ASHLAND THEOLOGICAL SEMINARY: CLC 7729, DIFFERENTIAL DIAGNOSIS
Spring Semester, 2016
January 15-16 and 22-23; Friday - 6:00-9:00PM, Saturday - 8:30AM-3:30PM
Mike Reuschling, Ph.D., LPCC-S, mreuschl@ashland.edu, 419-289-5968

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.

Note: This course utilizes an online asynchronous teaching medium. This means that you will complete the first half of the course (i.e., the abnormal psychology portion) on your own via an internet connection. Therefore, access to a computer and the internet is required. It is highly recommended that you be familiar with basic computer and internet browser functions prior to starting the course since it is not advised to try to learn them while the course is in progress.

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 reasoned, 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.
CACREP CMHC Standards Addressed in this Course (continued)

- 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 hybrid course will utilize both online and face-to-face learning approaches. For the first half of this course, on your own and using the Internet, you will work your way through a number of abnormal psychology “modules” consisting of a.) “Crash Course” videos and b.) Candela Open Course modules. For each module, you will complete an assignment designed to deepen your knowledge and understanding of the module’s content and you will submit these completed assignments to the professor. You should plan on these modules taking about 18 hours time to complete. For the second half of the course, you will attend weekend classes which will consist of lectures, multimedia presentations, skills development exercises, and assignments designed to help you foster integrative critical thinking skills (about 20 hours, including the take-home final).

REQUIRED TEXTS (supplemental online assignments will be distributed):


OPTIONAL SUPPLEMENTAL TEXT:


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.).
Professionalism and Positive Participation (continued)

Attendance at all face-to-face class sessions is expected. Regardless of the reason for absence, if you miss the equivalent of one and one-half hours (i.e., 90 minutes) of the face-to-face portion of this class, 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, 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 during the face-to-face portion of the class, 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 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 assignments: The amount, type, 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. You must complete all first-half modules and module assignments before the first weekend class or you will receive a final grade of “F.” (You will be offered the option of withdrawing from class with a WP.) In addition, you will need to complete all assigned first weekend readings before the first
Keeping up with assignments (continued)

weekend of the class. Therefore, if you are not self-directed and conscientious in completing assignments, please do not sign up for this course.

2. **Abnormal psychology modules and quizzes (30%)**: During the first half of this course, you will complete three non-cumulative quizzes covering the six abnormal psychology modules of the course (each quiz ought to take about an hour). Quizzes may include a combination of True-False, Multiple-Choice, Definition, List, Short Answer, and Short Essay 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 and you will be asked to verify that you completed each quiz on your own. All modules and quizzes must be completed by Wednesday, January 13 (although see the course schedule for additional information).

   **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%)** – During the two weekends of classes, 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 “reasoned, 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, take-home, comprehensive examination covering the entire course will be given at the end of the course. This examination will include True-False, Multiple-Choice, Definition, List, Short Answer, and Short Essay 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.
ACADEMIC INTEGRITY POLICY
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

ACADEMIC SUPPORT SERVICES
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. 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 Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

STUDENTS WITH DISABILITIES
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).
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<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
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<tr>
<td>A-</td>
<td>92-96</td>
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<tr>
<td>B+</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
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<tr>
<td>B-</td>
<td>83-85</td>
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<td>C+</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
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<tr>
<td>C-</td>
<td>74-76</td>
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<tr>
<td>D+</td>
<td>71-73</td>
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<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
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<tr>
<td>D-</td>
<td>65-67</td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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# CLASS SCHEDULE (subject to change)

## FIRST HALF, ONLINE MODULES (All modules and assignments must be completed by the due dates listed below)

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPICS</th>
<th>READINGS: M = Morrison</th>
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</table>
| 1      | Psychological Disorders; Worldviews and critical thinking | 1.) Crash Course Psychology #28, “Psychological Disorders” (YouTube)  
2.) “What Are Psychological Disorders?” at [https://courses.candelalearning.com/ospsych/chapter/what-are-psychological-disorders/](https://courses.candelalearning.com/ospsych/chapter/what-are-psychological-disorders/)  
3.) “Perspectives on Psychological Disorders” at [https://courses.candelalearning.com/ospsych/chapter/perspectives-on-psychological-disorders/](https://courses.candelalearning.com/ospsych/chapter/perspectives-on-psychological-disorders/)  
**1st Quiz** (material from modules 1-2); **Due by** no later than **Monday, Jan. 11** |
| 2      | OCD and Anxiety Disorders | 1.) Crash Course Psychology #29, “OCD & Anxiety Disorders” (YouTube)  
2.) “Anxiety Disorders” at [https://courses.candelalearning.com/ospsych/chapter/anxiety-disorders/](https://courses.candelalearning.com/ospsych/chapter/anxiety-disorders/)  
**Due by** no later than **Monday, Jan. 11** |
| 3      | Depressive and Bipolar Disorders | 1.) Crash Course Psychology #30, “Depressive and Bipolar Disorders” (YouTube)  
2.) “Mood Disorders” at [https://courses.candelalearning.com/ospsych/chapter/mood-disorders/](https://courses.candelalearning.com/ospsych/chapter/mood-disorders/)  
**2nd Quiz** (material from modules 3-4); **Due by** no later than **Wednesday, Jan. 13** |
| 4      | Trauma & Addiction | 1.) Crash Course Psychology #31, “Trauma and Addiction” (YouTube)  
**Due by** no later than **Wednesday, Jan. 13** |
| 5      | Schizophrenia & Dissociative Disorders | 1.) Crash Course Psychology #32, “Schizophrenia & Dissociative Disorders” (YouTube)  
2.) “Schizophrenia” at [https://courses.candelalearning.com/ospsych/chapter/schizophrenia/](https://courses.candelalearning.com/ospsych/chapter/schizophrenia/)  
3.) “Dissociative Disorders” at [https://courses.candelalearning.com/ospsych/chapter/dissociative-disorders/](https://courses.candelalearning.com/ospsych/chapter/dissociative-disorders/)  
**Due by** no later than **Wednesday, Jan. 13** |
| 6      | Personality Disorders | 1.) Crash Course Psychology #34, “Personality Disorders” (YouTube)  
2.) “Personality Disorders” at [https://courses.candelalearning.com/ospsych/chapter/personality-disorders/](https://courses.candelalearning.com/ospsych/chapter/personality-disorders/)  
**3rd Quiz** (material from modules 5-6); **Due by** no later than **Wednesday, Jan. 13** |
<table>
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<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS: M = Morrison</th>
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<tbody>
<tr>
<td>Friday, January 15</td>
<td>Introduction to the DSM-5, the 5-fold model of differential diagnosis,</td>
<td>Review M, Introduction, chapter 20</td>
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<td>principles of differential diagnosis;</td>
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<td></td>
<td>Biological/Somatic Disorders, Part 1, Neurodevelopmental, Neurocognitive</td>
<td>M, chapters 1, 16, pp. 639-642</td>
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<td>1st diagnostic vignette</td>
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<td>Saturday, January 16</td>
<td>Biological/Somatic Disorders, Part 2, Somatic-Symptom and Substance</td>
<td>M, chapters 8, 15, p. 643</td>
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<td>Psychotic disorders</td>
<td>M, chapter 2</td>
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<td>Graded vignettes 2-4</td>
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<td>Friday, January 22</td>
<td>Common Non-psychotic Disorders: Mood Disorders,</td>
<td>M, chapter 3</td>
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<td>Anxiety Disorders</td>
<td>M, chapter 4, 5, 6</td>
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<td>Graded vignette 5</td>
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<td>Saturday, January 23</td>
<td>Personality Disorders</td>
<td>M, chapter 17</td>
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<td>Less Common Non-psychotic Disorders</td>
<td>M, chapters 13, 14</td>
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<td>Review and wrapping up</td>
<td>M, chapters 19, 20</td>
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<td>Graded vignettes 6-8</td>
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<tr>
<td>Friday, January 29</td>
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<td>Final Take-Home Comprehensive Examination due</td>
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