

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health
Counseling – Specialization in Addictions
CPSY 522
Diagnosis of Mental and Emotional Disorders
Syllabus Cover Sheet

Required Objectives:

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

C2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)

C2l. legal and ethical considerations specific to clinical mental health counseling

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 5 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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	



INSTRUCTOR

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REQUIRED TEXTS

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, D.C.: American Psychiatric Publications.

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians (2nd Edition)*. New York: Guilford Press.

Supplemental Texts:

American Counseling Association (2014). *ACA code of ethics*. Alexandria, VA.

COURSE 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.

OBJECTIVES (ALSO REFER TO COVER SHEET)

The student will:

1. Demonstrate knowledge of the structure of the DMS 5 system and categories of diagnoses.
2. Demonstrate a preliminary ability to engage in differential diagnostic assessment.
3. Demonstrate understanding the strengths and limitations of symptom-based (medical model) diagnostic systems for mental, emotional, and relational health concerns.
4. Demonstrate understanding the mental health care system in the U.S.

CPSY DEPARTMENT 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

DISABILITY SERVICES STATEMENT

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 (503-768-7192). 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.

ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

All additional required readings and videos outside of texts can be found on Moodle.

EVALUATION

Classroom Discussion and Participation (30 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

Professional Endorsement Paper (*Yes Paper*) (50 points)

DUE: 2/12/2018

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 = 8-10 pages

Professional Challenge Paper (No Paper) (50 Points)

DUE: 3/12/2018

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),
- 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 = 8-10 pages

Weekly Reflections and Questions Papers (7 papers @ 10 points = 70 points)

DUE: Beginning of Every Class

Students will be asked to turn in a one-page document (download the format can be found on Moodle) that summarizes some of the readings. This is an opportunity to reflect on what students have read and for them to also pose questions about any of the readings.

SUMMARY OF POINTS

Class Attendance	30 points
Reflections	70 points
Yes Paper	50 points
<u>No Paper</u>	50 points
TOTAL	200 points

COURSE GRADING SCALE

95-100%	= A
90-94%	= A-
87-89%	= B+
84-86%	= B
80-83%	= B-
77-79%	= C+
74-76%	= C
70-73%	= C-
≤ 69%	= F

Course Schedule (may be subject to change)	
Date	Topic
1/8	1. Introduction to the Course -Syllabus Review -Conceptualizations of Psychopathology -Utility and Misuse of Diagnosis
1/15	NO CLASS
1/22	2. Diagnostic Skills -Assessment/Diagnosis \leftrightarrow Treatment process -How to use the DSM -Contextual Assessment
1/29	3. Bipolar and Related Disorders & Depressive Disorders
2/5	4. Anxiety Disorders & Obsessive-Compulsive and Related Disorders
2/12	5. Trauma- and Stress-Related Disorders & Dissociative Disorders
2/19	6. Feeding and Eating Disorders
2/26	7. Personality Disorders
3/5	8. Neurodevelopmental Disorders
3/12	9. Schizophrenia Spectrum and Other Psychotic Disorders
3/19	10. Summarize and Close Class