CNS6018: Psychopathology

<mark>Instructor</mark>/<mark>Personal Pronouns</mark>	<mark>Quarter</mark>
<mark>Instructor Email</mark>	<mark>Class Days and Times</mark>
<mark>Instructor Phone</mark>	<mark>Course Location</mark>
<mark>Office Location</mark>	<mark>Office Hours</mark>
Technical Support: 866-848-5515	

COURSE DESCRIPTION This course involves an introduction to the study of abnormal behaviors in children, adolescents, and adults. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-5 TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
    - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
    - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Barlow, D. H., Durand, V.M., & Hoffman, S.G. (2023). *Psychopathology: An integrative approach to mental disorders* (9th ed.). Cengage Limited.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders text revised (5th ed.). American Psychiatric Publishing, Inc.

Barnhill, J. W. (2023). *DSM-5-TR clinical cases.* American Psychiatric Publishing, Inc.

Required Articles

Articles will be provided throughout the quarter in Brightspace

Suggested/Supplemental Readings

Required Materials

GRADING SCALE

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	**Professional Counseling Orientation and Ethical Practice:** Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	**Social and Cultural Diversity:** Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

PSLO 3	**Human Growth and Development Through the Lifespan:** Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	**Lifestyle and Career Development:** Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	**Counseling and the Helping Relationship:** Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	**Group Dynamics and Group Work:** Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	**Assessment and Appraisal:** Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	**Research and Program Evaluation**: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES

CLO1	Demonstrate an ability to conceptualize abnormal behavior from a multidimensional, integrative approach	PSLO – 1, 2, 3, 5, 7, 9
CLO2	Demonstrate an ability to discuss and comprehend a broad range of adult and child psychopathology	PSLO – 3, 9
CLO3	Demonstrate an understanding of the process of differential clinical diagnosis and how to use the DSM 5 classification system.	PSLO – 3, 5, 7, 9
CLO4	Develop a rudimentary understanding of treatment planning	PSLO – 3, 5, 7, 9

CLO5	Demonstrate a general understanding of the components of a clinical interview and mental status exam	PSLO – 2, 5, 7, 9
CLO6	Apply accurate DSM 5 diagnosis to practical/clinical cases introduced through vignettes, videotapes, or print format	PSLO – 2, 5, 7, 9
CLO7	Analyze the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications	PSLO – 3
CLO8	Demonstrate an awareness of the role of culture, gender, sexual orientation, and other diversity factors in analyzing and assessing emotional disturbance	PSLO – 2, 3, 7
CLO9	Demonstrate an ability to effectively discuss the professional, legal, and ethical implications of diagnosis	PSLO – 1, 7
CLO10	Demonstrate an understanding of the International Classification of Diseases and clinical Modification system according to the latest version	PSLO – 2, 5, 7, 9

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
3) HUMAN GROWTH AND DEVELOPMENT			
c. theories of normal and abnormal personality development	PSLO 3, 5	Ch. 1, 2, 5-16	Final Exam, Readings
5) COUNSELING AND HELPING RELATIONSHIPS			
h. Developmentally relevant counseling treatment or intervention plans.	PSLO 3	Ch. 5-16	Final Exam, Readings, Case Studies
i. Development of measurable outcomes for clients.	PSLO 5, 7	Ch. 5-16	Final Exam, Readings, Case Studies
7) ASSESSMENT AND TESTING			
j. Use of environmental assessments and systematic behavioral observations.	PSLO 7	Ch. 3-4	Final Exam, Readings, Case Studies

k. Use of system checklists, and personality and psychological testing.	PSLO 7	Ch. 3-4	Final Exam, Readings, Case Studies
8) RESEARCH AND PROGRAM EVALUATION			
b. Identification of evidence-based counseling practices.	PSLO 5	Ch. 5-16	Final Exam, Readings, Case Studies
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
1) FOUNDATIONS			
c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	PSLO 5, 9	Ch. 5	Final Exam, Readings, Case Studies
d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	PSLO 3, 9	Ch. 10-11	Final Exam, Readings, Case Studies
2) CONTEXTUAL DIMENSIONS			
b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	PSLO 3, 9	Ch. 5-9, 12-16	Final Exam, Readings, Case Studies
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD)	PSLO- 1, 2, 3, 5, 7, 9	Ch. 5-9, 12-16	Final Exam, Readings, Case Studies
e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	PSLO 5, 7, 9	Ch. 7	Final Exam, Readings, Case Studies

g. Impact of biological and neurological mechanisms on mental health	PSLO 3, 9	Ch. 5-9, 12-16	Final Exam, Readings, Case Studies
3) PRACTICE			
a. Intake interview, MSE, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	PSLO 3, 7, 9	Ch. 6-9, 13-16	Final Exam, Readings, Case Studies
b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	PLO 3, 9	Ch. 6-9, 13-16	Final Exam, Readings, Case Studies

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1	Abnormal Behavior in Historical Context and An Integrative Approach to Psychopathology	Barlow Ch. 1 & 2		2.F.3.C
2	Clinical Assessment and Diagnosis; Research Methods	Barlow Ch. 3 & 4	**Quiz**	2.F.7.j 2.F.7.k
3	Introduction to Treatment Planning Anxiety, Trauma-and Stressor-Related, and Obsessive-Compulsive and Related Disorders	Barlow Ch. 5 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.1.c 5.C.2.b,d,g 5.c.3.a,b
4	Somatic Symptom and Related Disorders and Dissociative Disorders Mood Disorders and Suicide	Barlow Ch. 6 & 7 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.2.b,d,g 5.c.3.a,b
5	**Midterm Review**		**Midterm**	
6	Eating and Sleep-Wake Disorders and Physical Disorders and Health Psychology	Barlow Ch. 8 & 9 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.2.b,d,g 5.C.3.a,b
7	Sexual Dysfunctions, Paraphilic Disorders and Gender Dsysphoria; Substance-Related, Addictive, and Impulse-Control Disorders	Barlow Ch. 10 & 11 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.1.d 5.C.2.e

8	Personality Disorders	Barlow Ch. 12 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.2.b,d,g 5.C.3.a,b
9	Schizophrenia Spectrum and Other Psychotic Disorders	Barlow Ch. 13 DSM-5-TR	**Case Study**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.2.b,d,g 5.C.3.a,b
10	Neurodevelopmental Disorders & Neurocognitive Disorders	Barlow Ch. 14-16 DSM-5-TR		2.F.3.C 2.F.5.h 2.F.5.i 2.F.8.b 5.C.2.b,d,g 5.C.3.a,b
11	**FINAL EXAM KPI**		**Final Exam**	2.F.3.C 2.F.5.h 2.F.5.i 2.F.7.j 2.F.7.k 2.F.8.b 5.C.2.b,d,g 5.C.3.a,b

<u>Note</u>: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.

ASSIGNMENT WEIGHT

Activity	Total Points	Weights
Participation	**10**	**10%**

Midterm	20	20%
Case Studies	50	50%
Final Exam KPI	20	20%

ASSIGNMENT DESCRIPTIONS

Participation: Class participation will be graded based upon your contribution to the class discussion and activities. Readings should be completed prior to each class in order to arrive prepared for the week's discussion and assignments.

Midterm/Final Exam (KPI):

Midterm – The midterm will cover all information covered in class and through readings from the beginning of the course until the midterm.

Fina Exam (KPI) - This exam may include any and all assigned textbook material and lecture/discussion content covered throughout the quarter.

Case Studies: Students will complete multiple case studies as homework assignments in order to practice using the DSM-5-TR. Case studies will be distributed one week prior to the due date and will focus on material that has already been covered in class. Case studies will build on your Counseling Theories class and your Counseling Techniques class by asking you to provide an accurate diagnosis, engage in conceptualization of client problems, and develop an appropriate treatment plan.

ATTENDANCE

ATTENDANCE POLICY
University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are

responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.

- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a "NCF" grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS
Please arrive *on time.* Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE
If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

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South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY
- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY
In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS
Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES
South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^^^ campus.

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

a. representation of diversity in lived experience across course design;

b. implementation of multicultural competencies throughout learning goals and objectives;

c. modeling a practice of cultural humility;

d. supporting student efforts toward empowerment and advocacy;

e. facilitating open and respectful student discourse;

f. building counselor efficacy from a strengths-based approach;

g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;

h. increase awareness of contemporary social justice issues;

i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT
Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

https://leo.tutor.com/Student/Index

LIBRARY SERVICES
South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY
South University, campus does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing foreword allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

Appendix A
Case Studies Rubric

Point Values----	5	2.5	0
Identification of symptoms	Accurately identifies all symptoms in the case study	Misses one symptom	Misses 2 or more symptoms
Accurate Diagnosis	Assigns the accurate diagnosis	Misses the diagnosis but has the classification correct	Misses the diagnosis and is in the wrong classification
Justification	Justification fully supports diagnosis	N/A	Justification does not support diagnosis
Conceptualization	Conceptualization provides a thorough explanation of biological, psychological, and social factors that may explain the symptoms	Conceptualization considers some, but not all, relevant factors	Conceptualization does not explain symptoms
Treatment Plan	Treatment plan contains appropriate targets and goals based on case	Treatment plan misses a target or contains an inappropriate goal	Treatment plan is not relevant to diagnosis
Totals			

Comments: