

CPSY 522 – Diagnosis of Mental and Emotional Disorders

Spring, 2016

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Office hours: By appointment

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Catalog description: Introduction to the structure and uses of the DSM 5 and ICD-9 systems 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 psychodynamic, person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders.

Required Text:

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013

Special Accommodations: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services as indicated by the Americans with Disabilities Act. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

Attendance:

Students may miss one class for any reason.

Any missed classes beyond the single class may require make-up work including any of the following; written work including research and literature review, professional reading with written review, special projects, etc.

Any planned absences must be discussed with and approved by the course professor at least two weeks in advance of the absence.

In case of illness or emergency, please notify your instructor as soon as possible. You can call, email or text.

More than one absence a semester could result in a failure to complete the class.

Late to class: More than 20 minutes may require make-up work at the discretion of the professor.

Course requirements:

Note: Dates for assignments may change depending on class needs and guest availability.

1. Intake and diagnostic summary of classroom interviews - 20 points each x 3 = 60pts.

Prepare a written intake on the guest clients presented in class. Include full diagnosis with *supporting quotes and observations describing how client meets diagnostic criteria*, plus recommendations for treatment. Due the week following the intake.

2. Group project/presentations - 30 points. Presentations will be last two weeks of class.

Students will work in groups of 3 or 4 and give a 30-45 minute presentation of:

Option A) A proposed new diagnosis that your group will construct. You need to describe the diagnosis thoroughly using DSM-type language, qualifiers, and symptoms. Do whatever you need to do to convince us that the diagnosis really exists and give at least one case study of a person who had/has this proposed diagnosis. The person in your case study should also be given a complete diagnosis with supporting evidence using your constructed diagnosis along with others, if applicable.

Or

Option B) An assessment of a current DSM 5 diagnosis including: history (where did it come from), prevalence (how often is it diagnosed) and critiques. Include a summary recommendation for continuing, modifying, or eliminating the diagnosis from the next edition of DSM. If you modify or eliminate the diagnosis, include your recommendations for transitioning treatment for people who are currently diagnosed with the disorder.

3. Fictional Intake - 20 points. Due 2/17/16.

Prepare a written intake on a fictional character appearing in literature, movies or television. Emphasis will be on DSM 5 diagnosis *with supporting quotes from the character and observations of the character, which demonstrate how they meet diagnostic criteria*. Include notes on all life domains provided on the intake write-up form used in class. Submit the written diagnostic summary along with your intake write-up form as if you had conducted the intake using the form.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Total possible points = 110 (plus extra credit if assigned) Total subject to changes depending upon availability of guest intakes.

Assignments turned in late will lose one letter grade per day until submitted unless arranged in advance with instructor.

Course Calendar (subject to change):

Class Date Topic

- 1 1/13/16 Introduction, exploring the concept of mental health diagnosis, structure of the class, structure/history/critiques of the DSM model.
- 2 1/20 Depressive Disorders, Bipolar and Related Disorders. The diagnostic process including differential diagnosis. Practice using diagnostic assessment tool.
- 3 1/27 Anxiety Disorders, Posttraumatic Stress Disorder. Guest Intake with Su Holmes (Part 1 of assignment #1)
- 4 2/3 Substance-Related and Addictive Disorders. Video diagnosis (not graded). Write up for intake with Su Holmes due.
- 5 2/10 Schizophrenia Spectrum and Other Psychotic Disorders. Guest Intake with Greg Foran (Part 2 of assignment #1).
- 6 2/17 Diagnosis of Children and Adolescents, guest speaker Bethany Willis on child and family therapy. (Date may change due to Bethany's availability). Write up for intake with Greg Foran due.
- 7 2/24 Personality Disorders. Guest Intake with Cheryl (Part 3 of assignment #1).
- 8 3/2 Suicide assessment. Guest intake with Greg Foran (rescheduled from 2/10) Write-up for fictional character due (Assignment #3). Write up for intake with Cheryl due.

9 3/9 Diagnosis presentations. Guest intake with Su Holmes and Laura Barker (not originally scheduled)

10 3/16 Diagnosis presentations. Unfinished topics.

Lewis & Clark College
Professional Mental Health Counseling Program
CPSY 522
Diagnosis of Mental and Emotional Disorders
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

Clinical Mental Health Standards (CACREP 2009 Standards)

A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)

B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event (such as grad school).

L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

Additional Objectives

- Students will learn the history of the DSM and the how changes have been tied to context and power.
- Students will explore their own agreement or disagreement with DSM-5 categories of diagnosis and make a case as to why they agree or disagree, looking at societal and cultural influence of these approaches to understanding diagnosis.

- Students will understand diagnosis as a shared language spoken among mental health practitioners and will explore the various influences and consequences to using this language.

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 6							
Understands and applies diagnosis	Early program	Understands, critiques and begins to implement the DSM diagnostic system Grade: A 90% or higher on case study	Can understand and critique the DSM V Grade B 80% or higher on case study	Demonstrates inadequate understanding of the DSM diagnostic system Grade: C or below		CPSY 522: Diagnosis Final Grade AND Case application assignment Min. 80% case application	First year portfolio/advisor review; referral to Benchmark Review Committee