

CPSY 522—Mental Health Diagnosis—Spring, 2015

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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 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.

Course Objectives

Understand the intended uses and benefits of the DSM multi-axial system (CC:7h, C4) (KS 24; CC 2.1.2)

Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions. (CC: 7h, C4, C5) (CC 1.2.2, 2.1.2)

Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning (CC: 7h, C4, C7) (KS 23)

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) (CC 2.1.6)

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)

Develop awareness of the dynamics of diagnostic modifications and changes (CC: 7h)

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; and

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 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 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.

3. Fictional Intake - 20 points. Due 3/5/15.

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 or observations of the character and demonstrating 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](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 = 100 (plus extra credit as assigned) Total subject to minor changes (one more or one less role play)

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

### Course Calendar (subject to change):

<u>Class</u>	<u>Date</u>	<u>Topic</u>
1	1/15/15	Introduction, exploring the concept of mental health diagnosis, structure of the class, structure/history/critiques of the DSM model.
2	1/22	Depressive Disorders, Bipolar and Related Disorders. The diagnostic process including differential diagnosis. Practice using diagnostic assessment tool. Guest speaker Wendy Roller on child and family therapy.
3	1/29	Anxiety Disorders, Posttraumatic Stress Disorder. Guest Intake with Su Holmes (Assignment #1)
4	2/5	Substance-Related and Addictive Disorders. Video diagnosis (not graded). Write up for intake with Su Holmes due.
5	2/12	Diagnosis of Children and Adolescents, guest speaker Bethany Willis on child and family therapy.
6	2/19	Schizophrenia Spectrum and Other Psychotic Disorders. Guest Intake with Greg Foran (Assignment #1).
7	2/26	Personality Disorders. Write up for intake with Greg Foran due.
8	3/5	Guest Intake with Corinne Sharlet (Assignment #1). Write-up for fictional character due (Assignment #3)
9	3/12	Suicide assessment. Write up for intake with Corinne Sharlet due.

10 3/19 Diagnosis Presentations. Unfinished topics.