



**MCFT 522 Diagnosis of Mental and Emotional Disorders
SPRING 2020 (2 units)**

Time & Day: Section 1 2:00-5:00 Wed Jan 8-Mar 11
Section 2 5:30-8:30 Wed Jan 8-Mar 11

Place: TBA

Instructor: Joyann Song LMFT

Office Hours: By arrangement

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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 sociocultural differences—and alternatives to them. How to use these systems effectively in the context of relational, biopsychosocialspiritual, systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders and their treatment.

CREDITS: 2 semester units (30 total clock hours)

STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 2.1 Students self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.

SLO 4.3 Student demonstrate integration of family therapy theory, equity, and social location in clinical practice.

COURSE OBJECTIVES

The following objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Consider sociocultural influences on the development of DSM criteria and their application
2. Understand ethical considerations related to diagnosis of mental and emotional problems in the practice of marriage, couple, and family therapy.
3. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
4. Know 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).
5. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care.
6. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
7. Demonstrate 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.

TEXTS

Required

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*. Washington, D.C.: American Psychiatric Association Press.

Morrison, J. (2014). *Diagnosis Made Easier. Principles and Techniques for Mental Health Clinicians*. New York, NY: The Guildford Press.

Russo, J. A. (2017). *DSM-5[®] and Family Systems*. New York, NY: Springer Publishing Co.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFRTB task statements	Evaluated by
1. Consider sociocultural influences on the development of DSM criteria and their application	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 2.1.6 CC 2.3.1 TS 02.06 TS 02.11	Case presentation Participation rubric
2. Understand ethical considerations related to diagnosis of mental and emotional problems in the practice of marriage, couple, and family therapy.	SLO 2.1 SLO 2.2 SLO 4.1 SLO 4.3	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.4 CC 2.3.1 CC 4.5.3 CC 5.4.1 TS 01.04 TS 02.06	Case presentation-self awareness Group project
3. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	SLO 1.2 SLO 4.2	CC 1.2.1 CC 1.3.1 CC 2.1.2 CC 2.2.5 CC 2.3.1 TS 01.04 TS 02.06 TS 02.08	Case presentation - self awareness Participation rubric
4. Know 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).	SLO 4.2	CC 2.1.4 CC 2.3.1 CC 2.3.7 TS 02.30 TS 03.04	Group project Diagnosis justification paper Participation rubric
5. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care.	SLO 1.3 SLO 4.2	CC 2.2.3 CC 2.3.1 CC 2.3.7 CC 3.2.1 CC 4.5.3 CC 5.4.1 TS 02.20	Diagnosis Justification paper

6. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	SLO 4.2 SLO 4.3	CC2.4.2 CC 4.3.8 TS 05.09	Case presentation Participation rubric
7. Demonstrate 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.	SLO 4.2	CC 2.3.1 CC 5.4.1	Case presentation Diagnosis justification paper Participation rubric

COURSE REQUIREMENTS

1. **Participation** (30 points)

This course emphasizes shared engagement with the assigned readings and development clinical competencies through case discussions and role plays. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by written reflections on the required readings for the day.
- Come to class prepared (having read the assignment for the day) and contribute to in-class discussion/activities based on the readings assigned.
- Respectfully engage with other students and/or the instructor in a spirit of openness and curiosity.

Your participation will be evaluated according to the following criteria:

CLASS PARTICIPATION	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepare for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	10	
Contributes to the development of other class members and the group as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
Total	30	

2. Case Vignettes - Diagnosis Justification: (40 points—two 20 point papers)

Two case vignettes will be provided during class. One will be at week 5 and the second vignette will be provided at week 9. There will be a total of two papers during the semester. Read the vignettes and identify what you believe are the clinically relevant information. Highlight what seems **central** to the individual's difficulties. In a 2-3 page, double-spaced APA format paper, discuss your diagnostic impressions by addressing points presented below. We will be discussing each of these points in class on the day the vignette is due. For some vignettes, opinion may differ on the exact diagnosis. *It is less important that you attempt to find the "perfect" diagnosis, but rather that you show evidence to support your diagnosis, as described below, based on the information provided in the vignette.* Do not make assumptions about the etiology of symptoms or about symptoms that do not appear in the vignette, although you may speak to additional information that you would be curious about in an assessment. Each vignette is worth 20 points. Below lists how much each of the 2 sections is worth. Note that the greatest weight is placed not on the diagnosis (#1), but on your reasoning and explanation (#2).

A. Provide a DSM-V diagnosis, including code, R/O, and all relevant specifiers. (5 points)

B. Explain your reasoning for each element of the diagnosis. In discussing your diagnosis identify the data provided in the vignette that supports each of the criteria that you are using to make the diagnosis. (For example, "This individual's [fill in the behavior/data] fits criterion 1a of the diagnosis because ..."). (15 points)

3. Group project: (30 points)

A. A group will be determined during class time.

B. The group will choose a diagnosis from the DSM 5 to present to class. The presentation should include the following: (10 points)

a. Exact DSM 5 code; include any qualifiers if any.

i. clearly communicate DSM 5 criteria

b. Areas to consider as a family therapist when diagnosing a client with the diagnosis (i.e. cultural differences, social/economic status, childhood experiences, generational patterns etc.).

c. Ways to calibrate self as a therapist to provide consistent diagnosis to clients.

d. Research papers to support your presentation.

C. The presentation should be in the form of powerpoint/keynote, handouts or any combination of these. The list of sources used during the project and powerpoint/keynote or handouts must be turned in. (10 points)

D. All group members must participate during the project. Team work will be part of the grading. (10 points)

E. Presentation to not exceed 20 min.

EVALUATION AND GRADING

Your grade will be based on the criteria described above. Credit will be determined as follows:

Participation	30 pts
Group Presentation	30 pts
Diagnosis Justification papers	40 pts (Two papers each worth 20 points)
Total	100 pts

94-100 = A 90-93.5 = A- 88-89.5 = B+
83-87.5 = B 80-82.5 = B- 78-79 = C+
73-77.5 = C 70-72 = C-

CPSY DEPARTMENTAL 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 maybe 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.

DISCLOSURE OF PERSONAL INFORMATION

In the context of this course, students may be invited to share personal information. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

COURSE SCHEDULE

	Topics	Readings & Assignments
Class 1 Jan 8	<ul style="list-style-type: none"> ● Diagnosis in systemic & sociocultural context ● Basics of diagnosis ● Expectations of the course 	DSM-5 and Family Systems: Diagnosis made easier: ch 1-7, 18 DSM-5: familiarize self with the text
Class 2 Jan 15	<ul style="list-style-type: none"> ● Trauma and stressor related disorders ● Anxiety disorders ● Discuss group project 	DSM-5 and Family Systems: ch 5,7 Diagnosis made easier: Ch 8,12 DSM-5: review topic diagnosis
Class 3 Jan 22	<ul style="list-style-type: none"> ● Depressive disorders ● Obsessive-compulsive related disorders ● Continuation of anxiety disorders 	DSM-5 and Family Systems: 4,6 Diagnosis made easier: cha 11,12 DSM-5: review topic diagnosis
Class 4 Jan 29	<ul style="list-style-type: none"> ● Affective disorder 	DSM-5 and Family Systems: ch 3 Diagnosis made easier: chapters 7-10, 11 DSM-5: review topic diagnosis
Class 5 Feb 5	<ul style="list-style-type: none"> ● Schizophrenic spectrum disorder and other psychotic disorders ● diagnosis review #1 due 	DSM-5 and Family Systems: ch 3 Diagnosis made easier: ch 13 DSM-5: review topic diagnosis
Class 6 Feb 12	<ul style="list-style-type: none"> ● Dissociative/Trauma disorders ● Group presentation begins 	DSM5- and Family Systems: ch 7,8 Diagnosis made easier: ch 13 DSM-5: review topic diagnosis
Class 7 Feb 19	<ul style="list-style-type: none"> ● Eating disorders / somatic symptom and related disorders ● Group presentation continues 	DSM-5 and Family Systems: ch 9, 10 Diagnosis made easier: ch 8,9 DSM-5: review topic diagnosis
Class 8 Feb 26	<ul style="list-style-type: none"> ● Substance related and addictive disorders ● Sexual dysfunctions 	DSM-5 and Family Systems: ch 13, 16 Diagnosis made easier: ch 15 DSM-5: review topic diagnosis
Class 9 March 4	<ul style="list-style-type: none"> ● Gender dysphoria ● Personality disorders 	DSM-5 and Family Systems: ch 14, 18 Diagnosis made easier: ch 16 DSM-5: review topic diagnosis
Class 10 March 11	<ul style="list-style-type: none"> ● Paraphilic disorders ● Diagnosis review #2 due 	DSM-5 and Family Systems: ch 19 Diagnosis made easier: ch 17, 18 DSM-5: review topic diagnosis