

CPSY 522 - Diagnosis of Mental and Emotional Disorders – Spring 2015

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Office hours:
Mondays 12:30-2:30
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Please email me to make appointments for office hours and make sure the appointment is confirmed through Google calendar. If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.

Catalog description: Introduction to the structure and uses of the DSM 5 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

Learning Objectives: Students completing this course will be able to:

- Understand the intended uses and benefits of the DSM multi-axial system (CC:7h, C4)
- Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions. (CC: 7h, C4, C5)
- Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning (CC: 7h, C4, C7)
- 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)
- 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 Texts:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*. Washington, DC: American Psychiatric Press. (ISBN-10: 0890425558; ISBN-13: 978-0890425558)

Morrison, J. (2007). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians*. New York, NY: The Guilford Press. (ISBN: 1593853319)

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| <p><i>Additional required reading links and/or citations for the following week will be posted to Moodle every Saturday morning</i></p> |
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Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Attendance:

- Students may miss one class for any reason.
- Any missed classes beyond the single class will 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 and true emergencies, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Arriving late impacts the work of your classmates and may communicate disrespect for your instructor and your peers.

Course requirements:

1. Participation in and documentation of in-class diagnostic process role-plays: 10 %

2. Group project/presentations – 30%

Students will work in groups of 3 and give a 15 minute presentation of a proposed new diagnosis that your group will construct. You need to describe the diagnosis thoroughly using DSM type language, qualifiers, and symptoms and using visual aids. Do whatever you need to do to convince us that the diagnosis really exists. Give at least one believable case study of a person who had this proposed diagnosis; the person in your case study should also be given a DSM-type diagnosis using your constructed diagnosis along with others, if applicable. The presentation should NOT be read; it should engage the audience and keep/hold their interest.

3. Yes Paper - 30%

Students will choose a diagnosis that is currently represented in the DSM-5. It should be a diagnosis that you would like to know more about and that you believe is accurately represented in your current experience. Give a general overview of this diagnosis (about 4 pages, graded on accuracy of relevant information and citation of broad, credible, academic sources), why you believe it is accurately represented (about 3 pages, graded on the credibility and persuasiveness of your argument), and give examples/descriptions of a person who has had this diagnosis (about 2 pages). Clarity of writing, flow of paper, and correct use of references and citations are valued highly. Suggested length = 10 pages

4. No Paper – 30%

Students will choose a diagnosis currently represented in the DSM-5 that you think should be changed; one that you believe is not accurately represented or that is problematic. Give a general overview of this diagnosis (about 4 pages, graded on accuracy of relevant information and citation of broad, credible, academic sources), why you believe it is problematic (about 3 pages, graded on the credibility and persuasiveness of your argument), and give examples/descriptions of a person who had a problematic experience with the diagnosis (about 2 pages). Clarity of writing, flow of paper, and correct use of references and citations are valued highly. Suggested length = 10 pages

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).

ASSIGNMENTS TURNED IN LATE WILL HAVE ONE GRADE A DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT.

COURSE CALENDAR: CHECK MOODLE PAGE FOR TOPICS AND READINGS