

# Syllabus

## Diagnosis of Mental and Emotional Disorders CPSY 522-01 (Spring 2011)

**Instructor:** James O. McNulty, PsyD  
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### Office Hours

I do not have an office on campus, but would be happy to schedule a time to meet immediately before class starts. I can also be reached by email.

**Schedule:** Mondays, 5:30-8:30 p.m.  
January 10 to March 28

### Catalogue Course Description

Introduction to the structure and uses of the DSM-IV and ICD-9 systems 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.

Co-requisite: CPSY 512 or 513. Prerequisite: CPSY 503. Credit: 2 semester hours.

### Course Goals

This course is designed to introduce students to the current standard used in diagnosing mental disorders, DSM-IV-TR. Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM-IV-TR effectively. Mindful of the biological, psychological, social, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional disorders in a holistic fashion.

### Course Objectives

Students completing this course will be able to:

- Understand the intended uses and benefits of the DSM multi-axial system (CC: 7h, C4)
- Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions (CC: 7h, C4, C5)
- Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning (CC: 7h, C4, C7)

- Explain and compare the limits/limiting assumptions of the medical model, psychosocial models, and the developmental models of human behavior (CC: 7h, 3c, 5c, C4, C7)
- Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system (CC: 7f, 7h, 7i, 2d, C7)
- Develop awareness of the dynamics of diagnostic modifications and changes (CC: 7h)
- Identify diagnostic categories in the ICD-9/ICD-10 that correspond to selected categories in the DSM-IV system (CC: 7h)

### **CACREP objectives/student learning outcomes:**

- II.K.2.d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- II.K.3.c. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- II.K.7.h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;
- C4. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;
- C5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;
- C7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

### **Community Counseling Program objectives:**

- Highly skilled & compassionate mental health professionals
- Excellent counselors/therapists
- Counselors who are effective in providing both individual and group counseling
- Counselors who are effective in diverse settings
- Counselors who emphasize the client-counselor relationship

- Counselors have a thorough understanding of mental health issues
- Counselors who utilize a developmental perspective with clients
- Professionals who are committed to equity and social justice when assisting children, adolescents and adults
- Reflective practitioners
- Ethical practitioners
- Agents of change, advocates for equity and social justice
- Creative leaders
- Lifelong learners

### Required Texts

Morrison, James R. *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: The Guilford Press, 1995. (*Please bring to each class session*)

Saks, Elyn R. *The Center Cannot Hold*. New York: Hyperion, 2007.

### Optional

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.

### Course Calendar

Please note: This schedule is subject to change.

Session	Date	Topics and Activities
1	1/10	Introduction to DSM-IV-TR and ICD-9 The Mental Status Exam <i>Sign up for presentations</i>
2	1/24	Delirium & Dementia Mental disorders due to a general medical condition
3	1/31	Substance-related disorders Schizophrenia and other Psychotic disorders
4	2/7	Mood disorders <i>Quiz #1</i>
5	2/14	Anxiety disorders Somatoform disorders Discussion of <i>The Center Cannot Hold</i>
6	2/21	Factitious disorders Dissociative disorders <i>Clinical scenario discussion</i>

7	2/28	Sexual and Gender Identity disorders <i>Quiz #2</i>
8	3/7	Eating disorders Sleep disorders
9	3/14	Impulse control disorders Adjustment disorders
10	3/28	Personality disorders Disorders usually first diagnosed in infancy, childhood, or adolescence <i>Quiz #3</i>

### Course Requirements

- Attendance and active participation in discussions, group exercises, etc. (20 points)  
Students should inform the instructor of anticipated absences from class.
- Quizzes (30 points)  
Three short closed-book quizzes in multiple-choice/ essay format will be given throughout the course and will be drawn from the readings and lecture material.
- Presentation (20 points)  
Students will be assigned to give a brief presentation explaining a specific diagnosis. (See next page for details).
- Reflection essay (30 points) Drawing from course material, in particular *The Center Cannot Hold*, students will write an essay in which they consider the experience of individuals with mental disorders and reflect upon their future work with them.

### Evaluation and Assessment

Grades will be assigned based upon total possible points earned:

A=90-100 B=80-89 C=70-79 D=60-69 F<60

## Student Presentation

### Objectives:

- To develop skills to “translate” pertinent details about a particular mental disorder or condition into language appropriate and useful for someone with the diagnosis and her/his family, friends, etc.
- To gain familiarity with reliable sources of information about mental illness and substance use disorders.

**Requirements:**

Each student will sign up for a diagnosis with an assigned date. The student, utilizing appropriate resources, will develop a presentation to the class explaining the diagnosis, its symptoms, risks, course, and other pertinent details including proposals for DSM-V, if applicable, but *not* treatment. The presentation should be no longer than ten minutes, using language that would be understood by a person with the disorder and/or their family.

**Grading:**

Accuracy, relevance of information	10 points
Clarity and comprehensibility of information	10 points

**Possible Resources:**

*DSM-IV-TR*

DSM5.org

Substance Abuse and Mental Health Services Administration (SAMHSA): [samhsa.gov](http://samhsa.gov)

National Institute of Mental Health (NIMH): [nimh.nih.gov](http://nimh.nih.gov)

Sadock, BJ & Sadock, VA. (2007). *Kaplan & Sadock's Synopsis of Psychiatry* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.