

Master of Arts in Counseling

Course Syllabus

Course Information

COUN527 - Psychopathology
Spring 2024
3 Semester Hours

Location/Date/Time

Seminary 003
Wednesday, 12:30 - 3:30

Instructor's Information:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Office Hours: by appointment

Course Description:

While each of you will continue to develop your own iteration of a theoretical approach for making sense of your client's world, you will also need to have honed your diagnostic skills and deepened your understanding of the manifestation and expression of mental health concerns through the development of diagnostic skills. Diagnostic skills are composed of a complex set of principles and guidelines and are supported by a firm grasp of case conceptualization and hypothesis building.

In this course we will consider the DSM 5TR, not as a tool to *define* or even *describe* our clients but as a way of *communicating* to other helping professionals a synopsis of the ways our clients' struggles manifest themselves in our clients' daily lives. Together we will work to build the skills necessary to accurately capture our client's symptoms and to convey diagnoses reliably. As importantly, we will build key treatment planning skills in designing effective interventions.

COURSE GOALS AND OBJECTIVES: (Addressing CACREP 2024 Standards as well as the additional aims of this course). Students in this course will gain practice in diagnostic skills, case conceptualization, and treatment planning. Students will gain insight into the dynamics of life span development, gender and culture in drawing diagnostic conclusions. Successful students will demonstrate proficiency in the following areas:

1. Cultivating strategies for reducing prejudice and bias within the diagnostic process (3.B.9)
2. Ability to discuss cultural differences in help-seeking and coping behaviors (3.B.3)
3. Capacity to discuss historical events, multigenerational trauma and its relevance to diagnosis and treatment planning (3.B.4)
4. Ability to describe group differences in access to services and its relevance to diagnosis, treatment and intervention planning (3.B.8)
5. Demonstrating a working knowledge of culturally relevant diagnostic processes, including differential diagnosis, and the use of diagnostic tools such as the DSM 5TR and ICD. (3.E.11.)
6. Ability to discern pertinent diagnostic information from a case study, assessment, or intake

7. A working knowledge of the diagnostic criteria for mental and/or emotional disorders
8. Ability to identify and make use of resources for intervention as related to principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
9. The ability to identify evidence-based counseling strategies and techniques for prevention and intervention (3.E.15)
10. The ability to create developmentally relevant and culturally sustaining counseling treatment or intervention plans (3.E.13)
11. Deepen interviewing, attending and listening skills, particularly for the purpose of treatment plan development (3.E.9)
12. Cultivate and deepen critical thinking and reasoning for clinical judgment and clearly convey clinical decision making processes (3.E.2)
13. A working knowledge of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
14. Ability to work collaboratively in group diagnostic and treatment teams to create developmentally relevant counseling treatment or intervention plans and to develop measurable outcomes for clients (3.E.14)
15. An understanding of the impact of biological and neurological mechanisms on mental health 3.C.10
16. An exploration of the classification of commonly prescribed psychopharmacological medications (3.E.18)
17. An exploration of the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (3.B.4)
18. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors (3.B.3)
19. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan (3.C.12)
20. intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning and caseload management (3.G.10)
21. Describe techniques and interventions for prevention and treatment of a broad range of mental health issues

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via email.

Writing Guidelines:

EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community

that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

Moodle:

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester

Graduate & Professional Studies Writing Center:

Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

Institutional Review Board (IRB):

All research conducted by or on EMU faculty, staff, or students must be reviewed by the Institutional Review Board to assure participant safety.

Library

The Hartzler Library offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

Office of Academic Access:

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for

the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate:

The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (Adapted from Margaret Sallee and Kathryn Roulston)

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or titleixcoordinator@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors,

and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Academic Program Policies:

For EMU graduate program policies, please see the complete graduate catalog.

Writing Standards –Graduate Level

https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf

Online Learning:

The learning process requires presence and participation. This applies to classes taught online as well as in-person. To participate fully in online classes, students are expected to be engaged via Zoom during all normally scheduled class times, with camera turned on and microphone and keyboard available for class engagement when appropriate. Students should do the best they can, given their particular situation, to create an environment that will foster learning. Students should not be working or driving during scheduled class times. If students are not actively engaged in class discussions or responding to a professor’s question, the professor may inform students that they have been marked absent for the class period, regardless of whether they were “logged into” the class. As with in-person classes, students are invited to be fully present in the online environment.

Students who need to keep their cameras off during class should consult with their professor or Zach Yoder, Assistant Provost (zachary.yoder@emu.edu, 540.432.4159).

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

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Required Readings

American Psychiatric Association. (2021). *Diagnostic and statistical manual of mental disorders* 5TR. APA.

Hammond, C. (2021). *Diagnostic essential of psychopathology: A Case-based approach*. Sage.

***Note:** Though this is a new book, it precedes the DSM 5TR. You may find that when the book references certain page numbers, the page numbers may not match up.

Preston, J. & Johnson, J. (2020). *Clinical psychopharmacology made ridiculously simple*, 9th Edition. MedMaster Inc.

Readings as assigned; *Availability on Moodle*

Optional Readings

The books in this list include a few books that document the ways in which bias in diagnostics have caused harm to vulnerable groups. While we are ethically bound to learn to diagnose using the DSM 5 and to use it skillfully, it is important to keep in mind that our lens must focus both on the presentation of the individual as well as the social trends that shape how we view the presentation.

Fanon, F. (2008). *Black Skin, White Masks*.

Frances, A. (2014). *Saving normal: An insider's revolt against out-of-control psychiatric diagnosis, big pharma and the medicalization of everyday life*.

Metzel (2011). *The protest psychosis: How schizophrenia became a black disease*.

Ritchie (2012). *Queer (in)justice: The criminalization of LGBTQ people in the United States*.

Scull, A. (2012). *Hysteria: The disturbing history*.

Course Requirements and Procedures:

Attendance Policy: Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. Please make a commitment to attend every class punctually. If you know you will be

absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me and let me know you will not be in class.

Course Requirements	
Assignment	Points
Intro Cases:	25
<ul style="list-style-type: none"> ● It is essential that you come to class prepared. Coming prepared means that you have <i>completed the readings and have an answer ready for the week's intro case</i> (each case is posted on Moodle). ● Some of the cases will require a diagnosis and justification only, while others will also require problem statements and matching goals. ● Not all of the intro cases are clear-cut (occasionally you may decide to use a "provisional" or "rule out") and not all contain enough information to arrive at a definitive diagnosis; when you run into a case like this, <i>include your diagnostic questions</i>, being sure your questions are formatted correctly. ● The aim of these cases is not to arrive at a "correct answer" but to learn key principles. Bring to class your best attempt at a diagnosis. ● After class each week post your <u>corrected/edited</u> diagnosis and justification and, when relevant, questions, problem statements and goals. (3.E.2; 3.E.11) ● Any submissions posted after noon on the class day is considered late 	
DXTX Team Participation:	20
<ul style="list-style-type: none"> ● Successful participation in your diagnostic teams means that you are contributing actively and productively in team discussions around the diagnosis of cases and treatment plan development. ● Active and productive participation also means that you are contributing equally in discussions and decision-making, encouraging the participation of fellow team members and showing respect for the thoughts and ideas expressed by members of your team. ● (CACREP Standards: 3.E.2; 3.E.11; 3.E.9) ● We will have DXTX team activities as often as time allows 	
In Vivo Role Play Case:	55
<ul style="list-style-type: none"> ● For this assignment you will develop a character that you can play in a role play for someone else in the class to diagnose. 	

<ul style="list-style-type: none"> ● Your character should meet the full criteria for a single DSM 5TR diagnosis that we will have covered in class by 3.27. (Any mood disorder, any anxiety disorder, insomnia, anorexia or bulimia, a conduct disorder or ADHD, or anything on the OCD spectrum. <i>Avoid substance, personality, cognitive impairments, ASD and medically-induced sleep issues</i>). ● Points awarded as follows: appropriate diagnosis, correctly coded (20); clear, appropriately formatted justification (30); brief demographics (5) ● Your submission should be about 2 paragraphs long—one for justification and one for demographics ● Be prepared to role play this client on our in vivo day ● Your submission should describe your role play character’s presenting problem and basic demographics (such as gender identity, racial or ethnic identity, sexual orientation and so on.) <i>Please submit your role play description in the assignments portal by the opening of class on 3/29.</i> ● Please do not “role play” or create a character of your personal struggles or those of someone close to you. (Presenting yourself or a loved-one for diagnosis creates an awkward ethical bind for the rest of the class.) ● Competencies covered by this assignment: (3.E.2; 3.E.11) 	
Final and Midterm Exams:	400
<ul style="list-style-type: none"> ● Exams will be composed of an objective and applied component. ● The applied section will consist of case studies in the form of client intakes, much like what you would see in the field, that require a diagnosis, case conceptualization and treatment planning. (A sample of a previous final exam can be found in the Hammond text, pp. 561-581). ● These will be submitted to me electronically <i>using shared google docs</i>. ● Sending corrupted or unreadable documents will be considered a “late assignment” and will be assigned late penalties until a readable file is submitted ● (CACREP Standards: 3.E.2; 3.E.11; 3.E.13; 3.E.14; 3.E.15; 3.E.18; 3.G.10) 	

Course Schedule

DATE	SUBJECT	ASSIGNMENT
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1.17	Disorder as Social Construct; Diagnosis as Communication Tool	
1.24	The Diagnostic Process (3.A.3; 3.B.9; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	Hammond: Chapters 1-4 Moodle (careful reading) Ingram: Article located on Moodle (skim) Video: Diagnostic Interviewing (required) There are a number of optional review modules available on moodle that cover the content that we will discuss in class
1.31	The Autism Spectrum & Other Neurodevelopmental Disorders (3.B.4; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Neurodevelopmental Disorders Hammond: Neurodevelopmental Disorders Due: Intro Case: Billy submitted to the portal
2.07	Disruptive Conduct & Impulse Control Disorders (Externalizing Disorders) (3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Disruptive Conduct & Impulse Control Disorders Hammond: Disruptive Conduct & Impulse Control Disorders Due: Intro Case: Emma
2.14	Disorders of Mood: Bipolarity & Depression (3.C.12; 3.E.14; 3.B.3; 3.E.15; 3.E.18)	DSM: Bipolar & Related; Depressive Disorders Hammond: Mood Disorders Preston & Johnson: Chapters 2 & 3 Due: Intro Case: Lucinda
2.21	Anxiety Midterm Exam is Distributed (3.C.12; 3.E.14; 3.B.3; 3.E.15; 3.E.18)	DSM: Anxiety & Related Disorders Hammond: Anxiety & Related Disorders Preston & Johnson: Chapter 4 Due: Intro Case: Anita
2.28	Sleeping, Eating, Elimination (3.C.12; 3.B.3; 3.E.14; 3.E.15; 3.E.18)	DSM: Sleeping, Eating, Elimination & Related Disorders Hammond: Chapters 10 & 14

		Midterm Exam is Due
3.06	Sexual Dysfunction & Paraphilias SPRING BREAK: NO CLASS (3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Sexual Dysfunction & Paraphilias Dimensions Hammond: Sexual Dysfunction & Paraphilias Chapters
3.13	Trauma & Dissociation (3.B.3; 3.B.4; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Trauma & Dissociation Dimensions Hammond: Trauma & Dissociation Chapters
3.20	Obsessive Compulsive Disorder (3.B.3; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: OCD Dimension
3.27	Somatic Symptom Disorders (3.B.3; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	Hammond: OCD Chapter Due: Submit your Roleplay Case
4.03	Personality Disorders Schizophrenia (3.B.3; 3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Personality Disorders Dimension Hammond: Personality Disorders Chapter DSM: Schizophrenia Dimension Hammond: Schizophrenia Chapter Due: Intro Case: Ella
4.10	Community Care Day: No Class Substance Use Disorders (3.C.12; 3.E.14; 3.E.15; 3.E.18)	DSM: Substance Use Disorders Dimension Hammond: Substance Use Disorders Chapter Due: Diagnostic Interviewing: Review Instructional Video (Moodle Module)
4.17	Case Formulation & Treatment Planning: Advanced Diagnostic Interviewing (3.B.3; 3.C.12; 3.E.14; 3.E.15; 3.E.18.; 3.G.10) Final Exam is Distributed	Due: Bring the Roleplay Case you've developed and have your DSM handy: Please post your roleplay client description on our Moodle portal under "assignments"

4.24	Case Formulation & Treatment Planning: Class DXTX Activity (3.C.12; 3.E.14; 3.E.15; 3.E.18 3.G.10)	Due: Bring the Roleplay Case you've developed along with your DSM Due: Final Exam (Submit to the portal)
5.01	Final Class: Capstone Day	

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Grading Criteria and Other Policies:

DXTX Team Participation	20 points
Intro cases	25 points
Role Play Case with Diagnosis & Justification	55 points
Midterm Exam	200 points
Final Exam	200 points

A 465-500 B 430-440 C+ 395-429
 B+ 440-464 C 375-394

Note: I am committed to helping to support each and every one of you to master the content of this sometimes challenging course. If you find that you are struggling with some aspect of the material or how to apply it, please make an appointment to talk with me right away. Most questions can be cleared up quickly in a short one-to-one instructions session. Please don't struggle in silence!

The Master of Arts in Counseling faculty supports students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Grading Scale (based on percentage)

A 90 – 100
 B 80 – 89
 C 70 - 79

SAMPLE