

Psychopathology

CNL-605

3 Credits

Apr 30 - Jun 24

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.

Instructor Contact Information

Sarah Ingram

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Class Resources

Psychopathology: Foundations for a Contemporary Understanding (REQUIRED)

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

APA Formatting Tutorial (REQUIRED)

Review the APA Formatting Tutorial for formatting assistance.

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

Lopes Write (REQUIRED)

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

<https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite>

CNL-605 CACREP Standards Mapping of Learning Outcomes (REQUIRED)

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-RS-CACREPStandardsMapping.docx

Additional Counseling Requirements (REQUIRED)

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

Required Program Materials: DSM and ICD

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.

International Classification of Disease

Students are required to familiarize themselves with the current version of the *International Classification of Disease (ICD)* reference on the World Health Organization website.

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 Material:

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 website.

Disability Accommodation Policy and Procedures Statement (REQUIRED)

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.

Methods of Instruction (REQUIRED)

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.

Student Performance Evaluation Criteria and Procedures (REQUIRED)

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>

The Big Test at the End (REQUIRED)

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

PCN-CCN-RS-TheBigTest-at-TheEnd.pdf

CMHC Counselor Dispositions (REQUIRED)

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/>

Clinical Mental Health Counseling e-Portfolio Requirements (REQUIRED)

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>

GCU Library Evaluating Sources: Scholarly Sources (REQUIRED)

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>

Introduction to the DSM (REQUIRED)

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>

GCU Writing Center (REQUIRED)

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>

GCU Library's Academic Writing (REQUIRED)

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

<https://libguides.gcu.edu/writing/WritingTutorials>

CMHC and SC Counselor in Training Handbook (REQUIRED)

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/>

CNL-605 Student Guide to Individual Student Assessment-KPIs Video (REQUIRED)

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>

CNL-605 Student Guide to Individual Student Assessment-KPIs Presentation (REQUIRED)

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

CNL-605-StudentGuide-IndividualStudentAssessment-KPIsPresentation.pdf

CHSS Christian Worldview Integration (REQUIRED)

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)

Psychopathology: Foundations for a Contemporary Understanding, 6th Edition (OPTIONAL)

For additional information, the following is recommended:

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

Developing Your Theoretical Orientation in Counseling and Psychotherapy (OPTIONAL)

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>

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

Disability (REQUIRED)

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=edsyss&AN=000623546900001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

GoReact Assignment Guidelines (OPTIONAL)

You may record video using any method of your choice, then upload the video into GoReact. You can access this assignment in two ways: through the calendar view or the Topic content. To begin working, click the "Open Assignment" button. Submit your video and any accompanying work in GoReact. Remember, video and audio quality are important and should be taken into consideration. Ensure that your video is filmed with sufficient lighting and that the volume is adequate for viewers to hear. Intonation, expression, proper speech, and appropriate attire are expected. Once you post your video, you will see it on the dashboard. Enter the playback screen by clicking the thumbnail.

GoReact Support and Resources (REQUIRED)

For technical support, visit the GoReact help desk and choose "Students/Participants" or "Instructors/Owners," depending on your role. Select the "GoReact" platform to access articles and videos.

<https://support.echo360.com/hc/en-us/categories/37644637471373-GoReact>

Topic 1: What is Psychopathology?

Apr 30, 2026 - May 6, 2026 Max Points: 40

Objectives:

1. Distinguish between concepts of assessment and diagnosis.
2. Analyze one's own belief system regarding psychopathology.

Resources

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

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>

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

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>

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

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>

Diagnostic and Statistical Manual of Mental Disorders (REQUIRED)

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

<https://www.psychiatry.org/dsm5>

Psychopathology (REQUIRED)

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

Assessments

Summary of Current Course Content Knowledge

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	Apr 30, 2026, 11:59 PM	0

Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction.

1. Which weekly objectives do you have prior knowledge of and to what extent?
2. Which weekly objectives do you have no prior knowledge of?
3. What course-related topics would you like to discuss with your instructor and classmates? What questions or concerns do you have about this course?

Class Introductions

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	May 2, 2026, 11:59 PM	0

Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

Topic 1 DQ 1 (Obj. 1.1)

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	May 2, 2026, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	May 4, 2026, 11:59 PM	5

Assessment Description

How have your personal values, cultural background, and professional training shaped your beliefs about the causes and nature of psychopathology? Analyze the ethical implications of these beliefs for client autonomy, stigma, and treatment outcomes.

CNL-605 Personal Physical and Mood Tracker

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	May 6, 2026, 11:59 PM	10

Assessment Description

The purpose of this assignment is to experience how a tracker operates for people. One piece of data does not mean it is diagnostic. You will be tracking your daily moods and corresponding physical responses over 3 weeks, using the Personal Physical and Mood Tracker document, to facilitate discussions and insights in Topic 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 3 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.

Attachments

CNL-605-T1-RS-MoodandPhysicalStateTracker.pdf

Topic 1 Participation

Start Date & Time	Due Date & Time	Points
Apr 30, 2026, 12:00 AM	May 6, 2026, 11:59 PM	20

Topic 2: Utilizing the DSM

May 7, 2026 - May 13, 2026 Max Points: 130

Objectives:

1. Evaluate the use of Diagnostic and Statistical Manual for Mental Disorders (DSM) as the foundation of diagnostic formulation.
2. Identify the DSM diagnostic criteria for substance related and addictive disorders.

Resources

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

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>

Online Assessment Measures (REQUIRED)

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>

Diagnostic and Statistical Manual of Mental Disorders (REQUIRED)

Explore the *Diagnostic and Statistical Manual of Mental Disorders* website.

<https://www.psychiatry.org/dsm5>

DSM: Section I (REQUIRED)

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

Psychopathology (OPTIONAL)

For additional information, the following is recommended:

Read Chapter 7 in *Psychopathology*.

Creativity in Child Assessment Practices: Experiences with a Developmentally-Appropriate Feedback Model (REQUIRED)

Read "Chapter 6: The Clinical Interview: Mental Status Exam," by Wiger, from *The Psychotherapy Documentation Primer* (2020).

<https://research-ebSCO-com.lopes.idm.oclc.org/linkprocessor/plink?id=930db4d4-342c-3817-bc76-a8bbcfd78c>

DSM: Substance-Related and Addictive Disorders (OPTIONAL)

Explore the "Substance-Related and Addictive Disorders" section of the *DSM* to be aware of the diagnostic criteria for the disorders discussed in this topic.

Formulating a Treatment Plan (REQUIRED)

Read "Chapter 8: Formulating a Treatment Plan," by Wiger, from *The Psychotherapy Documentation Primer* (2020).

<https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384966&ppg=151&c=UERG>

American Psychiatric Association - Warning Signs of Mental Illness (REQUIRED)

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

<https://www.psychiatry.org/patients-families/warning-signs-of-mental-illness>

Psychopathology (REQUIRED)

Read Chapter 6 and Chapter 22 in *Psychopathology*.

Culture-Bound Syndromes (REQUIRED)

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>

DSM-5-TR... Already? (REQUIRED)

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=cu&AN=155611284&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

Introduction to the Special Section on Developing Guidelines for the Evidence-Based Assessment (EBA) of Adult Disorders (REQUIRED)

Read "Introduction to the Special Section on Developing Guidelines for the Evidence-Based Assessment (EBA)

of Adult Disorders," by Hunsley and Mash, from *Psychological Assessment* (2005).

<https://research-ebSCO-com.lopes.idm.oclc.org/linkprocessor/plink?id=40c2cb24-c934-3a57-94d8-8b54d8fb620a>

Assessments

Topic 2 DQ 1 (Obj. 2.1)

Start Date & Time	Due Date & Time	Points
May 7, 2026, 12:00 AM	May 9, 2026, 11:59 PM	5

Assessment Description

Analyze how clinicians can use the *Diagnostic and Statistical Manual for Mental Disorders (DSM)* as the foundation for diagnostic formulation. Compare the strengths and limitations for clinicians when using the *DSM* to develop measurable outcomes for clients in clinical settings. Expand upon the development of measurable outcomes for clients related to the use of the *DSM* for diagnostic formulation.

This discussion question is informed by the following CACREP Standard: 3.E.14 development of measurable outcomes for clients

Topic 2 DQ 2 (Obj. 2.1 and 2.2)

Start Date & Time	Due Date & Time	Points
May 7, 2026, 12:00 AM	May 11, 2026, 11:59 PM	5

Assessment Description

Considering the pros and cons of the *DSM* as a categorical classification system for mental health disorders, describe how a dimensional approach supports culturally sustaining and developmentally appropriate assessments when diagnosing mental health and substance use disorders. Examine strengths and limitations of categorical versus dimensional approaches to diagnosis and justify which approach you believe influences diagnostic assessment practices, treatment and intervention planning, and client outcomes.

Be mindful to incorporate contemporary, peer-reviewed literature within your response.

This discussion question is informed by the following CACREP Standard:

3.G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes

Examination of Cultural Considerations (Obj. 2.1)

Start Date & Time	Due Date & Time	Points
May 7, 2026, 12:00 AM	May 13, 2026, 11:59 PM	100

Assessment Traits

Assessment Description

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. You will 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 in your paper:

- Provide a detailed description, including key symptoms and diagnostic criteria as outlined in the DSM.
- Describe how cultural context 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 the Christian worldview and one other worldview of your choosing on both diagnoses. Describe how 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.

Topic 2 Participation

Start Date & Time	Due Date & Time	Points
May 7, 2026, 12:00 AM	May 13, 2026, 11:59 PM	20

Topic 3: Developmental Psychopathology

May 14, 2026 - May 20, 2026 Max Points: 150

Objectives:

1. Distinguish between issues associated with typical childhood development as opposed to developmental

psychopathology.

2. Analyze and critique trends in childhood diagnosis.

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

Resources

Developmental Milestones (OPTIONAL)

For additional information, the following is recommended:

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

https://www.cdc.gov/act-early/milestones/?CDC_AAref_Val=https://www.cdc.gov/ncbddd/actearly/milestones/index.html

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

(REQUIRED)

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>

DSM (REQUIRED)

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

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

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>

Child and Adolescent Mental Health (REQUIRED)

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>

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

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>

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

Evaluation and Treatment (REQUIRED)

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=edsyss&AN=000836240100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

Psychopathology (REQUIRED)

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

Assessments

Topic 3 DQ 1 (Obj. 3.2)

Start Date & Time	Due Date & Time	Points
May 14, 2026, 12:00 AM	May 16, 2026, 11:59 PM	5

Assessment Description

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

Topic 3 DQ 2 (Obj. 3.1)

Start Date & Time	Due Date & Time	Points
May 14, 2026, 12:00 AM	May 18, 2026, 11:59 PM	5

Assessment Description

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 whether the concern is pathological in nature? Provide at least one specific example in your response. Reflect upon the diagnosis of Oppositional Defiant Disorder (ODD) in current understanding that it may be influenced by developmental misinterpretations or indicative of an underlying pathological issue.

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

Start Date & Time	Due Date & Time	Points
May 14, 2026, 12:00 AM	May 20, 2026, 11:59 PM	120

Assessment Traits

 Requires LopesWrite

Assessment Description

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 five 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.

Attachments

CNL-605-RS-T3CaseStudy-Johnny.docx

CNL-605-RS-T3ParentGuardianCrossCuttingSymptomMeasure.pdf

Topic 3 Participation

Start Date & Time	Due Date & Time	Points
May 14, 2026, 12:00 AM	May 20, 2026, 11:59 PM	20

Topic 4: Depressive Disorders and Bipolar Disorders

May 21, 2026 - May 27, 2026 Max Points: 140

Objectives:

1. Differentiate between the different depressive disorders to understand how they are assessed, diagnosed, and treated.
2. Differentiate between the different bipolar and related disorders to understand how they are assessed, diagnosed, and treated.

Resources

Diagnostic and Statistical Manual of Mental Disorders (REQUIRED)

Explore the *Diagnostic and Statistical Manual of Mental Disorders* website.

<https://www.psychiatry.org/dsm5>

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? (OPTIONAL)

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?" by Marino, Senra, and Ferriero, 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>

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

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>

Working With Depression With Interpersonal Therapy (REQUIRED)

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

<https://psytherapy-apa-org.lopes.idm.oclc.org/Title/777700668-001>

DSM (REQUIRED)

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

Disorders of Mood: The Bipolar and Unipolar Disorders (REQUIRED)

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>

Psychopathology (REQUIRED)

Read Chapter 16 in *Psychopathology*.

Causes of Borderline Personality Disorder (OPTIONAL)

For additional information, the following is recommended:

Watch "Causes of Borderline Personality Disorder" on YouTube.

<https://www.youtube.com/watch?v=7JygQx1TTDE>

CNL-605 Case Study: Jack (REQUIRED)

Read the "Case Study: Jack" document in preparation for this week's discussion question.

CNL-605-RS-T4CaseStudy-Jack.docx

Mike's Road to Recovery (REQUIRED)

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

<https://www.youtube.com/watch?v=u7jVKpFTGv4>

Assessments

Topic 4 DQ 1 (Obj. 4.1, 4.2)

Start Date & Time	Due Date & Time	Points
May 21, 2026, 12:00 AM	May 23, 2026, 11:59 PM	5

Assessment Description

"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

Start Date & Time	Due Date & Time	Points
May 21, 2026, 12:00 AM	May 25, 2026, 11:59 PM	5

Assessment Description

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.

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

Start Date & Time	Due Date & Time	Points
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Assessment Description

In the Topic 4 Assignment, you will complete the chart in the Topic 4 resources to compare the similarities between Major Depressive Disorder, Dysthymia, Disruptive Mood Dysregulation Disorder, Bipolar I Disorder, and Bipolar II Disorder. In each column, students will identify whether specific symptoms are associated with the diagnostic criteria for each of the above-mentioned diagnoses. The chart includes an example for Cyclothymic Disorder for students to review as they complete their analysis of specifiers for each assigned disorder.

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.

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.

Attachments

CNL-605-RS-T4BipolarandDepressiveDisordersComparisonChart.docx

Topic 4 Participation

Start Date & Time	Due Date & Time	Points
May 21, 2026, 12:00 AM	May 27, 2026, 11:59 PM	20

Topic 5: Schizophrenia Spectrum and Other Psychotic Disorders

May 28, 2026 - Jun 3, 2026 Max Points: 140

Objectives:

1. Assess symptoms to diagnose psychotic disorders.
2. Implement procedures for assessing symptoms of psychotic disorders.
3. Describe procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.

Resources

Psychotic Disorders (REQUIRED)

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>

Christian Faith and Demonology (OPTIONAL)

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

Schizophrenia Spectrum and Other Psychotic Disorders (REQUIRED)

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>

A Talking Cure for Psychosis (REQUIRED)

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>

Schizophrenia and Other Primary Psychotic Disorders (REQUIRED)

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>

Demon Possession, Theology, and Mental Health (OPTIONAL)

For additional information, the following is recommended:

"Demon Possession, Theology, and Mental Health," by Cook, from *Journal of Disability & Religion* (2024).

<https://www-tandfonline-com.lopes.idm.oclc.org/doi/full/10.1080/23312521.2024.2441435?scroll=top&needAccess=true#abstract>

DSM (REQUIRED)

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

GCU Statement on the Integration of Faith and Work (REQUIRED)

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>

CNL-605 Topic Five Vignettes (REQUIRED)

Read the vignettes listed in the Topic 5 Vignette document.

CNL-605-RS-T5Vignettes.docx

Psychopathology (REQUIRED)

Read Chapter 17 in *Psychopathology*.

Schizophrenia (REQUIRED)

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>

Diagnostic and Statistical Manual of Mental Disorders (REQUIRED)

Explore the Diagnostic and Statistical Manual of Mental Disorders website.

<https://www.psychiatry.org/dsm5>

Assessments

Topic 5 DQ 1 (Obj. 5.1)

Start Date & Time	Due Date & Time	Points
May 28, 2026, 12:00 AM	May 30, 2026, 11:59 PM	5

Assessment Description

Review the vignettes located in the Topic 5 resources and then provide a diagnostic impression for Robin and Becky. What are the justifications for your diagnostic impression? Include differential diagnoses that were considered and explain why they were ultimately not included within your diagnostic formulations.

Topic 5 DQ 2 (Obj. 5.1)

Start Date & Time	Due Date & Time	Points
May 28, 2026, 12:00 AM	Jun 1, 2026, 11:59 PM	5

Assessment Description


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?

Treating Schizophrenia (Obj. 5.1, 5.2, and 5.3)

Start Date & Time Due Date & Time Points

May 28, 2026, 12:00 AM Jun 3, 2026, 11:59 PM 110

Assessment Traits

 Requires LopesWrite

Assessment Description

The purpose of this assignment is to read a case study and respond to the case by creating a comprehensive treatment plan for the client by analyzing his symptoms of schizophrenia, identifying potential secondary diagnoses, describing procedures for assessing for self-harm and suicidality, or for any risk of aggression or danger to others.

In your response, be sure to determine and explain the most effective evidence-based treatments. This includes identifying specific symptoms based on subtypes of criteria, supporting secondary diagnoses with evidence, and establishing treatment goals and objectives to address the client's salient concerns and adverse risks.

If you determine there is potential risk to the client's well-being, or the well-being of others, be sure to include goals and objectives within the treatment plan that address how the clinician is responding to any risk with tangible, evidenced-based, interventions, skills, and resources for the client to incorporate into their care.

In preparation for Part One, read the Topic 5 Ted Case Study. In 1,000-1,200 words, you will create a case conceptualization and treatment plan.

Part 1: Case Conceptualization

- Read the Topic 5 Ted Case Study.
- Explain what symptoms of schizophrenia Ted exhibits. Also, based on the subtypes 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.
- Describe the procedures you will take to assess and respond to any risk of aggression or dangers to others, or any risk for self-harm and suicide.

Part 2: Treatment Plan

- After completing your conceptualization, identify three treatment goals, three objectives, and at least one intervention for each treatment goal that addresses the salient concerns and adverse risks in the case of Ted. Be sure to incorporate SMART goals.

If you determine there is risk to Ted or others, ensure that at least one treatment goal, one objective, and one intervention addresses the client's safety or the safety of others.

- 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.

Attachments

CNL-605-RS-T5CaseStudy-Ted.docx

Topic 5 Participation

Start Date & Time	Due Date & Time	Points
May 28, 2026, 12:00 AM	Jun 3, 2026, 11:59 PM	20

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

Jun 4, 2026 - Jun 10, 2026 Max Points: 150

Objectives:

1. Evaluate information gathered during the assessment process to ascertain the dominant pathological processes. [CACREP 5.C.2, 5.C.4]
2. Identify diagnostic criteria for anxiety disorders. [CACREP 5.C.2, 5.C.4]
3. Identify diagnostic criteria for obsessive-compulsive and related disorders. [CACREP 5.C.2, 5.C.4]
4. Identify diagnostic criteria for trauma and stressor related disorders. [CACREP 5.C.2, 5.C.4]
5. Demonstrate effective communication of information about the counseling process including the therapeutic assessment interviewing process. [CACREP 5.C.2, 5.C.4]
6. Demonstrate examples of active listening responses. [CACREP 5.C.2, 5.C.4]

Resources

Psychopathology (REQUIRED)

Read Chapter 14 and 15 in *Psychopathology*.

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

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>

DSM (OPTIONAL)

For additional information, the following is recommended:

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

Psychopathology: Foundations for a Contemporary Understanding, 6th Edition. (OPTIONAL)

For additional information, the following is recommended:

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

Obsessive Compulsive and Related Disorders (REQUIRED)

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>

CNL-605 Case Study: Rebecca (REQUIRED)

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

CNL-605-RS-T6CaseStudy-Rebecca.docx

Chapter 5: The Biopsychosocial Assessment (REQUIRED)

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>

DSM (REQUIRED)

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

Prolonged Exposure Therapy for Client With Combat-Related Trauma (REQUIRED)

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>

The Clinical Interview: Mental Status Exam (REQUIRED)

Read "Chapter 6: The Clinical Interview: Mental Status Exam," by Wiger, from *The Psychotherapy Documentation Primer* (2020).

<https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384966&ppg=109&c=UERG>

Anxiety (REQUIRED)

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>

Assessments

Topic 6 DQ 1 (Obj. 6.3)

Start Date & Time	Due Date & Time	Points
Jun 4, 2026, 12:00 AM	Jun 6, 2026, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Jun 4, 2026, 12:00 AM	Jun 8, 2026, 11:59 PM	5

Assessment Description

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.

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

Start Date & Time	Due Date & Time	Points
Jun 4, 2026, 12:00 AM	Jun 10, 2026, 11:59 PM	120

Assessment Traits

 Requires LopesWrite

 Benchmark

Assessment Description

The purpose of this assignment is to evaluate the clinical skills demonstrated by counselor Dr. Amy Wenzel during an intake interview with her client, Josh.

By completing this assignment, you will be able to demonstrate your ability to identify clinical skills (e.g., active listening), apply therapeutic concepts during intake interviews, conceptualize the continuum of care (e.g., primary care, outpatient, inpatient, integrated care) and critically assess the effectiveness of these skills when completing a Mental Status Evaluation (MSE) and a biopsychosocial history (including a mental health history). In your responses, you will also explain how psychological assessments impact treatment planning and caseload management.

Part 1: Evaluation of Clinical Skills and Biopsychosocial History Assessment

- Watch the Topic 6 Resource, “Cognitive Behavioral Therapy for Anxiety and Depression (Session 1 of 6)” to evaluate Dr. Wenzel’s clinical skills during the intake interview. Take note of the skills you identified, how Dr. Wenzel established rapport, and the points at which Dr. Wenzel and Josh collaborated on caseload management.
- After watching the intake interview, review and complete the attached biopsychosocial history assessment, as though you were completing Josh’s intake. Ensure the client’s mental health history is addressed.

Part 2: Mental Status Evaluation and Integration of Continuum of Care

In 750-1,000 words, address the following topics:

- Develop a Mental Status Evaluation based on Dr. Wenzel’s case with Josh (approx. 50-100 words; you can use a bulleted list).
- Describe the mental health service delivery modalities and networks within the continuum of care that are most suited to Josh’s needs. (e.g., primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, aftercare).

Part 3: Evaluate Clinical Skills

In 500-750 words, address the following topics:

- Analyze the use of Dr. Wenzel’s clinical skills (e.g., active listening) demonstrated during the intake interview.
- Evaluate how each skill was effectively used and how these therapeutic strategies fostered a supportive and understanding environment.
- Explain how these skills established rapport during the psychological assessment questions between Dr. Wenzel and Josh.
- Evaluate the themes in the biopsychosocial assessment and how they relate to the psychological assessment.
- Explain how the information gained in the psychological assessment is helpful in the treatment planning process and in Josh’s caseload management.
- Include at least five scholarly references in addition to your textbook.

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.

GCU Benchmark Information

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

MS Clinical Mental Health Counseling

9.1: Demonstrate knowledge of mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. [CACREP 5.C.2]

9.2: Apply concepts in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. [CACREP 5.C.4]

This assignment is aligned to the following CACREP Standards:

5.C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Attachments

CNL-605-RS-T6BiopsychosocialAssessmentTemplate.docx

Topic 6 Participation

Start Date & Time	Due Date & Time	Points
Jun 4, 2026, 12:00 AM	Jun 10, 2026, 11:59 PM	20

Topic 7: Personality Disorders

Jun 11, 2026 - Jun 17, 2026 Max Points: 200

Objectives:

1. Distinguish between personality disorders from the other categories of psychological disorders.
2. Differentiate between the three clusters of personality disorders.

Resources

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

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/>

Chapter 18: Personality and Related Disorders (REQUIRED)

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>

Psychopathology (REQUIRED)

Read Chapter 18 in *Psychopathology*.

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

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=edsyss&AN=000735962100001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

Narcissistic Personality Disorder (OPTIONAL)

For additional information, the following is recommended:

Watch Narcissistic Personality Disorder: Duke Health.

<https://www.youtube.com/watch?v=LAXqPEOcX1A>

Topic 7 Personality Disorder Case Studies (REQUIRED)

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

CNL-605-T7-RS-CaseStudy1.docx

Antisocial Personality Disorder (REQUIRED)

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

<https://www.ncbi.nlm.nih.gov/books/NBK546673/>

Histrionic Personality Disorder (REQUIRED)

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/>

'Not a monster': Destigmatizing Borderline Personality Disorder (REQUIRED)

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>

Narcissistic Personality Disorder: Progress in Understanding and Treatment (REQUIRED)

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/>

DSM (REQUIRED)

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

Assessments

Topic 7 DQ 1 (Obj. 7.1 and 7.2)

Start Date & Time	Due Date & Time	Points
Jun 11, 2026, 12:00 AM	Jun 13, 2026, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Jun 11, 2026, 12:00 AM	Jun 15, 2026, 11:59 PM	5

Assessment Description

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?

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

Start Date & Time	Due Date & Time	Points
Jun 11, 2026, 12:00 AM	Jun 17, 2026, 11:59 PM	120

Assessment Traits

 Requires LopesWrite

Assessment Description

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.

This assignment requires GoReact. Refer to "GoReact Support and Resources," located in Class Resources, for guidance and keep the following in mind:

- You may record video using any method of your choice, then upload the video into GoReact.
- You can access this assignment in two ways: through the calendar view or the Topic content. To begin working, click the "Open Assignment" button.
- Submit your video and any accompanying work in GoReact. Be mindful of time limits. Video content after the time limit will not be evaluated.
- Submissions are only accepted between the assignment start date and due date.
- Remember, video and audio quality are important and should be taken into consideration. Ensure that your video is filmed with sufficient lighting and that the volume is adequate for viewers to hear. Intonation, expression, proper speech, and appropriate attire are expected.
- Once you post your video, you will see it on the dashboard. Enter the playback screen by clicking the thumbnail.

To prepare for this assignment:

- Choose and read one case study from the Topic 7 Resources.
- Research the specific personality disorder from your chosen case study.

Part 1: PowerPoint Presentation

Create a 10-15-slide PowerPoint presentation about your selected case study and upload it to GoReact.

Include the following in your PowerPoint presentation:

- Nine to ten slides, not including a title slide and reference slide. Title and reference slides are not included in slide count.
- 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.
- 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.
- 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.

Part 2: Video Presentation

- Create a 9-10-minute video of you presenting your PowerPoint through GoReact.
- Include three to five scholarly resources supporting your content.
- Appropriate APA based in-text citations and references.

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

This assignment uses a rubric in GoReact. Review the rubric in GoReact prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

CNL-605 Topic 7 Quiz

Start Date & Time	Due Date & Time	Points	Time Limit
Jun 11, 2026, 12:00 AM	Jun 17, 2026, 11:59 PM	50	1 hr

Assessment Traits

 Timed

Assessment Description

The following quiz has been designed to help prepare you for the national counseling exam. In preparation for the quiz, please review the content learned throughout the course, including the textbook readings. When completing the quiz, please select the best answer. There are 20 multiple choice questions and you have one hour to complete the quiz.

Topic 7 Participation

Start Date & Time	Due Date & Time	Points
Jun 11, 2026, 12:00 AM	Jun 17, 2026, 11:59 PM	20

Topic 8: Disorders of Identity

Jun 18, 2026 - Jun 24, 2026 Max Points: 50

Objectives:

1. Analyze the etiology, assessment, diagnosis, and treatment of eating disorders, and gender-related diagnoses.
2. Analyze the current level of competency and skill development, ground in a theoretical orientation and current research, and incorporate personal reflection addressing areas of further development.

Resources

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

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>

Eating Disorders (REQUIRED)

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

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=86194071&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

Evidence-Based Psychotherapy: On What Can We Agree? (REQUIRED)

Read "Evidence-Based Psychotherapy: On What Can We Agree?," by Gaines and Goldfried, from *APA Handbook of Psychotherapy: Evidence-Based Practice, Practice-Based Evidence, and Contextual Participant-Driven Practice* (2024).

<https://research-ebsco-com.lopes.idm.oclc.org/c/sbba2s/viewer/pdf/ydf5edxd4v>

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

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).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.741532952&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

DSM (REQUIRED)

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

Ethical Considerations When Counseling Transgender and Gender-Expansive Youth (REQUIRED)

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

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=160574030&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

Cognitive Flexibility and DSM-5 Severity Criteria for Eating Disorders: Assessing Drive for

Thinness and Duration of Illness as Alternative Severity Variables (REQUIRED)

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>

What Parents of Trans Kids Want to Know (REQUIRED)

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

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rlh&AN=158648963&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

Psychopathology (REQUIRED)

Read Chapters 12 and 13 in *Psychopathology*.

Assessments

Topic 8 DQ 1 (Obj. 8.1)

Start Date & Time	Due Date & Time	Points
Jun 18, 2026, 12:00 AM	Jun 20, 2026, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Jun 18, 2026, 12:00 AM	Jun 22, 2026, 11:59 PM	5

Assessment Description

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.

CNL-605 Course Reflection (Obj. 8.2)

Start Date & Time	Due Date & Time	Points
Jun 18, 2026, 12:00 AM	Jun 24, 2026, 11:59 PM	20

Assessment Description

The purpose of this assignment is to reflect on your personal growth and experiences throughout the course in a 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 your process for developing your personal model of counseling that is grounded in theory and research. Provide examples of how this course has influenced your development.
- 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.

This assignment is aligned to the following CACREP Standard:

3.E.21. processes for developing a personal model of counseling grounded in theory and research

Topic 8 Participation

Start Date & Time	Due Date & Time	Points
Jun 18, 2026, 12:00 AM	Jun 24, 2026, 11:59 PM	20