

Diagnosis in Couple and Family Therapy CFT 762

Fall 2021

Kirk Kerkorian School of Medicine at UNLV
1001 Shadow Lane Campus

Instructor: INSTRUCTOR

Phone: NUMBER

Course Time: Thursday 1:00 – 3:45

Email: [EMAIL](#)

Office Hours: email for an appointment

COURSE DESCRIPTION:

This course provides an overview of the theoretical and practical aspects of assessment and the diagnosis of behavior in couple/marriage and family therapy. Examination of cultural factors affecting diagnosis and assessment will be discussed, as well as a focus on relational diagnoses.

PREREQUISITES:

Students who enroll in this course must be concurrently enrolled in CFT 764: Principles and Practices of Couple and Family Therapy I and must be of graduate standing and be a currently admitted student in the Couple and Family Therapy graduate program, or be of graduate standing in another degree program, unless permission by the instructor is otherwise obtained.

COURSE OBJECTIVES (CO):

Students who successfully complete this course will:

- Identify the manner in which social background characteristics such as age, sex, ethnicity, gender orientation, sexual orientation, spirituality, culture, language, etc. relate to assessment and evaluation of clients.
- Identify ethical and legal considerations related to administration, interpretation, and dissemination of assessment and evaluative data.
- Apply general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status
- Practice diagnosing clients using the DSM-5.
- Formulate case conceptualizations from a relational diagnosis perspective.

STUDENT LEARNING OUTCOMES (SLO):

In addition, students who successfully complete this course will build upon the following student learning outcomes:

- Maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status. (SLO #3)
- Analyze a wide variety of presenting clinical problems in the treatment of individuals, couples, and families from a relational/systemic perspective. (SLO#6)
- Address contemporary individuals, couples and families as pertaining to gender, ethnicity, sexuality, religion, etc.; comprehend therapeutic strategies with diverse/ multicultural populations. (SLO #7)

- Comprehend principles, assessment, and treatment of sexual problems and dysfunction. (SLO #8)
- Diagnose mental health, considering major psychopharmacological interventions, physical health issues, using traditional psycho diagnostic and relational categories. (SLO #10)
- Graduates will pass the national licensure exam (SLO #17)

FACULTY OUTCOMES (FO):

In the teaching of this course, the faculty instructor will specifically attend to the following faculty outcomes:

- Maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status. (FO #3)
- Improve pedagogy with the goal of enhancing student learning. (FO #4)
- Augment students' learning by advising and providing mentorship. (FO #5)

PROGRAM OUTCOMES (PO):

During this course, both the faculty instructor and the students will work towards the following program outcomes:

- Program will contribute to the field of marriage and family therapy through: a) Faculty research, service and mentoring; b) Competent students; c) Training and research that is culturally sensitive. (PO #1)
- Program will contribute to the University through fulfilling the University mission. (PO #3)

LIMITATIONS:

One semester early in graduate training is insufficient for the full development of clinical skills related to having complete capability in effectively diagnosing all problems, across all situations and for all clients, particularly with regard to multicultural psychopathology. Therefore, this course is designed primarily to provide knowledge and understanding of diagnostic procedures for a variety of public and private sector work settings and to set the stage for first hand application in one's clinical work while in the MFT M.S. degree program. Students are encouraged to consider elective courses and community training opportunities to further their diagnostic and clinical training.

REQUIRED READINGS

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

ISBN#978-0-89042-555-8.

Preston, J., & Johnson, J. (2018). Clinical Psychopharmacology, Ninth Edition.

MedMaster, Inc. ISBN: 978-1-935660-40-8.

*Additional required readings will be handed out in class and/or posted on Canvas or in my shared Google Drive.

METHOD OF INSTRUCTION:

This class will be taught using combined methods including didactic methods, experiential methods, and interactive activities.

GRADED ASSIGNMENTS:

Assigned readings quizzes

This course is intended to familiarize you with the information and application of the DSM 5 criteria, within a systemic understanding of assessment and relational diagnoses. All assigned readings need to be read before class so you can actively relate to lectures, discussion, and be able to complete relevant coursework.

Lectures will supplement and extend the readings to provide you with further learning opportunities, though they will not cover every point in the readings. Short on-line quizzes will evaluate your learning. 5 quizzes will be give worth 10 points apiece.

Measurement Procedure: You will be evaluated on the degree to which you demonstrate utilization of the reading materials in class discussions and activities and in your submitted critical reflection papers, as determined in the course.

This fulfills SLO 1-5 and department educational outcomes DEO 3,4, 6, 8-12.

Class Participation

Class participation is defined as (1) class attendance and (2) your contributions during the class. Furthermore, attendance includes respecting your peers and demonstrating a professional attitude of being on time, being prepared to actively work, and staying through the duration of class. Contributions include demonstrating attention to the content and process of the class, particularly when your peers are sharing information, engaging in both small and large group discussions, actively volunteering for leadership or role-play tasks, and frequency and quality of advancing your peers' knowledge in your interactions. Participation also includes completing in-class experiential and small group tasks. Individuals who leave 10 minutes early or arrive 10 minutes late will not receive participation points. You will receive 10 points for every class period.

Measurement Procedure: Excused absences are those of medical emergencies, with a health professional's note to verify. Unexcused absences of two or more will result in lower grades. Absence is defined as arriving late, leaving early, or not attending.

This fulfills SLO 1-5 and department educational outcomes DEO 3,4, 6, 8-12.

Psychotropic Drug Quiz

You will memorize the major psychotropic medications used to treat mental health diagnoses. A test will be given towards the end of the semester (see class schedule for date) to measure your knowledge of prescription medications. The test will be worth 100 points.

Measurement Procedure: You will be evaluated on the degree to which you know the common medications to treat mental disorders. A test will be given to measure this knowledge.

This fulfills SLO 1-5 and department educational outcomes DEO 3,4, 6, 8-12.

Clinical Vignette Quizzes and Final Exam

You have a clinical vignette quiz at the end of each major section in this course. You will also take a final clinical vignette exam in this course on the last day of class. There will be three quizzes worth 20 points each (60 points total) and a final exam worth 100 points.

Measurement Procedure: You will be evaluated on the degree to which you are able to diagnosis psychological disorders. Video quizzes, and a final video exam, will be given to measure this knowledge.

This fulfills SLO 1-5, 17 and department educational outcomes DEO 3,4, 6, 8-12.

GRADING:

In this course, students will be evaluated throughout the duration of the semester. This evaluation will be based on a series of assignments and participation. There are a total of 440 points in this semester. No grade below a “B-“ will be accepted toward a graduate degree. The grading scale is:

A+ = 100%

B = 83-86%

A = 93-99% A - = 90-92%

B- = 80-82%

B+ = 87-89%

Anything below 80% will result in a student having to retake the course.

Distribution of Assignments and points:

Class Participation=130 points

Clinical Vignettes (20 each)=60 points

Assigned Readings Quizzes=50 points

Clinical Vignette Final=100 points

Psychotropic Quiz=100 points

Total=400 points

STUDENT EXPECTATIONS:

Preparedness:

Students are expected to come to class prepared (virtually) for that day’s activities. This includes having read the assignments prior to class and coming to class on time.

Professionalism:

This criterion addresses the essential elements that are necessary to perform professionally in society, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles. As a counselor in training, you are expected to conduct yourself as a professional. This includes (but is not limited to):

- Come to class on time
- Wearing clothes not pajamas
- Keeping your video on during the duration of the class time
- Attend all classes

- Present yourself in a manner that honors the profession and that is accepted by patients, faculty, preceptors, and employers.
- Abides by faculty policies and procedures
- Accept and apply constructive criticism from faculty
- Adhere to deadlines
- Refrain from answering your cell phone during class
- Refrain from sleeping during class
- Complete your assigned readings by the date they are due
- Refrain from engaging in disruptive behaviors while in class (i.e., side conversations with peers) or in sessions
- Talk to other students and faculty with respect

In general, you are expected to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions. Failure to do so may result in a lowered course grade or dismissal from the course.

ADDITIONAL POLICIES:

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and

paggers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

DISABILITY RESOURCE CENTER (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with

another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

INCOMPLETE GRADES

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

LIBRARY RESOURCES

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

MISSED CLASSWORK

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the

intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

REBELMAIL

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

TUTORING AND COACHING

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

DIVERSITY STATEMENT

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

STUDENT RESPONSIBILITIES:

Academic Integrity

It is expected that all work done for this class will be in strict compliance with the principles of academic honesty and integrity, as outlined in the student catalogue.

Cell Phones & Pagers

Please turn off cell phones and pagers during class, unless you have made arrangements with the instructor prior to the class period. Please do not chew gum or side-talk during class.

Personal Criteria

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or "red flagged" for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.)

Ethical Behavior

Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Ethical Guidelines – see [AAMFT Ethical Guidelines](#). There are eight guiding principles – 1.) Responsibility to Clients, 2.) Confidentiality, 3.) Professional Competence and Integrity, 4.) Responsibility to Students and Supervisees, 5.) Responsibility to research Participants, 6.) Responsibility to the Profession, 7.) Financial Arrangements, 8.) Advertising. It is your responsibility to be familiar with the guidelines and principles. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the counseling program.

Focus Groups

Mid-semester a focus group will be conducted to collect feedback on this course by an outside instructor. Four students will be randomly chosen to participate in this focus group. A follow-up focus group will be held at the end of the semester. An external person will conduct the focus groups.

Tentative Course Schedule

AUGUST 26TH

Topic:

History and Overview of DSM and Relational Diagnosis

Readings:

DSM pgs 707-708

SEPTEMBER 2ND**Topic:**

Neurodevelopmental and Neurocognitive Disorder

Readings:

Preston & Johnson (2019) pgs 54-56; DSM-5 pgs 31-86; 591-644

SEPTEMBER 9TH**Topic:**

Disruptive, Impulse-Control, and Conduct Disorders and Elimination Disorders

Readings:

DSM5- pgs 461-480; 355-360

Reading Quiz

SEPTEMBER 16TH**Topic:**

Somatic Symptom and Related Disorders & Anxiety Disorders

Readings:

Preston & Johnson pgs 31-41; DSM-5 pgs 309-328; 189-234

SEPTEMBER 23RD**Topic:**

Anxiety Disorders & Obsessive-Compulsive and Related Disorders

Readings:

Preston & Johnson pg 52; DSM-5 pgs 235-264

Clinical Vignette Quiz

SEPTEMBER 30TH**Topic:**

Bipolar and Related Disorders & Depressive Disorders

Readings:

DSM-5 pgs 123-188

OCTOBER 7TH**Topic:**

Depressive Disorders & Trauma-and-Stressor-Related Disorders

Readings:

Preston & Johnson pgs 2-30; DSM-5 pgs 265-290

Reading Quiz

OCTOBER 14TH**Topic:**

Schizophrenia Spectrum and Other Psychotic Disorders & Dissociative Disorders

Clinical Vignette Quiz

Readings:

Preston & Johnson pgs 42-51; DSM-5 pgs 87-122;291-308

OCTOBER 21ST**Topic:**

Sexual Dysfunctions & Paraphilic Disorders

Readings:

DSM-5 pgs 423-450; 685-706

Reading Quiz

OCTOBER 28TH**Topic:**

Personality Disorders

Readings:

Preston & Johnson pg 53; DSM-5 pgs 645-684

NOVEMBER 4TH**Topic:**

Substance Related and Addictive Disorders & Medication-Induced Movement Disorders

Readings:

Preston & Johnson Appendix C; DSM-5 pgs 481-590; 709-714

Reading Quiz

NOVEMBER 11TH

OFF Veterans Day

NOVEMBER 18TH**Topic:**

Feeding and Eating Disorders

Readings:

Preston & Johnson pg 57

NOVEMBER 25TH

OFF Thanksgiving

DECEMBER 2ND

Topic:

Sleep-Wake & Gender Dysphoria

Readings:

DSM5- 361-422

Reading Quiz

Clinical Vignette Quizzes

DECEMBER 9TH

Final Exam