

## **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.

### **Catalog Description**

The course examines the theory supporting and the practice of mental health diagnosis using the Diagnostic and Statistical Manual of Mental Disorders' (DSM) multi-axial system. Specific disorders are reviewed by placing emphasis on symptoms recognition and treatment.

### **Course Rationale**

This course addresses the art and science of mental health diagnosis. The course focuses on the theoretical and the empirical factors involved in diagnosis and treatment. A strong emphasis is placed on the proper assessment and identification of discrete aspects of cognition, affect, and behavior that lead to diagnoses according to the Diagnostic and Statistical Manual of the American Psychiatric Association, Fourth Edition, Text Revision (DSM-IV-TR).

### **Instructional Methodology**

I use three different pedagogical methods in this course. First, I will present material in lectures and by guiding discussions. Also, I will present case studies. Second, you will present psychosocial evaluations, including diagnoses and treatment plans. Last, you will present, in written form, the results of psychosocial evaluations and treatment plans conducted with volunteers.

### **Text and Supplemental Material**

American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition, Text Revision (DSM-IV-TR).

LaBruzza, A. L. & Mendez-Villarrubia, J. M. (1994). Using DSM-IV: A Clinician's Guide to Psychiatric Diagnosis. Northvale, NJ: Jason Aronson Inc.

Readings as assigned. You are expected to access library resources to complement the textbook.

### **Course Objectives**

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 Counseling**: A5, C1, C3, C4, C6 and C7.

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,

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.

### **Course Requirements**

1. Exams (2) covering the assigned readings and lectures. The first exam covers a limited portion of the class. The final exam is comprehensive.
2. Reports (2) based on a psycho-social history and a mental status exam (Guidelines will be provided in class).
3. Review of the literature.

Note: All written assignments must follow the guidelines as specified by the latest edition of the American Psychological Association Publication Guidelines.

### **Evaluation and Grading Criteria**

Exam 1	50 points	
Exam 2	50 points	
Two interviews and psychosocial reports	60 points (30 each)	
Term paper	30 points	
Attendance & Participation	10 points	Total: 200 points

Letter grades will be assigned according to the criteria of the College of Education (see the Graduate Student Catalog).

### **Participation Policy**

Participation contributes towards the determination of your final grade. Participation is defined as completing the reading assignments on time; completing and submitting written assignments on time; voicing opinions, questions, and contributions to the topics discussed in class. Failure to submit assignments by the due date will result in a deduction of 10% of possible points for such assignment per day.

## **Guidelines for Report on Mental Status Exam and Psychosocial Evaluation Psychopathology in Counseling, Dr. Miranda**

### **Subject**

Select either a child or an adult as your subject. You are not to use one of your relatives for this exercise. 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 Mental Status Exam**

Carefully read the articles that address mental status exams. Based on your readings, prepare questions and the process that you will use with your subject when conducting the mental status exam. Select a quiet room where you will conduct the interview and have the materials ready (you must audio-tape the interview in its entirety). Conduct the interview following your format.

### **Taping Instructions**

Obtain a release prior to taping. Use a regular tape recorder to tape the interview session. Do not use a micro-cassette recorder. The tape must be audible. Record the entire interview in as many tapes as necessary. Video taping is optional.

### **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 factual information you obtained from your subject 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. Tape(s) of the full interview.

**PSYCHOPATHOLOGY (MHS 6070), A.O. Miranda, Ph.D.**

Schedule of Topics and Activities

<u>Week</u>	<u>Date</u>	<u>Day's Readings and Topics</u>
1		Introductions, Nature of the Class, Syllabus
2		Holiday, M. L. King
3		Paradigms of Psychopathology LaBruzza 1,2,3 DSM Read to Disorders Usually First Diagnosed in Infancy, etc. Kendell, R. (1975). Chapters of <u>The Role of Diagnosis in Psychiatry</u> . Rosenhan, D. (1973). <u>On Being Sane in Insane Places</u> . Spitzer, R. (1973). <u>On Pseudoscience in Science, Logic in Remission, and Psychiatric Diagnosis: A Critique of Rosenhan's "On Being Sane in Insane Places."</u> The advocacy role of the MH Counselor.
4		Classification, Diagnosis, Nomenclature LaBruzza 4,5,6,7,8
5		Clinical Assessment in Diagnosis: The diagnostic interview Romano, J. (1964). <u>Mental Status Examination</u> Health promotion: Stress-coping as a paradigm for mental health
6		The diagnostic interview (cont.)
7		Childhood and Adolescent Disorders LaBruzza 12, DSM- related area
8		Mental Disorders Due To a General Medical Condition LaBruzza 14, DSM- related area <b>First psychosocial report due</b>
9		Spring Break
10		Adjustment Disorders LaBruzza 26, DSM- related area <b>Mid-term exam. Covers all chapters, readings, and lectures to this date</b>
11		Anxiety Disorders LaBruzza 18, DSM- related area
12		Mood Disorders

LaBruzza 17, DSM- related area

**Term Paper due at class time**

13 11-18 Mood Disorders (cont.)

14 Psychotic Disorders

LaBruzza 15, DSM- related area

15 Substance Abuse I: Diagnostic Issues

LaBruzza 15

Hoskins, R. (1989). Rational Madness: The Paradox of Addiction.

**Second psychosocial report due**

16 Personality Disorders

LaBruzza 27

Kass, F., Pitzer, L., & Williams, J. (1983). An Empirical Study of the Issue of Sex Bias in the Diagnostic Criteria of DSM-III Axis II Personality Disorders.

17 **Final Exam**

Note: variations to this syllabus and schedule may be necessary.

## **Guidelines for Term Paper Psychopathology in Counseling, Dr. Miranda**

### **Format**

Follow the APA format. Leave 1 inch margins on all sides of the paper and double space. The list of references must comply with the APA format.

### **Due By**

The paper is due by 3-29-'04, at class time.

### **Possible Topics**

The topics are: (1) Post-acute withdrawal syndrome (PAWS), (2) Culture-bound syndromes, (3) Stress-coping resources and resilience against mental health conditions, (4) Substance abuse treatment for women. You can address etiological factors related to the condition, maintenance factors, treatments, or specific issues related to the topic you chose.

### **Length**

There is no requirement as to the minimal length of your paper. A maximum length of 12 pages of text is advised. You must resolve the issue of the paper's length by addressing the issue of the content's quality. Content is more significant than length.

### **Strategy for Research**

Consult professional journals and relevant books to see how much has been written about that topic. Select a few of the latest articles on the topic and read about an area of discovery, contention, or development. Once you have read enough about it, write your paper emphasizing past, current, and future directions of the topic you selected. For example, in the area of the treatment of depression emphasis was placed on pharmaceutical treatments. Several lines of research point towards the effectiveness of psychotherapy for depression - cognitive therapy. There is some research being conducted with kids in regards to learning stress and depression inoculation to counteract depressive thoughts before they become overwhelming. Results of longitudinal studies indicate that the kids who are learning those strategies are less depressed than the general population by an overwhelming margin. Also, this intervention is curbing violence, the kids have less learning problems, face less difficulties with weight control, are more active, report better relationships with their parents, get physically ill less often, etc. This is so promising that other researchers are completely skeptical about the results and are eager to replicate the studies.