

**Lewis & Clark College Professional Mental Health Counseling  
Professional Mental Health Counseling – Specialization in Addictions  
CTSP 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

<b>Instruction Method</b>	<b>Mark All That Apply</b>
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

**CTSP 522 - Diagnosis of Mental and Emotional Disorders – Spring 2021**  
**Thursdays 9:30-12:30 synchronous with weekly asynchronous activities; 2 credits**

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Office hours:  
Tues 2:00-4:00  
Thurs 12:30-3:30 + other times  
when arranged in advance

*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. Appointments will be over phone or video conference. 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, professional student conduct, sexual misconduct and academic integrity:**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

**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 online term, Student Support Services continues to be available via email ([access@lclark.edu](mailto: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/](http://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. Enrolled students will have received information for how and when to log into class through Zoom. 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](mailto: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, 5<sup>th</sup> 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, 2<sup>nd</sup> ed.* New York, NY: The Guilford Press. (ISBN: 1462513352)

*Additional required reading links/citations will be posted to Moodle*

**Attendance and 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 day after class (Friday) at 9:30 a.m. at the latest and students will be expected to complete ALL readings and activities by the following Thursday 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.

### **Norms for Synchronous class meetings:**

- Log on to Zoom at least 5-10 minutes in advance in case of any technical or logistical issues and also to enable the assignment to breakout groups prior to the beginning of class
- If you'd like to add your pronouns to your Zoom window, write them next to your name in your profile
- Locate yourself in a place with little to no background noise and disruption
- Turn your camera on unless you've spoken with your instructor about camera use
- Make sure there is adequate lighting so that you can be seen
- Use headphones/earbuds if needed to minimize background noise
- Decide how you will take notes while keeping Zoom screen open
- Remain on mute unless speaking or otherwise instructed
- If you are having technical difficulties, or know you will be late, make sure to send a google chat/email to the professor BEFORE class begins
- Be aware of issues involving confidentiality, especially for practicum and internship
- Any pets that interrupt should be introduced; you are encouraged to call them your colleague

### **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 (Assignments with asterisks are Credit/No Credit):**

1. \*Diagnostic Assessment Role-Plays: 5% each role-play for a total of 15%  
Participation in and documentation of 3 synchronous diagnostic assessment role-plays; cameras must be on (unless you have received prior approval) and you must actively participate in the interview as counselor or "client" in order to receive credit for the role play.
2. \*Gadamer Quote project: 10%  
Participation in and completion of artistic interpretation of Gadamer quote
3. \*DSM-5 Preface and DSM-5 Introduction tweets: 5%  
Participation in and creation of/posting of group tweets for designated sections of Preface and Introduction (to be completed during synchronous class session)
4. Group project/presentations: 25%  
Students will work in groups of 3 and give a 15 minute synchronous 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.

4. Mini-quizzes: 20% (5% each, lowest one will be dropped)  
Students will be given a series of short multiple-choice asynchronous quizzes corresponding to each of the recorded 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. The quiz with the lowest score will be dropped, so if you miss taking quiz, that will be the one that is dropped.
5. \*Persuasive Argument/Critical Analysis + IRL conversation paper (aka Yes and No paper) – 25%  
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. First, give a very brief general overview of this diagnosis (about 1-2 pages). See rubric for grading. Do NOT simply quote from the DSM for this overview, but look to see how other credible academic sources describe this diagnosis. Next, develop a persuasive argument as to why this is a valid, credible diagnosis (about 2-3 pages). Next, develop a persuasive argument as to why this diagnosis is not valid, not credible, and/or is problematic (about 2-3 pages). See rubric for grading criteria. Additionally, you must have an exchange/conversation/dialogue 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 = 7 - 10 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 Panel. 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](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 1% EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT UNLESS THE STUDENT HAS FORMALLY REQUESTED AN INCOMPLETE GRADE FOR THE SEMESTER.***

## **Tentative Course Calendar (see Moodle for updates, Additional Reading, and Activities)**

### **Week 1: Introductions, expectations and structure of the course**

#### **Week 2: Social Construction of Diagnosis**

##### **Reading**

Rosenhan, D.L. (1973). On being sane in insane places. *Science*, 179, 4070. 250–258.

[http://scholar.google.com/scholar\\_url?hl=en&q=http://digitalcommons.law.scu.edu/cgi/viewcontent.cgi%3Farticle%3D2384%26context%3Dlawreview&sa=X&scisig=AAGBfm3m0jpDnF2bnKYhfcxDwjFB0\\_103Q&oi=scholar](http://scholar.google.com/scholar_url?hl=en&q=http://digitalcommons.law.scu.edu/cgi/viewcontent.cgi%3Farticle%3D2384%26context%3Dlawreview&sa=X&scisig=AAGBfm3m0jpDnF2bnKYhfcxDwjFB0_103Q&oi=scholar)

Walker, M.T. (2006). The Social Construction of Mental Illness and its Implications for the Recovery Model. *International Journal of Psychosocial Rehabilitation*. 10 (1), 71-87  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.689.5834&rep=rep1&type=pdf>

Francis, A. (2012, January 9). America is over diagnosed and over medicated. *The Huffington Post, Science Blog*.

[http://www.huffingtonpost.com/allen-frances/america-is-over-diagnosed\\_b\\_1157898.html](http://www.huffingtonpost.com/allen-frances/america-is-over-diagnosed_b_1157898.html)

#### **Week 3--History of the DSM**

##### **Readings:**

#### **Week 4--Foundation/Structure of the DSM**

##### **Reading:**

In your DSM 5, read: Preface, Introduction, Use of the Manual and Cautionary Statement for Forensic Use of DSM 5. Also begin reading Part I of Diagnosis Made Easier.

#### **Week 5--Schizophrenia Spectrum Disorders**

##### **Reading:**

In Diagnosis Made Easier, finish reading Part I and read all of Part II. Also read Chapter 13 (Diagnosing Psychosis). In DSM-5, read Schizophrenia Spectrum and Other Psychotic Disorders chapter.

##### **Additional Reading:**

#### **Week 6--Bipolar and Related Disorders**

##### **Reading:**

In Diagnosis Made Easier, read Chapter 11: Diagnosing Depression and Mania.  
In DSM-5, read Bipolar and Related Disorders.

#### **Week 7--Depressive Disorders**

##### **Reading:**

In Diagnosis Made Easier, review/reread Chapter 11: Diagnosing Depression and Mania.  
In the DSM-5, read Depressive Disorders.

##### **Additional Reading:**

**Week 8--Anxiety and Related Disorders**

**Reading:**

In Diagnosis Made Easier, read Chapter 12: Diagnosing Anxiety and Fear.

In DSM-5, read Anxiety Disorders and Obsessive-Compulsive and Related Disorders

**Week 9--Trauma and Stressor-Related Disorders**

Readings for this week

In DSM-5, read Trauma and Stressor-Related Disorders and Dissociative Disorders.

**Week 10--DSM-7 Task Force Group Presentations**

*Final Paper due*