COURSE DESCRIPTION: Advanced concepts are presented for the proper assessment of different categories of abnormal behavior. Special attention is given to the principles underlying the multiaxial approach of the DSM system. The course includes material on conducting the diagnostic interview and the mental status exam.

STUDENT LEARNING OBJECTIVES: At the completion of this course, you should be able to:

1. differentiate between “health” and “disease” (i.e., “normal” and “abnormal” behavior) and understand the importance of conceptualizing clients holistically, including multiculturally;

2. explain the major signs and symptoms of the mental disorders covered and explain the major perspectives on their etiology, prevention and remediation;

3. use model of differential diagnosis in order to arrive at a reasonable and defensible DSM-5 diagnosis;

4. exercise integrative critical thinking by seeking to understand and explain the value and limitations of the current diagnostic taxonomy, and

5. develop and display sensitivity and compassion in understanding clients struggling with mental disorders.

KNOWLEDGE BASE: Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Diagnosis of mental and emotional disorders—4757-13-01(A)(5)(c).

CACREP CMHC Standards Addressed in this Course Include Areas such as:

- A.6 – Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
- C.2 – Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
- C.4 – Knows the disease concept and etiology of addiction and co-occurring disorders.
- G.1 – Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
- G.4 – Identifies standard screening and assessment instruments for substance use disorders and process addictions.
- K.2 – Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
TEACHING STRATEGIES FOR STUDENT LEARNING: This course will utilize a variety of learning approaches including, but not limited to, lecture, multimedia presentations, skills development exercises, and assignments designed to help you foster integrative critical thinking skills.

RELATIONSHIP TO THE CURRICULUM MODEL: All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: core identity, character, calling, and competency. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (core identity; character) and others (calling). The course also prepares you to arrive at a defensible DSM-5 diagnosis while remaining faithful to and thinking critically about this process and the products of it (competence).

REQUIRED TEXTS (supplemental online assignments will be distributed):


REQUIREMENTS/GRADING:

1. Professionalism and Positive Participation (10%): Throughout your time at ATS thus far, you have been developing in a number of important ways. This class provides you with further opportunities for growth. Professionalism and positive participation in class is expected, however, these involve much more than your simply showing up. It is my belief that there are parallels between how a student approaches academic training and later professional conduct in field. Therefore, I expect you to be;

   - prompt (arriving to class on time and meeting class requirements when due),
   - prepared (e.g., actively reading and processing assigned materials for each class session),
   - present (e.g., as evidenced by your in-class verbal and non-verbal [e.g. eye contact] behavior),
   - participating positively (during class), and
   - professional (in your manner and conduct; in your submitted work, etc.).

   Attendance at all class sessions is expected. Regardless of the reason for absence, if you miss the equivalent of two classes you may be required to do additional work, receive a lower grade or withdraw from the class (this is at my discretion). It is your responsibility to acquire missed lecture materials and/or handouts from other students. You are encouraged to monitor your class-related professionalism and positive participation and to seek feedback from others (e.g., me, graduate assistants, and other students) as you deem prudent.
Use of laptops and other electronic devices: Regarding the use of laptops and other electronic devices in the classroom, the following policy has been adopted by the Counseling Department at ATS;

It is up to the discretion of the professor whether laptops (and other electronic devices) may be used in any particular course. In those courses where permission is granted, please remember to limit computer usage to course-related purposes while in class sessions by refraining from using laptops (and other electronic devices) for other than course-related reasons, including internet search, e-mails, etc. Please demonstrate respect by giving your full attention to the instructor or student presenting.

For this class, you have my permission to use your electronic devices, so long as you abide by the above policy. Should I or any other student become distracted by your use of these devices in class, this permission may be revoked and your “Professionalism and Positive Participation” grade may be adversely impacted. One of the ways I will use to assess whether or not your use of technology in class is intrusive is your non-verbal feedback to me regarding your level of in-class engagement or disengagement (e.g., eye contact, displaying attending skill). If you have any questions or concerns about this, please see me before this becomes a problem.

Taking the initiative for success: The larger size of many counseling classes is a “mixed blessing.” One the one hand, I am delighted you are here and I praise God for leading you to ATS! On the other hand, class size makes individualized attention very “challenging” to say the least (I really wanted to write that this is “impossible” but “…with God all things are possible,” Matt. 19:26, so...). You will need to assume the primary responsibility for your success in this class. To do so, the best advice I can give you is to 1.) carefully and closely read, review, and heed this syllabus and 2.) never be shy about asking questions or approaching me or one of the GA’s for help. Doing so will not communicate that you are somehow “lacking” or a “poor student.” Instead, asking questions and approaching me for help will tell me that you are serious about succeeding and are willing to do what it takes. This is a message you definitely want to communicate.

Keeping up with assigned readings: The amount and complexity of topics covered in this class will require you to keep up with all readings and other assignments. If you do not, not only will your success in class be jeopardized, the future care of your clients will be as well. Therefore, I may periodically ask you to verify that you are keeping up and your response will figure into your Professionalism and Positive Participation grading (see below).

Final grade for this course element: Your final grade for this course element will be based upon your 1.) in-class attendance, 2.) completion and timely satisfaction of all course requirements, 3.) my assessment of your in-class participation and professionalism, and 4.) your verification of keeping up with assigned readings.

2. Abnormal psychology quizzes (30%): During this course there will be three quizzes given at the scheduled times covering the abnormal psychology content of the first six weeks of this course. These non-cumulative quizzes will take about an hour each and will include a combination of True-False, Multiple-Choice, Definition, List, and Short Answer items. A list of key terms for each quiz will be distributed in advance to help you prepare. Each quiz will be worth 10% of your final grade.
**Note:** During these quizzes, you may be asked whether or not you have read all assigned materials. You may also be asked to provide information on the extent of your active processing of course materials (e.g., amount of study time for an examination or preparation time for small group processing). Your answers may figure into your “Professionalism & Positive Participation” grade above.

**Final grade for this course element:** Your final grade for this course element will be based upon the total number of points earned for the quizzes. Extra credit will be included on each quiz.

3. **Diagnostic Vignettes (45%)** - From the seventh through the fourteenth class sessions you will be presented with the opportunity to hone your diagnostic, conceptual, and integrative critical thinking skills through either reading or viewing a diagnostic vignette and then developing a “reasonable and defensible” diagnosis based upon this. In these vignettes you will be expected to employ the knowledge and skills you are learning throughout the course to accurately diagnose the subject of the vignette, using the DSM-5, in class. In addition, you will use integrative critical thinking skills to seek a deeper understanding of the “mental disorders” presented.

**Final grade for this course element:** Your final grade for this course element will be based upon the scores from your top five diagnostic vignettes (out of eight possible). Each vignette will be worth 9% of your final grade. There will be no make-up vignettes.

4. **Final comprehensive examination (15%)**: A final comprehensive examination covering the entire course will be given the final class session. This examination will take the entire class period and will include True-False, Multiple-Choice, Definition, List, and Short Answer items, as well as diagnostic vignettes.

**Final grade for this course element:** Your final grade for this course element will be based upon the total number of points earned for the examination. Extra credit will be included on the examination.

5. **Development of the person of the counselor (ungraded):** C. Gilbert Wrenn, an influential figure in the history of counseling, wisely observed that “…the most potent single element in the counseling relationship… is the person of the counselor, his sense of reality, his self trust, his increasing awareness of beauty and the joy of living, and his open regard for others. Accordingly, the counseling profession has affirmed from the beginning that the person of the counselor is critical to client welfare, the success of counseling interventions, and the integrity of the counseling profession. As but one example, the 2014 ACA code of ethics (section F.8.c., “Self-Growth Experiences”) states that “Self-growth is an expected component of counselor education.” This valuing of persons and personal growth, is congruent with the seminary’s emphases upon “character” (one of the “4-Cs of the curriculum model”) and the “core value” of spiritual formation. It is further reflected in the Counseling department’s emphasis upon cultivating “Christian Counselor Effectiveness Characteristics.” Therefore, to foster such development, together we will read, reflect upon, and respond to selected relevant readings (a reading list will be distributed at the beginning of the semester.
WRITING ASSISTANCE: If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

STUDENTS WITH DISABILITIES: “Students who have documentation from a medical doctor, psychologist or psychiatrist for specific learning and/or health handicaps may receive services through the Office of Disability Services. It is not considered a disability if the condition is short term. However, impairments that are in remission yet substantially limit a major life activity when active are considered disabling. It is the responsibility of the student to submit documentation supporting the need for accommodations. The documentation must clearly state the functional limitations of the disability and how the disability impacts the student’s learning. Accommodations must be reasonable and ones that do not lower or modify academic standards. Rather, such accommodations minimize the effect of the disability on learning. Students with disabilities must be qualified; consequently they are responsible to complete all requirements for the degree. Students should make an appointment with the Director of Disability Services at Ashland University (419-289–5904) for information concerning services.”

SEMINARY GRADING SCALE: The grading scale described in the current edition of the ATS catalogue will be used in this course.

ACADEMIC INTEGRITY POLICY: Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.
## CLASS SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS: M = Morrison</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to “abnormal” psychology, worldviews, and critical thinking</td>
<td>M, Introduction, chapter 20</td>
</tr>
<tr>
<td>2</td>
<td>Mood, Disorders, Other Conditions/Factors Needing Clinical attention</td>
<td>1st examination (material from weeks 1-2) M, chapters 3, 19</td>
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<tr>
<td>3</td>
<td>Anxiety, Obsessive-Compulsive, and Trauma Disorders</td>
<td>M, chapters 4, 5, 6</td>
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<td>4</td>
<td>Psychotic and Dissociative Disorders</td>
<td>2nd examination (material from weeks 3-4) M, chapters 2, 7</td>
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<td>5</td>
<td>Neurodevelopmental, Neurocognitive, and Somatic-Symptom Disorders</td>
<td>M, chapters 1, 16, 8</td>
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<tr>
<td>6</td>
<td>Personality, Substance-Related, Impulse Control, Childhood disorders</td>
<td>3rd examination (material from weeks 5-6) M, chapters 14, 15, 17</td>
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<tr>
<td>7</td>
<td>Introduction to the DSM-5 and the 5-fold model of differential diagnosis</td>
<td>1st diagnostic vignette Review M, Introduction, chapter 20</td>
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<tr>
<td>8</td>
<td>Biological/Somatic Disorders, Part 1 (Neurodevelopmental, Neurocognitive); principles of differential diagnosis</td>
<td>Review M, chapters 1, 16 M pp. 639-642</td>
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<tr>
<td>9</td>
<td>Biological/Somatic Disorders, Part 2 (Somatic-Symptom and Substance)</td>
<td>Review M, chapters 8, 16 M p. 643</td>
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<tr>
<td>10</td>
<td>Psychotic disorders</td>
<td>Review M, chapter 2</td>
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<tr>
<td>11</td>
<td>Common Non-psychotic Disorders: Mood Disorders</td>
<td>Review M, chapter 3</td>
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<tr>
<td>12</td>
<td>Common Non-psychotic Disorders: Anxiety Disorders</td>
<td>Review M, chapter 4, 5, 6</td>
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<tr>
<td>13</td>
<td>Personality Disorders</td>
<td>Review M, chapter 17</td>
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<tr>
<td>14</td>
<td>Less Common Non-psychotic Disorders</td>
<td>Review M, chapters 13, 14 Final diagnostic vignette</td>
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<tr>
<td>15</td>
<td>Review and wrapping up</td>
<td>Review M, chapters 19, 20 Final comprehensive examination</td>
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