

ASHLAND THEOLOGICAL SEMINARY: CLC 7729, DIFFERENTIAL DIAGNOSIS

Summer Semester, 2017

Saturdays, May 20, June 3, June 10; 8:00AM – 4:30PM, Ashland
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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 multi-axial 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 portion 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: As a result of this course, you will be able to:

1. differentiate between “health” and “disease” (i.e., “normal” and “abnormal” behavior) and explain the importance of conceptualizing clients holistically, including multiculturally (A.6, C.4, G.1, K.3, L.2);
2. explain the major signs and symptoms of the mental disorders covered and the major perspectives on their etiology, prevention and remediation; (C.2, C.4, G.1, K.1, K.2, L.1, L.3);
3. use a model of differential diagnosis to arrive at a reasonable and defensible DSM-5 diagnosis (C.2, G.1, K.1, L.1, L.2);
4. exercise integrative critical thinking by explaining the value and limitations of the current diagnostic taxonomy (G.1, K.1, K.5, L.2); and
5. display sensitivity and compassion in understanding clients struggling with mental disorders (K.5, L.1).

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 (continued)

- K.1 Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- K.2 Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
- K.3 Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
- K.5 Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.
- L.1 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
- L.2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
- L.3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing

TEACHING STRATEGIES FOR STUDENT LEARNING: This hybrid course will utilize both online and face-to-face learning approaches. For the first portion 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, b.) Candela Open Course modules, and c.) assigned chapters from “Modern Psychopathologies.” 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 (total) to complete. For the second portion of the course, you will attend weekly classes which will consist of lectures, multimedia presentations, skills development exercises, and assignments designed to help you foster integrative critical thinking skills (approximately 22 hours).

REQUIRED TEXTS (supplemental online assignments will be distributed):

McRay, Barrett, Yarhouse, Mark, and Butman, Richard (2016). Modern Psychopathologies: A Comprehensive Christian Appraisal, IVP Academic, ISBN-13: 978-0-8308-2850-0

Morrison, James (2014). DSM-5 Made Easy: The Clinician's Guide to Diagnosis, The Guilford Press, ISBN-13: 978-1-4625-1442-7

Reber, Arthur S., Allen, Rhianon, and Reber, Emily (2009). The Penguin Dictionary of Psychology: Fourth Edition, Penguin, ISBN-13: 978-0141030241

OPTIONAL SUPPLEMENTAL TEXT:

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5), American Psychiatric Publishing, ISBN-13: 978-0890425558

REQUIREMENTS/GRADING:

1. **Professionalism and Course Engagement (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 engagement 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 face-to-face class sessions is expected. Regardless of the reason for absence, if you miss more than one of the face-to-face class sessions, 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 engagement 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 Course Engagement" 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 this is "impossible" but "...with God all things are possible," Matt. 19:26, so...).

Taking the initiative for success (continued)

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** six online modules **before** the first face-to-face 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 readings **before** attending any face-to-face class. Therefore, if you are not self-directed and conscientious in completing assignments, **please do not sign up for this course.** (You can await the next, regularly scheduled, non-hybrid class.)

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.) in-class engagement and professionalism, and 4.) verification of keeping up with assigned videos and readings.

2. **Abnormal psychology modules and quizzes (30%):** During the first portion of this course, you will complete two 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 must be **completed by the date and time noted in the “Course Schedule”** below. Each quiz will be worth 15% of your final grade and you will be asked to verify that you completed each quiz on your own.

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 time spent studying for a quiz). Your answers may figure into your “Professionalism & Course Engagement” 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%)** – Beginning the seventh week of the semester (the first face-to-face class), 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.

- Final comprehensive examination (15%):** A final take-home comprehensive examination covering the entire course will be given at the end of the semester. This examination may include True-False, Multiple-Choice, Definition, List, Short Answer, and Short Essay items, and/or 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.

CALCULATION OF YOUR FINAL GRADE AND CONNECTION WITH LEARNING OUTCOMES

Assignments	Learning Outcomes	Percent of Final Grade
Professionalism and Course Engagement	4, 5	10%
Abnormal psychology quizzes	1, 2, 4	30%
Diagnostic Vignettes	1, 2, 3, 4, 5	45%
Final comprehensive examination	1, 2, 3, 4, 5	15%

RECOMMENDATIONS FOR LIFELONG LEARNING

This course will provide an introduction to the importance and practice of differential diagnosis in the ministry of the clinical counselor. As such, the course will serve as an important foundation to be built upon in the counselor’s future work with clients.

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.

SEMINARY WRITING CONSULTATION SERVICE

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

STUDENTS WITH DISABILITIES

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

SEMINARY GRADING SCALE

Grade	Percent	Description
A	97-100	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.
A-	92-96	
B+	89-91	
B	86-88	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.
B-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

CLASS SCHEDULE (subject to change)

FIRST HALF, <u>ONLINE</u> MODULES (All modules and assignments <u>must</u> be completed by the due dates listed below)		
MODULE	TOPICS	READINGS: M = Morrison
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/ 3.) "Perspectives on Psychological Disorders" at https://courses.candelalearning.com/ospsych/chapter/perspectives-on-psychological-disorders/
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/ 3.) "Obsessive-Compulsive and Related Disorders" at https://courses.candelalearning.com/ospsych/chapter/obsessive-compulsive-and-related-disorders/
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/ 1st Quiz (material from modules 1-3); Due by 5:00pm Monday, May 15
4	Trauma & Addiction	1.) Crash Course Psychology #31, "Trauma and Addiction" (YouTube) 2.) Posttraumatic Stress Disorder at https://courses.candelalearning.com/ospsych/chapter/posttraumatic-stress-disorder/
5	Schizophrenia & Dissociative Disorders	1.) Crash Course Psychology #32, "Schizophrenia & Dissociative Disorders" (YouTube) 2.) "Schizophrenia" at https://courses.candelalearning.com/ospsych/chapter/schizophrenia/ 3.) "Dissociative Disorders" at https://courses.candelalearning.com/ospsych/chapter/dissociative-disorders/
6	Personality Disorders	1.) Crash Course Psychology #34, "Personality Disorders" (YouTube) 2.) "Personality Disorders" at https://courses.candelalearning.com/ospsych/chapter/personality-disorders/ 2nd Quiz (material from modules 4-6); Due by Noon, Friday, May 19

SECOND HALF, WEEKEND CLASSES

WEEK	TOPICS	READINGS: M = Morrison
Saturday, May 20	<ul style="list-style-type: none"> • Intro to the DSM-5, the 5-fold model of differential diagnosis, principles of differential diagnosis • Biological/Somatic Disorders: Neuro-developmental, Neurocognitive, Somatic-Symptom and Substance 	<p>M: Introduction, chapters 19, 20; MYB chapters 1-6</p> <p>M: chapters 1, 16; Review pp. 639-642; MYB chapters 7, 15 M: chapters 8, 15; Review p. 643; MYB chapter 14</p> <p>Graded diagnostic vignettes 1-3</p>
Saturday, June 3	<ul style="list-style-type: none"> • Psychotic disorders • Common Non-psychotic Disorders: Mood Disorders, Anxiety Disorders 	<p>M: chapter 2; MYB chapter 13, 17</p> <p>M: chapter 3; MYB chapter 9 M: chapter 4, 5, 6; MYB chapter 8, 10</p> <p>Graded diagnostic vignettes 4-6</p>
Saturday, June 10	<ul style="list-style-type: none"> • Personality Disorders • Less Common Non-psychotic Disorders • Review and wrapping up 	<p>M: chapter 17; MYB chapter 11</p> <p>M: chapters 7, 13, 14; MYB chapters 12, 16</p> <p>Graded vignettes 7-8</p>
Saturday, June 17		Final Take-Home Comprehensive Examination due