



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 522: DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS
SPRING, 2008**

Time & Day: Tuesday 02:00p.m- 04:15p.m
Location: South Campus Conference Center, Room 107
Instructor: Tatiana Meléndez, M. A., Doctoral Candidate
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Office: Rogers Hall/ Available by appointment.

CATALOG DESCRIPTION

Introduction to the structure and uses of DSM-IV-TR for diagnosing mental and emotional disorders in children, adolescents, and adults. Assessment use of diagnosis criteria, and multi-axial definitions of disorders. Limits and weaknesses of these approaches, ways of compensating for these, especially in cross- cultural matters. How to use these systems effectively in the context of person- centered, psychosocial and systemic interventions. Current knowledge, theory and issues regarding selected disorders.

COURSE DESCRIPTION

This course is designed to help students learn the basic concepts, knowledge, procedures, and guidelines necessary to effective and responsible diagnosis of mental, emotional, and behavioral disorders in children, adolescents and adults, using the DSM-IV-TR. Students will demonstrate initial proficiency of the DSM-IV-TR for the assignment of mental disorders. Understanding how proper diagnosis plays a constructive role in effective counseling and psychotherapy and building skills in doing so will be emphasized. Students will be expected to learn how to search for critical information about various disorders, and how to use this information in diagnosis and prospectively for treatment interventions. Gender and socio cultural factors affecting disorders, diagnosis and interventions will be included.

The class will be conducted mainly as a workshop in which a major portion of time will be spent working on cases. Small work groups of 3 or 4 students each will analyze a case, and will search for current information about the disorder under consideration. Short lectures and video presentations will supplement these activities.

LEARNING OBJECTIVES

Students in this course will:

1. The ability to understand the uses and benefits of the DSM-IV-TR.
2. To assign appropriate diagnosis using the multi-axial system.
3. Describe and explain how DSM-IV-TR diagnosis contribute to good assessment and treatment planning.
4. Examine differential diagnosis, and diagnostic errors.
5. Describe and explain the limits and limiting assumptions of the “medical model”, psychosocial models, and the developmental models.
6. Describe and explain and demonstrate use of multicultural factors that affect diagnostic decisions.
7. Demonstrate an understanding of the ethical issues involved in the assignment of psychiatric diagnoses.
8. Learn current trends of the dynamic of diagnostic modifications and changes.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, completing assignments on time, following through on group projects, and otherwise engaging with colleagues as fellow professionals. In order to prepare for each class, students should carefully *read* and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

ASSIGNMENTS

Analysis of case studies

Students will analyze four case studies during the semester. Reports must be printed, no lengthier than three double- spaced pages each. Format for the development of the case study will be provided during class. Each case study will count as 10 points.

Due: See course schedule section.

Research Paper

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) has numerous disorders on which a research paper can be written. Since therapists deal with a variety of mental disorders, you will choose only one of them based on your professional interests (30 points).

This paper should focus on various dimensions of the mental disorder you have selected to research, and have to include the following sections:

- a) History and development of the disorder in the clinical literature and the DSM.
- b) Symptoms associated with the disorder.
- c) Psychopharmacological treatment of the disorder.
- d) Current treatments (psychotherapy interventions).
- e) Cultural considerations.
- f) Evidence-based research (no less than 4 research articles). Include the sample size, the procedure (what did the authors/researchers do?), and the results/outcomes (what did they find?).
- g) Critique of the research: strengths and weaknesses of the research.
- h) Future considerations (e.g. based on the literature you read for this paper, what do you think is missing in the literature and should be included? What treatments have not been applied to a particular disorder?, etc).

Papers should be professionally written, 10- 13 pages in length, double spaced pages, 12 pt font, organized into sections with appropriate headings, and referenced according to APA 5 guidelines. The Lewis and Clark Writing Center has prepared a brief guide to APA referencing: http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf

This paper will be graded for thorough consideration of all areas of the paper, clarity and organization of ideas, use of extensive literature, critical thinking, and writing and referencing according to APA 5.

NOTE: The following chapter will help you to select the articles you will include in your paper. Also, it might help you to elaborate the critique of the research question for your paper. This article is posted on Moodle.

Roth, A., & Fogarty, P. (2005). *What works for whom? A critical review of psychotherapy research*. New York, NY: The Guildford Press.
Chapter 2: Research and practice: Methodological considerations and their influence on this review.

DUE: April 8th.

Exam

There will be one final exam worth 30 points. The exam will consist of multiple forms of questions such as analysis of a case, and short-answer questions to reflect readings and material discussed in class. Missing the exam for any reason deemed avoidable by the instructor will result in failure of the course. There will be NO make up exam.

GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

TEXTS

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th edition-text revision). Washington, DC: Author.

COURSE SCHEDULE

WEEK 1 – January 8 : DSM-IV Diagnostic System overview

Use of the DSM-IV and diagnostic codes

DSM Multiaxial Assessment

Cultural and ethical considerations

Readings:

DSM- IV- TR xxiii- xxxvii, pp.1-37

Eriksen, K., & Kress, V. E. (2005). *Beyond the DSM story: Ethical quandaries, challenges, and best practices*. Thousand Oaks, CA: Sage Publications, Inc.
Chapter 1: The price of diagnosis

Chapter 2: Ethics meets diagnosis
Chapter 3: Multicultural challenges to the DSM

WEEK 2 – January 15 : Disorders usually first diagnosed in Infancy, Childhood and adolescent (Part I):

Mental retardation
Learning disabilities and motor skills disorders
Communication disorders

Pervasive developmental disorders:

Autistic disorder
Asperger's disorder
Rett's disorder

Readings:

DSM- IV-TR pp. 39- 84.

WEEK 3 – January 22: Disorders usually first diagnosed in Infancy, Childhood and adolescent (Part II):

Attention- Deficit and disruptive behavior disorders (ADHD, CD, ODD)

Other disorders of infancy, childhood, and adolescence

Separation Anxiety disorder
Reactive attachment disorder of infancy or early childhood

Readings:

DSM- IV- TR pp. 85- 103; 121- 134

Eisen, A.R., & Schaefer, Ch. E. (2005). *Separation anxiety in children and adolescents: An individualized approach to assessment and treatment*. New York, NY: The Guildford Press.

Chapter 2: Development of separation anxiety

Chapter 3: Assessing separation anxiety

Webb, J. T., Amend, E. R., Webb, N. E., Goerss, J., Beljan, P., & Olenchak, F. R. (2005). *Misdiagnosis and dual diagnosis of gifted children and adults*. Scottsdale, AZ: Great Potential Press, Inc.

Chapter 2: Attention- Deficit/Hiperactivity disorder.

WEEK 4 – January 29: Mood Disorders

Depressive Disorders
Bipolar Disorders

Readings:

DSM- IV- TR pp. 345- 428

Mondimore, F. M. (2006). *Depression: The mood disease*. Baltimore,MD: Johns Hopkins Press.
Chapter 2: Depression.

Due: #1 case study

WEEK 5 – February 5: Anxiety disorders

Panic disorder with and without agoraphobia
Social and specific phobias
Obsessive- Compulsive disorder
Traumatic stress disorder
Generalized anxiety disorder

Readings:

DSM- IV- TR pp. 429- 484.

WEEK 6- February 12

Delirium, dementia and amnestic disorders
Mental disorder due to a general medical condition

Readings:

DSM- IV- TR pp. 136- 180; 181- 190.

DUE: #2 case study

WEEK 7 –February 19: Schizophrenia and Psychotic disorders

Readings:

DSM- IV- TR pp. 297- 344.

Garret, M., Stone, D., & Turkington, D. (2006). Normalizing psychotic symptoms.
Psychology and Psychotherapy: Theory, Research and Practice, 79, 595- 610.

Lepage, M., Sergirrie, K., Pelletier, M., & Harvey, P. (2007). Episodic memory bias and the symptoms of schizophrenia. *La Revue Canadienne de Psychiatrie*, 52(11), 702- 709.

* Optional:

Beal, G., Veldhorst, G., McGrath, J., Guruge, S., Grewal, P., Dinunzio, R., et al (2005). Constituting community: Creating a place for oneself. *Psychiatry*, 68(3), 199-211.

WEEK 8 – February 26: Personality disorders

Readings:

DSM- IV- TR pp. 685- 730.

Boldt, R. M. (2007). Who feeds narcissism?. *The Journal of Individual Psychology*, 63(2), 146- 157.

Paris, J. (2007). The nature of borderline personality disorder: Multiple dimensions, multiple symptoms, but one category. *Journal of Personality Disorders*, 21(5), 457- 473.

WEEK 9 – March 4: Eating disorders and Impulse- control disorders

Readings:

DSM- IV- TR pp. 583- 595; 663- 677.

DUE: #3 case study

WEEK 10 – March 11: Sexual and gender identity disorders

Readings:

DSM- IV- TR pp. 535- 576; 576- 582.

WEEK 11 – March 18: Sleep disorders

Readings:

DSM- IV- TR pp. 598- 661.

Stepanski, E. J. (2005). Evaluating sleeplessness. In P. R. Carney, R. B. Berry & J. D. Geyer (Eds.) *Clinical sleep disorders* (pp. 113- 123), Philadelphia, PA: Lippinwtt Williams & Willkins.

WEEK 12 - March 25: SPRING BREAK

WEEK 13 – April 1: Substance related disorders

Readings:

DSM- IV- TR pp. 191- 295.

DUE: #4 case study

WEEK 14 – April 8: Adjustment disorders and Relational problems

Readings:

DSM- IV- TR pp. 679- 683; 736- 742.

Kaslow, F., & Patterson, T. (2006). Relational diagnosis: A retrospective synopsis. *Contemporary Family Therapy, 28*, 269- 284.

Yeung, A.S., & Chang, D. F., (2002). Adjustment disorder: Intergenerational conflict in a Chinese immigrant family. *Culture, Medicine, and Psychiatry, 26*, 509- 525.

*Assessment resource:

Yingling, L.C., Miller, W. E., McDonalds, A. L., & Galewder, S. (1998). GARF: Assessment sourcebook: Using the DSM-IV. Global Assessment of relational functioning. WA: Brunner/Mazel.
Chapter 4: Putting GARF assessment into clinical context.

**** Research Paper Due**

WEEK 15 – April 15: Final exam