


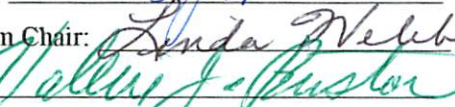

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 6070	CURRENT COURSE TITLE: PSYCHOPATHOLOGY IN COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: EXAMINES THE THEORY AND PRACTICE OF DIAGNOSIS IN THE ASSESSMENT AND TREATMENT OF MENTAL DISORDERS AND THE USE OF THE DSM-IV MULTI-AXIAL SYSTEM, AND EMPHASIZES DIAGNOSTIC AND TREATMENT COMPETENCIES IN PROFESSIONAL COUNSELING SETTINGS. .	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap

Faculty contact, email and complete phone number:
 Dr. Irene H. Johnson ijohnso9@fau.edu 561-297-2136

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Graduate College Dean: _____	Date: 1/3/2012 1/18/12 1/20/12 _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Department of Counselor Education
FLORIDA ATLANTIC UNIVERSITY**

MASTERS PROGRAM IN MENTAL HEALTH COUNSELING

MHS 6070, Psychopathology in Counseling

**Fall 2011
Tuesdays 4:20-7:00 p.m.**

Instructor: Len Sperry, M.D., Ph.D., Professor
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Phone: 561-297-3507
E-mail: isperry@fau.edu

Catalog Description

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system. Specific disorders are reviewed by placing emphasis on symptom/pattern recognition and treatment.

Course Rationale

Competence in clinical practice requires that mental health counselors can:

- (1) conduct a comprehensive diagnostic assessment;
- (2) establish a diagnosis utilizing DSM IV-TR criteria;
- (3) develop a case conceptualization (including a cultural formulation);
- (4) derive a tailored treatment plan based on that case conceptualization; and
- (5) initiate and implement the tailored treatment process with tailored interventions.

This course addresses all five of these competencies. Accordingly, it involves considerably more than a review of psychopathology and DSM criteria; thus students who have not had an undergraduate course in abnormal psychology should expect to engage in additional reading and study.

Course Connection to Conceptual Framework

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by understanding various counseling theories and the appropriate corresponding counseling interventions.

COURSE GOALS AND OBJECTIVES

Goals:

1. To develop and/or enhance clinical skills in conducting *diagnostic interviews* and specifying DSM-IV-TR *five axes diagnoses*.
2. To develop and/or enhance clinical skills in *case conceptualization*--including *cultural*
3. To develop and/or enhance clinical skills in *initiating treatment interventions* utilizing CBASP.

Objectives:

1. To review the role of mental health counselors as part of a group of human services providers who attend to issues related to 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 *level of acculturation*, acculturative stress and *psychopathology*.
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, maintaining, terminating counseling) and specific counseling practices (e.g. crisis intervention, brief and long-term counseling models).
6. To structure and conduct biopsychosocial 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.

Accreditation Objectives

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

The objectives also meet the 2001 Specific CACREP Standards for Mental Health Counseling: A5, C1, C3, C4, C6 and C7.

Required Texts

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*. Washington, DC: American Psychiatric Press.

Sperry, L. (2003). *Handbook of the Diagnosis and Treatment of DSM-IV-TR Personality Disorders, Second Edition*. New York: Brunner/Routledge

Sperry, L. (2010). *Highly Effective Therapy: Developing Essential Clinical Competencies in Counseling and Psychotherapy* New York: Routledge

Driscoll, K. et al. (2004). *Simple Treatments for Complex Problems*. Mahweh, NJ: LEA.

Recommended Text

PDM Task Force (2006). *Psychodynamic diagnostic manual*. Silver Spring, MD: Alliance of Psychoanalytic Organizations

COURSE POLICIES

1. Attendance and Participation Policy

Attendance :“Diagnosis” and “treatment” are the two mandated role functions of mental health counselors in the state of Florida. Because diagnosis, especially of clients/patients for involuntary commitment (Baker Act), requires considerable knowledge, skills, and competence, full attendance is necessary to prepare you for these mandated functions. Professional counselors are expected to be responsible for their actions, including absences and tardiness, and so will trainees. Accordingly, this course require attendance at all class, and no tardiness. Because absence will significantly reduce your overall learning, absence of two classes will result in a decrease of one letter grade and additional decrease thereafter.

Participation: Participation is defined as being present, completing the reading assignments on time; completing and submitting written assignments on time; voicing opinions, questions, and contributions to the topics discussed in class. Full participation means active involvement in discussions in each and every class. It includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Failure to submit assignments by the due date will result in a deduction of possible points for such assignment per day, as well as overall participation points for the course.

2. Missed or Late Assignments: All missed examinations or assignments will receive no credit. Late assignments, examinations or exercises are subject to a 20 % point reduction off of the total points available for that evaluation. Students who do not complete all activities associated with this class will receive an “F” as their final grade.

3. Incomplete Coursework: It is the students’ responsibility to insure that they complete all coursework, assignments, exercises or examinations by the scheduled date. The final grade of “Incomplete” requires both the instructor’s and the department chairperson’s approval, and must follow COE guidelines.

4. Information For Students With Disabilities. In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

5. University Honor Code. Students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

1. The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating. 2. The presentation of words or ideas from any other source as one's own are an act defined as plagiarism. 3. Other activities that interfere with the educational mission of the university. For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations /chapter 4/4.001 _Honor _Code.pd.

6. Taping of Classroom Activities: Taping of lectures and classroom activities is not permitted *except as an accommodation* supported and documented by the FAU Office for Students with Disabilities

INSTRUCTIONAL METHODOLOGY

Four different pedagogical methods are utilized. First, course material is learned via lectures, case studies and by guided discussion. Second, videotape segments of diagnostic interviews with DSM disorders is presented and discussed. Third, clinical material is role played; this includes case transcriptions of treatment sessions with particular DSM disorders so you can understand and appreciate how therapy proceeds with varying diagnostic presentations. Fourth, students draft diagnostic evaluation reports based on actual interviews, including diagnoses, case conceptualizations and treatment plans.

EVALUATION AND GRADING CRITERIA

1.	Diagnostic Case Reports (10)	20 points
2.	Diagnostic Intake Evaluation Reports (2)	40 points
3.	Case Transcription	10 points
4.	Final Exam	20 points
5.	Attendance & Participation	<u>10 points</u>

Total: 100 points

A = 94% to 100% of points

A- = 90% to 93% of points

B+ = 87% to 89% of points

B = 84% to 86% of points

B- = 80% to 83% of points

C+ = 77% to 79% of points

C = 74% to 76% of points

C- = 70% to 73% of points

D+ = 67% to 69% of points

D = 64% to 66% of points

D- = 60% to 63% of points

F = 60% & below of points

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Diagnostic Case Summary: You will prepare a one page (single space) report of a given case, in which you will provide a DSM-IV diagnosis, all 5 axes when indicated. You will identify the specific diagnostic criteria met for Axis I and/or II conditions. These 10 reports will be turned in at the beginning of each class starting the second week. *A model of such report will be provided.*

2. Diagnostic Intake Evaluation Report (DIER): Follow these guidelines:

Guidelines for Diagnostic Interview and Evaluation Report

Subjects: Select either a child or an adult as your subject, but not a relative.. Select an individual who you may have easy access to and explain that the exercise will take approximately 1 to 2 hours. Once the subject is selected, explain that this is an exercise for one of your courses and that they can refuse to participate or stop their participation at any time. Obtain consent to record the interview. If your subject is a child you must obtain a release from the custodial parent or legal representative. The release must accompany your report.

Preparing to Conduct the Diagnostic Interview: Follow, exactly, the interview model in *Highly Effective Therapy* (Ch. 7). Select a quiet room where you will conduct the interview and have the materials ready (you must audio-tape the interview in its entirety).

Taping Instructions: Obtain a signed release prior to audiotaping. (on a standard audio cassette [not a mini-cassette] or a CD disk). If the recording is not conversationally audible the assignment will not be accepted and no credit will be given. Record the entire interview on that single audiotape. [Videotaping is optional with the permission of the instructor].

The Report: Follow the format—EXACTLY—of *centered headings* etc. of the clinical case report in *Highly Effective Therapy* [Chapter 12 (pp. 156-163): Integrative Clinical Case Report: *Case of Geri*]. It must single spaced and be typed in “Times New Roman, 12 font.”

You Will Turn In 3 Items: 1. typed clinical evaluation report; 2. signed release for interview and taping; 3. Audio tape of the full interview.

All materials are to be submitted in a 8 x 11 envelop with the following identifying information: your name, number(#1)of report, and due date.

3. Case Transcription: You will prepare a session transcription following the instructions provided by the instructor

4. Final Exam: This objective test will assess knowledge of DSM criteria and diagnostic categories.

5. Attendance and Participation

Participation is defined in the Participation Policy above. Students who expect full credit will have no absences, nor tardiness and be verbally involved in each and every class discussion.

CLASS SCHEDULE

	Schedule and Assignments		
Date	Topic		Reading/Assignment
1. 8-22-11	Overview: Psychopathology and counseling practice; Basing treatment on client personality/factors vs. diagnosis		D(1-37); H1,7
2. 8-30-11	Diagnostic interview and mental status exam		D(685-700)H8
3. 9-06-11	Personality Disorders: I		P1; S 2; H9 D(686-729)
4. 9-13-11	Psychopathology and case conceptualization: diagnostic, clinical, cultural, and treatment formulations; DSM_IV-TR		P2-4; S3 H10,11
5. 9-20-11	Personality Disorders: II		H12,13; S4 P5-7
6. 9-27-11	Personality Disorders: III		H14,15; S5 P8-11
7. 10-04-11	Anxiety Disorders: Panic Disorder, Phobia, Social Anxiety Disorder		D(429-450) S6
8. 10-11-11	Anxiety Disorders: Generalized Anxiety Disorder, OCD		D(450-84);S7
9. 10-18-11	Mood Disorders: Major Depressive Episode, Dysthymia		D(345-389)
10.10-25-11	Mood Disorders: Bipolar Disorder I & II, Hypomanic PD		D(391-427)
11.11-01-11	Psychosis: Schizophrenia, Delusional Disorders		D(297-309)
12.11-08-11	Psychosis: Substance-Induced Psychosis, Dementia		D(310-343)
13.11-15-11	Eating Disorders and ADHD		D(583-595)
14.11-22-11	Psychopathology beyond DSM–PDM		S13

15.11-29-11 Final Exam

D = *DSM-IV-TR*
P = *Handbook of Diagnosis and Treatment of DSM-IV-TR Personality Disorders*
S = *Simple Treatments for Complex Problems*
H = *Highly Effective Therapy*

Bibliography

Ahktar, S. (1992). *Broken structures: Severe personality disorders and their treatment*. New York: Aronson.

Hare, R. (1993). *Without conscience: The disturbing world of the psychopaths among us*. New York, NY: Pocket Books

Johnson, B. & Murray, K. (2007). *Crazy love: Dealing with your partner's problem personality*. Atascadero, CA: Impact Press.

McCullough, J. (2000). *Treatment for chronic depression: Cognitive behavioral analysis system of psychotherapy*. New York: Guilford.

McCullough, J. (2001). *Skills training manual for diagnosing and treating chronic depression: Cognitive behavioral analysis system of psychotherapy*. New York: Guilford.

Millon, T. (1996). *Disorders of personality: DSM-IV and beyond. 2ed.* New York: Wiley.

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Shapiro, D. (1967). *Neurotic styles*. New York: Basic Books.

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Stone, M. (1993). *Abnormalities of personality: Within and beyond the realm of treatment*. New York: Norton.

Strout, M. (2005). *The sociopath next door*. New York: Broadway Books.