

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 522-01: DIAGNOSIS OF MENTAL & EMOTIONAL DISORDERS FALL - 2011

Instructor: Layne A. Prest, PhD, LMFT laprest@lclark.edu

Office Hours: I do not have an office on campus, but would be happy to schedule a time to meet before or after class. I can also be reached by email.

Schedule: Wednesdays, 5:30-8:30 p.m.; September 7th to November 16th

CPSY Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

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

This course is designed to introduce students to the current standard used in diagnosing mental disorders, DSM-IV-TR. Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM-IV-TR system for diagnosis effectively. Mindful of the biological, psychological, social, cultural, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional disorders in a holistic fashion.

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.

Required Texts

- Morrison, James R. *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: The Guilford Press, 1995. (*Please bring to each class session*)
- Saks, Elyn R. The Center Cannot Hold. New York: Hyperion, 2007.
- Other readings as assigned by instructor

Optional Text

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.

Course Calendar

Please note: This schedule is subject to change.

Students should read the sections of the DSM-IV Made Easy corresponding to the topics scheduled. (Supplemental reading the DSM-IV-TR regarding each week's topics is strongly recommended).

Session 1	Date 9/7	Topics and Activities Course Overview & Introduction to DSM-IV-TR & V Models & Frameworks for Assessment The Mental Status Exam & the Clinical Interview Sign up for presentations
	Readings:	Morrison, Introduction
2	9/14	Delirium & Dementia Mental disorders due to a general medical condition Mental Status Examination
	Readings:	Morrison, Chapter 1 & 2 http://www.dementiaguide.com/aboutdementia/ Access and read links to: Types of Dementia Alzheimer's Disease Treatments for Dementia Working with your Doctor "Understanding Dementia"
3	9/28	Anxiety disorders Discussion of The Center Cannot Hold Quiz #1
	Readings:	Morrison, Chapter 6 Saks, Chapters 1-7
4	10/5	Somatoform disorders Factitious disorders
	Readings:	Morrison, Chapter 7 & 8

Jamison, Part 1 & 2 Saks, Chapters 8-14 5 10/12 Mood disorders Sleep disorders

Discussion of Darkness Visible

An Unquiet Mind

The Center Cannot Hold

Readings: Morrison, Chapter 5, 12

Styron 1-10

Jamison, Part 3 & 4

6 10/19 Schizophrenia and other Psychotic disorders

Discussion of The Center Cannot Hold

Readings: Morrison, Chapter 4

Saks, Chapters 15-23

7 10/26 Sexual and Gender Identity disorders

Disorders usually first diagnosed in infancy, childhood, or

adolescence

Quiz #2

Readings: Morrison, Chapter 10, 16

8 11/2 Eating disorders

Substance-related disorders

Readings: Morrison, Chapters 3, 11

9 11/9 Impulse control disorders

Adjustment disorders

Quiz #3

Readings: Chapter 13, 14

10 11/16 Personality disorders

Dissociative disorders

Essay Due

Readings: Morrison, Chapters 9, 15

Course Requirements

• Attendance and active participation (20 points)

Each student is expected to be present (1 point each class) and participate (1 point each class) in classroom discussions, group exercises, etc.

• News of the Day Report (5 points)

Each student will sign up for a date on which, at the beginning of class s/he will make a 5 minute report on a "news article" (found in any popular news forum, any media form) pertaining to (actual or suspected) major mental and/or emotional disorders. The idea is to look for "signs" and report of "symptoms" which **could** suggest an emotional or mental disorder (much as you might find when a client first presents for professional services. You will present (read, show a video clip, provide a synopsis, etc) of the report and then outline your "differential diagnosis", your reasoning, what else you would want to know, possible "co-morbidities", etc.

• **Quizzes** (30 points)

Three short, closed-book quizzes in multiple-choice/essay format will be given throughout the course and will be drawn from the readings and lecture material.

• **Presentation** (20 points)

Students will be assigned to give a brief presentation explaining a specific diagnosis. (See next page for details).

• **Reflection essay** (25 points) Drawing from course material, in particular *The Center Cannot Hold*, students will write an essay in which they consider the experience of individuals with mental disorders and reflect upon their future work with them.

Grading

93-100 = A	80-82 = B-
90-92 = A-	78-79 = C+
88-89 = B+	73-77 = C
83-87 = B	70-72 = C-

Student Presentation 20 points

Objectives

- To develop skills to "translate" pertinent details about a particular mental disorder or condition into language appropriate and useful for someone with the diagnosis and her/his family, friends, etc.
- To gain familiarity with reliable sources of information about mental illness and substance use disorders, including updates on the development of DSM-V.

Requirements

Each student will sign up for a diagnosis with an assigned date. The student, utilizing appropriate resources, will develop a presentation to the class explaining the diagnosis, its symptoms, risks, course, and other pertinent details including proposals for DSM-V, if applicable, but *not* treatment. The presentation should be no longer than ten minutes, using language that would be understood by a person with the disorder and/or her/his family/support system. Each presentation should be summarized in a "cheat sheet", copies of which should be distributed to the class at the time of the presentation.

Grading

Accuracy, relevance of information 10 points Clarity and comprehensibility of information 10 points

Possible Resources

DSM-IV-TR

DSM5.org

Substance Abuse and Mental Health Services Administration (SAMHSA): samhsa.gov National Institute of Mental Health (NIMH): nimh.nih.gov

Sadock, BJ & Sadock, VA. (2007). Kaplan & Sadock's Synopsis of Psychiatry (10th ed.).

Philadelphia: Lippincott Williams & Wilkins.

National Alliance on Mental Illness (NAMI): www.nami.org

Reflection Essay 25 points

Objectives

- To develop insight into the experience of emotional and mental illness and the "person as patient" in interaction with social systems, including the "mental health delivery system".
- To reflect on and integrate the reading of *The Center Cannot Hold* and elements of *DSM-IV Made Easy: The Clinician's Guide to Diagnosis* with class discussions, other readings as assigned, outside research, and/or the student's life experience.

Requirements

- Each student will write an essay in which s/he considers the experience of individuals (given their social location) with mental and emotional disorders and reflect upon their future work within the "mental health delivery system".
- Papers will be 5-10 pages in length, double spaced, 12 point type

Grading

- Organization, clarity, & relevance of information (10 points)
 Theme or issue being explored in essay is clearly stated
 Theme or issue is relevant to course content
 Paragraphs build on theme/issue statement and on one another
 Conclusion is clear and logically tied to theme/issue