**EDCO 6901: Diagnosis and Treatment in Counseling (3 Credits)**

**Online Course**

**Fall**

**COURSE INSTRUCTOR:**

Office Hours: by appointment Phone: Email:

**Seattle Pacific University Mission Statement**

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**Department of Counselor Education Mission Statement**

“Our task is to prepare individuals for service and leadership as school counselors in K-12 setting. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

**School Counseling Website:**

http://www.spu.edu/orgs/schoolcounseling/

**Technology Integration:**

As identified in section A.14 of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Google Sites and Canvas to integrate technology. If you have questions regarding Canvas that is related to technology and not the course content, please contact ITS at 206-281-2212 or librarytechdesk@spu.edu. If you are unfamiliar with how to use either system, please contact ITS for information and/or training.

**CANVAS AND ASSIGNMENT SUBMISSIONS:**

The Canvas website is an **essential** component of the class. Assignments will be submitted electronically through Canvas.

In addition to submitting assignments online, you will need to go to Canvas to access all handouts for the class. You will also be able to use Canvas to check your grades during the quarter, send email to the instructor and classmates, and discuss course-related content with other students from the class. Pay attention to course announcements on Canvas and emails from your instructor. Please check your SPU email on a regular basis throughout the quarter.

**Required Texts:**

American Psychological Association. (2020). *Publication manual of the American psychological association.* (7th ed.). The American Psychological Association.

American Psychiatric Association. (2013) *Diagnostic and statistical manual of mental disorders* (5th ed., text revision). Washington, D.C.: American Psychiatric Association.

Greene-McCreight, K. (2006). *Darkness is my only companion: A Christian response to mental illness.* Brazos Press.

Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (Eds.) (2014). *Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment* (3rd ed.). Routledge.

Supplemental material or articles will be posted on Canvas.

Reducing the risk of infection on campus is a shared responsibility, and everyone needs to do their part. As such, all employees, students, and guests to campus are required to uphold SPU’s culture of care by complying with University policies and posted signs regarding COVID-19 mitigation measures and actively engaging in behaviors that promote each other’s health and well-being.

The following health and safety expectations apply to all classes held in person during the 2020 Autumn Quarter:

1. **Complete daily screening**. Each day, students, employees, visitors are expected to complete a self-attestation process when on campus. This process is quick and easy via the QR code listed on posters at each building entrance or through your [Banner account](https://login.spu.edu/idp/profile/cas/login?execution=e1s2).
2. **Cover your face.** Cloth masks, bandanas, scarves, etc. are required on campus. Covering should reach from just below the bridge of your nose to under your chin.
3. **Wash your hands and cover coughs.** Wash your hands often with soap and water for at least 20 seconds. If unavailable, use hand sanitizer. Avoid touching your face and eyes and cough or sneeze into your elbows (not your hands).
4. **Keep 6’ distance** (a little more than the length of a bike). Maintain at least six feet of distance from others at all times, except in passing.
5. **Clean and sanitize.** High-touch surfaces are sanitized frequently. Sanitizing wipes are provided in classrooms and other central locations. Please wipe down shared surfaces before use.
6. **Feel sick?** Please stay home if you have any of the following symptoms: Fever, shortness of breath, cough, chills, muscle pain, headache, sore throat, loss of taste or small, nausea, vomiting, or diarrhea.
   1. All students who exhibit these symptoms associated with COVID-19 should notify [SPU Health Services](https://spu.edu/administration/health-services/contact) and (for residential students) their Residence Life Coordinator as soon as possible to make appropriate arrangements, which may involve quarantine or isolation on or off-campus.
   2. If you have a COVID-19 related absence, please notify your faculty member at your earliest convenience. They will be able to provide you with details on their specific attendance policy for the course and possible options for make-up work.

Students who fail to adhere to University safety protocols will be asked to leave the classroom and may face additional disciplinary action under SPU’s [Student Standards of Conduct](https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/student-standards-of-conduct), section 11.4. Please regularly visit the [SPU Smart Start website](https://spu.edu/administration/smart-start) for the most complete and up-to-date information regarding [COVID-19 Health and Safety Expectations](https://spu.edu/administration/resuming-campus-operations/health-safety-guidelines).

**Instructional Approach and How to Engage the Course Material:**

* This is an online course. There are no synchronous meetings.
* Lectures notes and/or other supplemental material will be updated every Monday by 4:30 pm. Students should have access to the DSM-5 manual. This text does not necessarily need to be read in its entirety, but will serve as a reference and resource.
* The Sperry et al. (2014) textbook provides a discussion on psychopathology and case conceptualization from Adlerian/Individual Psychology perspective. Lectures may highlight theoretical perspectives and evidence-supported treatments other than Adlerian Perspective.
* Contents presented in the lectures (via PowerPoint slides) are not necessarily a one-to-one correspondence to the contents of DSM-5 manual or the Sperry et al. (2014) text. These lectures are a compilation of theories, empirical findings and case studies drawn from various sources and used to supplement our discussion of the DSM-5 and Sperry’s text.
* The Kathryn Greene-McCreight book provides a personal experience related to mental illness. The goal of this text is to provide a faith-based response to mental illness.

**Course Description, Learning Objectives and Standards:**

This is an introductory course on understanding and examining psychopathology for graduate students with or without prior knowledge of psychopathology and mental health counseling. Through lectures, discussions, readings, reflections and various activities, students will:

1. Understand the history, philosophy, and trends in clinical mental health counseling; and develop strategies for self-reflection and evaluation as a developing counselor.
2. Learn the basic assessment and clinical interview procedure;
3. Explore the nature of psychopathology through biological, sociocultural, psychological and other relevant perspectives;
4. Gain an understanding of abnormal psychology as it relates to etiology, development, and manifestation of symptomatology of behavioral, emotional, and mental dysfunction.
5. Obtain a working knowledge of the Diagnostic and Statistical manual of Mental Disorders (DSM-5), including the nomenclature and correct utilization of the DSM-5, the diagnostic criteria for each disorder covered in this course, differential diagnosis, and the strengths and limitations of the DSM system.
6. Conceptualize and understand psychological disorders in a contextually relevant and culturally sensitive fashion, and
7. Develop a basic knowledge of empirically supported treatment approaches and utilize a variety of theoretical perspectives for treatment planning.

The course is designed to address several knowledge bae criteria, including those related to the 2016 CACREP common core and specialty standards outlined as follows:

**2016 CACREP Standards:**

F. COUNSELING CURRICULUM

7. ASSESSMENT AND TESTING

7e. use of assessments for diagnostic and intervention planning purposes

7k. use of symptom checklists, and personality and psychological testing

7l. use of assessment results to diagnose developmental, behavioral, and mental disorders

G. SCHOOL COUNSELING

2. CONTEXTUAL DIMENSIONS

2g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

2h. common medications that affect learning, behavior, and mood in children and adolescents

**Clinical Mental health Counseling Standards:**

1. FOUNDATIONS

1c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

1. CONTEXTUAL DIMENSIONS

2a. roles and settings of clinical mental health counselors

2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including eh DSM and the International Classification of Diseases (ICD)

2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

2f. impact of crisis and trauma on individuals with mental health diagnoses

2g. impact of biological and neurological mechanisms on mental health

2j. cultural factors relevant to clinical mental health counseling

1. PRACTICE

3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning

3b. techniques and interventions for preventions and treatment of a broad range of mental health issues

**COURSE REQUIREMENTS AND EVALUATION**

At a glance:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Item | Points | Due Date | Learning Outcomes | CACREP |
| Participation/Online Discussion Post (15 points each) | 105 | Ongoing between Week 1-10 by 11:59pm each Sunday | 1, 3, 4, 6 |  |
| Diagnostic Case Vignettes (10 points each) | 30 | 11:59pm each Sunday | 3, 4, 5, 6 | F.7.e, F.7.k, F.7.l |
| Disorders in Childhood and Adolescents | 25 | 11:59, Wednesday November, 18 | 3, 4, 5 | G.2.g  G.2.h |
| Midterm and Final Exam (30 points each) | 60 | Midterm exam:11:59pm, Sunday, October, 18  Final exam: 11:59pm, Monday, November, 23 | 1-7 |  |
| **Total** | **215** |  |  |  |

**Grading Scale[[1]](#footnote-1): 94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C**

1. **Participation/Online Discussion:** Students will engage in a weekly discussion via Canvas discussion board by responding to the prompts posted online. Discussions are typically related to the readings and lectures assigned for that week. This activity aims to promote students’ analytical, critical, and reflective thinking. Students are expected to provide timely, thoughtful, and professional responses, and are required to read and respond to other students’ posts.
2. **Case Studies:** Students will be given clinical case vignettes to consider DSM-5 diagnoses and to discuss the etiology, development, and symptomology of the disorder(s) from various theoretical perspectives. Case Vignettes and response sheets will be posted on Canvas.
3. **Disorders in Childhood and Adolescents:** Students will write a paper on one disorder in childhood and adolescents and medication prescribed for behaviors related to that disorder. The information will include what disorder the medication treats, anticipated benefits, and side effects.
4. **Midterm Exam and Final Exam:** Both exams consist of multiple-choice questions and are non-cumulative. Exam material will be based on the textbooks, lectures, videos, and class discussions. Students may refer to their textbooks and notes during the exam, but are not allowed to use the internet or communicate with another individual to complete the exam.

**Class Policy:**

* All assignments are due on Canvas (see due date and time on Canvas). Late assignments will lose 5 points per day, starting on the due date.
* All written assignments must adhere to APA guidelines.
* Online presence and participation is an important aspect of this course. Should you have any concerns about your participation in this course, please contact the instructor.
* There are no make-ups for missed discussions, activities, assignments, or exams except for emergencies with documented proof. Students are expected to inform the instructor prior to or immediately after the missed due date.
* Incomplete grades can be arranged only for medical or family emergencies. Students must initiate the process with the instructor by no later than the 9th week of the quarter.

**SCHEDULE[[2]](#footnote-2)**

*Note:* DSM-5 = Diagnostic and statistical manual of mental disorders (5th ed.); Sp = Sperry et al. (2014); Greene-McCreight

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Topics** | **Readings** | **Assignments Due by 11:59pm each Sunday** |
| #1: Monday, to Sunday, | History and overview of DSM  Intro to Diagnosis of Mental Disorders  Use of Manual and Diagnosing process | Sp. Ch. 1: Diagnosis, Case Conceptualization, Culture, and Treatment, p. 1-14  DSM: Introduction, p. 5-17  DSM: Use of the Manual, p. 19-24 | Introduction Post:  Weekly Discussion Post: |
| #2: Monday, to Sunday, | Adlerian Case Conceptualization  Cultural Formulation  Personality Disorders | Sp. Ch. 2: Adlerian Case Conceptualization, p. 15-25  Sp. Ch. 3: Personality Disorders, p. 27-61  DSM: Cultural Formulation, p. 749-759  DSM: Personality Disorders, p. 645-684 | Weekly Discussion Post: |
| #3: Monday, to Sunday, | Anxiety Disorders  Obsessive-Compulsive Disorders | Sp. Ch. 4: Anxiety and Obsessive-Compulsive Disorders, p. 63-94  DSM: Anxiety Disorders p. 189-233  DSM: Obsessive-Compulsive and Related Disorders, p. 235-264 | Weekly Discussion Post |
| #4: Monday, to Sunday, | Bipolar Disorders  Depressive Disorders | Sp. Ch. 5: Depression and Bipolar Disorders, p. 95-122  DSM: Bipolar and Related Disorders, p. 123-154  DSM: Depressive Disorders, p. 155-188 | Weekly Discussion Post  **Diagnostic Case Vignette 1: Mary** |
| #5: Monday, to Sunday, | **Midterm Exam** (covers material from Week 1 to 5)  Neurodevelopmental and Conduct Disorder | Sp. Ch. 13: Neurodevelopmental and Conduct Disorders, p. 285-309  DSM: Disruptive, Impulse-Control, and Conduct Disorders, p. 461-480  DSM: Neurodevelopmental Disorders, p. 31-86 | **Midterm** **exam** must be completed by 11:59pm, Sunday |
| #6: Monday, to Sunday, | Trauma and Stress-Related Disorders | Sp. Ch. 6: Trauma- and Stressor-Related Disorders, p. 123-149  DSM: Trauma-and Stressor-Related Disorders, p. 265-290 | Weekly Discussion Post |
| #7: Monday, to Sunday, | Eating Disorders | Sp. Ch. 7: Eating Disorders, p. 151-175  DSM: Feeding and Eating Disorders, p. 329-354 | Weekly Discussion Post  **Diagnostic Case Vignette 2: Jon** |
| #8: Monday, to Sunday, | Schizophrenia Spectrum and Other Psychotic Disorders | Sp. Ch. 8: Schizophrenia Spectrum and Other Psychotic Disorders, p. 177-204  DSM: Schizophrenia Spectrum and Other Psychotic Disorders, p. 87-122 | Weekly Discussion Post |
| #9: Monday, to Sunday, | Dissociative Disorders | Sp. Ch. 9: Dissociative Disorders, p. 205-222  DSM: Dissociative Disorders, p. 291-307 | Weekly Discussion Post  **Diagnostic Case Vignette 3: Jack** |
| #10: Monday, to Sunday, | Somatic Symptoms and Related Disorders | Sp. Ch. 10: Somatic Symptoms and Related Disorders, p. 223-241  DSM: Somatic Symptom and Related Disorders, p. 309-327 | Greene-McCreight Reading Reflection Discussion Post  **Disorders in Childhood and Adolescents** due via Canvas by 11:59pm, |
| #11: Monday, to Sunday, | **Final Exam** (covers material from Week 6 to Week 10) |  | **Final exam** must be completed via Canvas by 11:59pm, Monday, |

**PERTINENT INFORMATION AND POLICIES:**

**Academic Integrity Policy:** Students are expected to follow the [standards of scholarship](https://spu.edu/catalog/graduate/20190/policies-procedures) explained in the most recent Graduate Catalog. The penalty for any proven or admitted infraction of these standards will be a course grade of “E”, meaning fail.

**Academic Schedule Religious Accommodation Policy:** Students who intend to miss class because they observe holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church or religious organization must provide written notice to each faculty member from whom the student is seeking accommodation within the first two weeks of the beginning of the course. Reasonable accommodations will be worked out.

**Disability Support Services:** If you have a specific disability that qualifies you for academic accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

**Inclement Weather School Closure Policy:** Full Closure – all classes are canceled and all offices are closed. The Library, Campus Dining services, and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The emergency Closure Hotline (206) 281-2800 provides current and complete information.

**Technology Integration:** As identified in section A.14 of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, this course utilizes Canvas (canvas.spu.edu) to integrate technology throughout the course. If you have questions regarding Canvas that is related to technology (not course specific), please contact the library front desk at 206-281-2228 or librarytechdesk@spu.edu. If you are unfamiliar with how to use either system, please contact SPU library for information and/or training.

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security (OSS) at 206-281-2911 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the OSS Dispatcher will contact the police and/or fire department with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text messages, emails, electronic reader boards, computer pop-ups (for SPU computers), loudspeakers, and recorded cell phone messages. In order to receive text messages from SPU-Alert, your cell phone number must be entered in the Banner Information System on the web, <https://www.spu.edu/banweb/>. To check if your number is entered, select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk (206-281-2982) if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System

If you are in a building at the time of a lockdown and you are NOT in immediate visible danger:

* Stay inside and await instruction.
* Move to a securable area (such as an office or classroom) and lock the doors and silence your phone.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are in a building at the time of a lockdown and you ARE in immediate visible danger: Run to escape or hide in a securable area, and plan to defend yourself if necessary.

If you are outside at the time of a lockdown: Leave the area and seek safe shelter off campus. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Everyone should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In an evacuation, gather your personal belongings quickly and safely proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use an elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. The assembly sites are also listed online at: <https://emergency.spu.edu/campus-emergency-procedures/evacuation-and-assembly-areas/>. Check in with your instructor or a BEC (they will be recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU website at <https://emergency.spu.edu/>.

1. Per program requirements, you must receive a B or higher grade in this course for course credit. Additionally, you must receive a B or higher on the video-taped counseling session prior to progressing forward in the practicum series. [↑](#footnote-ref-1)
2. Schedule may change to accommodate the pace of the class, student needs, etc. [↑](#footnote-ref-2)