CNL-605 | Psychopathology
Syllabus

COURSE DESCRIPTION

This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occurs in mental illnesses. The course includes a survey of major psychiatric disorders and their causes. Prerequisite: CNL-610.

CREDITS

3

PREREQUISITES

CNL-610.

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of

the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6 (https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6)

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of the School Counseling or Clinical Mental Health Counseling program, you will be required to submit an e-Portfolio. The e-Portfolio showcases your development with concrete evidence of your counselor identity development based on various experiential learning opportunities. Please see the e-Portfolio guidelines and examples for the respective programs for additional information.

https://cce.gcu.edu (https://cce.gcu.edu)

CMHC and SC Counselor in Training Handbook

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CMHC Counselor Dispositions

Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CNL-605 CACREP Standards Mapping of Learning Outcomes

The course objectives were informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed.

Review the "CNL-605 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CNL-605 Student Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

CNL-605 Student Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

https://ssc.gcu.edu/#/media-element/08d2fc24-0151-ef11-9199-005056bd1429 (https://ssc.gcu.edu/#/media-element/08d2fc24-0151-ef11-9199-005056bd1429)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources (http://libguides.gcu.edu/EvaluatingSources)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

To set up a licensed Zoom account to use during your counseling or social work courses while you are a GCU student, review the "GCU Zoom Resources-Counseling and Social Work" document found on the "Additional College Resources" tab on the GCU College of Humanities and Social Sciences website. Note: Use your GCU student email when accessing your licensed Zoom account.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

Introduction to the DSM

Review "Introduction to the *DSM*" located on the Student Success Center's CHSS site under the Additional Resources tab.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325)

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Optional - Developing Your Theoretical Orientation in Counseling and Psychotherapy

For additional information, the following is recommended:

Halbur, D., & Halbur, K. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed). Pearson.

https://www.amazon.com/Developing-Theoretical-Orientation-Counseling-Psychotherapy/dp/0134805720 (https://www.amazon.com/Developing-Theoretical-Orientation-Counseling-Psychotherapy/dp/0134805720)

Optional: Psychopathology: Foundations for a Contemporary Understanding, 6th Edition

For additional information, the following is recommended:

Read Chapters 4, 5, 19, 22, and 23 in *Psychopathology: Foundations for a Contemporary Understanding, 6th Edition*.

Psychopathology: Foundations for a Contemporary Understanding

Maddux, J., & Winstead, B (2025). *Psychopathology: Foundations for a contemporary understanding.*(6th ed.). Routledge Publishing. ISBN-13: 9781032444345

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies section of GCU.edu under Helpful Academic Links on the right side of the page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

The Big Test at the End

Review "The Big Test at the End" pdf for information regarding preparing for the National Counseling Licensure Exam.

Uppsala University Reports Findings in Psychiatry (Psychological and Social Risk Factors Associated With Development of Psychopathology, Controlling for Biological Influence)

Read “Uppsala University Reports Findings in Psychiatry (Psychological and Social Risk Factors Associated With Development of Psychopathology, Controlling for Biological Influence)” by Isaksson et al., from *Psychology & Psychiatry Journal* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.679214679&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.679214679&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Validity of DSM-5 Oppositional Defiant Disorder Symptoms in Children with Intellectual Disability

Read “Validity of DSM-5 Oppositional Defiant Disorder Symptoms in Children with Intellectual Disability” by Arias et al., from *International Journal of Environmental Research and Public Health* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000623546900001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000623546900001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your GCU email address.

https://my-gcu-edu.zoom.us/ (https://my-gcu-edu.zoom.us/)

INSTRUCTOR ONLY MATERIALS

CHSS Christian Worldview Integration

Grand Canyon University is a Christian institution committed to service and engagement in the way of Jesus through intentional Christian community. The College of Humanities and Social Sciences focuses on developing purposeful, globally minded individuals who exemplify Christ's love and compassion. Through our rigorous academic programs, we equip our students with the necessary tools to engage in meaningful dialogue with all humanity and make a positive impact on the world.

"The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.” (1 Samuel 16:7 NIV)

CNL-605 CHSS Christian Worldview Integration

Notice to the Instructor: Through dialogue, we can challenge our assumptions, learn from each other, and grow in empathy and compassion to promote understanding of all human experiences. Meaningful dialogue can help bridge divides and promote peace

and harmony in our world. We can strive to find common ground and recognize our shared humanity, despite our differences.

Optional CATs to provide to students to engage students and bring their attention to the CHSS statement.

CAT 1: Objective – to explore the meaning of the statement and Scripture and its relevance to our lives today.

- Begin by reading Proverbs 4:23 "Above all else, guard your heart, for everything you do flows from it."
- Reflect on how your belief system about mental health aligns with the biblical principle of guarding your heart. How do you integrate such principles into your understanding and approach to psychopathology?

CAT 2: Objective – to cultivate a heart that is focused on what matters to the Lord.

- Discussion: In distinguishing and treating personality disorders, how does one maintain a therapeutic approach that aligns with cultivating heart centered values? When evaluating information during assessments, how can one prioritize Christian values and insights to guide the therapeutic process effectively?

CNL-605 Course Guide

CNL-605 Course Revision History

CNL-605 Discussion Questions

CNL-605 Instructor Guide to Individual Student Assessment - KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide presentation attached.

CNL-605 Instructor Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide video.

CNL-605 Personality Disorder Quiz Answer Key

GCU General Research Lib Guide

Review the GCU General Research Lib Guide.

Read "Defining Scholarly Resources," located under the *Find Journal Articles* tab. You are required to support information provided in your assignments using scholarly resources.

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: What is Psychopathology?

Objectives:

1.1: Distinguish between concepts of assessment and diagnosis.

1.2: Analyze one's own belief system regarding psychopathology.

Topic Materials

Textbooks

Electronic Resources

A Detailed Hierarchical Model of Psychopathology: From Individual Symptoms up to the General Factor of Psychopathology

Read "A Detailed Hierarchical Model of Psychopathology: From Individual Symptoms up to the General Factor of Psychopathology" by Forbes et al., from *Clinical Psychological Science* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000619997200001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000619997200001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Biological, Psychological, and Social Determinants of Depression: A Review of Recent Literature

Read "Biological, Psychological, and Social Determinants of Depression: A Review of Recent Literature" by Remes et al., from *Brain Sciences* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000735962100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000735962100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

CNL-605 Instructor Note

In Topic 1, the Personal Physical and Mood Tracker document is a zero point assignment. Students will complete a reflection regarding the assignment during Topic 4's second Discussion Question. The tracker itself will not be turned in at any point.

Diagnostic and Statistical Manual of Mental Disorders

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

https://www.psychiatry.org/dsm5 (https://www.psychiatry.org/dsm5)

Psychopathology

Read Chapters 1, 2, and 3 in *Psychopathology.*.

The Value of Social Constructionism for the Counseling Profession: A Reply to Hansen

Read "The Value of Social Constructionism for the Counseling Profession: A Reply to Hansen," by Rudes and Guterman, from the *Journal of Counseling & Development* (2007).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27055697&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27055697&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What Accounts for the Factors of Psychopathology? An Investigation of the Neurocognitive Correlates of Internalising, Externalising, and the p-Factor

Read “What Accounts for the Factors of Psychopathology? An Investigation of the Neurocognitive Correlates of Internalising, Externalising, and the p-Factor” by Haywood et al., from *Brain Sciences* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=156498721&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=156498721&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

CNL-605 Personal Physical and Mood Tracker (Obj. 1.1 and 1.2)

The purpose of this assignment is to experience how a tracker operates for people. One piece of data does not mean its diagnostic. You will be tracking your daily moods and corresponding physical responses over three weeks, using the Personal Physical and Mood Tracker document, to facilitate discussions and insights in Week 4.

Please note: This is not diagnostic and will not be used to diagnose you. The tracker will not be turned in at any point.

Read and complete the Topic 1: Personal Physical and Mood Tracker:

- Utilize the Personal Physical and Mood Tracker document to track your feelings and physical state every day throughout the next three weeks. You will not need to complete a reflection about the tracker until Week 4 Discussion Question 2.
- In a brief 50-100-word paragraph, explain what you predict and anticipate that you may discover about yourself regarding the mood tracker.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.1)

Discuss how cultural variations in normal human behavior can impact the assessment and diagnosis. How can psychological testing both aid in providing accurate diagnoses and exacerbate cultural biases in these assessments? Provide an example of how cultural competency is relevant in diagnosis. Oftentimes, the presentation of mental illness is regarded as scary or threatening. How is this concept perpetuated in the media and other social outlets? Discuss and provide at least two examples of how this is occurring in society today.

Topic 1 DQ 2 (Obj. 1.2)

How can you, as a counselor, specifically reduce the impact of cultural differences in developing a diagnosis?

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Utilizing the DSM

Objectives:

2.1: Evaluate the use of Diagnostic and Statistical Manual for Mental Disorders (DSM) as the foundation of diagnostic formulation. [CACREP 5.C.2.d]

2.2: Identify the DSM diagnostic criteria for substance related and addictive disorders.

Topic Materials

Textbooks

Electronic Resources

American Psychiatric Association - Warning Signs of Mental Illness

Review the "Warning Signs of Mental Illness" section of American Psychiatric Association Website.

https://www.psychiatry.org/patients-families/warning-signs-of-mental-illness (https://www.psychiatry.org/patients-families/warning-signs-of-mental-illness)

Culture-Bound Syndromes

Read "Culture-Bound Syndromes," by Prasad, from *The Sage Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93871876&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93871876&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Diagnostic and Statistical Manual of Mental Disorders

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

https://www.psychiatry.org/dsm5 (https://www.psychiatry.org/dsm5)

DSM

Read pages 5-29 ("Section I") in the *DSM.*

DSM-5-TR... Already?

Read "DSM-5-TR... Already?" by Miller, from *Psychiatric Times* (2022)

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=155611284&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=155611284&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Online Assessment Measures

Read "Online Assessment Measures," located on the American Psychiatric Association website. These are assessment measures associated with the *DSM*. Review the assessment measures listed.

https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures (https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures)

Optional: Psychopathology

For additional information, the following is recommended:

Read Chapter 7 in *Psychopathology*.

Psychopathology

Read Chapter 6 in *Psychopathology.*

The Absurdity of the Latent Disease Model in Mental Health: 10,130,814 Ways to Have a DSM-5-TR Psychological Disorder

Read “The Absurdity of the Latent Disease Model in Mental Health:10,130,814 Ways to Have a DSM-5-TR Psychological Disorder,” by Borgogna et al, from *Journal of Mental Health* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001100042000001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=001100042000001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds)

Assignments:

Examination of Cultural Considerations (Obj. 2.1)

The purpose of this assignment is to review the *DSM*, select two specific diagnoses from different diagnostic categories, and examine these mental health disorders through the lens of a Christian worldview. Emphasize the importance of cultural competence and compassion-based approaches in the mental health diagnosis and treatment process.

Review the *DSM* and select two diagnoses from two different diagnostic categories. Reflect upon how cultural differences and Christian perspectives may cause variance in diagnosis. Your paper needs to be at least 750-1,200 words. Reference a minimum of three resources in addition to the *DSM*.

Address the following:

- Provide a detailed description, including key symptoms and diagnostic criteria as outlined in the *DSM*.
- Describe how cultural context and a Christian worldview can influence the presentation and interpretation of each diagnosis. Include specific examples of cultural and faith-based differences that might affect each diagnosis, such as cultural beliefs, stigmas, spiritual interpretations of mental health, and attitudes toward healing and healthcare-seeking behavior.
- Compare the influence of cultural and Christian factors on both diagnoses. How do these factors highlight the need for a culturally competent and spiritually sensitive approach in mental health diagnosis and treatment?

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.1)

Evaluate the use of *Diagnostic and Statistical Manual for Mental Disorders* (*DSM*) as the foundation of diagnostic formulation. What are the pros and cons of its use in clinical settings?

This discussion question is informed by the following CACREP Standard:

5.C.2.d: Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

Topic 2 DQ 2 (Obj. 2.1 and 2.2)

Considering the pros and cons of the *DSM* as a categorical classification system for mental health disorders, describe the relevance of using a dimensional approach rather than a categorical approach to classify mental health disorders. In

your opinion (and based on your research of the contemporary, scholarly literature), which classification approach do you believe to most beneficial to clients? Examine how the dimensional approach impacts substance abuse disorder diagnostic criteria and cultural considerations of the diagnosis.

This discussion question is informed by the following CACREP Standard:

5.C.2.d: Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Developmental Psychopathology

Objectives:

3.1: Distinguish between issues associated with typical childhood development as opposed to developmental psychopathology.

3.2: Analyze and critique trends in childhood diagnosis.

3.3: Utilize the Diagnostic and Statistical Manual of Mental Disorders (DSM) as a diagnostic tool.

Topic Materials

Textbooks

Electronic Resources

Child and Adolescent Mental Health

Review the "Child and Adolescent Mental Health" section of the National Institute of Mental Health website.

http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml (http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml)

Developmental Trauma: Conceptual Framework, Associated Risks and Comorbidities, and Evaluation and Treatment

Read “Developmental Trauma: Conceptual Framework, Associated Risks and Comorbidities, and Evaluation and Treatment” by Cruz et al., from *Frontiers in Psychiatry* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000836240100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000836240100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

DSM

Read pages 35-100 and 521-542 (sections titled “Neurodevelopmental Disorders” and “Disruptive, Impulse-Control, and Conduct Disorders,” respectively) in the *DSM.*

Optional: Developmental Milestones

For additional information, the following is recommended:

Read the "Developmental Milestones" section of the Centers for Disease Control and Prevention website.

http://www.cdc.gov/ncbddd/actearly/milestones/index.html (http://www.cdc.gov/ncbddd/actearly/milestones/index.html)

Play Therapy in Children With Autism: Its Role, Implications, and Limitations

Read “Play Therapy in Children With Autism: Its Role, Implications, and Limitations” by Elbeltagi et al., from *Pediatrics Week* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.735948812&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.735948812&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Psychopathology

Read Chapters 8, 9, 10, and 11 in *Psychopathology.*

Psychopathology in Children Exposed to Trauma: Detection and Intervention Needed to Reduce Downstream Burden

Read “Psychopathology in Children Exposed to Trauma: Detection and Intervention Needed to Reduce Downstream Burden” by Danese et al., from *British Medical Journal* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.27239909&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.27239909&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

The Global Prevalence of Conduct Disorder: A Systematic Review and Meta-Analysis

Read “The Global Prevalence of Conduct Disorder: A Systematic Review and Meta-Analysis” by Mohammadi et al., from *Iranian Journal of Psychiatry* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149674173&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149674173&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Developmental Psychopathology Case Study Essay (Obj. 3.1, 3.2, and 3.3)

The purpose of this assignment is to develop your ability to analyze and interpret *DSM* assessment tools through the case study of "Johnny," understand the process of making accurate DSM diagnoses, and enhance your skills in formulating appropriate treatment recommendations and referrals based on initial assessment data.

Read the Case Study for “Johnny” and review/score the most current version of *DSM* Parent/Guardian-Rated Level 1 Cross-Cutting Symptom Measure—Child Age 6–17 form completed by the mother (attached).

Write a 500-750-word paper about Johnny and your findings. Include the following in your paper:

- Explain what information/data you gathered from the most current version of *DSM* Parent/Guardian-Rated Level 1 Cross-Cutting Symptom Measure.
- Explain what the appropriate next steps are based on the information from the Level 1 Measure.

- Identify the appropriate principal and provisional *DSM* diagnoses for "Johnny" and the rationale for each diagnosis given.
- Explain any additional information you need to either rule-in or rule-out the provisional diagnosis. Develop 5 questions you would ask (and to whom) to gather more information to support your decision. Provide a rationale for each question proposed.
- As a crisis counselor in a hospital setting, you will most likely encounter patients only once for an initial assessment. After the assessment is completed and you have identified the principal and or provisional diagnosis, explain what referrals and treatment recommendations you would make for Johnny.

At least five scholarly references in addition to the textbook in your paper to substantiate your findings.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.2)

Childhood disorders often gain popularity during a specific time, such as ASD. Select a commonly diagnosed childhood disorder and discuss. Why is it currently trending? Be sure to include in your discussion thoughts about medication trends, media attention, etc.

Topic 3 DQ 2 (Obj. 3.1)

How can a counselor determine if a child's presenting issue can be accounted for based on typical development (e.g., Piaget's theory of cognitive development, Erik Erikson's psychosocial stages) or determine that the issue is pathological in nature? Provide at least one specific example in your response. Reflect upon the diagnosis of ODD in current understanding that it may be influenced by developmental misinterpretations or indicative of an underlying pathological issue.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Depressive Disorders and Bipolar Disorders

Objectives:

4.1: Differentiate between the different depressive disorders to understand how they are assessed, diagnosed, and treated.

4.2: Differentiate between the different bipolar and related disorders to understand how they are assessed, diagnosed, and treated.

Topic Materials

Textbooks

Electronic Resources

CNL-605 Case Study: Jack

Read the “Case Study: Jack” document in preparation for this week’s discussion question.

CNL-605 Instructor Note

In Topic 1, the Personal Physical and Mood Tracker is a zero point assignment. Students will complete a reflection regarding the assignment during Topic 4's second Discussion Question. The tracker itself will not be turned in at any point.

Diagnostic and Statistical Manual of Mental Disorders

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

https://www.psychiatry.org/dsm5 (https://www.psychiatry.org/dsm5)

Disorders of Mood: The Bipolar and Unipolar Disorders

Read pages 151-201 of "Disorders of Mood: The Bipolar and Unipolar Disorders," by Hammond, from *Diagnostic Essentials of Psychopathology: A Case-Based Approach* (2022).

https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i1648.xml (https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i1648.xml)

DSM

Read pages 177-262 (sections titled “Bipolar and Related Disorders” and “Depressive Disorders”) in the *DSM.*

Mike's Road to Recovery

Watch "Mike's Road to Recovery" on YouTube.

https://www.youtube.com/watch?v=u7jVKpFTGv4 (https://www.youtube.com/watch?v=u7jVKpFTGv4)

Optional: Are Worry and Rumination Specific Pathways Linking Neuroticism and Symptoms of Anxiety and Depression in Patients with Generalized Anxiety Disorder, Major Depressive Disorder and Mixed Anxiety-Depressive Disorder?

For additional information, the following is recommended:

Read Are Worry and Rumination Specific Pathways Linking Neuroticism and Symptoms of Anxiety and Depression in Patients with Generalized Anxiety Disorder, Major Depressive Disorder and Mixed Anxiety-Depressive Disorder? from *PLoS ONE* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115817526&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115817526&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional: Causes of Borderline Personality Disorder

For additional information, the following is recommended:

Watch "Causes of Borderline Personality Disorder" on YouTube.

https://www.youtube.com/watch?v=7JygQx1TTDE (https://www.youtube.com/watch?v=7JygQx1TTDE)

Psychopathology

Read Chapter 16 in *Psychopathology.*

Theta Oscillations: A Rhythm Difference Comparison Between Major Depressive Disorder and Anxiety Disorder

Read “Theta Oscillations: A Rhythm Difference Comparison Between Major Depressive Disorder and Anxiety Disorder” by Zhang et al., from *Frontiers in Psychiatry* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2022-92846-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2022-92846-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Working With Depression With Interpersonal Therapy

Watch "Working With Depression With Interpersonal Therapy" from the *American Psychological Association* (2020).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700668-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700668-001)

Assignments:

CNL-605 Bipolar and Depressive Disorders (Obj. 4.1 and 4.2)

Although bipolar and depressive disorders share several key similarities, some aspects are radically different among these disorders. The completion of this chart in this assignment gives you an opportunity to thoroughly compare and contrast these specific disorders.

Complete the "Bipolar and Depressive Disorders" chart. Include examples and at least two scholarly references as reference notes at the bottom of the chart.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.1, 4.2)

“Depression” and “bipolar” have become common-place terms (e.g., “I’m depressed”; “They are bipolar”), yet as with many other mental health terms, the colloquial understanding does not always clearly align with the clinical understanding of these concerns. After reviewing the diagnostic criteria for depressive disorders and bipolar and related disorders, how might you assist clients in understanding the clinical definition of these experiences versus a colloquial understanding? What specifically might you say to a client?

Topic 4 DQ 2

Reflect upon your experience with completing the Person Mood and Physical Tracker introduced in Topic 1. Note any patterns you came across, as well as connections between your moods and physical state.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Schizophrenia Spectrum and Other Psychotic Disorders

Objectives:

5.1: Assess symptoms to diagnose a schizophrenia spectrum disorder or other psychotic disorders. [CACREP 2.F.7.e]

Topic Materials

Textbooks

Electronic Resources

A Talking Cure for Psychosis

Read “A Talking Cure for Psychosis” by Kurtz, from *Scientific American* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=161642877&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=161642877&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

CNL-605 Topic Five Vignettes

Read the vignettes listed in the Topic 5 Vignette document.

Diagnostic and Statistical Manual of Mental Disorders

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

https://www.psychiatry.org/dsm5 (https://www.psychiatry.org/dsm5)

DSM

Read pages 101-138 (section titled “Schizophrenia Spectrum and Other Psychotic Disorders”) in the *DSM.*

GCU Statement on the Integration of Faith and Work

Read the GCU "Statement on the Integration of Faith and Work" in preparation for the second Topic 5 discussion question.

https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf (https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf)

Optional: Christian Faith and Demonology

For additional information, the following is recommended:

Read "Christian Faith and Demonology" from the Vatican website.

https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19750626_fede-cristiana-demonologia_en.html (https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19750626_fede-cristiana-demonologia_en.html)

Optional: The Exorcism. A Religious and Medical Perspective on the Demonic-Possession Phenomenon

For additional information, the following is recommended:

Read The Exorcism. A Religious and Medical Perspective on the Demonic-Possession Phenomenon from *Bulletin of Integrative Psychiatry* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.700178028&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.700178028&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Psychopathology

Read Chapter 17 in *Psychopathology*.

Psychotic Disorders

Read “Psychotic Disorders” by Cicero, from *APA Handbook of Psychotherapy: Theory-Driven Practice and Disorder-Driven Practice* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-20574-021&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-20574-021&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Schizophrenia

Read "Schizophrenia” by Bilder, from *Clinical neuropsychology: A pocket handbook for assessment., 4th ed.* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2024-40079-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2024-40079-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Schizophrenia and Other Primary Psychotic Disorders

Read "Schizophrenia and Other Primary Psychotic Disorders" by Lincoln et al., from *A Psychological Approach to Diagnosis: Using the ICD-11 as a Framework* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-66764-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-66764-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Schizophrenia Spectrum and Other Psychotic Disorders

Read "Schizophrenia Spectrum and Other Psychotic Disorders" by Hammond et al., from *Diagnostic Essentials of Psychopathology: A Case-Based Approach* (2022).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/embed/diagnostic-essentials-of-psychopathology-a-case-based-approach/i1334.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/embed/diagnostic-essentials-of-psychopathology-a-case-based-approach/i1334.xml)

Assignments:

CNL-605 Benchmark – Treating Schizophrenia (Obj. 5.1)

The purpose of this assignment is to read a case study and create a comprehensive treatment plan for the client by analyzing his symptoms of schizophrenia, identifying potential secondary diagnoses, and determining the most effective evidence-based treatments. This includes identifying specific symptoms based on sub-types of criteria, supporting secondary diagnoses with evidence, and establishing treatment goals and objectives to address the client's salient concerns and adverse risks.

Read the Topic 5 Ted Case Study. Using 1,200-1,500 words create a treatment plan for Ted that answers the following:

- Explain what symptoms of schizophrenia Ted exhibits. Also, based on the sub-types of criteria for schizophrenia, explain which symptoms Ted displays.

- Describe some potential secondary diagnoses. Explain what evidence would support these secondary diagnoses.
- Explain what theory and treatment options would be most effective in treating schizophrenia. Use evidence-based knowledge as justification to address the presenting symptoms in Ted's case.
- Identify three treatment goals and three objectives for each treatment goal that addresses the salient concerns and adverse risks in the case of Ted.
- Include at least five scholarly references in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Benchmark Information

This benchmark assignment assesses the following programmatic competency and professional standards:

MS Clinical Mental Health Counseling

1.4: Demonstrate knowledge and skill in working with unique counseling populations. [CACREP 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.2.h, 2.F.4.a, 2.F.4.b, 2.F.4.c, 2.F.4.d, 2.F.4.e, 2.F.4.f, 2.F.4.g, 2.F.4.h, 2.F.4.i, 2.F.4.j]

This assignment is informed by the following CACREP Standards:

2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.1)

Review the vignettes located in the Topic 5 resources and then diagnose Robin and Becky with a psychotic disorder. What are the justifications for your diagnosis? Include differential diagnoses that were considered and discarded

Topic 5 DQ 2 (Obj. 5.1)

Review the vignette of Brett located in the Topic 5 resources and then provide a *DSM* diagnosis. Based on your cultural background/worldview, what is your perspective on the nature of psychotic disorders?

Briefly review the biblical narrative in Mark 5:1-20. How would you help a psychotic individual who presents to your treatment center and insists that the etiology of his disorder is spiritual in nature and not biochemical?

Review Mercer's article and identify two or three recommendations/practices you find relevant in this source as pertaining to a clinician that considers treating Brett.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Information Gathering, Anxiety, Obsessive-Compulsive, Trauma, and Stressor Related Disorders

Objectives:

6.1: Evaluate information gathered during the assessment process to ascertain the dominant pathological processes. [CACREP 5.C.1.c, 5.C.2.d, 5.C.3.a, 5.C.3.b]

6.2: Identify diagnostic criteria for anxiety disorders. [CACREP 5.C.2.d]

6.3: Identify diagnostic criteria for obsessive-compulsive and related disorders.

6.4: Identify diagnostic criteria for trauma and stressor related disorders.

6.5: Demonstrate effective communication of information about the counseling process including the therapeutic assessment interviewing process.

6.6: Demonstrate examples of active listening responses.

Topic Materials

Textbooks

Electronic Resources

Anxiety

Read "Anxiety" by Jongsma et al, from *The Complete Adult Psychotherapy Treatment Planner* (2021).

https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6561822&ppg=50 (https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6561822&ppg=50)

Chapter 5: The Biopsychosocial Assessment

Read "Chapter 5: The Biopsychosocial Assessment," by Wiger, from *The Psychotherapy Documentation Primer* (2020).

https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384966&ppg=75 (https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384966&ppg=75)

CNL-605 Case Study: Rebecca

Read the attached case study as a resource for Topic 6 DQ 2.

Cognitive Behavior Therapy for Anxiety and Depression (Session 1 of 6)

Watch “Cognitive Behavior Therapy for Anxiety and Depression (Session 1 of 6),” from American Psychological Association (2016).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700519-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700519-001)

DSM

Read pages 215-328 (sections titled “Anxiety Disorders,” “Obsessive-Compulsive and Related Disorders,” and “Trauma- and Stressor-Related Disorders”) in the *DSM.*

Obsessive Compulsive and Related Disorders

Read pages 239-267 in "Obsessive Compulsive and Related Disorders" by Hammond, from *Diagnostic Essentials of Psychopathology: A Case-Based Approach* (2020).

https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i2388.xml (https://sk-sagepub-com.lopes.idm.oclc.org/books/diagnostic-essentials-of-psychopathology-a-case-based-approach/i2388.xml)

Optional: DSM

For additional information, the following is recommended:

Read pages 329-348 (sections titled "Dissociative Disorders" and "Somatic Symptom and Related Disorders") in the *DSM.*

Optional: Psychopathology: Foundations for a Contemporary Understanding, 6th Edition.

For additional information, the following is recommended:

Read Chapters 20 and 21 in *Psychopathology: Foundations for a Contemporary Understanding, 6th Edition.*

Prolonged Exposure Therapy for Client With Combat-Related Trauma

Watch Prolonged Exposure Therapy for Client With Combat-Related Trauma from the *American Psychological Association* (2021).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777701048-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777701048-001)

Psychopathology

Read Chapter 14 and 15 in *Psychopathology*.

Assignments:

CNL-605 Biopsychosocial Assessment* (Obj. 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6)

The purpose of this assignment is to evaluate the counselor's skills, including active listening, as demonstrated in Josh's intake interview with Dr. Amy Wenzel. By completing the biopsychosocial assessment and reviewing specific techniques used during the session, the aim is to critically assess the effectiveness of these therapeutic strategies in fostering a supportive and understanding environment.

Watch the Topic 6 Resource "Cognitive Behavioral Therapy for Anxiety and Depression (Session 1 of 6)" to review Josh’s recorded video of his intake interview with counselor Dr. Amy Wenzel. Then complete the attached biopsychosocial assessment.

After viewing the video, in 150-300 words, evaluate some of the skills, including active listening, that you observed and evaluate how they were effective.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for the Clinical Mental Health Counseling Specialty Area.

This assignment is informed by the following CACREP Standards:

2.F.5.i. Development of measurable outcomes for clients.

2.F.5.n. Processes for aiding students in developing a personal model of counseling.

5.C.1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.3)

Obsessive-compulsive and related disorders (e.g., hoarding disorder) have gained popularity in the media in recent years. How do portrayals of these disorders in popular culture differ from the descriptions of them in the *DSM*? How might the media popularity affect a person's likelihood to seek treatment?

Topic 6 DQ 2 (Obj. 6.2 and 6.4)

In what ways do people treat their own symptoms of anxiety disorders, and trauma and stress disorders? Review the case study of Rebecca, located under the Topic 6 topic resources. Provide and justify a diagnostic impression for Rebecca.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Personality Disorders

Objectives:

7.1: Distinguish between personality disorders from the other categories of psychological disorders.

7.2: Differentiate between the three clusters of personality disorders.

Topic Materials

Textbooks

Electronic Resources

‘Not a monster’: Destigmatizing Borderline Personality Disorder

Read “‘Not a monster’: Destigmatizing Borderline Personality Disorder” by Gleeson, from *Counseling Today* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=159507239&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=159507239&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

A Network Perspective on the Comorbidity of Personality Disorders and Mental Disorders: An Illustration of Depression and Borderline Personality Disorder

Read “A Network Perspective on the Comorbidity of Personality Disorders and Mental Disorders: An Illustration of Depression and Borderline Personality Disorder” by Kohne et al., from the *National Center for Biotechnology Information* (2021).

https://pubmed.ncbi.nlm.nih.gov/34295287/ (https://pubmed.ncbi.nlm.nih.gov/34295287/)

Antisocial Personality Disorder

Read “Antisocial Personality Disorder” by Fisher et al., from the *National Center for Biotechnology Information* (2024).

https://www.ncbi.nlm.nih.gov/books/NBK546673/ (https://www.ncbi.nlm.nih.gov/books/NBK546673/)

Chapter 18: Personality and Related Disorders

Read “Chapter 18: Personality and Related Disorders” by Hammond, from *Diagnostic Essentials of Psychopathology: A Case-Based Approach* (2022).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/embed/diagnostic-essentials-of-psychopathology-a-case-based-approach/i4811.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/embed/diagnostic-essentials-of-psychopathology-a-case-based-approach/i4811.xml)

DSM

Read pages 733-778 (section titled “Personality Disorders”) in the *DSM.*

Histrionic Personality Disorder

Read “Histrionic Personality Disorder” by Torrico et al., from the *National Center for Biotechnology Information* website (2024).

https://www.ncbi.nlm.nih.gov/books/NBK542325/ (https://www.ncbi.nlm.nih.gov/books/NBK542325/)

Narcissistic Personality Disorder: Progress in Understanding and Treatment

Read “Narcissistic Personality Disorder: Progress in Understanding and Treatment” by Weinberg et al., from *Focus (American Psychiatric Publishing)* (2022).

https://pubmed.ncbi.nlm.nih.gov/37200887/ (https://pubmed.ncbi.nlm.nih.gov/37200887/)

Optional: Narcissistic Personality Disorder

For additional information, the following is recommended:

Watch Narcissistic Personality Disorder: Duke Health.

https://www.youtube.com/watch?v=LAXqPEOcX1A (https://www.youtube.com/watch?v=LAXqPEOcX1A)

Psychopathology

Read Chapter 18 in *Psychopathology*.

Topic 7 Personality Disorder Case Studies

Choose one of the case studies to use for Topic 7's Personality Disorders and Case Study Presentation assignment.

Assignments:

CNL-605 Personality Disorders Case Study Presentation (Obj. 7.1 and 7.2)

The purpose of this assignment is to create an informative PowerPoint presentation and a video of the presentation based on a selected case study from this topic’s resources. The presentation will provide a detailed analysis of the case

study, including diagnosis rationale, treatment course, cluster classification, prognosis, and prevalence of the disorder, supported by at least five scholarly references.

Create a 10-15-slide PowerPoint presentation about your selected case study. Additionally, create a video of your presentation.

Assignment Requirements:

- Choose and read one case study from the topic's resources.
- Research the specific personality disorder from your chosen case study.
- Refer to the resource, "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.
- A 9-10-slide PowerPoint including a title slide and reference slide (title and reference slides are not included in slide count).
- Detailed speaker notes a minimum of 50-75 words on each content-related slide that represent what would be said if you were giving the presentation in person. Expand upon the information included in the slide and do not simply restate it.
- A 9–10-minute video using your GCU licensed Zoom account to record yourself giving the presentation with both your camera and microphone on. The instructor will need a Zoom link placed in the speaker notes of the title slide of the PowerPoint. Refer to the "GCU Zoom Resources: Counseling and Social Work" in Class Resources.
- Three to five scholarly resources supporting your content.
- Appropriate APA based in-text citations and references.

Include the following in your PowerPoint presentation:

- A brief description of the selected case study
- Explanation and rationale for the Personality Disorder Diagnosis using the latest version of the *DSM* as a reference.
- Information on the course of treatment for the disorder.
- Identification of which cluster (A, B, or C) this personality disorder belongs to and an explanation of your rationale.
- Information on the prognosis and prevalence of the disorder.
- A minimum of five scholarly references including your textbook and the latest version of the *DSM*. Be sure to only use current and scholarly references for this assignment.
- Include detailed speaker notes that represent what you would say if giving the presentation in person.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1 and 7.2)

It can be difficult to distinguish between symptoms of personality disorders and other psychological disorders. What are some key differences between these disorders that can assist a counselor in making an accurate diagnosis?

Topic 7 DQ 2 (Obj. 7.1 and 7.2)

Borderline personality disorder is often viewed as a diagnosis largely given to women, whereas antisocial personality disorder is considered a man's diagnosis. Given your understanding of gender roles in society, why do you think this dichotomy exists?

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Disorders of Identity

Objectives:

8.1: Analyze the etiology, assessment, diagnosis, and treatment of eating disorders and gender-related diagnoses.

Topic Materials

Textbooks

Electronic Resources

Cognitive Flexibility and DSM-5 Severity Criteria for Eating Disorders: Assessing Drive for Thinness and Duration of Illness as Alternative Severity Variables

Read "Cognitive Flexibility and DSM-5 Severity Criteria for Eating Disorders: Assessing Drive for Thinness and Duration of Illness as Alternative Severity Variables," by Bernat et al, from *Journal of Eating Disorders* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.94d7b5d3b4f4d09959d99d8d62453a7&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.94d7b5d3b4f4d09959d99d8d62453a7&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

DSM

Read pages 371-398 and 511-520 (sections titled “Feeding and Eating Disorders” and “Gender Dysphoria,” respectively) in the *DSM.*

Eating Disorders

Read "Eating Disorders" by Bell, from *Salem Press Encyclopedia of Health* (2024).

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Ethical Considerations When Counseling Transgender and Gender-Expansive Youth

Read "Ethical Considerations When Counseling Transgender and Gender-Expansive Youth," by Chaney, from *Counseling Today* (2022).

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Gender Dysphoria: Optimizing Healthcare for Transgender and Gender Diverse Youth With a Multidisciplinary Approach

Read "Gender Dysphoria: Optimizing Healthcare for Transgender and Gender Diverse Youth With a Multidisciplinary Approach," by Coyne et al, from *Neuropsychiatric Disease and Treatment* (2023).

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Psychopathology

Read Chapters 12 and 13 in *Psychopathology*.

The Mediating Role of Transdiagnostic Factors in a Clinical Sample of Black, Indigenous, and People of Color With Eating Disorders

Read "The Mediating Role of Transdiagnostic Factors in a Clinical Sample of Black, Indigenous, and People of Color With Eating Disorders," by Emelianchik et al, from *Journal of Mental Health Counseling* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=171942693&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=171942693&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What Parents of Trans Kids Want to Know

Read "What Parents of Trans Kids Want to Know," by Frye, from *Psychology Today* (2022).

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Assignments:

CNL-605 Course Reflection

The purpose of this assignment is to reflect on your personal growth and experiences throughout the course in a brief 250-500-word reflection. As you prepare for practicum and internships, this reflection will help you identify areas for further development, understand how your experiences influence your comprehension of Psychopathology, and evaluate your perceptions and reactions to clients, including those with personality disorders.

In a brief 250-500-word reflection, think back upon your experiences throughout the course. As you move into the practicum and internships, include the following:

- Describe some areas of growth that you plan to address within your upcoming experiences. Explain how your own experiences impact your understanding of Psychopathology.
- Describe how you perceive and react to clients to include those with personality disorders.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.1)

What are the common stereotypes and or misconceptions of eating disorders, gender dysmorphia disorders, and body dysmorphia disorder? As a counselor, how would you address the advocacy issues outside of your community or cultural group?

Topic 8 DQ 2 (Obj. 8.1)

Gender dysphoria is a complex experience that is often met with many challenges which can thereby increase the likelihood of additional mental health concerns. Contemplate the role of multidisciplinary treatment, as well as ethical and legal considerations related to the diagnosis and treatment of gender dysphoria. How can counselors provide support to individuals with gender dysphoria? Support your positions with contemporary, scholarly literature and relevant ethical and legal codes.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	**Topic Due**	**Non Trad Points**
CNL-605 Personal Physical and Mood Tracker (Obj. 1.1 and 1.2)	Topic 1	10
Examination of Cultural Considerations (Obj. 2.1)	Topic 2	100
Developmental Psychopathology Case Study Essay (Obj. 3.1, 3.2, and 3.3)	Topic 3	120

Assignment	Topic Due	Non Trad Points
CNL-605 Bipolar and Depressive Disorders (Obj. 4.1 and 4.2)	Topic 4	110
CNL-605 Benchmark – Treating Schizophrenia (Obj. 5.1)	Topic 5	110
CNL-605 Biopsychosocial Assessment* (Obj. 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6)	Topic 6	120
CNL-605 Topic 7 Quiz	Topic 7	50
CNL-605 Personality Disorders Case Study Presentation (Obj. 7.1 and 7.2)	Topic 7	120
CNL-605 Course Reflection	Topic 8	20
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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