



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 522-03: DIAGNOSIS OF MENTAL & EMOTIONAL DISORDERS
SPRING 2013**

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Office Hours: Wednesdays 1 - 4 PM, and by appointment

Schedule and Location: Wednesdays, 5:30 - 8:30 p.m. Jan. 9 – March 13, 2013. Rogers 219.

Catalogue Course Description

Introduction to the structure and uses of the DSM-IV system for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge. Co-requisite: CPSY 512 or 513. Prerequisite: CPSY 503. Credit: 2 semester hours.

Course Goals

- Students will establish a beginning competency in the current standard used in diagnosing mental disorders, DSM-IV-TR, and anticipate changes in the imminent DSM-IV Revision.
- Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM system for diagnosis effectively.
- Students will develop an awareness and understanding of prominent critiques of the DSM-based diagnosis model (e.g., based on class, culture, race, gender, sexual orientation, ability).
- Students will form the basis of a personal approach to diagnosis that will evolve through their counseling careers.
- Students will be challenged to approach the evaluation of individuals with mental and emotional problems and disorders in a holistic fashion -- mindful of the biological, psychological, social, cultural, and spiritual dimensions of persons.

Required Texts (*Please bring to each class session*)

1. Morrison, J. R. (2007). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians*. New York: The Guilford Press
2. Morrison, J. R. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: The Guilford Press
3. Other readings as assigned by instructor (e.g., using Moodle)

Optional Text

- American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000
- <http://dsm.psychiatryonline.org/book.aspx?bookid=22>

Examples of Supplementary Texts or Resources

- American Counseling Association (2012) Ethics & Professional Standards Site: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American Psychiatric Association (2012) DSM-5 Development Site: <http://www.dsm5.org/Pages/Default.aspx>.
- Kagan, Jerome (2012) *Psychology's Ghosts: The Crisis in the Profession and the Way Back*. Yale University Press (Chapter 3: Who is Mentally Ill?)

Detailed Course Objectives

Students completing this course will be able to:

1. • Understand the intended uses and benefits of the DSM multi-axial system (CC:7h, C4)
2. Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions. (CC: 7h, C4, C5)
3. Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning (CC: 7h, C4, C7)
4. Explain and compare the limits/limiting assumptions of the medical model, psychosocial models, and the developmental models of human behavior (CC: 7h, 3c, 5c, C4, C7)
5. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system (CC: 7f, 7h, 7i, 2d, C7)
6. Develop awareness of the dynamics of diagnostic modifications and changes (CC: 7h)
7. Identify diagnostic categories in the ICD09/ICD-20 that correspond to selected categories in the DSM-IV system (CC: 7h)

CACREP objectives/student learning outcomes:

- II.K.2.d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- II.K.3.c. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- II.K.7.h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;
- C4. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;
- C5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;
- C7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Course Requirements

Attendance and active participation (20 points)

Full class attendance is required. Lack of attendance in class sessions is grounds for an incomplete. There is no “make up” or alternative to class attendance.

Each student is expected to post a bio and participation goal and to be present and to participate in classroom discussions, group exercises, etc. To “Participate” is defined by work on their class participation goal.

- **Brief Bio:** Post ~75 word bio to Course Moodle Page. Due Week 2.
- **Class Participation Goal:** Each student is required to formulate a personal class participation goal for this course and share it with the instructor by week 2. For example, some students may seek to increase their comfort and assertiveness with public speaking, others may want to work on formulating concise comments, other so on giving feedback to others, while still others may want to work on being comfortable with silence and speaking less than is their norm. Due Week 2.

Quizzes (25 points)

Five short, open-book quizzes in multiple-choice/essay format will be given throughout the course, drawn from the readings and lecture material. These are meant to aid in familiarization and memorization of DSM terminology and will receive credit / no credit grades.

Engagement Papers (25 points) Drawing from course material, and supplemental texts or resources, students will write five short essays in which they consider the experience of individuals with mental disorders and reflect upon their future work with them. 2 pages, double-spaced, in APA Style. Details will be provided.

Practice Interview (30 points)

Students will conduct a practice diagnostic interview, report on this in one of their engagement papers, and discuss their experiences in class. Details will be provided.

News of the Day” Reports (optional)

Students are encouraged to report on “news stories” (found in any popular news forum, in any media form) pertaining to (actual or suspected) mental and/or emotional disorders. The idea is to look for “signs” and “symptoms” which **could** suggest an emotional or mental disorder (much as you might find when a client first presents for professional services).

Grading

Written and oral presentations will be evaluated on the basis of their clarity, thoughtfulness, and integration of themes and issues of the class. A grade of A will be

reserved for comprehensive and exemplary work that demonstrates emerging mastery or a professional standard. A grade of B+ will be the benchmark for satisfactory completion of assigned tasks. Grades of A-, B, B- will be applied to work that adds to or are missing required aspects. C papers and presentations will be returned for revision. Some course activities will be ungraded and some will be credit / no credit. The instructor reserves the right to use subjective judgments regarding grading.

Accommodations and Attention to Diversity

Please contact the instructor regarding academic accommodations required or any other matters of culture, diversity, or individual difference that are important to you in relation to their course, our classroom, and your relationship with the instructor.

Course Calendar

Please note: This schedule is subject to change.

(Supplemental reading in the DSM-IV-TR regarding each week's topics is encouraged).

Session	Date	Topics and Activities
1	1/9	Course Overview & Introduction to DSM-IV-TR & V • Introductions • Discuss Syllabus, Class Participation Goals, Presentations, Quizzes and Grading. • Discuss Use of Movies • “Stage of Change” Exercise re. use of DSM Model • Thoughts on the DSM and its Critiques • Introduction to Diagnosis: “Road Map” and Key Terms Readings: Recent New York Times article (In Class) Morrison #1 - Part 1 Chapters 1-4 Carey, B. (2012, December 10) A Tense Compromise on Defining Disorders. <i>New York Times</i> http://www.nytimes.com/2012/12/11/health/a-compromise-on-defining-and-diagnosing-mental-disorders.html?src=dayp&_r=0
2	1/16	The Clinical Interview Adjustment Disorders / Coaching / V- Codes / Diversity Assessing Developmental & Ecological Factors in Diagnosis Exercise Post Bio Forum Post Class Participation Goal Forum <i>Quiz #1</i> Readings: Review: Morrison, #1 Chapters 1-4 Morrison # 1 Chapters 5, 8, Morrison, # 2: Chapters 14, 17 ODS Insurance Adjustment Disorder Handout: https://www.odscompanies.com/pdfs/adjustment_disorder.pdf <i>Outside</i> magazine: Get your head in the game. Diversity Resources

Asian American mental health: A call to action.

doi: [10.1037/a0028900](https://doi.org/10.1037/a0028900)

By Sue, Stanley; Cheng, Janice Ka Yan; Saad, Carmel S.; Chu, Joyce P.

American Psychologist, Vol 67(7), Oct 2012, 532-544.

From documenting to eliminating disparities in mental health care for Latinos.

doi: [10.1037/a0029737](https://doi.org/10.1037/a0029737)

By López, Steven R.; Barrio, Concepcion; Kopelowicz, Alex; Vega, William A.

American Psychologist, Vol 67(7), Oct 2012, 511-523.

Health and mental health policies' role in better understanding and closing African American-White American disparities in treatment access and quality of care.

doi: [10.1037/a0030054](https://doi.org/10.1037/a0030054)

By Snowden, Lonnie R.

American Psychologist, Vol 67(7), Oct 2012, 524-531.

3

1/23

**The Mental Status Exam
Delirium & Dementia
Factitious disorders**

Engagement Paper #1

Assessing Mental Status & Malingering Exercise

Morrison # 1 Chapters 10, 14

Morrison #2 Chapters 1, 8,

Resources: <http://www.dementiaguide.com/aboutdementia/>

Access and read links to: Types of Dementia, Alzheimer's Disease, "Understanding Dementia"

The Phenomenology of Dementia.

By Pickett, Treven C.; Vance, Todd

PsycCRITIQUES, Vol 51(30), 2006, No Pagination Specified.

<http://psycnet.apa.org.watzekpx.lclark.edu/index.cfm?fa=fulltext.review&uid=2006-06973-001&format=html>

4

1/30

**Anxiety Disorders
Mental Disorders Due to a General Medical Condition
Somatoform disorders**

Quiz #2

Readings: Morrison #1, Chapter 9, 12
Morrison #2: Chapter 2, 6, 7

Resources: TBD

- 5 2/6 **Mood disorders**
Sleep disorders
- Engagement Paper #2**
- Readings: Morrison # 1 Chapters 11
Morrison #2, Chapter 5, 12
- 6 2/13 **Schizophrenia and other Psychotic disorders**
- Quiz #3*
- Readings: Morrison #1 Chapter 13
Morrison #2, Chapter 4
- 7 2/20 **Disorders usually first diagnosed in Infancy, Childhood, or**
Adolescence
Sexual and Gender Identity disorders
- Engagement Paper #3**
- Readings: Morrison #2, Chapter 10, 16
Savin-Williams Video
- 8 2/27 **Eating Disorders**
Substance-related disorders
- Quiz #4*
- Readings: Morrison #1 Chapter 15
Morrison #2, Chapters 3, 11
- 9 3/6 **Impulse control disorders**
Suicidality
- Engagement Paper #4**
- Readings: Morrison #1 Chapter 17
Morrison #2 Chapter 13

http://www.nytimes.com/2013/01/09/health/gaps-seen-in-therapy-for-suicidal-teenagers.html?hpw&_r=0

**10 3/13 Personality Disorders
 Dissociative Disorders**

Quiz #5

Engagement Paper #5 (Practice Interview Paper)

Readings: Morrison #1 Chapter 16
 Morrison #2, Chapters 9, 15

Supplementary Texts or Resources (Subject to Change)

- American Counseling Association (2012) Ethics & Professional Standards Site:
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American Psychiatric Association (2012) DSM-5 Development Site:
<http://www.dsm5.org/Pages/Default.aspx>.
- Kagan, Jerome (2012) *Psychology's Ghosts: The Crisis in the Profession and the Way Back*. Yale University Press (Chapter 3: Who is Mentally Ill?)
- Cushman, P. (1996). *Constructing The Self, Constructing America: A Cultural History Of Psychotherapy*
- Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*
- Hillman, J. & Venture, M. (1993). *We've had a hundred years of psychotherapy - And the World's Getting Worse*
- Lane, A. (2009). *The Spirit Level: Why More Equal Societies Almost Always Do Better*
- Saks, E. R. (2008). *The Center Cannot Hold: My Journey Through Madness*
- Sue, D. W. (2010) *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*. Hoboken, NJ: John Wiley & Sons.
- Szasz, T. S. (2010). *The myth of mental illness*
- Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*