

Wake Forest University
Department of Counseling
CNS 770: Classification of Mental Health Disorders
Fall Semester 2023
Mondays from 12:30 – 3:00 pm
Kirby Hall: Room 108

Instructor: David A. Johnson, Ph.D., LPC-S (TX)		
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Office Hours:	Mondays, 10:00 to 11:00 or by appointment	

Course Overview and Methods of Instruction:

The purpose of this course is to provide students with an understanding of and experience using the DSM-5-TR to diagnose mental health disorders. Additionally, students will be provided a framework for developing treatment plans for clients. Additional factors (e.g., therapeutic relationships, development, culture and diversity, neurobiology, psychopharmacology) that are relevant to mental health, diagnosis, and treatment planning will also be incorporated into learning activities. The course will combine reading of the required texts, elective books, journal articles and other selected publications, lectures, discussions, small group activities, and use of various audiovisual media to help students learn and assimilate the key principles in the described areas of instruction necessary to successfully complete the Masters in Counseling program and practice as professional mental health or school counselor.

Assignments and Exams:

All assignments and exams will be accessed and submitted through Canvas. If a student has problems accessing or submitting an assignment in Canvas, they should contact help in Canvas and notify the professor of their problems **before the assignment is due**. **Emailing a copy to the professor will not be considered submitting the assignment.** Contact Canvas support at support@infrastructure.com, or 833-383-5792.

Assignments submitted late will result in a 10% grade deduction for each late day.

All written assignments and written portions of exams should be written in APA 7 format. Students are **strongly encouraged** to consult the APA 7 manual for all writing assignments and to use multiple levels of headings to add clarity and readability to their work. If a submitted assignment contains too many APA formatting errors, the professor may return the assignment to the student with the expectation that it is reformatted and resubmitted within 24 hours.

Revisions to assignments:

At times, the professor may determine that a student would benefit from revising and resubmitting an assignment. In these circumstances, the professor will identify necessary revisions and discuss a timeline for submitting the revisions with the student.

Learning Objectives:

This content of the course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 standards. The learning objectives include:

- Describe the key DSM diagnostic criteria for the most common mental health disorders (CACREP 5.C.4; 5.C.1.; 3.G.11.)

- Differentiate between normal and abnormal personality. (CACREP 5.C.4.; 3.G.11.)
- Discuss the history and importance of the Diagnostic and Statistical Manual of Mental Disorders (DSM), including the concept of multi-axial diagnosis. (CACREP 5.C.4.; 5.C.1.; 3.G.11.)
- Understand key terms in the diagnostic process, including culturally appropriate assessment, symptoms, signs, diagnostic criteria, diagnosis, and differential diagnosis. (CACREP 3.G.7.; 5.C.4.; 5.C.1.; 3.G.11.)
- Identify the core components of the treatment planning process. (CACREP 3.H.2.; 5.C.4.; 5.C.1.; 5.C.5.)
- Create a culturally appropriate, diagnosis-specific treatment plans. (CACREP 3.E.15.; 3.H.2.; 3.G.7.; 3.E.15.; 5.C.4.; 5.C.1.; 5.C.2.; 3.G.11.; 5.C.5.)
- Understand the role of neurobiology and psychopharmacology for commonly diagnosed mental health disorders (CACREP 3.C.10.)
- Understand the interactions between human development and symptoms of common mental health disorders CACREP 3.C.10.)

There is one signature assignment for this course, the Soloist Paper, that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Soloist Paper assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for The Soloist Paper is XI.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Based on the CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

Required Texts:

- American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders - DSM-5-TR* (5th Edition-Text Revision). American Psychiatric Publishing, Arlington, VA. Referred to as “DSM” for reading assignments.
- Reichenberg, L.W. & Seligman, L., (2016). *Selecting Effective Treatments – A Comprehensive Systematic Guide to Treating Mental Disorders* (5th edition). Hoboken, NJ: John Wiley & Sons, Inc. Referred to as “SET” for reading assignments.
- American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th edition). Washington DC: American Psychological Association. **You are not required to purchase the APA manual, but will need access to the manual for all written assignments**

Supplemental (Optional) Resources:

- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York, NY: W.W. Norton & Company.
- Duncan, B. L., Hubble, M.A., & Miller, S.D. (1997). *Escape from babel: Towards a unifying language for psychotherapy practice*. New York, NY: Norton.

- Duncan, B.L., Miller, S.D., Wampold, B.E., & Hubble, M.A. (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington DC: American Psychological Association.
- Norcross, J.C. & Lambert (2019). *Psychotherapy relationships that work: Evidence-based responsiveness* (3rd ed.). New York, NY: Oxford University Press
- Wampold, B.E., & Imel, Z. E. (2015). *The great psychotherapy debate: Evidence for what makes psychotherapy work* (2nd ed.). New York, NY: Routledge.

Additional supplemental materials are listed in each module for each week, and are available in the course reserve

Student Performance Evaluation Criteria:

Class Participation and Attendance (10 points): To fully benefit from this course, students are expected to attend class and fully participate in class activities. One absence will be excused without penalty (though students are responsible for the material covered in class during the absence). Two to three absences will result in a half grade deduction (e.g., from A to A-) from your final grade, four or more absences will result in a full grade deduction (e.g., from A to B) and may result in failure to receive credit for the course.

To fully engage in class activities, students should complete the week's assigned readings **before** class, and have access to them during class meetings.

If a student is unable to attend class due to an uncontrollable circumstance/emergency, they should contact the professor as soon as possible. Excessive tardiness, disruptions, and/or unprofessional behavior (e.g., use of technology not required for class) may also negatively impact your attendance and participation grade.

The Soloist Movie Review (20 points) (Week 5, Sept. 25): The purpose of this assignment is to introduce you to diagnosis of mental health disorders and think about it from multiple perspectives. Answer the following questions in 3-5 pages of text in APA format (5-7 pages, including cover page and reference list). Use the question numbers below (e.g., 1, 2, 3, 4) to organize your responses using APA headings (i.e., question 1 answered under a single heading, question 2 answered under a second heading).

- Does Nathaniel Ayers meet the Criterion A for F20.9 Schizophrenia (p. 113-114, DSM-5-TR)? Give specific examples to justify your response. Does he meet Criteria B-F and specifiers? Support your responses about the specific criteria using examples from the film (e.g., Nathaniel met criteria ___ as demonstrated by [describe example of criteria]). Address all diagnostic criteria, even if you note that there was no evidence for a specific criterion in the film. Please DO NOT write out the DSM-5-TR criteria in your paper. In other words, don't write "Criteria A for Schizophrenia states" and then quote Criterion A. (about 1 page)
- Describe the relationship between Nathaniel Ayers and the reporter Steve Lopez. What is healthy or helpful in the relationship? What is unhealthy or unhelpful about their relationship? Remember to answer all parts of the question. (about 1 page)
- Steve Lopez and David Ellis, the director of the homeless shelter, have different views about how Nathaniel Ayers should be helped. How are their views of helping Nathaniel Ayres different? How are they similar? Who do you think is more correct about Nathaniel Ayres's potential for recovery?

What controversies regarding diagnosis does the movie highlight (based on readings and/or your personal thoughts)? Avoid giving "strawman" depictions of Steve Lopez's and David Ellis's notions of how to help Nathaniel Ayres. (about 1 page)

- What interventions might be helpful for Nathaniel Ayres? Your suggestions should be supported by citations. (hint: read pp. 403–418 of SET; see “client map” on pg. 435–436; (about 1 page)

Midterm Exam (25 points) (Due: Week 10, Oct. 30): The midterm exam will consist of two parts.

- The first part of the midterm exam will consist of approximately 20 multiple-choice, short answer, and case vignette questions drawn from the readings and class presentations. Students will complete part one of the exam on Canvas outside of class time, and will have one and a half hours to complete the exam. Part one will be worth 10 points of the midterm exam grade.
- The second part of the midterm exam will consist of five case vignettes, with specific questions drawn from the readings and class presentations. Students will select three case vignettes and answer the questions for the three vignettes. Students will have one week to complete the second part of the midterm exam and may use any course resources to complete the exam. Responses should be written in APA 7 format and use headings to organize responses. Students will access and submit the second portion of the midterm exam through the Assignments tab in Canvas. Part two will be worth 15 points of the midterm exam grade.

Internship Client Treatment Plan (20 points) (Due: Week 13, Nov. 20): Students will choose a client with a diagnosable disorder from their internship site and generate a treatment plan for them using the DO A CLIENT MAP format (described in the *Selecting Effective Treatments* text). Students will then include a section for each of the following topics regarding their client’s diagnosis, case conceptualization and/or treatment planning:

- Cultural Considerations
- Neurobiological perspectives regarding the client
- Interactions between client’s developmental history and symptoms,
- Client’s stage of change
- The working alliance (e.g., goal consensus, task consensus, emotional bond)

The Internship Client Treatment Plan should be written in APA format, including a cover page, in-text citations, a reference list, and other formatting requirements. The paper should also include APA-headings to designate specific sections of the paper.

Students should use pseudonyms for their clients and refrain from including any identifying information about their client. The student should only include the background information about their client that is needed to justify their diagnosis, treatment plan, and additional topics addressed in the assignment.

The purpose of the Internship Client Treatment Plan is for student to demonstrate the ability to apply the concepts learned in this class to an actual client. Due to the individual nature and variety of internship experiences, some student’s experiences may not be consistent with this assignment’s purpose. Students should speak with the professor if they have concerns about their internship experience being consistent with the expectations of the assignment.

Final Exam (25 points) (Due: Week 16, Dec. 4): The final exam will consist of two parts.

- Part one of the final exam will consist of approximately 20 multiple-choice, short answer, and case vignette questions drawn from the readings and class presentations. Students will complete part one of the exam on Canvas outside of class time and will have one and a half hours to complete the exam. Part one will be worth 10 points of the final exam grade.
- Part two of the final exam will consist of five case vignettes with specific questions drawn from the readings and class presentations. Students will select three case vignettes and answer the questions for the three vignettes. Students will have one week to complete the second part of the midterm exam and may use any course resources to complete the exam. Responses should be written in APA 7 format and use headings to organize responses. Students will access and submit the second portion of the midterm exam through the Assignments tab in Canvas. Part two will be worth 15 points of the final exam grade.

Summary of Grade Weights by Assignment

Learning Activity	Points	Percent of Grade	Rubric	CACREP Standards
Participation	10	10	Participation	
The Soloist Paper	20	20	Rubric	3.E.15.; 3.H.2.; 5.C.4.; 5.C.1.; 5.C.2.; 3.G.11.; 5.C.5.; 3.C.10.
Midterm	25	25	Scoring Key & Rubric	3.C.10.; 3.E.15.; 3.G.7.; 3.G.7.; 5.C.4.; 5.C.1.; 3.G.11.; 3.C.10.; 5.C.5.
Client Treatment Plan	20	20	Rubric	3.C.10.; 3.E.15.; 3.G.7.; 3.H.2.; 5.C.4.; 5.C.1.; 5.C.2.; 3.C.10.; 5.C.5.
Final exam	25	25	Scoring Key & Rubric	3.C.10.; 3.E.15.; 3.G.7.; 3.G.7.; 5.C.4.; 5.C.1.; 3.G.11.; 3.C.10.; 5.C.5.

Grading Scale: Note: grades are not rounded up, e.g. 92.9 = A-, not A

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	F <70	

Honor Code, Plagiarism and AI

Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, please consult the [Judicial Affairs website](#) in addition to the [WFU Graduate School Honor Code](#). All work submitted for this course must be the student’s own work. When writing or presenting about ideas that are not their own, students must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Students may use artificial intelligence (AI) programs to generate ideas for assignments. However, the information may be inaccurate, incomplete, or consist of outdated information. Students may not submit any work that was generated (partially or in full) by AI programs.

Schedule of Classes and Assignments: Below is a tentative schedule of classes, readings, and assignments. The schedule may change due to unforeseen circumstances. In the event that the schedule is changed, the professor will notify students as soon as possible.

Date	What will be covered or occur in class (in class discussions)/	<p style="text-align: center;"><i>Assignments Due</i> Reading/Other Assignments</p> DSM = DSM-5-TR SET = Selecting Effective Treatments
Aug. 28 Week 1	Introductions, Overview of course, Intro to the DSM, diagnosis, and treatment planning	<p>DSM: Section 1. pg. 5-29: Introduction (pg. 5) Read; “Development” & “Changes” (pg. 5 – 13) <i>skim/skip</i>; “Key Conceptual Frameworks” & “Approaches” (pp. 13 - 20) Read; “Additional Resources” & “Future Directions” (pp. 20) <i>skim</i>; “Use of Manual” & “Cautionary Statement” (pg.21-29) Read</p> <p>Buckley (2014). Back to Basics (read to “TPC Special Issue” on pg 162)</p> <p>Forbes et al. (2023). Elemental psychopathology:</p> <p>Forbes et al. (2023). Supplemental Materials: (practice reading diagrams)</p>
Sept. 04 Week 2	Ethical Issues, Professional Identity and Cultural Adaptations of Treatment	<p>DSM: 859 – 879: Key Terms & CFI, Read; Cultural concepts of Distress, Skim</p> <p>Kress et al. (2013). Informed Consent...</p> <p>Hayes (1996). Addressing the Complexities...</p> <p>Tansey & Kindsvatter (2020). Moral foundations...</p>
Sept. 11 Week 3	Neuropsychological Approaches to Counseling	<p>Badenoch (2008): The brain’s building blocks (if needed; see Canvas)</p> <p>Badenoch (2008): The brain’s flow</p> <p>Field et al (2016) Neuroscience informed CBT...</p> <p>Wilkinson (2018) Limits of Neuroscience...</p> <p>Davis & Montag (2019). Selected principles of Pankseppian affective neuroscience</p> <p>What is a psychotropic Drug? https://www.healthline.com/health/what-is-a-psychotropic-drug</p>
Sept. 18 Week 4	Schizophrenia Spectrum and Other Psychotic Disorder The Soloist: Watch film for assignment due on 9/25	<p>DSM: 101-121: “Key Features” through Schizophrenia</p> <p>DSM: 134-138: Catatonia, Other specified & Unspecified</p> <p>SET: 78 – 87: Schizophrenia</p> <p>DeAngelis (2022) Mental Illness and Violence</p> <p>Sugawara et al. 2019. Competence to Consent</p>

Sept. 25 Week 5	Personality and Personality Disorders The Soloist paper due on Canvas	DSM: 733 – 778: Personality Disorders DSM: 881 – 890: Alternative model of personality disorders (891 – 901: supplemental) SET: 479 – 527 (skim, know where to find treatment info for specific personality disorders)
Oct. 02 Week 6	Depressive Disorders	DSM: 177-197: DMDD, MDD, PDD DSM: 209-214 Other Specified Depressive Disorders and Specifiers for Depressive Disorders SET: 145 – 162
Oct. 09 Week 7	Bipolar and Related Disorders	DSM: 139-175 Bipolar I & II, Cyclothymic Disorder, Other Specified/Unspecified, & Specifiers DSM: 121-125 Schizoaffective Disorder SET: 103 – 136 Karcher & Benne (2008) Eriksons' approach to human development
Oct. 16 Week 8	Treatment Planning V& Z codes DO A CLIENT MAP Working Alliance	DSM: pg 812-836: Other Conditions that may be a Focus of Clinical Attention (skim) SET: pg 1 – 27 Perez-Rojas et al. , (2020) The bond of the working alliance Tryon (2020) Setting goals and tasks in the working alliance Johnson & Walsh (2021). Associations between specific mindfulness practices and in-session relational factors
Oct. 23 Week 9	Treatment planning, continued Stages & Processes of Change Change & Alliance integration Midterm Exam available on Canvas	Krebs et al. (2018) Stages of change. (focus on intro, stages & processes of change, results, and diversity & practice implications). Kress & Paylo (2019) Treating Those with Mental Disorders (stages of change) Prochaska & Norcross (2018). Systems of Psychotherapy: A Transtheoretical Analysis <i>Prior weeks' readings, as needed</i>
Oct. 30 Week 10	Eating Disorders Substance Related and Addictive Disorders Midterm Exam Due	DSM: 371, 381 – 397: Anorexia, Bulimia, Binge Eating Disorder, Other Specified (skim others) DSM: 543-561: SRD & Alcohol Use Disorder DSM: 661-665: Gambling Disorder SET: 311 – 312 (intro) & 316 – 335 (AN, BN, BED) SET: 417 - 428 (Intro & Alcohol) & 359 – 363 (Gambling)

Nov. 06 Week 11	Anxiety Disorders Obsessive-Compulsive Disorders	DSM: 215 – 254: (read intro & all disorders) & 255 – 261 (skim) DSM: 263 – 281: (read intro & ODD, BDD, HD) & 281 – 294 (skim) SET: 175 – 207 (anxiety disorders) SET: 219 – 232 (ODD, BDD, HD) Gradient exposure/systematic desensitization: (video) Reid et al. (2021) CBT w/ ERP for OCD: Meta Analysis
Nov. 13 Week 12	Neurodevelopmental Disorders Disruptive, Impulse Control, and Conduct Disorders:	DSM: 35-37: (Neurodevel. Disorders) & 56 – 76: ASD & ADHD DSM: 521 – 537: ODD, IED, CD SET: 33-34 (Neurodevel. Disorders) & 39-56 (ASD & ADHD) SET: 393 – 403: (Intro, ODD, IED, CD) Pettersson et al. 2018. Diagnosing ADHD in Adults Collaborative problem solving (video)
Nov. 20 Week 13	Trauma and Stressor-Related Disorders Dissociative Disorders Internship Client Treatment Plan Due	DSM: 295 (intro) & 301-328: (PTSD, ASD, AD, & PGD) DSM: 329 – 348: (DID, DA, D/DD; skim rest) SET: 245 – 246 (intro) & 252-267 SET: 277 - 279, 281 - 283 (focus on DID) Weber et al. (2021) Long-term outcome...PTSD: Meta analysis Ducharm (2017) Best practices DID & CT Barth et al. 2023. Distinguishing clinical & simulated DID
Nov. 27 Week 14	Somatic Symptom and Related Disorders Gender dysphoria TBD by class:	DSM: 349-370 Somatic Disorders (skim) DSM: 511-520 SET: 383 – 388 Whalen (2012) (In)Validating Transgender Identities Bowman et al. (2022) Assessing Gender Dysphoria
Dec. 04 Week 15	HiTOP & Cybernetic theory of psychopathology Final Exam Available (Due Dec. 11)	Hopwood et al. (2019) Integrating psychotherapy with the hierarchical taxonomy of psychopathology (HiTOP) DeYoung & Krueger (2018) A cybernetic theory of psychopathology

Disaster Planning/Catastrophic Event:

In the event that the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to due dates of assignments and discussions. The instructor will be available by email or phone, unless internet or phone are inaccessible.

