MFT 504.NLS Psychopathology

Alliance Graduate School of Counseling

Thursdays, Fall 2021

Student Learning Goals

In accordance with MFT Program Goal #3: Students will develop skills for clinical joining, assessment, treatment planning, therapeutic interventions, referral and termination.

1. Students will learn and demonstrate knowledge of the diagnostic process, including differential diagnosis, and the use of current diagnostic systems including the *Diagnostic and Statistical Manual of Mental Disorders – 5th Edition* (*DSM-5*) and the *International Classification of Diseases – 10th Version (ICD-10.)*

2. Students will learn about theories of abnormal personality development and the impact of biological and neurological mechanisms on mental health.

3. Students will learn about theories and etiology of addictions and addictive behaviors.

4. Students will demonstrate that they know the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

Student Learning Goals

5. Students will demonstrate that they know the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
6. Students will demonstrate that they know the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

Course Texts

Required:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition). Washington, D.C.: Author.

ISBN: 978-0-89042-555-8

Recommended:

Morrison, J. (2014). *DSM-5 Made Easy – The Clinician's Guide to Diagnosis*. New York: Guilford Publications, Inc.

ISBN: 978-1-4625-1442-7

World Health Organization (2006). The ICD-10 Classification of Mental and Behavioral Disorders. Geneva: Author.

Course Texts

Other Recommended Resources:

Sutker, P. B. & Adams, H. E. (2001). *Comprehensive Handbook of Psychopathology*. New York: Kluwer Academic/Plenum Publishers.

Livesley, J. W. (2001). *Handbook of personality disorder: Theory, research, and Treatment*. New York: Guilford Publications, Inc.

Millon, T. & Davis, R. D. (1996). *Disorders of personality: DSM-IV and beyond*. New York: John Wiley & Sons, Inc.

Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th Edition). New York: Guilford Publications, Inc.

Mash, E. J., & Barkley, R. A. (2003). *Child Pyschopathology* (2nd Edition). New York: Guilford Publications, Inc.

Class Format

2:20-3:45pm   Devotions (to 2:30pm)

Lecture/Discussion Part I

3:45-3:55pm   Break

3:55-5:15pm   Lecture/Discussion Part II

Course Requirements

1.   Attend class and be on time

Ideally, class starts at 2:20pm.

Here by 2:20pm – 5 points (for attending class and being on time)

Here by 2:40pm – 3 points (for attending class)

Technological challenges may occur so be aware that these may affect your attendance.

Rationale:

Therapy sessions are appointments. It is unprofessional for therapists to be late and unavailable to clients at the pre-stated and agreed upon appointment time. Even in cases of emergency (i.e., you have to facilitate the hospitalization of a client), a therapist becomes unavailable for a client at the stated time and this has an impact on the client and possibly on the therapeutic relationship.

Course Requirements

2. **Participate in class discussions, ask questions**

    There is no question that is "too dumb to ask." (if you wouldn't want your client to think this, then practice not thinking this yourself)

    Rationale:

    > *Everyone has something to learn*
    >
    > *Everyone has something to share*
    >
    > *Everyone has something to give*
    >
    > *Everyone has something to receive*

Course Requirements

3.   Read and keep up with the text material

There's a lot of information to cover.

Rationale:

Professionally, therapists will spend a fair amount of time looking up symptom pictures and treatment options for all of the disorders they encounter. By engaging in this practice regularly throughout graduate school, you will become well-skilled and better prepared for the challenges of future practice.

Course Requirements

4. **Quizzes**

    Quizzes on the specific class' readings will be given prior to each class as part of the weekly lesson for that class in e360. They will consist of short answer or multiple-choice question(s).

    Maximum score on each quiz will be 5 points.

    The worst 2 of your quiz grades will be dropped. Because of this, no make-up quizzes will be given.

Rationale:

> *When students expect to be quizzed, they tend to read the required readings for the class. Reading course material in advance increases your processing and hence, assimilation of the material. It's one way to make sure you're prepared for class discussion.*

Course Requirements

5.   **Practice Diagnostic Formulation Cases**

Cases will consist of information gathered from a clinical interview write-up (e.g., intake). Cases are to be analyzed and a 3-6 page diagnostic formulation is to be written that will include a primary diagnosis and a rule-out diagnosis (another disorder that could be present but insufficient information is provided). Formulations should briefly outline the symptoms that support both the primary and the rule-out diagnoses. In addition, students will provide an outline of additional follow-up questions they would ask in order to help them rule in or rule out a diagnosis.

Maximum score of cases will range from 40-80 points depending on the case. 5 points will be deducted for every DAY a case formulation assignment is handed in late.

Rationale:

Upon first meeting a client, therapists are expected to gather information from the client and put together the beginnings of a clinical formulation of problems/difficulties/symptoms so that appropriate treatment/intervention can be selected accordingly.

Course Grades

Attendance – 14 classes, 3 points each   total of   42 points
Timeliness – 14 classes, 2 points each   total of   28 points
3 Practice cases, worth between 40-80 points   total of 180 points
Best 10 of 12 Quizzes 5 points each   maximum   total of   50 points
                                                          maximum   300 points

A	$4.00 = 1.00 – 0.93$
A-	$3.70 = 0.92 – 0.90$
B+	$3.30 = 0.89 – 0.88$
B	$3.00 = 0.87 – 0.83$
B-	$2.70 = 0.82 – 0.80$
C+	$2.30 = 0.79 – 0.78$
C	$2.00 = 0.73 – 0.77$
C-	$1.70 = 0.72 – 0.70$
F	Failure = below 0.70