

## **Psychopathology: Diagnosis and Intervention Planning PSYC 685**

### **Course Description**

Training and practice in the following: making reliable and valid diagnoses of mental disorders; appropriately addressing the ethical and cultural issues involved; performing collaborative diagnostic interviews; participating in effective case conferences; and planning interventions to achieve therapeutic goals. Prerequisite(s): PSYC 600, PSYC 661 or permission of instructor.

### **Course Objectives**

The objectives for each student in the course are:

- To understand the DSM-5 organization and nomenclature
- To become skilled in recognizing the signs and symptoms of psychological disorders throughout the lifespan by means of assessment, observation, and interview
- To develop critical thinking for evaluating “normal” and “abnormal” behavior
- To learn to conduct an effective background interview
- To develop skills in case conceptualization and diagnosis
- To become familiar with treatment planning based on diagnosis
- To become familiar with working with other professionals as part of a treatment team
- To become aware of how issues of ethics, race, gender, age, social bias and culture influence the diagnostic process
- To understand how the above knowledge and skills apply in the school setting

\*\*See Appendix for CACREP standards covered in this course.

### **COURSE CACREP STANDARDS and KPI CHART**

NO SCHOOL COUNSELING PROGRAM KPI'S IN THIS COURSE

SEE LIST OF STANDARDS COVERED IN EACH ASSIGNMENT THROUGHOUT SYLLABUS

### **COURSE POLICIES**

The course will combine lecture (asynchronous) and experiential class activities and discussions (synchronous via Zoom). The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and class activities. Your classmates and I rely on you to share your thoughts and questions.

We are also all in this together to keep each other safe as we manage life during the COVID-19 pandemic.

The course policies below are intended to follow those guidelines from the university and program directors. We are obviously in a fluid situation this semester. As a result, we will follow and adhere to any updates to university and program guidelines regarding delivery of instruction.

- Per JMU guidelines for the health and safety of students and faculty this fall, students are encouraged to stay home if they feel ill. No student will be penalized for absences from in-person activities, and no student has to offer a reason for that absence.
- Late assignments will be penalized. However, students are encouraged to contact me before any due date to discuss the need for an extension.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your smartphone, etc., out of sight unless you have specific permission from the instructor.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.
- Professional behavior this year also includes adhering to any COVID-19-related guidance for best safety practices. Consult guidelines provided by the program directors and the department (posted on Canvas page).

### Assignments

**Participation (15 points):** Participation in lectures, discussions, and other class activities is an essential part of the learning process.

Course delivery will have two components: asynchronous recorded lectures and synchronous discussions. Students are required to leave **at least two comments** to each recorded lecture (comment feature available through Canvas). These comments are due **at least one hour before class**. Students are encouraged to comment as early in the week as possible and to comment on other students' posts. I will start our discussion with a summary of the comments and my observations.

**Case Vignette Presentation (10 points):** Each student will choose a diagnosis to write a clinical-based vignette (case study). Diagnosis will be due to instructors for approval on **January 29, 2019 (Please write a few sentences discussing why you chose your specific diagnosis. The diagnosis you choose should not be shared with anyone in the class except Joe. Please choose a primary and secondary diagnosis).**

The vignette should provide information in a narrative form and contain the signs and symptoms for the assigned diagnosis. Your vignette should focus on a school-aged individual and take into consideration the school context. Consider questions like "How do signs and symptoms show up in the classroom? How does the student/client socialize with others?" Be sure to consider multicultural issues in creating your case study. The vignette should be comprehensive in the format of a case study, including realistic examples, but symptoms should not be written strictly from the DSM.

**Procedures of the Presentation:** After reading the vignette narrative to the class, facilitate discussion with classmates to identify the signs and symptoms referenced in your case. Once all symptoms and signs have been identified from the class, review possible diagnoses and eliminate diagnoses that do not fit criteria as you go through the rule out process. School counseling students must include common medications that affect learning, behavior, and mood in children and adolescents as related to the diagnoses.

Next, walk the class through the proposed diagnoses following a differential diagnosis format to indicate why a particular diagnosis that was proposed by a class member can be ruled out and why the assigned diagnosis can be ruled in. Thus, **be able to provide a rationale for the disorder and walk students through differential diagnosis.**

**The rubric below will be used in evaluating your performance on the following CACREP learning outcomes:**

- Students will learn the 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) (2016 CACREP Standards: 2d)

**Case Analysis (10 points):** You will provide an analysis of two cases given to you by the instructor via Canvas (5 points each). You will be required to provide a diagnosis and offer an appropriate case formulation and diagnostic rationale for each case. The case analyses are open-book (limited to your textbook, your DSM-5, and class notes). Each are due by the start of class on the date on the calendar.

**The following guidelines will be used in evaluating your performance on the following CACREP learning outcomes:**

- Students will learn etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- Students will learn the 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)
- Students will learn about the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

**Case Conceptualization, Diagnosis, and Treatment Planning (25 points):** You will practice case conceptualization, differential diagnosis, and treatment planning for two case studies. Instructor feedback will be provided after the first case study and prior to beginning the next case study. For each case study, students will complete a Case Conceptualization, Diagnosis, and Treatment Plan. To complete this assignment, you will need to review 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). The first conceptualization will be allocated 10 points and the second 15 points.

**The following guidelines will be used in evaluating your performance on the following CACREP learning outcomes**

- Students will learn etiology, nomenclature, treatment, referral, and prevention of mental and emotional
- Students will learn mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- Students will learn classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

- Students will learn intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Students will learn techniques and interventions for prevention and treatment of a broad range of mental health issues

**Case Study Exam (15 points):** The exam will test your knowledge and understanding of content from the DSM-5, class lectures, and assigned readings. Exams will be online, and you will have 2.5 hours to complete it with course notes/DSM-V at your disposal. You will respond to several case studies and provide diagnosis and treatment-related considerations via short answer questions. Only the diagnoses covered up to that point will be considered possibilities.

**Movie Character Assessment, Diagnosis, & Treatment Plan (10 points):**

Select a movie through which a character (i.e., child, adolescent, or adult) will be assessed according to the DSM-5. Choose a movie where the disorder is not highly evident by the content of the movie (for example, do not use the movie *Beautiful Mind* because it is clearly on schizophrenia). A list of possible movies will be provided by instructor.

(a) Introduction (no abstract needed), (b) Summary of the Movie, (c) Analysis of the character and proposed diagnosis – consider what etiological factors were present in the movie, (d) propose a treatment for the character whether or not it is portrayed in the film, and (e) a conclusion. The paper should be no more than 5 pages (not including title page or reference page). Use the current APA 6th formatting throughout the paper.

**Interprofessional Seminar (15 points):**

Both the school and clinical counseling sections of PSYC 685 will collaborate on a single case vignette. Given out at least two weeks before the seminar, students in each section will have time to development their own diagnosis/treatment plans based on the available information and their specific context. Students should prepare their individual efforts in the same way as for a Case Conceptualization assignment.

Both sections will meet for a 2-hour seminar on 4/28 (via Zoom). The seminar will take place in two parts: 1) each group conferencing together to talk about diagnosis and treatment plans for their specific context and 2) both groups talking together about treatment considerations and how school and clinical counselors can combine their efforts to best help the client/student.

Expectations are that students will have essentially a Case Conceptualization paper ready for the seminar and are prepared to engage in a rich and formative discussion and experience. More information will follow during the semester.

### Grading

#### Late Assignments

All assignments are due at the beginning of class on Canvas. Assignments will be penalized ten (10) points for each late day. Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

#### Assignments

Participation	15
Case Vignette Presentation	10
Case Conceptualizations	25
Case Analysis	10
Movie Character Assessment, Diagnosis, & Treatment Plan	10
Case Study Exam	15
<u>Interprofessional Seminar</u>	<u>15</u>
<b>Total</b>	<b>100</b>

A letter grade will be assigned according to the following scale:

90-100%	<b>A</b>
87-89%	<b>B+</b>
83-86%	<b>B</b>
79-82%	<b>B-</b>
69-78%	<b>C</b>

**(The grades of D+, D, and D- will not be awarded in this graduate level course).**

Below 69%	<b>F</b>
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*\*Note: This syllabus (including grading and course schedule) is subject to change. Students will be notified of any changes in class. Please refer to the syllabus posted on Canvas for the most updated version.*

## COURSE SCHEDULE

***\*\*Course content/schedule is subject to change***

<b>Date</b>	<b>Topic</b>	<b>Chapters Covered</b>	<b>Assignments</b>
<b>1/20</b>	Introductions & Overview Syllabus Introduction to psychopathology, diagnosis & treatment planning	Chapters 1 and 2	
<b>1/27</b>	Developing Comprehensive Treatment Plans	Chapters 3	
<b>2/3</b>	Depressive, bipolar, and related disorders	Chapter 4	<b>-Case Vignette Diagnosis Due</b>
<b>2/10</b>	Anxiety disorders/Obsessive- compulsive and related disorders	Chapters 5 and 6	<b>-Case Analysis 1</b>
<b>2/17</b>	BREAK DAY		
<b>2/24</b>	ADHD/Autism	Parts of Chapter 13	<b>-Conceptualization 1 Due</b>
<b>3/3</b>	Trauma- and Stressor-related disorders	Chapter 7	<b>-Case Analysis 2</b>
<b>3/10</b>	WORKSHOP WEEK		
<b>3/17</b>	Substance-related and addictive disorders	Chapter 8	<b>-Conceptualization 2 Due</b>
<b>3/24</b>	Feeding and eating disorders	Chapter 11	<b>-Case Vignette Presentations 1&amp;2</b>

<b>3/31</b>	Disruptive, impulse-control, conduct disorders, and elimination disorders	Chapter 12	-Case Vignette Presentation 3&4
<b>4/7</b>	Neurodevelopmental and neurocognitive disorders/Sleep-wake disorders	Other Parts of Chapter 13	-Case Vignette Presentation 5&6
<b>4/14</b>	Schizophrenia spectrum and psychotic disorders  Dissociative disorders and somatic symptoms and related disorders	Chapter 10  Chapter 14	-Case Vignette Presentation 7&8
<b>4/21</b>	Personality disorders  Sexual dysfunctions, paraphilic disorders, and gender dysphoria	Chapter 9  Chapter 15	-Case Vignette Presentation 9, 10, 11
<b>4/28</b>	Interprofessional Seminar		
<b>5/6</b>	EXAM WEEK		<b>-Movie Character Assessment Due</b>

## **Requirements and Policies**

### **Required Text**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington D.C.: American Psychiatric Association Publishing.

\*Digital version available for free through JMU libraries

Kress, V. E., & Paylo, M. J. (2019). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.). Pearson.

### **Recommended Text**

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Wiley.

### **Supplemental Readings and/or Materials**

Depending upon the classroom experience, questions that may arise, or the discretion of the instructor, students may be assigned supplemental readings and/or materials. In the event that such a requirement is made, adequate time will be allotted for the students to access such materials in order to use them for the development of the course.

## **Counseling Programs Academic Policies for Syllabi**

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

### **Attendance**

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

## **Academic Honesty**

*It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.*

### ***Adding/Dropping Classes***

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### ***Inclement Weather***

Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### ***Religious Accommodations***

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### ***Disability Accommodations***

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### ***Confidentiality and Title IX***

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator

is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website:

<https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

## Appendix

### CACREP Objectives

**When you have successfully completed this course, you will have demonstrated knowledge in the following common core content areas of the CACREP 2016 Standards:**

#### 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

#### 3. HUMAN GROWTH AND DEVELOPMENT

- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

#### 5. HELPING RELATIONSHIPS

- a. theories and models of counseling
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills  
developmentally relevant counseling treatment or intervention plans
- h. developmentally relevant counseling treatment and intervention plans
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

## 7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal and social development
- j. use of environment assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## 8. RESEARCH AND PROGRAM EVALUATION

- b. identification of evidence-based counseling practices

### and the 2016 SCHOOL COUNSELING STANDARDS CONTEXTUAL DIMENSIONS

- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents