

CPSY 8517: Psychopathology and Systemic Diagnoses
Fall 2017
Seton Hall University
Marriage and Family Therapy Programs
(3 credits)

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Office hours: Tuesdays noon-1:30pm; Thursdays 3:30-5pm; and by appointment (please email instructor to schedule appointments outside of regular office hours)

Classroom: JH308

Class day & time: This is a hybrid course that will take place both online (Blackboard) and in the classroom on the dates indicated below.

Classroom meetings

Tuesdays, 7:15-9:25pm

08-29

09-12

10-03

10-31

11-28

12-05

Online/Blackboard

09-05

09-19

09-26

10-10 (Fall break)

10-17

10-24

11-07

11-14

11-21

12-12 (Final Exam)

Course Description

This course is designed to advance student's knowledge of differential diagnoses using the DSM-5; to enhance students' ability to conduct differential diagnoses; to provide a relational understanding of individual psychopathology; to develop students' ability to diagnose dysfunctional behaviors from a multisystemic perspective; and to introduce students to evidence-based family-focused interventions for specific clinical problems.

Prior Requirements

Students must have passed CPSY 6103 and 6601 prior to taking this class.

Course Objectives

1. Students will gain advanced knowledge of diagnostic procedures and will be able to conduct a differential diagnosis.
2. Students will be able to identify the intrapersonal, interpersonal and contextual factors or processes that influence clinical symptoms and problematic behaviors.
3. Students will be able to integrate relational and multisystemic information in their assessment of individual psychopathology.
4. Students will be able to identify evidence-based family therapy interventions for specific clinical problems.

These objectives are consistent with Domain 2 (clinical assessment and diagnosis) of the MFT core competencies 2.1.2, 2.1.5, 2.2.2, 2.2.3, 2.2.5, 2.3.1. They also support student's progress towards the outcomes of the MFT program, specifically, clinical competence and knowledge of individual, family and systemic processes (see student outcomes # 2 and 4).

Required Readings

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, Fifth Edition* (DSM-5). Washington, D.C.: Author.

Carr, A. (2014a). The evidence base for family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy*, 36(2), 107-157. (In Blackboard Folder)

Carr, A. (2014b). The evidence base for couple therapy, family therapy and systemic interventions for adult focused problems. *Journal of Family Therapy*, 36(2), 158-194. (In Blackboard Folder)

Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The MacMaster model of family functioning. *Journal of Marriage and Family Counseling*, 19-31. (Blackboard Folder)

Hooley, J. M., Miklowitz, D. J., & Beach, S. R. H. (2006). Expressed emotion and DSM-5. In S. R. H. Beach, M. Z. Wamboldt, N. J. Kaslow, R. E. Heyman, M. B. First, L. G. Underwood, D. Reiss. (Eds), *Relational processes and DSM-5: Neuroscience, assessment, prevention and treatment* (pp. 175-191). Washington, DC: American Psychiatric Publishing. (Blackboard Folder)

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York, NY: Guilford Press.

Olson, D. H., & Gorall, D. M. (2003). Circumplex model of marital and family systems. In F. Walsh (Ed.), *Normal family processes* (3rd Ed, pp. 514-547). New York, Guilford. (Blackboard Folder)

Russo, J. A., Kelly Coker, J., & King, J. H. (Eds.) (2017). *DSM5 and Family Systems*. New York, NY: Springer Publishing Co.

Recommended Readings

Goodheart, C. D. (2014). *A primer for ICD-10-CM users: Psychological and behavioral*

conditions. Washington, DC: American Psychological Association.

Morrison, J. (2014). *The first interview (4th edition)*. New York, NY: Guilford Press.

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

Special issue of *Journal of Marital and Family Therapy*, volume 38, issue 1, published in 2012, available on the SHU libraries website.

Course Activities

1. Online:

The online portion of the course focuses on building students' knowledge of the relational processes associated with individual psychopathology. It also aims to enhance students' ability to use diagnostic principles and procedures. Students will participate in a blend of individual and group-based activities using Blackboard's discussion forums, groups, and online videos. Activities will include discussions and quizzes. For each online meeting, students will:

- Complete the assigned readings and take online quizzes designed to test and solidify their content knowledge of the material.
- Answer discussion questions that will help the instructor address any misconceptions.

Some online discussions may take place in small groups. For example, small groups may be assigned a fictive client and asked to evaluate and understand the client and the clinical symptoms in the context of multiple, interacting systems and to make treatment recommendations based on their knowledge of the empirical literature.

2. In the classroom:

Students will review and clarify the main concepts gained from online activities and apply their knowledge to a given case. The instructor will provide a case and guide the students to focus on important aspects of the clinical problems in the context of the client's relational systems. Classroom activities will aim to develop students' assessment and diagnostic skills and expand their perspective of individual psychopathology to integrate multisystemic considerations.

Student Evaluation

1. Online quizzes (40 points): There will be 5 online quizzes. These quizzes will include multiple-choice questions and will test students' knowledge and understanding of the readings.

2. Online participation (16 points – 2 points per online meetings): Students' participation will be evaluated, based on students' contribution to online group discussions.

3. Class participation (12 points): Attendance is a requirement. Class will start on time. To earn full credit (2 points per classroom meetings), students must be present when class begins, that is, when the instructor starts speaking.

NOTE: Criteria for evaluating student participation online and in the classroom.

Students are evaluated based on their level of participation as well as their level of readiness for class discussions. Specifically:

1. Is there evidence that the student has read the study materials (e.g., citing the readings, applying knowledge derived from the readings)?
2. Is there evidence that the student has read each thread of the online discussion (e.g., student responds to a prior comment in the thread, shares new ideas, articulates personal perspective or thoughts on the issue)?
3. Is there evidence that the student contributes to online group tasks?
4. What is the extent to which the student participates in discussions in the classroom? Does the student ask questions in class or answer the questions/comments of their colleagues?

4. Case presentation (32 points):

(1) *Part I* (12 points): Each student will write and turn in a client vignette that includes specific information about the client's demographics, family and social history, medical and mental health history, and presenting problems. This client may be an individual they observed or interviewed during their practicum, in the context of individual, couple, or family therapy. In this assignment, each student will demonstrate their ability to use interviewing skills to gather comprehensive data about the client and the problem from a multisystemic perspective. The instructor will provide specific guidelines. **Due October 3, 2016.**

(2) *Part II* (20 points): Students will work in small groups (2 to 3 members) to complete Part II of the assignment. The instructor will give each group one of the client vignettes submitted for Part I. Each group will assess and diagnose the client and discuss the broader systemic processes (e.g., gender and culture) that contribute to the development and maintenance of the clinical symptoms. The students will present their multisystemic assessment and diagnosis to their peers in the classroom. The instructor will provide specific instructions in a separate handout. **Dates of classroom presentations: November 14, December 5.**

4. **Final Exam** (100 points): The final exam will evaluate the following competencies: (1) knowledge of the DSM-5; (2) ability to identify signs and symptoms of psychopathology; (3) interviewing skills; (4) ability to gather relevant client data and conduct a differential diagnosis; (5) ability to understand the relation between psychopathology and familial processes; (6) knowledge of disorder-specific evidence-based family treatment; (7) ability to make recommendations for treatment that takes into consideration the relation between psychopathology and familial processes. The final exam will consist of short essay questions about a fictional client, their psychopathology, and the relational and multisystemic processes involved in the development of their distress or dysfunction. Students will take the final exam online (on Blackboard) and submit it by **9pm on Tuesday December 12.**

Grading Scale

94-100 [187-200]

A

90-93 [180-186]	A-
87-89 [174-179]	B+
84-86 [168-173]	B
79-82 [158-167]	B-
76-78 [152-157]	C+
73-75 [146-151]	C

Students' Responsibilities

Students are responsible for: (1) Attending all classes; (2) Completing reading assignments; (3) Participating in class and online discussions; (4) Completing and turning in their assignments on time.

With regard to late assignments, the instructor will deduct 5 points per late day from the final grade. With regard to missed classes, the student will not receive credit for participation (2 points per class). With regard to late completion of an online module, the student will not receive credit for online participation (2 points per online module). Online quizzes will not be available after the posted deadline. Students who do not complete the quiz before the deadline will not receive credit.

Important Notes

Netiquette: Students should be familiar with and follow the 12 ground rules for online discussions (see Netiquette word document).

Students with Disabilities: Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a visual, hearing, physical, and/or learning disability, may be eligible for accommodation in this course. Should a student require such accommodations, he or she must contact the Office for Disability Support Services (DSS), Room 67, Duffy Hall, at 973-313-6003. The student will work with DSS to develop a plan for accommodations. For more information, visit <http://www.shu.edu/offices/disability-support-services/getting-started.cfm>

Academic Integrity & Dishonesty: According to the Graduate Bulletin, “all forms of dishonesty whether by act of omission, included, but not limited to, cheating, plagiarism, and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion.” I will contact students suspected of being academically dishonest and consult with the Program Director regarding further actions. I will follow the Program Director’s recommendations as relates to grading and students’ referral to the Academic Standards Committee.

Cell Phone/Pager Policy: When class begins, please turn your cell phone and/or pager to the off or mute position. Loud beeps, sounds, songs, and rings from these devices are disruptive. However, I understand that emergencies can occur, so if you are expecting to be contacted during our class time, please advise me of this before class, turn your volume to ‘low’ or vibrate, and seat yourself near the exit of the room, so you can be excused without disturbing the class.

Attendance: Regular attendance is expected. If you miss class, it is your responsibility to contact me or another student to obtain materials missed. The consequences of missing class are described above (see student's responsibilities).

Date (Class #)	Topic	Readings & Assignments
08/29 (#1) (classroom)	The DSM-5 Diagnostic principles and procedures; MSE	Morrison (Chap 1-7 and Chap 10) Also see "Mental Status Exam" in Blackboard reading folder
09/06 (#2) (online)	Practice Review (Differential diagnosis & MSE)	Morrison (Chap 1-7 and Chap 10) Also see "Mental Status Exam" in Blackboard reading folder
09/12 (#3) (classroom)	Psychopathology and familial processes Models for assessing relational functioning and distress (The Circumplex and MacMaster Models)	Hooley et al. (2006) Epstein et al. (1978) Olson & Gorall (2003)
09/19 (#4) (online)	Substance-related and addictive disorders	Morrison (Chap 15) & Russo (Chap 16) Carr (2014 a & b-sections on treatment for addiction only)
09/26 (#5) (online)	Schizophrenia spectrum and other psychotic disorders	Morrison (Chap 13) & Russo (Chap 2) Carr (2014 a & b-sections on treatment for psychotic disorders only)
10/03 (#6) (Classroom)	Practice Review	Email part I of case presentation

Date (Class#)	Topic	Readings & Assignments
10/10 (#7) (no class)	Fall Break	

10/17 (#8) (online)	Depressive disorders & Bipolar and related disorders	Morrison (Chap 11) & Russo (Chap 3 & 4) Carr (2014 a & b-sections on depression and bipolar only)
10/24 (#9) (online)	Anxiety disorders, obsessive compulsive and related disorders, trauma and stressor related disorders	Morrison (Chap 12) & Russo (Chap 5-7) Carr (2014 a & b-sections on treatment of anxiety, OCD, trauma only)
10/31 (#10) (classroom)	Practice Review	
11/07 (#11) (online)	Feeding and eating disorders	Russo (Chap 10) Carr (2014 a & b-sections on feeding/eating problems only)
11/14 (#12) (online)	Sexual dysfunctions, Gender dysphoria & paraphilic disorders	Russo (Chap 13, 14, 19)
11/21 (#13) (online)	Disruptive, impulse control and conduct disorders & ADHD Personality Disorders	Morrison (Chap 16) Russo (Chap 15, 18)
11/28 (#14) (classroom)	Practice Review	Case presentation part II (Group #1)
12/05 (#15) (classroom)	Practice Review	Case presentation part II (Group #2)
12/12 (#16) (online)	Final Exam	Students take the final exam online any time between 12/06 and 12/12 and submit it by 9pm on Tuesday December 12.