

***SCHOOL OF EDUCATION***



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***COURSE SYLLABUS***

**Course:** CMHC 693

**Course Title:** Advanced Counseling: Psychopathology and Diagnostic Procedures

**Term: Days/Times: Class Location:**

**Faculty: Office Phone: Fax:**

**E-mail:**

**Office Hours: Office:**

**Course Content**

An opportunity for advanced students to make an intensive study/analysis of selected counseling cases to

enhance assessment competencies in case description, problem appraisal, assessment, diagnostic classification, intervention strategies as well as case consultation and presentation skills.

**Extended Course Description**

This course examines the diagnosis of mental disorders through extensive review of the current edition of the *Diagnostic and Statistical Manual*, 4th edition, text revision (DSM-IV-TR) and related information. This course provides a framework for understanding the range of personality and behavioral disorders as presented in the DSM-IV-TR but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories.

**Required Texts**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4thed.). [Text Revision]. Washington, DC: Author.

Barlow, D.H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual*

(4th ed.). New York: The Guilford Press. ISBN-10 # 1593855729

**Required Articles (posted on BB)**

Nestler, E. J. (2002). [From neurobiology to treatment: Progress against addiction.](http://web.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bRIs6ewUbWk63nn5Kx95uXxjL6nsEewpbBIrq6eSriqsFKxpp5oy5zyit%2fk8Xnh6ueH7N%2fiVbSpr0iur7VNsJzqeezdu33snOJ6u%2bbxkeac8nnls79mpNfsVbCmrkqrprRMtayrSK6vpH7t6Ot58rPkjeri8n326gAA&amp;hid=4)

Nature Neuroscience, Vol 5(Suppl), Special issue: Beyond the bench:

The practical promise of neuroscience. pp. 1076-1079.

Nestler, E. J. (2001). [Molecular Neurobiology of Addiction.](http://web.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bRIs6ewUbWk63nn5Kx95uXxjL6nsEewpbBIrq6eSrirtVKzp55oy5zyit%2fk8Xnh6ueH7N%2fiVbSpr0iur7VNsJzqeezdu33snOJ6u9fugKTq33%2b7t8w%2b3%2bS7TbCmsUuzraR%2b7ejrefKz5I3q4vJ99uoA&amp;hid=104) American Journal on Addictions, Vol. 10, Issue 3, 201-217.

Van der Kolk, B. (2001). The psychobiology and psychopharmacology of PTSD. *Human*

*Psychopharmacology Clinical and Experimental.* Jan; Vol 16(Suppl1): S49-S64. Van der Kolk, B.,Hostetler, A., Herron, N., & Fisler, R. E., (1994). Trauma and the

development of borderline personality disorder*. Psychiatric-Clinics-of-North-*

*America*. Dec; Vol 17(4): 715-730.

Van der Kolk, B. A., & Fisler, R. E. (1994). Childhood abuse and neglect and loss of self-regulation. Bulletin of the Menninger Clinic. Spr; Vol 58(2): 145-168.

**Internet Resources**

[**www.medscape.com**](http://www.medscape.com/) excellent information, current research

[**http://www.webmd.com/**](http://www.webmd.com/) very understandable, user friendly, includes numerous videos.

[**http://www.psychpage.com/**](http://www.psychpage.com/) [**http://www.mentalhealth.com/**](http://www.mentalhealth.com/) [**http://www.emedicine.com/**](http://www.emedicine.com/) [**http://www.dsmivtr.org/**](http://www.dsmivtr.org/)

St Joseph College Library: <http://www.sjc.edu/academics/library/research/databases/default.html>

[**http://www.medilexicon.com/medicaldictionary.php?t=39111**](http://www.medilexicon.com/medicaldictionary.php?t=39111) [**www.medterms.com**](http://www.medterms.com/)

**This course aligns with the standards/learning objectives of the competency based framework for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon completion of this course, students will demonstrate the following competencies:**

1. To review the role of Mental Health Counselors as part of a group of human services providers who attend to issues related to the etiology, diagnosis, treatment and prevention of mental illnesses.

2. To address the role of Mental Health Counselors as advocates who address institutional and social barriers that impede access, equity and success of introduce major theories, models, and methods for assessing mental status.

3. To understand the influence of the factors related to a pluralistic society on issues of mental health.

4. To appreciate the links among acculturation, acculturative stress and psychopathological conditions.

5. To identify abnormal or psychopathological behaviors to arrive at diagnoses according to the DSM-IV.

The formulation of diagnoses will be linked to specific aspects of the counseling process (e.g. initiating, Master 1/2005 **2** maintaining, terminating counseling) and specific counseling practices (e.g. crisis intervention, brief and long-term counseling models).

6. To structure and conduct psychosocial evaluations and mental status exams to arrive at diagnoses, planning and the implementation of cogent mental health treatment strategies.

7. To understand and associate specific categories of mental illnesses to pharmacological agents used for

treatment. Furthermore, to appreciate and identify effects and side effects of such medications as they are manifested in several aspects of the cognitive, affective and physical realities.

8. To develop consultation skills to promote the creation and maintenance of positive work environments and cooperative relationships between mental health professionals of different areas and specialties.

9. To evaluate concepts of mental health education, consultation, outreach, prevention strategies, and of community health promotion and advocacy. These factors will be evaluated in relation to strategies for influencing public policy and governmental relations, and the effects of funding and program development on the field and the practice of mental health counseling.

10. To evaluate relevant issues regarding mental health to formulate a personal position about diagnosis

and the ethical standards related to diagnosis.

11. To provide an opportunity for discussion of case examples to practice the application of knowledge developed acquired in the course.

The objectives meet the 2001 **General CACREP** standards: 1b, 1c, 1g, 2a, 2b, 2d, 3c, 5b, 8b, 7h.

The objectives also meet the 2001 Standards for **Mental Health Counselin**g: A5, C1, C3, C4, C6 and C7.

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

 **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conferences with the professor and advisor to discuss it.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conference with the professor; and a conference with the advisor is

**required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

 A meeting with the professor should be arranged; and a meeting with the advisor is

**required.** The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.** A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

 Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

 Being prepared with written work, oral presentations and willingness to participate in activities.

 Attending class and meeting with me if you must miss any class or need to leave early.

 Respecting other people.

 Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.

 Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the

learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments.

Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under**

**Academic Standards)**

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be typed; no hand-written assignments will be accepted. Oral presentations will be graded on the basis of content as

well as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Late Work**

Any work that is turned in late will automatically earn one half a letter grade less, unless prior approval

has been granted (i.e. a 4.0 would become an 3.7, etc.) All late work must be pre-approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

**Reasonable Accommodations**

The University of Redlands seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be on file with Martin Bright in the School of Education office of the Dean at 909-748-8815.

**Candidate Assessment**

1. **Class attendance**. Working on the premise that any class missed is a loss of learning/sharing opportunity, attendance at all classes is expected. Please be present and on time. **10% of your final grade**

2. **Treatment Plans.** To exhibit the ability to formulate evidence based treatment plans, you will be asked to develop two comprehensive treatment plans during this course. Additional information and materials to be provided in class. **30% of your final grade (15% for each).**

3. **Case Study and Report.** For this assignment, you will be assigned to a team. Your team will receive a case study and will be responsible for preparing a written report in which you will make a multiaxial diagnosis for the client, writing a rationale for each diagnosis, and writing a

treatment plan for the client. **30% of your final grade.**

Preparing the Report

Based on the information you obtained, prepare a report covering all of the major topical areas found in your readings. You must organize your thoughts to accurately, efficiently, and

effectively reflect the information obtained. Avoid jargon or speculations when writing the report.

Remember, this is a report and not a theoretical paper on the etiology or the theory behind certain condition or disorder you believe your subject is suffering from. Therefore, be factual!

What to include in Your Report

In addition to the information you obtain from the case include the following:

1. An outline of the format you followed.

2. A list of factors you considered to arrive at a diagnostic impression.

3. A diagnostic impression using all axes of the DSM-IV.

4. **Paper.** This paper will be 7-10 pages in length. Discuss how an eating disorder such as anorexia or obsessive compulsive disorder (OCD) might develop (etiological considerations) being influenced by the following frames of reference: family & developmental influences; biological influences; culture & socio-political influences; psychological influences. You will need to go beyond the readings of this course and research the topic to address the frames of reference listed above. With appropriate notification and approval of the professor, another clinical disorder may be chosen for this assignment. **30% of your final grade.**