

Troy University
College of Education Counseling Programs
PSY 6669 - TERM 4: 2012-2-13

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Course Number: PSY 6669

Course Title: Behavior Pathology

Semester Hours: 3

Meeting Day / Times: Weekends - April 5/6; April 26/27; and ; May 17/18, 2013
Fridays 5 - 10 P.M. / Saturdays 8 A.M. - 5 P.M.

Catalog Course Description - A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.

Course Objectives -

The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision maker. In addition, this course provides opportunities for students to demonstrate knowledge of the following objectives:

1. To recognize the potential for substance use disorders to mimic and co-exist with a variety of medical and psychological disorders. CMHC(6) A.6
2. To understand the impact of crises, disasters and other trauma causing events on people. CMHC(6) A. 9, K.5
3. To apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders. CMHC(6) D.2
4. To demonstrate the ability to use procedures for assessing and managing suicide risk. CMHC(6) D.6, H.3
5. To know 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. CMHC(6) G.1
6. To understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. CMHC(6) G.3
7. To apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate modality and placement criteria within the continuum of care. CMHC(6) G.4
8. To demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. CMHC(6) H.2
9. To know 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)*. CMHC(6) K.1
10. To understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. CMHC(6) K.2
11. To know the impact of co-occurring substance use disorders on medical and psychological disorders. CMHC(6) K. 3
12. 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. CMHC(6) L.1
13. To conceptualize an accurate multiaxial diagnosis of disorders presented by a client and discuss

- the differential diagnosis with collaborating professionals. CMHC(6) L.2
14. To differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. CMHC(6) L.3
 15. Understands various models and approaches to clinical evaluations and their appropriate uses. Including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. CHHC(6) G.2

Legend: CMHC= Clinical Mental Health Counseling CACREP 2009
(6) is a LiveText code

Approved Texts:

American Psychiatric Association (2000) Diagnostic and statistical manual of mental disorders, Fourth Edition, Text revision. Washington, DC: American Psychiatric Association.

Other Materials:

Students enrolled in this course are required to purchase Live Text and Must have access to a computer and internet. Students enrolled purchase Live Text the same as purchasing a text book. You need only purchase Live Text ONCE. Live Text will be good for all of the classes required for the CP degree. Live Text is good for 5 years and cannot be shared. If you have purchased Live Text in a previous term or semester you do not need to purchase it again.

Students should order text books as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBs Direct at <http://bookstore.mbsdirect.net/troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

METHOD OF INSTRUCTION: Lecture, videos, readings, presentations and discussion.

LABORATORY EXPERIENCES: Interviewing, Assessment, and Mental Status Examination

EVALUATION: To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

AMERICANS WITH DISABILITIES ACT: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

ATTENDANCE POLICY: In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

COMPUTER RESOURCES USAGE POLICY: Policy can be read at: https://it.troy.edu/Policies/tech_policies.htm

INTERNET: You will be expected to use the Internet as part of your course work, as determined by your instructor.

STANDARDS OF CONDUCT: The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion. Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement. Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

ALLEGATIONS OF PLAGIARISM: Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

INCOMPLETE GRADE POLICY: An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

LIBRARY SUPPORT:

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu.

COURSE REQUIREMENTS:

LIVE TEXT REQUIREMENTS

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|-------------|---|
| Activity I: | Overview and Utilization of the DSM (75 points) |
| Essay I: | Axis I Adult Disorders (75 points) |
| Essay II: | Personality Disorders/MR, Axis I Child & Adolescent Disorders (75 points) |

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6669 located in the Forms Section of LiveText. Students must also familiarize themselves with text sections: Introduction, Cautionary Statement, Use of the Manual, DSM-IV-TR Classification, Multiaxial Assessment, Substance Related Disorders, Schizophrenia and Other Psychotic Disorders, Mood Disorders, Anxiety Disorders, Eating Disorders, Adjustment Disorders, and Other Conditions That May Be a Focus of

Clinical Attention.

LIVETEXT ASSIGNMENT I: Behavior Pathology Activity /Overview and utilization of the DSM; CMHC (6) D.2, G.1, G.2, G.3, K.2, L.1

Directions: The instructor will provide Activity I - This will be assessed via case studies provided by the instructor in which the student will respond to each area of activity assessment; This Activity assesses the following:

- **Overview and utilization of the DSM**
- **Principles of Diagnostic Process**
- **Multicultural Competencies**
- **Intake Interview**
- **Assessment**
- **Medications**

<u>Topic Standard Assignment/ Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
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<p><u>Activity I-(Part A): Overview and utilization of the DSM CMHC(6) K.2, L.1</u></p>	<p>Demonstrates no understanding of the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</p>	<p>Shows below average understanding of the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</p>	<p>Shows average understanding of the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</p>	<p>Shows mastery of established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</p>	<p>Shows exceptional understanding of the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</p>
<p><u>Activity I-(Part B): Principles of Diagnostic Process_ CMHC (6) K.2</u></p>	<p>Demonstrates no understanding of the principles of the diagnostic process, including differential diagnosis, and the use of the current DSM.</p>	<p>Shows below average understanding of the principles of the diagnostic process, including differential diagnosis, and the use of the current DSM.</p>	<p>Shows average understanding of the principles of the diagnostic process, including differential diagnosis, and the use of the current DSM.</p>	<p>Shows Mastery of the principles of the diagnostic process, including differential diagnosis, and the use of the current DSM.</p>	<p>Shows Exceptional understanding of the principles of the diagnostic process, including differential diagnosis, and the use of the current DSM.</p>

<p><u>Activity I-(Part C): Multicultural Competencies</u></p> <p>CMHC (6) D.2</p> <p>-</p>	<p>Demonstrates no understanding of the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p>	<p>Shows below average understanding of the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p>	<p>Shows average understanding of the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p>	<p>Shows Mastery of the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p>	<p>Demonstrates exceptional understanding of the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</p>
<p><u>Activity I-(Part D): Intake Interview</u></p> <p>CMHC (6) G.1, G.2</p>	<p>Demonstrates no skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p>	<p>Shows below average skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p>	<p>Shows average skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p>	<p>Shows mastery level skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p>	<p>Shows exceptional skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.</p>

<p><u>Activity I- (Part E): Assessment</u> CMHC (6) D.2, H.3</p>	<p>Demonstrates no ability to use procedures for assessing and managing suicide risk.</p>	<p>Demonstrates below average ability to use procedures for assessing and managing suicide risk.</p>	<p>Demonstrates average ability to use procedures for assessing and managing suicide risk.</p>	<p>Demonstrates mastery level ability to use procedures for assessing and managing suicide risk.</p>	<p>Demonstrates exceptional ability to use procedures for assessing and managing suicide risk.</p>
<p><u>Activity I- (Part F): Medications</u> CMHC (6) G.3</p>	<p>No understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals Demonstrates no knowledge of 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.</p>	<p>Shows below average knowledge of 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.</p>	<p>Shows average knowledge of 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.</p>	<p>Shows master of knowledge of 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.</p>	<p>Shows exceptional knowledge of 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.</p>
<p>Overall Understanding and utilization of the DSM</p>	<p>No overall understanding and utilization of the DSM</p>	<p>Below average overall understanding and utilization of the DSM</p>	<p>Average overall understanding and utilization of the DSM</p>	<p>Mastery overall understanding and utilization of the DSM</p>	<p>Exceptional overall understanding and utilization of the DSM</p>

LIVETEXT ASSIGNMENT II: Behavior Pathology Essay I / Multi-Axis Assessments; CMHC (6) A.6, A.9, G.1, K.3, L.3

Directions: The instructor will provide the format for Essay I - the format will involve responses to case studies provided by the instructor to which the student will respond. This essay assesses the following:

- The potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders;
- The impact of crises, disasters, and other trauma-causing events on people; and,
- 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.

<p><u>Essay I- Part A:</u> CMHC (6) A.6, K.3</p>	<p>Shows no ability to recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p>	<p>Shows below average ability to recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p>	<p>Shows average ability to recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p>	<p>Shows Mastery of ability to recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p>	<p>Shows exceptional ability to recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</p>
<p><u>Essay I- Part B:</u> CMHC (6) A.9, L.3</p>	<p>Demonstrates no understanding of the impact of crises, disasters, and other trauma-causing events on people.</p>	<p>Shows below average understanding of the impact of crises, disasters, and other trauma-causing events on people.</p>	<p>Shows average understanding of the impact of crises, disasters, and other trauma-causing events on people.</p>	<p>Shows mastery of understanding of the impact of crises, disasters, and other trauma-causing events on people.</p>	<p>Shows exceptional understanding of the impact of crises, disasters, and other trauma-causing events on people.</p>

<p>Essay I- Part C: CMHC (6) G.1</p>	<p>Demonstrates no knowledge of 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.</p>	<p>Demonstrates below average knowledge of 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.</p>	<p>Demonstrates average knowledge of 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.</p>	<p>Shows mastery of knowledge of 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.</p>	<p>Shows exceptional knowledge of 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.</p>
<p>Assignment Summary</p>	<p>Demonstrates no knowledge of the principles of Multi-Axis Assessments</p>	<p>Demonstrates below average knowledge of the principles of Multi-Axis Assessments</p>	<p>Demonstrates average knowledge of the principles of Multi-Axis Assessments</p>	<p>Shows mastery of knowledge of the principles of Multi-Axis Assessments</p>	<p>Shows exceptional knowledge of the principles of Multi-Axis Assessments</p>

LIVETEXT ASSIGNMENT III: Behavior Pathology Essay II / Personality Disorders/MR; Axis I Childhood/Adolescent Disorders; CMHC(6) D.6, G.1, G.2, G.4, H.2, K.1, L.2.

Directions: The instructor will provide the format for Essay II - the format will involve responses to case studies provided by the instructor to which the student will respond. This essay assesses the following:

- Case Conceptualization
- Screening and Assessment

- **Clinical Evaluation**
- **Diagnostic Process**
- **Multi Axial Diagnosis**

<p><u>Essay II- Part A: Case Conceptualization</u> CMHC (6) G.1</p>	<p>Demonstrates no knowledge of 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.</p>	<p>Shows below average knowledge of 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.</p>	<p>Shows average knowledge of 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.</p>	<p>Shows mastery of knowledge of 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.</p>	<p>Shows exceptional knowledge of 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.</p>
<p><u>Essay II Part B: Screening and Assessment</u> CMHC (6) D.6, G.4 -</p>	<p>Demonstrates no understanding of standard screening and assessment instruments for clinical mental health counseling, including lethality assessment and addictions.</p>	<p>Shows below average understanding of standard screening and assessment instruments for clinical mental health counseling, including lethality assessment and addictions.</p>	<p>Shows average understanding of standard screening and assessment instruments for clinical mental health counseling, including lethality assessment and addictions.</p>	<p>Shows mastery of understanding of standard screening and assessment instruments for clinical mental health counseling, including lethality assessment and addictions.</p>	<p>Shows exceptional understanding of standard screening and assessment instruments for clinical mental health counseling, including lethality assessment and addictions.</p>

<p><u>Essay II- Part C: Clinical Evaluation</u> CMHC (6) G.2, H.2</p>	<p>Shows no understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>	<p>Shows below average understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>	<p>Shows average understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>	<p>Shows mastery understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>	<p>Shows exceptional understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</p>
<p><u>Essay II- Part D: Diagnostic Process</u> CMHC (6) K.1</p>	<p>Shows no knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</p>	<p>Shows below average knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</p>	<p>Shows average knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</p>	<p>Shows mastery of knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</p>	<p>Shows exceptional knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</p>

<u>Essay II- Part E: Multi Axial Diagnosis CMHC (6) L.2</u>	Shows no ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Shows below average ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Shows average ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Shows mastery of ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Shows exceptional ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
<u>Essay II Summary</u>	Shows no ability to assess, conceptualize , and explain an accurate multi-axial diagnosis of disorders.	Shows below average ability to assess, conceptualize , and explain an accurate multi-axial diagnosis of disorders.	Shows average ability to assess, conceptualize , and explain an accurate multi-axial diagnosis of disorders.	Shows mastery of ability to assess, conceptualize , and explain an accurate multi-axial diagnosis of disorders.	Shows exceptional ability to assess, conceptualize , and explain an accurate multi-axial diagnosis of disorders.

Student Directions – The student will submit the FORM titled PSY6669 Behavior Pathology Instructor’s Summary Student Document to the instructor in Live Text.

PSY 6669 INSTRUCTOR’S SUMMARY STUDENT DOCUMENT

Topic Behavior Pathology PSY6669	1 No Understanding	2 Below Average	3 Average	4 Mastery	5 Exceptional
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Activity I: Overview and Utilization of the DSM Standard: CMHC (6) D.2, G.1, G.2, G.3, H. 3, K.2, L.1	1 0-59% No Understanding of utilization of DSM	2 60-69% Below Average understanding of DSM	3 70-79% Average understanding of DSM	4 80-89% Mastery understanding of DSM	5 90-100% Exceptional understanding of DSM
Essay I: Axis I Adult Disorders Standard: CMHC (6) A.6, A.9, G.1, K.3, L.3	Demonstrates no knowledge of the principles of Multi-Axis Assessments .	Shows below average knowledge of the principles of Multi-Axis Assessments .	Shows average knowledge of the principles of Multi-Axis Assessment s .	Shows Mastery of applying knowledge of the principles of Multi-Axis Assessments .	Shows Exceptional knowledge of the principles of Multi-Axis Assessment s .

Exam (75 points)

A comprehensive, final examination on all lecture, text, and classroom components during the duration of the course. The test format will be multiple-choice, true-false, and short-answer.

Attendance / Laboratory Experiences (100 points)

Attendance for class is mandatory. Students should plan on being in-class for the duration of class meetings. Absences, excessive tardiness, or leaving early from class will result in deductions in overall class points. Up to 25 points may be deducted per missed class-time. Mental health status / clinical interviewing and assessment abilities will be assessed in-class during lab experiences.

Grade calculation:

A	90 - 100%	360 - 400 points
B	80 - 89%	320 - 359 points
C	70 - 79%	280 - 319 points
D	60 - 69%	240 - 279 points

Tentative Schedule

Weekend # 1:

April 5 Introductions, Syllabus, Clinical Interviewing, Mental Status Examination, Assessment; Adjustment Disorders
Text sections: Use of the Manual, DSM-IV-TR Classification, Multiaxial Assessment; Adjustment Disorders

April 6 Lab experience: Mental Status Exam / Clinical Interview / Assessment
Text sections: Mood Disorders, Anxiety Disorders, Substance-Related Disorders, Schizophrenia and Other Psychotic Disorders; Personality Disorders
Lab experience: Practice case study / diagnostic experience

Weekend # 2:

April 26 Review Weekend # 1; Other Conditions That May be a Focus of Clinical Attention,
Eating Disorders, Mental Disorder Due to a General Medical Condition, Somatoform
Disorders, Factitious Disorders

April 27 Delirium, Dementia, and Amnesic and other Cognitive Disorders,
Additional Codes, Disorders Usually First Diagnosed in Infancy, Childhood, or
Adolescence, Impulse Control Disorders Not Elsewhere Classified, Dissociative
Disorders, Sexual and Gender Identity Disorders, & Sleep Disorders
Lab experience: Practice case studies / diagnostic experience
Clarifications for LiveText assignments 1 & 2

****In-between Weekend #2 and Weekend #3 - Students are to submit LiveText assignments 1, 2, & 3 (Activity I, Essay I, & Essay II). The assignments are due no later than 11:59 p.m. May 11, 2013.****

Weekend #3:

May 17 Review Weekend #1 & # 2; Review LiveText assignments 1, 2, & 3
Lab Experience: Case study / Diagnostic exercise

May 18 Exam