

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**MHS 6070  
PSYCHOPATHOLOGY IN COUNSELING**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

**COURSE 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.

*Prerequisites: Permission of Instructor*

**REQUIRED READINGS & MATERIALS**

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 & psychotherapy*. New York: Routledge.

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

**Recommended Text**

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

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** 1b, 1c, 1g, 2a, 2b, 2d, 3c, 5b, 8b, 7h

**CACREP: Mental Health:** A5, C1, C3, C4, C6 and C7

**CONCEPTUAL FRAMEWORK**

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;
- (4) derive a tailored treatment plan based on that case conceptualization; and
- (5) initiate and implement the tailored treatment process with tailored interventions.

This intensive course addresses all five 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 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 formulations*-- and treatment planning,
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 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.

## COURSE REQUIREMENTS

**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. The reports will be turned in at the beginning of class. *A model of such report will be provided.*

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

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

**4. Attendance and Participation:** Attendance and participation is defined in the Attendance Policy below. Students who expect full credit will have no absences, nor tardiness and be verbally involved in each and every class discussion.

**5. Diagnostic Intake Evaluation Report:** Two reports are required. 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 *Becoming an Effective Therapist*. 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. Use a regular tape recorder to tape the interview session [NOT a micro-cassette recorder]. If the tape 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.*

### **COURSE EVALUATION**

**Grades will be assigned based on points earned.**

<b>Assignment</b>	<b>CACREP</b>	<b>Points</b>
Diagnostic Case Summaries (10)		20
Interviews & Initial Evaluation Reports (2)		40
Case Transcription		20
Final Exam		20
Participation		10
<b>TOTAL</b>		100

### **GRADING SCALE**

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 – 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

### **ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please

notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance 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.

#### **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.

#### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

#### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University 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:

- (a) 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.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) 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/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

#### **ACADEMIC INTEGRITY STATEMENT**

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department’s and the University’s policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

#### **METHODS OF INSTRUCTION**

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.

## REFERENCES

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

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

Sperry, L. (2005). *Cognitive Behavior Therapy of the DSM-IV-TR Personality Disorders, Second Edition*. New York: Routledge

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

## COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	SESSIONS	TOPICS	READINGS	ASSIGNMENTS DUE
Week 1: Overview: Psychopathology & Personality Disorders	1	Personality, personality styles and disorders	DSM pp. 1-37; 685-700; S: Ch 1 & 4; D 15-48	
	2	DSM vs. PDM		
	3	Personality Disorders I: Dx & Tx		
Week 2: Diagnostic and Initial Evaluation Report; Personality Disorders- II	4	Diagnostic interview and mental status exam	DSM 701-730; 39- 134; S Ch 5, 6; D 119-152	Case Report #1 Due
	5	Case conceptualization & cultural formulation		
	6	Written Initial Evaluation Report and worksheet		
	7	Personality Disorders II		
Week 3: Anxiety Disorders	8	Panic Disorder	DSM 429-484; S Ch 7, 9, 11; D Part II	Case report #2 Due; Evaluation Report #1
	9	Social Anxiety Disorder		
	10	Generalized Anxiety Disorder, OCD		
Week 4: Mood Disorders	11	Major Depressive Episode, Dysthymia	DSM 345-428; S Ch 3, 10; S/C 4, 5	Case Report #3; Evaluation Report #2
	12	Bipolar Disorder I & II		
Week 5: Psychotic Disorders and Cognitive Disorders	13	Psychosis	DSM 135-180; 297- 344; S Ch 2, 8; D 49-80	Case Report #4 Due; Session Transcription Due
	14	Schizophrenia		
	15	Delusional Disorders		
	16	Delirium and Dementia		

## BIBLIOGRAPHY

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

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.

Shapiro, D. (1965). *Neurotic styles*. New York: Basic Books.

Sperry, L. & Carlson, J. (1996). *Psychopathology and psychotherapy: From DSM-IV diagnosis to treatment*. Second edition. Washington, DC: Accelerated Development/Taylor & Francis.

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