This course is offered by the College of Letters and Sciences. For more information about the college, visit our website: [https://cls.asu.edu/](https://cls.asu.edu/). If you have questions or concerns, please send your inquiry to cls@asu.edu.

**SYLLABUS**

**Introduction**

Welcome to the course CED 545-Analysis of the Individual. As we will discuss, this course covers psychopathology and the DSM 5. But first let me introduce myself: I am Dr. J. Jeffries McWhirter (PhD, University of Oregon; ABPP), Clinical Professor and Professor Emeritus of the Counseling and Counseling Psychology programs and a founding faculty member of ASU’s Emeritus College. I have worked in the fields of education and counseling for over 50 years. During my 40 plus years as an ASU faculty member, I served on many university faculty committees, developed numerous university/community partnerships with schools, clinics, and agencies, and published a lot (nearly 100 refereed journal articles, 20 books, over 50 book chapters and book reviews, and numerous training manuals, grant proposals, and program accreditation evaluations). In addition to many presentations and workshops, I also have been a visiting professor at over 25 other universities in the US and overseas, some more than once, including Fulbright professorships to Turkey and Australia. I was a charter member of the National Register of Health Services Providers in Psychology; I am an American Board of Professional Psychology (ABPP) Diplomat in Counseling Psychology and have maintained a small private practice for over 40 years which I currently continue.

My many publications, workshops, and presentations reflect classes I teach: At-risk youth and their families, prevention programs, counseling theories and skills, and group work. I have received awards for service, diversity, teaching, and research – including ASU’s Alumni Teaching Award, the Arizona State Psychological Association’s Professional Research Award, Counseling Psychology’s International Lifetime Achievement Award, and the University of Oregon’s College of Education Distinguished Alumni Award. I have chaired 50+ dissertations/theses, obtained nearly a million dollars in
grants, been an APA accreditation site visitor (which I continue to do), served on other APA and ACA committees, and been an editorial reviewer for numerous journals. When I retired from ASU about ten years ago, I decided to retire but keep working. That explains why I’m still here. Although, it just may be that like an old, dirty, bad penny, I just keep turning up. Actually, I rather like the idea of being the “Mr. Chips” of the counseling programs.

All that said, I would just as soon be called “Jeff” and I try not to take my professional titles and credentials too seriously. Actually, the information that I have detailed above are not the most important things about me. What is more important is that I’ve been married to the same woman, Mary, for over 50 years; we have five adult children all of whom are doing well with one son an attorney, another son a flight attendant/property manager, and a daughter who is a professor at Mesa Community College. We also have a son, a daughter-in-law, and a daughter who are all counseling psychology faculty at the University of Oregon and the University Oklahoma. Perhaps, most important of all are our 17 grandchildren.

I continue to find the fields of counseling and counseling psychology infinitely challenging and enormously rewarding. In the last few years since the counseling programs have moved from the College of Education to the College of Letters and Sciences, I have been serving as the program's "utility infielder" teaching classes that regular faculty members are unable to cover. So let me tell you a secret, this is my second time to teach this class so the course is new to me but, in addition to my years of private practice, I have been a consulting therapist and supervisor to many schools and agencies during my professional career including our Counseling Training Center. I will also draw on my earlier training experiences in the Roseburg VA psychiatric hospital, the Oregon State Counseling Center, and my post-doctoral residence at the Portland (Oregon) VA and University of Oregon Health Sciences Center. One of the fortunate results of my "retirement" is that it gives me enough time to learn lots of new stuff and I'm happy to pass it on to you. Frankly, I'm having a great time. And I hope you do too in this class.

In all of my classes, I continue to try to figure out good ways to organize them to increase their usefulness in light of the diverse background and career goals and the different cultural, ethnic, and personal differences of the students in the counseling programs and of their future clients. I shall endeavor to be sensitive to your needs and I hope you will offer constructive suggestions for making the course more valuable to you and to those students who will study it in the future.

Overview: Course description, format, and content

This course covers two general topics. First, we will cover the psychopathology of adults and children especially anxiety and depression which all of you will likely encounter as counselors and counseling psychologists. We will deemphasize most psychotic disorders and most disorders with a strong medical component. Second, we will focus the diagnosis of psychological disorders in adults and children using the DSM 5 with some attention to the International Classification of Diseases (ICD).

The goal of the first topic is to instill knowledge and understanding of the disorders, based on scientific theory and research regarding them. Joel Paris does an exceptionally good job of identifying practical, controversial, and philosophical issues and concerns related to the diagnosis of mental disorders and the development of the DSM 5.

The goals of the second topic are to (a) instill an intimate knowledge of the DSM-5, the diagnostic system used by mental health professionals in the United States, (b) teach the skills of
diagnosis and case conceptualization, and (c) provide an overview of the differences between the DSM-IV-TR and the DSM-5, which was published May 2013. The DSM-IV-TR overview is mostly informational, since the DSM-5 is the new diagnostic system; as a consequence, DSM-IV-TR material is not considered critical and your knowledge of it is primarily to aid you in this transitional period.

Personal Issues:

It is common for personal issues to be exposed during the training and development of competent counselors. This should be a signal for personal growth opportunity; failure to explore these personal issues can restrict your effectiveness and your professionalism as a counselor. Therefore, students are strongly encouraged to address/explore personal reactions and issues that emerge in the topics, activities, and exercises. Each student is also expected to help create an accepting and supportive environment for peers to address these issues. (NOTE: As an ethical professional, you are expected to deal with personal issues as they emerge, preferably in your own personal counseling/therapy with outside professionals. Therapy for the therapist is a common and helpful, and perhaps necessary, learning tool. To be perfectly clear: I believe that all counselors should themselves receive counseling, certainly during training and on an as-needed basis as a practicing professional after training. As part of the fees you pay along with tuition you have access to ASU’s Counseling and Consultation. Make use of it.)

Course Requirements

To Qualify for a “B” Grade: Students are expected to demonstrate basic fundamental knowledge and skill competency in understanding psychopathology, the DSM-5, and the diagnostic system used by mental health professionals in the United States. A grade of “B” represents this competency.

1. Attendance and Participation

The first and most important requirement is regular attendance. Students are expected to attend each class and to be on time. Your attendance and participation in the class are critical to your own learning and that of your peers, as well as the overall success of the course. Handing in work late, not conforming to specific guidelines, being late or absence, texting or using cell phone in class jeopardizes your learning and the learning of your classmates. Passing this course requires that each student show a minimum competence. You must be present in class and actively participate in all course activities (discussions, simulations, role-plays, group experiences, films, and so forth). There will be some homework assignments given throughout the semester. These assignments are critical to activities, discussions, and experiences in the class. Please complete all assignments on time.

2. Required Readings and Study Guides:

You will be expected to become familiar and comfortable with the DSM 5. Because it is not a textbook, the Manual is meant be a resource to help you arrive at a proper diagnosis and you will be using it extensively to do differential diagnoses and to determine the possible psychopathology in a series of case studies. Please bring the DSM 5 to class with you daily. **Be sure to read the pages indicated in the class schedule before class.**


As indicated below certain chapters of the Paris text and study guides for them, satisfies some of the requirements for the “B” grade. Post these on the class Black Board before class. (Note: the rest of the chapters from Paris are required for the “A” grade if you are working for that grade).

*Paris chapters (& study guide review) assigned for a “B” Grade: Chapter 1 and Chapter 15, and then … Chapter 7, Chapter 8, Chapter 9, Chapter 10, Chapter 11, Chapter 12, Chapter 13 are required reading.*

Please submit a **2-or 3-page review of each of the chapters** that captures the critical names, terms, concepts, and other information pertinent to the class content. You should **prepare this review as a study guide** available to you when you take your program comprehensives, state licensing boards, and national credentialing exams. Just as important as my need for evaluation is my desire for you to prepare your written work so that it provides you with study material to help you in future examinations. Give me what I need so I know that you have done the work, but prepare your notes in such a way that you can best use them. **In the past most students have used bullet-point sentences—about 15 or 20--- which are perfectly acceptable for this assignment and I recommend that you prepare your study guides using them.** This is **NOT a group assignment.** Because it replaces a formal exam over the text content, each individual student must prepare their own study document. Using others work, even in a semi-cooperative way is plagiarism. Please indicate on each submitted chapter a citation (APA format, please) indicating that you use the author’s work/words to prepare the review.

**2. Quizzes:**
There will be several quizzes throughout the semester on material that you must know. I will give advance notice and will work with you to make sure that you meet competency.

**4. Case Studies:**
Throughout the semester, we will be applying the DSM 5 to various case studies---perhaps as many as 8 to 10. Some of this work will occur during class time but much will be done as homework on your out-of-class study time. Please arrange your weekly schedule to accommodate these assignments.
The above requirements have been established for a “B” grade that indicates that a student has achieved basic competency for the class. No attempt is made to set requirements for a grade below “B” because it is assumed no student is deliberately working for less than a “B”. It should be noted, however, that “B” is an honor grade and that anyone obtaining a “B” within this system has done completely satisfactory work at the graduate level and has demonstrated content competency. I reserve the right to assign grades below “B” to students who are unable or unwilling to do satisfactory work. The “B” assignments are designed to demonstrating critical course content; the “A” requirements that follow are value-added and while not essential will enrich your knowledge. All work is designed to give me enough information to determine if you have basic competency in this area. If so, you obtain a "B" in this class. I will evaluate work to determine if it is up to “B” quality; if not; written work will be returned to you so that it can be redone. (This contract is effective only if work is submitted early or on time and is not in effect if work is turned in late. Nor does it extend past the penultimate class day —if you haven’t got it right by then I’m sorry but I will have to go with what you have earned.) If you decide that you want an ”A” grade, complete the following assignments and I will work with you to see that you get it.

To Be Considered for an “A” Grade

To earn an “A” grade in this course, a student must first satisfactorily fulfill each of the requirements listed above for a “B” grade. For students who choose to work for an “A” grade, there are additional assignments to be completed. Complete the items listed below as additional requirements to be considered for an “A”.

1. **Read (and Prepare study guide reviews)** for the additional Paris chapters assigned for a “A” Grade: Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, …and Chapter 14. The study guide reviews follow the same format as for the “B” readings.

2. **Popular films:** View three (3) of the films from those listed below that depicts various disorders. Review the DSM 5 criteria for the diagnosis before watching. Try to pick films from different disorder categories, but be careful, the category they are in may not be accurate and/or the symptoms provided may not be adequate for a firm diagnosis. If you decide that is so discuss it and provide details to support your position. **Write a brief (two type-written pages only) summary** that highlights the film. 1.) In the first paragraph briefly describe the plot, interaction, and characterization of the character who demonstrates a possible disorder. (In some films other characters have a disorder so include them as well). 2.) For the body of the paper, indicate your Principle Diagnosis (or Provisional
Diagnosis, if appropriate), secondary diagnosis (if there is one) and both DSM 5 and ICD alphanumeric codes; identify the criteria depicted in the film to arrive at a diagnosis and include time frames and specifiers. If there are not enough criteria or it is conflicting discuss it. Pay special attention to examples that **highlight course content.** 3.) Finish with a paragraph that provide the value (or not) of the film in your understanding of various aspects of the DSM 5 and of psychopathology.

**Films Depicting Mental Disorders**

<table>
<thead>
<tr>
<th><strong>Personality Disorders:</strong> The last king of Scotland; The Caine Mutiny; The treasure of Sierra Madre; No country for old men; The talented Mr. Ripley; Sunset Blvd.; Notes on a scandal; Fatal attraction; American beauty; A clockwork orange; Bartleby; Silence of the lambs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuropsychological Disorders/Head Trauma:</strong> Raging bull; Memento (NF); On the water front</td>
</tr>
<tr>
<td><strong>Intellectual Disabilities:</strong> Forest Gump (NF); Radio (NF); I am Sam</td>
</tr>
<tr>
<td><strong>Autism Spectrum Disorder:</strong> Rain man (NF); A mother’s story: The story of Luke (NF)</td>
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**Course Policy**

**Academic integrity.** The highest standards of academic integrity are expected of all students. All students are expected to abide by the ASU Academic Integrity Policy and follow the Academic Code
of Honor in their conduct and their work. Of course plagiarism is unacceptable including material obtained from the WEB. See: (http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf).

Make-up policy. No late work is accepted unless the student can demonstrate that near catastrophic events have led to a case of extreme hardship. Assignments are due at the beginning of the class as specified in the course schedule.

Mutual respect. It is important for class members to engage in the learning process in a rigorous yet sensitive manner that demonstrates respect for different viewpoints and peoples. Over the course of the semester, there may be “difficult discussions” about issues of culture and race. Individuals will have a variety of responses, opinions, and perspectives. It is not required that you share anyone else’s views, but respect for all views and individuals is mandatory. Thoughtfully discussing ideas without attacking individuals is the paradigm from which this course will operate.

Grades of “Incomplete”. I do not give incompletes. Unless the student can demonstrate that near catastrophic events have led to a case of extreme hardship, grades of “Incomplete” will NOT be provided.

Students with documented disabilities. If you have need for reasonable academic accommodations by virtue of documented disabilities, please contact me as soon as possible to discuss your needs. Students with documented needs for such accommodation are required to meet the same achievement standards for this class as all students; accommodations may be made in terms of how such achievement is demonstrated. Students without documentation will not receive accommodation. Also, please do not come at the end of the course, after it looks as though you’ll be receiving a grade or other circumstance you don’t like, and mention a disability.

Students requiring religious accommodation. If you have need for academic accommodation by virtue of your religion (e.g., taking exams at another time), please contact me as soon as possible to discuss your needs.

Electronic and social media protocol. Call me old fashion (Actually, you would be accurate!). I find it rude for people to text, answer e-mail, read e-mail, talk on their cell phones, send messages on the Facebook, bury their face in a laptop, and other e-behaviors when they are supposed to be with other people, engaged in important work, or participating in class. Please wait until after class to do your social media thing. Please put your cell phones on silent mode.
Course Objectives
[Note. This syllabus includes information relevant to CACREP accreditation of the MC program. This information is important for MC students, as it links course content to accreditation standards for training counselors. It is less relevant to non-MC students. So that the former can easily identify it, and the latter disregard it, the CACREP-relevant information in the syllabus is enclosed, like this note, in brackets, beginning with the Course Objectives section.]

The specific objectives of this course conform entirely to the standards of the Council for Accreditation of Counseling and Related Educational Professions (CACREP), except where the standard also involves prevention or treatment. In these cases, noted below, the part of the standard dealing with disorder and diagnosis is met in this course, whereas the part of the standard dealing with prevention or treatment is met in a different course. (See the Addendum for a full explanation of how the course objectives are linked to specific CACREP standards.) As a result of this course, students can expect to:

1. understand the nomenclature, etiology, and features of psychological disorders, as well as the diagnostic process (the treatment, referral, and prevention parts of this CACREP standard are covered in a different course);
2. understand the established diagnostic criteria for psychological disorders (the treatment modality and placement parts of this CACREP standard are covered in a different course);
3. know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, particularly the DSM-5;
4. know principles and models of assessment, case conceptualization, theories of human development, and concepts of normality and psychopathology relevant to diagnosis (the treatment planning part of this CACREP standard is covered in a different course);
5. know principles, models, and documentation formats of biopsychosocial case conceptualization (the treatment planning part of this CACREP standard is covered in a different course);
6. understand the relevance and potential biases of commonly used diagnostic tools as related to multicultural populations;
7. understand effects of crisis, trauma and disasters on people and the relation of such events to psychopathology;
8. understand the need to screen for, assess, and manage suicide risk;
9. know theoretical perspectives, etiology, and features of substance use disorders;
10. know the impact of co-occurring substance use disorders on other medical and psychological disorders;
11. know the characteristics of children and adolescents who use alcohol or other drugs or who reside in a home where substance use disorders are present;
12. understand the influence of multiple factors—such as abuse, violence, eating disorders, attention deficit disorders, and mood disorders—that may affect the personal, social, and academic functioning of students.]

Accrediting bodies such as ACA’s CACREP and APA’s Commission on Accreditation require specific instructional objectives in course syllabi in the format below (see Appendix).
This addendum to the syllabus is intended to (a) link specific CACREP standards to the course objectives; (b) indicate where material relevant to each standard is covered in the course; (c) describe methods of assessment relevant to each standard; and (d) indicate, for each standard, how the assessment is evaluated. These explanations are given in italics after each standard.

CACREP COMMON STANDARDS (SECTION II)

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:

c. effects of crisis, trauma, and disasters on individuals of all ages

*Objective 7, topic 2. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.*

CLINICAL MENTAL HEALTH COUNSELING

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge and skills/practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

COUNSELING PREVENTION AND INTERVENTION

C. Knowledge

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and/or emotional disorders

*Objective 1, topics 2-8. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.*

4. Recognizes need to screen for, assess, and manage suicide risk

*Objective 8, topic 3. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.*

5. Knows the disease concept and etiology of chemical dependency and other addictions

*Objective 9, topic 6. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.*
8. Knows principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Objective 5, topic 1. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

ASSESSMENT

G. Knowledge
1. Knows principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans

Objective 4, topic 1. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

DIAGNOSIS

K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual

Objective 3, topic 1. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

2. Understands the established diagnostic criteria for mental and/or emotional disorders and describes treatment modalities and placement criteria within the continuum of care

Objective 2, topics 2-8. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders

Objective 10, topic 6. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

4. Understands the relevance and potential biases of commonly used diagnostic tools as related to multicultural populations

Objective 6, topic 1. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three
SCHOOL COUNSELING

Students preparing to work as school counselors will demonstrate the professional knowledge and skills/practices that are necessary to promote the academic, career and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students

Objective 12, topic 7. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.

2. Knows the characteristics of children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs

Objective 11, topics 6-7. Assessment through examination including multiple choice questions and essay questions requiring diagnoses and case conceptualizations. The essays are evaluated according to three criteria: (a) accuracy of diagnosis and conceptualization, based on the data provided; (b) clarity of conceptualization; (c) coherence or organization of conceptualization.