

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

## **MHC 522 - Diagnosis of Mental and Emotional Disorders – Spring 2022**

### **Thursdays 9:30-12:30; 3 credits**

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Office hours:  
Tues 12:30-2:30  
+ 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.

Student Support Services is available via email ([access@lclark.edu](mailto:access@lclark.edu)) or by phone (503-768-7192). While they do not answer 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 semester:**

The main learning platform for this class is Moodle. It will be used as the primary course

management 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. If a student needs to stay away from class due to covid-related reasons, Zoom may possibly be used for a student to attend a class session. Enrolled students will have received information for how and when to log into class through Zoom, typically by connecting to the laptop of a student in the class or to the classroom computer.

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>

#### **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:** Class participation is expected and required. Any missed 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.

Readings and activities will be posted in weekly learning modules. Each module will be available one 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. We will not always use the entire class time allotted in order to minimize the time we spend in a large group. However, 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 class and must participate in activities.
- Any missed classes beyond the single class period must be due to covid-related issues and will require make-up work for any missed activities.
- 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 that is not due to covid-related issues 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. Reading/Lecture responses: 10% (If you complete them all=4.0, one incomplete=3.9, two incomplete=3.8, etc).  
Be sure to post these responses before class because during class I may have you share/discuss your responses in small groups.
2. \*Diagnostic Assessment Role-Plays: 15% (3% each)  
Participation in and documentation of 3 diagnostic assessment role-plays; you must actively participate in the interview as counselor or “client” in order to receive credit for the role play.
3. \*Gadamer Quote project: 10%  
Participation in and completion of artistic interpretation of Gadamer quote
4. \*DSM-5 Preface and DSM-5 Introduction tweets: 10%  
Participation in and creation of/posting of group tweets for designated sections of Preface and Introduction
5. 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.
4. Mini-quizzes: 15% (6 quizzes, lowest quiz dropped, 3% each for remaining 5 quizzes)  
Students will be given a series of short multiple-choice online quizzes corresponding to each of the diagnoses that we cover in the course. 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 (aka Yes and No project) – 15%  
Students will choose a diagnosis currently represented in the DSM-5 that you would like to learn about in more depth. Develop a persuasive argument as to why this diagnosis is not valid, not credible, and/or is problematic, and then take the other side: develop an argument that supports the DSM diagnosis as it is represented. These arguments/perspectives can be communicated in a variety of ways: a paper, a podcast, a video, an interview, etc. You MUST do some research into the diagnosis and include **a list of 8 references, with a short**

**paragraph explaining after each reference** explaining why you (and I) should trust the particular reference. Demonstration of understanding of the diagnosis and socially constructed properties of it is the main learning objective. See rubric for grading criteria.

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+**

*All assignments must be turned in by the Thursday at 11:59 pm of the following week from the week they are posted. Late assignments will be accepted with a valid excuse.*

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

Introductions, expectations and structure of the course

Social Construction of Diagnosis

History of the DSM

Foundation/Structure of the DSM

Disorders Usually First Diagnosed in Infancy, Childhood and Adolescence

Schizophrenia Spectrum Disorders

Bipolar and Related Disorders

Depressive Disorders

Anxiety and Related Disorders

Trauma and Stressor-Related Disorders

DSM-7 Task Force Group Presentations