		+
72-66	=	C
65-59	=	D
58 and below	=	F

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

Additional Course Policies

Attendance: Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences may result in a lowered grade or loss of credit for the course.

Additionally, there will not be make-up options for class assignments or quizzes/exams. If a student is absent due only to a medical cause, with documentation from a licensed healthcare provider, the instructor may offer an option to calculate the average of scores on the missed assignment category to add to the cumulative calculation for the final grade.

The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 25% of the class meetings. Tardiness will not be excused. If a student is late to class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

- Extenuating circumstances (clearly outside of student's control);
- Passing the course at the time of withdrawal; and
- Does not have excessive absences at the time of withdrawal.

Remote Attendance: As this is a face-to-face course, in-person attendance is expected. Permission to attend remotely may be given with prior request and only in unavoidable circumstances such as illness, family emergency, etc. *This course will follow the university's attendance policy, which also applies to any remote learning processes. To receive credit for the course, students are expected to attend at least 75% of all class meetings, whether those meetings take place in a face-to-face or a remote modality (or any blend of the two). Please consult with your instructor to make sure you understand how attendance and/or participation will be assessed during remote sessions. It is the student's responsibility to notify the instructor if they are ill or absent for any reason. Instructors are prepared to support students who might need to shift to a complete remote modality during the semester.*

Cell Phones. The use of cell phones during class is strictly prohibited. If you must carry these items on your person, please turn them off or place them in silence mode. *Because of the history of problematic student use of cell phones in class, the instructor may suspend instructional activities during class until students end cell phone use. Excessive misuse of cell phones during class may negatively impact a student's overall standing in the course.*

Eating in Class. The School of Education Policy states that no food or drink is allowed in the classroom.

Best Practices

Beyond your required texts little additional resources are needed to successfully complete this course. Other resources that may be helpful include:

1. MC Library Databases (DSM-5-TR, accessible through MyMC)
2. Office 365 (provided by MC, accessible through Canvas Course)
3. Barnhill, J.W. (2023). *DSM-5-TR Clinical Cases*. American Psychiatric Association: Washington, D.C.
4. Buser, S. & Cruz, L. (2022). *DSM-5-TR Insanely Simplified: Unlocking the Spectrums Within DSM-5-TR and ICD-10*. Chiron Publications.
5. Morrison, J. (2023). *DSM-5-TR Made Easy: The Clinician's Guide to Diagnosis*. Guilford Press: New York.

Course Outline / Schedule

Week/Date of Class	Topic/Reading Assignment	Assignments/ Due Dates
Week 1:	Introduction/DSM-5 Overview/Mental Status Hammond Chapters 1 & 2	1. Diagnosis Steps 1-3 assignment – due 8/29 by 4:30 pm 2. Watch Diagnostic Interviewing & Differential Diagnosis Video by 8/29
Week 2:	Diagnosis/Case Conceptualization/Treatment Planning Hammond Chapters 3 & 4	1. Diagnosis Steps 4-8 assignment – due 9/5 by 4:30 pm 2. Extra Credit – Treatment Plans due 9/5 by 4:30 pm
Week 3:	Depressive Disorders Hammond Chapter 7	1. Depressive D/O Case Study – due 9/12 by 4:30 pm
Week 4:	Bipolar and Related Disorders Hammond Chapter 7	1. Bipolar D/O Case Study – due 9/19 by 4:30 pm
Week 5:	Test 1 – 4:30 pm Anxiety Disorders Hammond Chapter 8	1. Test 1-9/19 at 4:30 pm
Week 6:	Anxiety Disorders Continued	1. Anxiety D/O Case Study- due 10/3 by 4:30 pm
Week 7:	Obsessive Compulsive Disorders Hammond Chapter 9	1. Obsessive Compulsive D/O Case Study-due 10/10 by 4:30 pm
Week 8:	Trauma- and Stressor-Related Disorders Hammond Chapter 11	1. Trauma D/O Case Study -due 10/17 by 4:30 pm

Week 9:	<u>Test 2 – 4:30 pm</u> Substance-Related and Addictive Disorders Hammond Chapter 17	1. Test 2-10/17 at 4:30 pm 2. Substance Related D/O Case Study-due 10/24 by 4:30 pm
Week 10:	Personality Disorders Hammond Chapter 18	1. Personality D/O Case Study-due 10/31 by 4:30 pm
Week 11:	Schizophrenia Spectrum and Other Psychotic Disorders Hammond Chapter 6	1. Schizophrenia Spectrum D/O Case Study-due 11/7 by 4:30 pm
Week 12:	<u>Test 3 – 4:30 pm</u> Disruptive, Impulse-Control, and Conduct Disorders Hammond Chapter 16	1. Test 3 – 11/7 at 4:30 pm
Week 13:	Neurodevelopmental Disorders Hammond Chapter 5	
Week 14:	Neurocognitive Disorders / Final Exam Review	Study for the Final Exam
Week 15:	Thanksgiving Break	Rest and Relax! /Study for Final Exam on 12/5
Week 16:	<u>FINAL EXAM – 4:30 pm</u>	<u>1. FINAL EXAM - 4:30 pm</u> 2. Course Feedback-10 pts Extra Credit – Due 12/6 by 11:59 pm

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.