

MFT 504.N0S

Psychopathology

Alliance Graduate School of Counseling
Thursdays, Fall 2022

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 – Text Revision, 5th Edition (DSM-5TR)* 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. (2022). *Diagnostic and Statistical Manual of Mental Disorders – Text Revision* (5th Edition-TR). 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.

Class Format

- 6:00-7:30pm Devotions (to 6:05pm)
Lecture/Discussion Part I
- 7:30-7:45pm Break
- 7:45-9:00pm Lecture/Discussion Part II

Course Requirements

1. Attend class and be on time

Ideally, class starts at 6:00pm.

Here by 6:00pm – 7 points (for attending class and being on time)

Here by 6:15pm – 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 at the beginning of every class (right after devotions) and consist of multiple-choice question(s), fill-in-the-blank question(s), and/or short-essay question(s).

Maximum score for 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 1-2 rule-out diagnoses. Formulations should briefly outline the symptoms that support both the primary and the rule-out diagnosis. 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 30-80 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, 4 points each	total of 56 points
Timeliness – 14 classes, 3 points each	total of 42 points
3 Practice cases, worth between 30-80 points	total of 170 points
Best 10 of 12 Quizzes, 10 points each	<u>maximum total of 50 points</u>
	maximum 318 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