

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.

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	x
Individual Presentation	
DVD/Video Presentation	x
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	x
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: online discussions, activities	X

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.

PO 2.3 Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
CACREP 5.C: CMHC							
Understands and applies diagnosis Link back to self study : section 4F	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 V 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

CPSY 522 - Diagnosis of Mental and Emotional Disorders – Summer 2020
Tuesdays 9:30-12:30-ish synchronous with weekly asynchronous activities; 2 credits

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Office hours:
Tues 12:30-3:30
+ other times when
arranged by email

Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Thank you!

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.

Non-discrimination policy: Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

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. Because our course delivery will be online this summer, it is particularly important that you talk to me soon about accommodations and needs.*

During this summer term, Student Support Services continues to be available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

Technical requirements students need to be aware as we begin a new virtual semester:

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your moodle dashboard. Zoom will be used for synchronous class sessions. Please see the .pdf entitled “Graduate Students: How to Connect to Your Classes using Zoom Classrooms.” If something happens to my internet connection during a synchronous Zoom session (e.g., I’m suddenly gone or I freeze), I will try to

get back on ASAP. If I am not back on within a couple of minutes, call me at the cell number listed at the top of this syllabus and I'll let you know what is going on.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center:
<https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

Required Texts:

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

Morrison, J. (2014). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians, 2nd ed.* New York, NY: The Guilford Press. (ISBN: 1462513352)

Additional required reading links/citations will be posted to Moodle

Participation Expectations: This class will be held online and remotely, synchronously and asynchronously. Class participation in both types of instructional delivery is expected and required. Any missed asynchronous participation activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Asynchronous readings and activities will be posted in weekly learning modules. Each module will be available by the Wednesday after class at 9:00 a.m. and students will be expected to complete ALL readings and activities by the following Tuesday during the synchronous class period. While we will not always use the entire synchronous time allotted, you should be available during that time for course activities such as small group diagnostic assessments, lecture reviews/questions, and planning for group presentations.

Attendance policy modification for this course:

- Students may miss one synchronous class and must participate in ALL asynchronous activities.
- 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., typically equivalent to a 10 page paper
- 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 synchronous diagnostic assessment role-plays: 20%

2. Group project/presentations – 20%

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; grading is based on the quality of your idea and the case/rationale that you give to back-up the idea. 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 differential diagnoses. The presentation should NOT be read; it should engage the audience and keep/hold their interest: grading will also be reflective of the quality of the presentation itself.

3. Mini-quizzes - 10% total for all quizzes (quiz scores will be added together)

Students will be given a short multiple-choice asynchronous quizzes corresponding to each of the lectures. Each quiz will describe a cluster of symptoms and have different choices as to the diagnosis that would be the “best” response on exams such as the CPCE and the NCE.

4. Yes and No Paper – 50%

Students will choose a diagnosis currently represented in the DSM-5 that you would like to learn about in more depth and to explore the validity and/or lack of validity of the current way the diagnosis is understood. Give a general overview of this diagnosis (about 4-6 pages, see rubric for grading), ways in which it appears to be a valid diagnosis and ways in which it appears to be a problematic diagnosis (about 6-8 pages, see rubric for grading), and talk with a person who had an experience with the diagnosis (about 2 pages). Clarity of writing, flow of paper, and correct use of references and citations are valued highly (see rubric). Suggested length = 15-20 pages

5. Students must also meet standards for program level on the Professional Qualities Evaluation (no 0s and minimal 1s) as applicable. Failure to do so will result in referral to an Academic Review Committee. See PMHC program handbook for more details.

Grading: This course is graded using a 4.0 GPA 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).

Assignments will be points from 1 to 4 that are weighted by percentage and then tallied to a final GPA. The final GPA is translated into a letter grade (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 grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+

ASSIGNMENTS TURNED IN LATE WILL HAVE .2 GRADE POINTS EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT.