



PSYCHOPATHOLOGY

COUNSELING 610
Winter I Term 2010
3 Credits

COURSE SYLLABUS

TIME/LOCATION: WEDNESDAY EVENING, 6:00 pm to 10:30 pm Lincoln Campus
Fred D. Brown Center

INSTRUCTOR: Dr. Owen L. Saunders, Adjunct Associate Professor
Lincoln: (P) 473-1287 (C) 202-3622 e-mail: OwenLS1@aol.com

REQUIRED TEXTS: Maxmen, J.S., & Ward, N.G., Kilgus, M.D. (2009). Essential psychopathology and its treatment. (3rd ed.). New York, NY: W.W. Norton & Company ISBN 978-0-393-70560-7

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed. Text revision). Washington, DC: American Psychiatric Association ISBN 978-0-89042-025-6

COURSE DESCRIPTION AND OBJECTIVES Counseling 610 is a three (3) semester hour graduate level course that examines clinical approaches to mental health problems that occur throughout the life span, related theories and research.

Intended for career professionals in the mental health field, the course studies the wide spectrum of behavior, cognitive and emotional conditions affecting children, adolescents, and adults. Incorporating current psychological, sociological and educational research, class work involves an applied, as well as conceptual, holistic study of both healthy and abnormal maladaptive mental health conditions.

As a foundation for effective counseling, upon completing the course students will be diagnostically able to accurately identify and classify specific as well as broad categories of emotional and behavioral conditions. Emphasis is placed on clever, intuitive and analytically sound diagnostic thinking, effective use of the *differential diagnostic procedure*, and upon developing skill successfully applying clinical methods and procedures in the assessment and documentation of pathological conditions. This includes a focus on conceptualizing client presentation and aligning it with appropriate counseling interventions

Study includes multiaxial assessment and expertise utilizing the American Psychiatric Association *Diagnostic and Statistical Manual of Mental Disorders* in a variety of clinical, agency and managed care applications. Substantial opportunity is afforded to apply theoretical concepts to real-world case studies. Class work also involves he holistic understanding of client styles of temperament, coping as emotional defense mechanisms, acculturation, social and environmental influences on emotions and behavior, and approaches to evaluating and diagnostically assessing individuals and groups taking into consideration: age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality and other factors related to the assessment and evaluation of individuals, groups and specific populations.

Etiology and prognosis issues in psychopathology and treatment are addressed, as well as procedures for referral of clients for psychological, medical, educational and/or psychiatric care and; strategies for effective consultation and collaborative treatment of clients. Professional and legal limitations on the scope of assessment, diagnosis and treatment are discussed.

METHODS OF INSTRUCTION:

This course will include nine (9) evening sessions, each lasting four hours, thirty minutes (4:30). A combination of instruction techniques will be used to facilitate your learning, including: *collaborative learning* activities, traditional style lectures and media presentations, demonstrations, simulated and "real" case studies, individual student presentations, study group activities and in-class discussions.

You will be given background handouts addressing various issues. Lessons will be professionally scripted and presented using Power Point technology to facilitate and enhance your understanding and insure complete subject coverage.

Depending upon the enrolled number of students, the class will be divided into small study groups who will work together throughout the course.

In this process, you are encouraged to take an active and collegial approach to your course studies including: (a) working with other graduate students to achieve learning goals; (b) retaining individual accountability for one's own performance as well as the success of small-group and end results; (c) collaboration analyzing case assignments, preparing for examinations and individual study projects; (d) decision making, communicating; (d) providing each other with positive feedback regarding the persons work; (d) group processing and planning; (e) learning and demonstrating comprehensive knowledge of psychopathological theory, identification and treatment.

ASSESSMENT OF LEARNING AND PERFORMANCE, GRADES:

You will receive two "grades" for this course; one reflecting *academic knowledge and skills*, and one reflecting your *professional skill development*.

Your mastery of course objectives, academic competency and professional performance will be assessed by the instructor both subjectively and objectively, in a variety of ways including observation, individual conversation, by written and oral examination, performance on assignments, attendance and participation. Individual performance will be reflected by the grades you earn during the course:

1. Attendance and participation	15%
2. Written examinations	60%
(a) Midterm examination	
(b) Final examination	
3. Case assignments:	22%
4. Intermittent, on-the-spot quizzes	3%
	100%

In practical terms, in addition to performance on formal evaluations, your *professional development evaluation and academic grade* will also be based upon:

- ✓ Demonstrated competency effectively analyzing cases during class discussion as well as analysis of those presented as case assignments.
- ✓ "Professional sophistication, maturity, effort and attitude."
- ✓ Quality of contributions to class discussion and interaction with other members of the class.
- ✓ Attendance and preparation for class.
- ✓ Professional quality; i.e. appearance of written case assignments.
- ✓ Acceptance of responsibility for your performance.

Throughout the course you will receive feedback from the instructor, as well as grades on various assignments and examinations that reflect your acquisition of knowledge and skills. You will also have the opportunity to benefit from observing others diagnostic reasoning as they conduct presentations, analyze cases and participate in two-way Socratic discussion.

DESCRIPTION OF GRADED PERFORMANCE LEARNING ACTIVITIES:

1. Study Group:

Each individual will be paired with several other students to form a small study group.

The paired or partner "group" is intended to enhance and facilitate your learning through several important functions, some of which include providing a setting in which you:

- collectively analyze presented cases
- review textbook, lecture and other course material
- clarify issues, review diagnostic strategies and concepts
- prepare for examinations
- help analyze and prepare Intake Evaluation(s)
- assist in research and preparation of Source of Information papers

Study groups may meet weekly or at times and places selected by its members.

2. Examinations:

Two (2) formal exams are scheduled, covering specified chapters of material presented in course texts, class lecture and discussions. These exams will consist primarily of multiple-choice items and descriptive response or essay questions calling for definition or explanation of a specific term or concept.

One of these will be a final examination is scheduled for the last class session. It will consist of multiple-choice questions, a series of items requiring a brief definition of a term or concept, and will also include one or two "cases" which you are to analyze and then identify as to the type or types of psychopathology being described. You will be expected to correctly classify each condition; and you may be asked to explain what clues you used to arrive at your solution.

Both examinations will cover information presented in specified text chapters, lectures, video presentations and group discussions.

3. Case Assignments:

An enjoyable and important part of the course involves the translation of theory into *applied* practical skills. About mid-way through the semester you will have learned methods for diagnosis and classification of behavior and sources of information to facilitate your differentiating one condition from another. By that time you will have a firm grasp of many of the dynamics of various conditions and of the evaluation process sufficient to begin identifying psychopathological conditions. You will be ready to practice conceptualizing client presentations, viewing functional and dysfunctional emotional and behavior patterns and relating these to effective counseling interventions.

To facilitate your mastery, you will be presented with two studies drawn from actual client cases identified and treated by the instructor and/or as described in literature. You are then to "diagnose" or classify the condition which is occurring, and prepare a written report defining your determination and explaining your analysis.

This Case Study Report must be typed. It must be from one to not more than three pages in length, it must conform to the *format and style illustrated in DSM-IV-TR* and, as a minimum must include:

- ❑ A DSM-IV-TR multi-axial classification of the emotional condition or dysfunctional behavior(s) displayed by the individual.
- ❑ The multi-axial analysis must be followed in your report by a definitive *explanation* of why you selected the classification, i.e., what your diagnostic evidence was in relation to stipulated DSM criteria; and if you specified coexisting conditions why you chose those particular ones.
 - In your narrative, present a hypothesis about:
 - (a) what factors are causing and
 - (b) maintaining the condition or behavior and;
 - (c) a possible counseling-therapy approach to address the condition(s) you have identified.

You are to write a "professional style report." It should have a heading, employ the Multiaxial format exactly as depicted in samples appearing in DSM-IV-TR, and be prepared in an "organized sequence" with clear topic or content sections. Read over your work before you submit it.

You may elect to develop and discuss your case study with group members. That's okay. But *you are individually accountable* for what you submit. The case study is to reflect *your* diagnostic expertise and reasoning. It is also intended to provide a vehicle by which the instructor can detect problems, i.e., if you "aren't getting it." So be careful. If you submit a synthesis of group analysis which arrives at the conclusions you would have come to anyway, and explains the information in your style, that's fine. But if its artificial, if it's not really you, the instructor is likely to detect this, or even worse, not notice potential areas where he can be of help.

4. Intermittent, on-the-spot quizzes

Several times, at the beginning of or during class periods there will be "on-the-spot" diagnostic quizzes. These "pop-writes" will not be announced in advance. Their objective is to assess how well you have prepared for class and provide opportunities to practice diagnostic skills.

Quizzes will consist of the instructor presenting either orally, by video tape, or computer, a brief set of dysfunctional behaviors emulating a specific type of psychopathology. You will be given from five to ten minutes to figure-out what the symptoms diagnostically present and then record your judgment on a written quiz form. This will be "open-book;" i.e. DSM-IV-TR and or course text or notes may be used, but individual work will be required. The symptoms described will be taken from material to be covered during that evenings class work, or drawn from preceding lessons and/or text material.

There is no make-up or alternate for this learning activity.

GENERAL INFORMATION:

1. Study responsibility: There is a very substantial body of knowledge covered in this course. Lessons will emphasize information contained in assigned course text which comprehensively covers the field of psychopathology. To broaden the scope of instruction, and develop the professional skills, you will have opportunity to effectively apply theoretical concepts or techniques through such activities as observing and practicing case assessment. These activities will be structured to give you a chance to benefit from the observations and positive *feedback* of your colleagues and the course instructor.

Even if "something" is not *specifically* mentioned in class, *you* are still individually responsible for learning the information presented in course textbook, whether or not actually discussed by the instructor.

2. Individual assistance and participation: The instructor recognizes that you are taking this elective course to learn! The structure of instructor led in-class discussions and opportunities afforded by cooperative collaborative learning groups are some of the venues in which questions can be addressed, theories analyzed, and general learning facilitated.

- ❑ You are *encouraged* to raise questions during class so that inquiry will disclose where clarification is needed, and afford opportunity to add depth to lesson activities and resolve questions likely held by more than one person.
- ❑ Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type course.

It is important *you* be given personal attention. In addition to consultation by the instructor *during* class sessions, to resolve questions not clarified in class, or to address something that concerns you, the instructor will be available after class. But because each session lasts until 10:30 pm, you may wish to make an appointment to visit with the instructor at another time. Appointments are encouraged.

If you wish to contact the instructor, refer to the telephone numbers listed on Page 1 of this Syllabus. If you live on campus, please call *collect*; the instructor will pay for all long distance from-campus calls.

3. Cancellations: Should bad weather, or unforeseen event, cause cancellation of a lecture session, every attempt will be made to reschedule the class. Please insure the instructor has a current phone number where you can be notified of class changes, or in some cases, if the instructor needs to contact you.

4. Attendance: This graduate course involves not only text study and research, but significantly revolves around discussions, lectures, media presentations and extensive planned learning experiences that occur *in* class. These cannot be duplicated. Just one evening class is equivalent to four, one hour, weekly on-campus lecture sessions.

Diagnostic methods and techniques are best learned from practice, observation and insight gained during class presentation and discussion. Because how well you will be able to learn the characteristics of pathological conditions and be able to *recognize* them in your professional work hinges substantially on class discussion and presentations intended to develop and refine your diagnostic skills. You must attend class and be actively involved in the study of the clinical presenting conditions described and modeled by the instructor and your colleagues; *no make-up* work is available for missed classes.

You are expected and required to attend all sessions and/or make-up sessions. Grades will be automatically reduced for absence. The exception to this rule would be if you were seriously incapacitated, i.e., ill, or injured, or a significant circumstance existed i.e., major illness in your immediate family which unavoidably required your presence.

5. Grading scale: Letter grades are used to reflect performance. The point value attached to those grades are stated in the Done College Catalog. For the course as a whole, or any single activity were grades are determined, the following guidelines apply:

A+	96 to 100%	4.0	B+	84 to 85%	3.3	C+	70 to 74%	2.3
A	90 to 95%	4.0	B	80 to 83%	3.0	C	65 to 69%	2.0
A-	86 to 89%	3.7	B-	75 to 79%	2.7	D	60 to 64%	1.7

6. Recommended readings, resources and outside class activity: Between class sessions, you are expected to study the course texts, complete designated assignments, *prepare* for group discussion and role-play case demonstration activities.

Because of the comprehensive nature of course texts, no additional required readings are specifically required.

7. "Old-hand" with experience vs. "New kid on the block": It is recognized not all students enter Counseling 610 with the same experience background in counseling, diagnostics, sociology or psychology. This class focuses on *developing* your ability, your knowledge and professional skills. You will be graded on how well you can recognize and apply appropriate theoretical concepts and the practical psychopathology methods and interpersonal therapy tactics *taught in this course*. You are not graded competitively with more experienced classmates on a curve.

8. Copies of previous course examinations are circulating. Feel free to obtain a copy from one of your friends; i.e., a student who has previously taken the class. You may use one or more previous tests in your review and general study; however, you may *not* refer to, look at, or reference prior tests during an actual class examination or "on-the-spot "pop-writ."

9. Professional competencies: One of the hallmarks of this course is the excellent opportunity it affords for you to actually practice and receive "feedback" regarding the effectiveness identifying "problems" affecting clients who will depend upon your expertise. It is a "really great" course to develop your skill determining a particular theoretical strategy you might elect to use in a given case. When you subscribe to the class, you can look forward to one of the few opportunities mental health professionals experience in their careers to advise colleagues and in-turn, to receive positive suggestions from them.

This is a challenging course, with "depth." Classes cover information you need to know to be successful in your professional work and to effectively assist clients. It is, realistically speaking, a "meat and potatoes class."

As a professional career course engaged in training mental health counselors --- the second grade for the class, and successful completion of course requirements, entails your receiving a written professional performance critique and constructively acting upon suggestions.

Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of *identifying* and then successfully addressing the needs of *clients*.

CLASSES, ACTIVITIES AND LESSON OUTLINE

Beginning on the following page is an outline of scheduled class periods and general lesson content or planned learning activity. Also shown are notes to guide study and preparation for class, chapters to be covered in reading, when examinations are scheduled and when assignments are due.

Lesson content is subject to change without notice.

NR:	DATE:	LESSON TITLE, SUBJECT OR DESCRIPTION:	INSTRUCTIONS:
1.	20 OCT	<ul style="list-style-type: none"> ■ Introduction and overview. <ul style="list-style-type: none"> ⇒ Class Syllabus; introductions ■ Basic concepts of normality, abnormality and psychopathology. <ul style="list-style-type: none"> ⇒ Prevalence of mental health problems ■ Theoretical perspectives <ul style="list-style-type: none"> ⇒ "Schools of thought; etiology: <ul style="list-style-type: none"> * behavioral * cognitive * social learning * biological * psychoanalytical ■ Intelligence: "Why you want to know" <ul style="list-style-type: none"> • The role of intelligence and specific cognitive aptitudes in psychopathology and treatment ■ Legal issues in clinic practice: "Are we diagnosing or assessing?" ■ Client presenting behavior: its gyroscopic diagnostic meaning! ■ "The <i>Differential diagnosis process</i>" "An art form and a science" <ul style="list-style-type: none"> Classification and disorder identification ⇒ The DSM-IV-TR organization, content, use ⇒ Multiaxial format and procedures ⇒ Overview of disorder categories ■ Effective and accurate --Clinical Assessment procedures; <i>Functional Behavior Analysis</i> in Clinical Application <ul style="list-style-type: none"> ⇒ Intuitive, informal and formal procedures ⇒ Conceptualizing <i>client presentations</i>; recognizing underlying processes as the route to correct and effecting counseling ⇒ Applying differential and intuitive analysis to cases situations ⇒ Client coping style and defense mechanisms; adjustive reactions ⇒ The client in their social system; a view to accurate diagnosis and treatment 	<p>Text: Section 1 Cptrs 1,2,3,4,5,7,8,9 DSM xxiii, xxxvii, pp 1-38</p> <p>Mental Status Exam</p>
2.	27 OCT	<ul style="list-style-type: none"> ■ Delirium, Dementia, Amnesic <ul style="list-style-type: none"> ⇒ Other Cognitive Disorders ■ Substance-Related disorders 	<p>Video Amnesic Disorders DSM 135-295 Txt Cptrs 10,11</p> <p>Video Substance Dependence</p>
3.	3 NOV	<ul style="list-style-type: none"> ■ Schizophrenia and Related Disorders <ul style="list-style-type: none"> ⇒ Psychotic Disorders ■ Mood Disorders 	<p>Text Cptrs: 12, 13; DSM 297-428 Video: Schizophrenia</p> <p>Lifting the Veil Video: Major Depressive Disorders Video: Bipolar Disorders</p>
4.	10 NOV	<ul style="list-style-type: none"> ■ Anxiety Disorders ■ Somatoform Disorders ■ Factitious Disorders 	<p>Text Cptrs 14,15,16; DSM 429-518 Video: Panic Disorders</p> <p>Video: Obsessive-Compulsive</p>

NR: DATE: LESSON TITLE, SUBJECT OR DESCRIPTION: INSTRUCTIONS:

5.	17 NOV	<ul style="list-style-type: none"> Midterm Examination Dissociative Disorders Sexual and Gender Identity Disorders Presentation of Case Study 1 	<p>Study text chapters for lessons 1-4; lectures; notes.</p> <p>Read Text Cptrs: 17,18; DSM 519-572</p> <p>Video: Sexual disorders</p> <p>Applying theoretical material</p>
6.	24 NOV	<ul style="list-style-type: none"> Eating Disorders Sleep Disorders Adjustment Disorders Review critique of Midterm Examination Analysis; diagnostic critique of Case Study 1 Presentation of Case Study 2 	<p>Text Cptrs: 19,20, 24; DSM 583-684</p> <p>Video: Anorexia Nervosa</p> <p>▼ Turn-in Case 1 Report</p> <p>Applying theoretical material</p>
7.	1 DEC	<ul style="list-style-type: none"> Impulse Control Disorders Personality Disorders Analysis: diagnostic critique of Case Study 2 	<p>Text Cptrs: 21,22; DSM 663-730</p> <p>Video: Antisocial Personality</p> <p>▼ Turn-in Case 2 Report</p>
8.	8 DEC	<ul style="list-style-type: none"> Disorders Usually First Diagnosed in Infancy Childhood or Adolescence <ul style="list-style-type: none"> ○ Learning Disorders ○ Pervasive Developmental Disorders ○ Behavior Disorders ○ Attention Deficit Disorders ○ Other: communication/motor skill disorders Case Diagnostic Methods; a clinic overview. Analysis; diagnostic critique of Case Study 2 	<p>Text Cptrs: 23; DSM: pp 39-134</p> <p>General discussion</p>
9	15 DEC	<ul style="list-style-type: none"> Final Examination Clarification of issues Final Class Summary; Course conclusion 	<p>Study DSM & text chapters: all lecture notes including power point materials and supplemental reading</p>