



WINEBRENNER  
THEOLOGICAL SEMINARY

*“Winebrenner equips leaders for service in God’s Kingdom.”*

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**Term:**

**Course:** CC 5450; Diagnosis of Mental and Emotional Disorders [C]

**Instructor:**

**Phone:**

**Email:**

**Office/Contact Hours:**

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## COURSE DESCRIPTION

This course provides students with the basic concepts needed for proper assessment of various categories of human behavior described in the current edition of the *Diagnostic and Statistical Manual for Mental Disorders*. This course incorporates theory (quantitative knowledge) and case studies (qualitative knowledge). An emphasis will be placed on the use of a diagnosis in the development of treatment plans. *Prerequisites: CC 5000 and CC 6050 (3 hours, MACC students only).*

## COURSE OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. **5.C.1.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
2. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. **5.C.4.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.

3. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. **3.G.7.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
4. Use of structured interviewing, symptom checklists, and personality and psychological testing. **3.G.10.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
5. Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems. **3.G.11.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
6. Procedures to identify substance use, addictions, and co-occurring conditions. **3.G.12.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
7. Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide. **3.G.13.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
8. Procedures for assessing clients' experience of trauma. **3.G.14.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
9. Procedures for identifying and reporting signs of abuse and neglect. **3.G.15.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
10. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. **3.G.16.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.
11. Procedures for using assessment results for referral and consultation. **3.G.17.**
  - Assessment occurs through intake interview, case studies, documentary reviews, and final exam.

## REQUIRED TEXTBOOKS

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders*, (5th ed., text revision). Author. ISBN: 978-0-89042-576-3.

First, M. B. (2014). *DSM-5: Handbook of differential diagnosis*. American Psychiatric Association. (Purchase the app for \$69.99.) ISBN: 978-1585624621.

Roberts, L. W. & Louie, A. K. (2020). *Study guide to DSM-5*. American Psychiatric Association.

## OPTIONAL TEXTBOOK

Nussbaum, A. M. (2022). *The pocket Guide to the DSM-5-TR*. American Psychiatric Association. ISBN: 978-1-61537357.

### **For MACC students—the official writing style is APA format:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### ***Additional reading on Populi.***

## METHODOLOGY

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

## EVALUATION AND GRADE SCALE

### **Grade Scale**

<b>Letter Grade</b>	<b>Percentage</b>
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

*A course grade of F will not meet the requirements for degree credit.*

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

**Calculation of grade will be based on the following:**

Participation	150 pts
Intake Interview	275 pts
Reflection and Peer feedback/review	75 pts
Case Studies (25 pts. each)	200 pts
<u>Final Exam</u>	<u>200 pts</u>
TOTAL	900 pts

**COURSE REQUIREMENTS**

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 900 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, Seventh Edition.

**ASSIGNMENTS/EXAMINATIONS:**

1. **Participation (Professional Behavior)** – A portion of your grade will depend on your level of participation during class each week. This means arriving to class on time, staying for the duration of class, and remaining focused during the allotted class time. This also means being prepared for class by bringing notebooks, articles, and other course material to class each week. Additionally, required reading materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
2. **Intake Interview (KPI 2)** – Students will role-play an intake interview with a classmate outside of class time. The classmate chosen will take on the role of a pretend client.

**Interview will include (due week #8)**

- A cultural formulation interview
- Mental status exam
- Biopsychosocial history
- Review of symptoms
- Establish a preliminary diagnosis.
- Student will complete one assessment tool with your client
- Discussion with client on the preliminary diagnosis

**Additional (due week #10)**

Completion of a 2-page Reflection paper (questions to follow)  
Review of a peer’s interview and completion of feedback.

See grading rubric for specifics. Students will complete the documentation form provided on Populi with the video on the assigned due date. Students will also review one classmate’s videos and complete peer feedback form.

- 3. **Case Studies (KPI 2)** – Students will complete 8 case studies over various diagnoses. These case studies will be located on Populi under the case studies assignments tab. Each case study is worth 20 points. Students will follow the sample case study to meet the rubric requirements on Populi. These are due and should be uploaded to Populi prior to class (by 6:00 pm EST) the night the disorder is discussed.
- 4. **Final Examination** – There will be one exam in this course. The final exam will be objective (multiple-choice) and comprehensive.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments	Documentary Videos	Case Studies
1	Overview of the DSM and revision in DSM-5-TR Legal and Ethical Issues	Roberts & Louie Ch. 1 DSM-5-TR pgs. 5-29 Readings on Populi: Practitioner’s Guide to Ethical Decision Making; CFI; and Ethics, Upcoding and the DSM-5		
2	Cultural Formulation MSE Diagnostic Interviewing	Roberts & Louie Ch. 2 & 3; DSM-5-TR pgs. 859-867 Readings on Populi: Mental Status Exam Documents; Biopsychosocial History - Watch Sample Diagnostic Interview video on Populi - Watch video on Populi on Demonstration of Cultural Formation Interview		
3	Neurodevelopmental Disorders  Schizophrenia and Psychotic Disorders	Roberts & Louie Ch. 4 & 5 DSM-5-TR pgs. 35-100; 101-138 <b>Case Study due (1 of 8)</b>		Hakim Gregory Frazier Arthur
4	Bipolar & Related D/O Depressive Disorders	Roberts & Louie Ch. 6 & 7; DSM-5-TR pgs. 139-175; 177-214 Reading: How Common is Bipolar? <b>Case Study due (2 of 8)</b>		Pamela Andrew Crystal Emma

5	Anxiety D/O Obsessive- Compulsive & Related Disorders	Roberts & Louie Ch. 8 & 9 DSM-5-TR pgs. 215-261; 263-294. Readings on Populi: BAI, Anxiety Screening Test <b>Case Study due (3 of 8)</b>		Trevor Nadine Maria Ogden
6	Trauma & Stressor- Related D/O Dissociative D/O	Roberts & Louie Ch. 10 & 11 DSM-5-TR pgs. 295-328; 329-348 Readings on Populi: Assessments and Trauma handouts <b>Case Study due (4 of 8)</b>		Eric Irene
7	Sleep Wake Disorder	Roberts & Louie Ch. 15 DSM-5-TR pgs. 407-476 Readings on Populi: Understanding Sleep, Eating Disorder Assessments <b>Case Study due (5 of 8)</b>		Bernadette Wesley Oscar Paulina Dingxiang Valerie Wanda
8	Somatic Symptom and Related D/O Eating Disorder Elimination Disorders	Roberts & Louie Ch. 12 - 14 DSM-5-TR pgs. 349-370; 371-397; 399-405 Readings on Populi: Somatic Symptom pdf		
9	Sexual Dysfunctions Gender Dysphoria Paraphilic D/O	Roberts & Louie Ch.16-17 & 22 DSM-5-TR pgs. 477-509; 511-520; 779-801 Readings on Populi: Sexual History documents: Paraphilic diagnosis: A better understanding <b>Case Study due (6 of 8)</b>		Jody Terry
10	Substance Related and Addictive Disorders	Roberts & Louie Ch. 19 <b>Case Study due (7 of 8)</b>		Tom Jenny
11	Personality Disorders	<b>Case Study due (8 of 8)</b> <b>Intake Interview due</b>		Peggy Vance
12	Final Review and Catch Up	<b>Catch up on missed material</b> <b>Intake Interview Discussion</b> <b>in class</b>		
	Final Exam			

## HELPFUL WEBSITES

American Psychiatric Association (APA)  
[dsm5.org](https://www.dsm5.org)

National Alliance on Mental Illness  
<https://www.nami.org/>

Healthy Place (great resources for anxiety)  
<https://www.healthyplace.com/>

Help Guide (great resources for mental health and wellness)  
[HelpGuide.org](https://www.helpguide.org)

National Institute of Mental Health  
<https://www.nimh.nih.gov/>

Psych Central  
<https://psychcentral.com/>

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

Very Well Mind  
<https://www.verywellmind.com/what-to-know-dsm-5-tr-changes>

## VIDEOS

Cultural Formulation link:  
<https://youtu.be/IqFrszJ6iP8?si=pqQA0Xpj5nwRjhYX>

Diagnostic Interview link: Part 1 and 2 (part 3 is optional)  
[https://youtu.be/keSGvlBzQWg?si=9Nr\\_ZshYpLG7n6u9](https://youtu.be/keSGvlBzQWg?si=9Nr_ZshYpLG7n6u9)  
[https://youtu.be/nkWrkwPDxvw?si=bVSBreDLCH\\_EemhO](https://youtu.be/nkWrkwPDxvw?si=bVSBreDLCH_EemhO)  
[https://youtu.be/\\_HlotEzcUEU?si=nfxuOotIAKMn-QP8](https://youtu.be/_HlotEzcUEU?si=nfxuOotIAKMn-QP8)

Osmosis videos on YouTube  
Psychotherpay.net – See DLT  
Alexander Street – See DLT

## PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

## DIGITAL DELIVERY GUIDELINES

*(Since all of this course is digitally delivered, the following guidelines will be followed.)*

### *Teams Online Meeting Etiquette*

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

### *Secure Environment*

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

### *Video Submissions*

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

### *Late Work During the Term*

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another

10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

## DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

## ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

**A growing concern** in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

Your instructor has specified the following parameters for this course:

1. AI tools can be used to improve writing flow and content. It is the student's obligation to ensure that all such use is noted with a citation for each instance.

## GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

## INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions or concerns about the Informed Consent Statement.

*All students are subject to policies outlined in the Winebrenner Graduate Catalog.*

Syllabus revised: 01/01/2026