



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 522-01: DIAGNOSIS OF MENTAL & EMOTIONAL DISORDERS
SPRING 2012**

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Office Hours: Tuesdays 11 AM – 1 PM, or by appointment

Schedule and Location: Tuesday, 5:30-8:30 p.m. Jan. 10 – March 13, 2012. Rogers 105

Catalogue Course Description

Introduction to the structure and uses of the DSM-IV system 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

- Students will establish a beginning competency in 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 system for diagnosis effectively.
- Students will develop an awareness and understanding of prominent critiques of the DSM–based diagnosis model (e.g., based on class, culture, race, gender, sexual orientation, ability).
- Students will form the basis of a personal approach to diagnosis that will evolve through their counseling careers.
- Mindful of the biological, psychological, social, cultural, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional problems and disorders in a holistic fashion.

Required Texts (*Please bring to each class session*)

1. Morrison, J. R. (2007). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians*. New York: The Guilford Press
2. Morrison, J. R. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: The Guilford Press
3. Other readings as assigned by instructor (e.g., using Moodle)

Optional Text

- American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000
- <http://dsm.psychiatryonline.org/book.aspx?bookid=22>

Examples of Supplementary Texts or Resources

- American Counseling Association (2012) Ethics & Professional Standards Site: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American Psychiatric Association (2012) DSM-5 Development Site: <http://www.dsm5.org/Pages/Default.aspx>
- Cushman, P. (1996). *Constructing The Self, Constructing America: A Cultural History Of Psychotherapy*
- Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*
- Hillman, J. & Venture, M. (1993). *We've had a hundred years of psychotherapy - And the World's Getting Worse*
- Lane, A. (2009). *The Spirit Level: Why More Equal Societies Almost Always Do Better*
- Saks, E. R. (2008). *The Center Cannot Hold: My Journey Through Madness*
- Sue, D. W. (2010) *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*. Hoboken, NJ: John Wiley & Sons.
- Szasz, T. S. (2010). *The myth of mental illness*
- Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*

Detailed Course Objectives

Students completing this course will be able to:

1. • Understand the intended uses and benefits of the DSM multi-axial system (CC:7h, C4)
2. Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions. (CC: 7h, C4, C5)
3. Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning (CC: 7h, C4, C7)
4. 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)
5. 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)
6. Develop awareness of the dynamics of diagnostic modifications and changes (CC: 7h)
7. Identify diagnostic categories in the ICD09/ICD-20 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.

Course Calendar

Please note: This schedule is subject to change.

(Supplemental reading in the DSM-IV-TR regarding each week's topics is encouraged).

Session	Date	Topics and Activities
1	1/10	<p>Course Overview & Introduction to DSM-IV-TR & V Introductions Discuss Syllabus, Class Participation Goals, Presentations, Quizzes and Grading "Stage of Change" Exercise Introduction to Diagnosis "Road Map" and Key Terms Small Group Exercise & Discussion</p> <p>Readings: Recent Oregonian article (In Class) Morrison #1 - Part 1</p>
2	1/17	<p>The Mental Status Exam & the Clinical Interview Adjustment Disorders / V- Codes Delirium & Dementia Assessing MSE and Ecological Factors Exercise Discuss Movie Exercise for 1/24 Post Bio Forum Post Class Participation Goal Forum</p> <p>Readings: Review: Morrison, #1 Part 1 Morrison # 1 Chapters 8, 10, 14 Morrison, # 2: Chapters 14, 17, 1</p> <p>Resources: http://www.dementiaguide.com/aboutdementia/ Access and read links to: Types of Dementia, Alzheimer's Disease, "Understanding Dementia"</p>
3	1/24	<p>NO CLASS MEETING Movie Exercise</p>
4	1/31	<p>Anxiety Disorders Mental Disorders Due to a General Medical Condition Somatoform disorders Factitious disorders Debrief Movie Exercise <i>Quiz #1</i></p>

Readings: Morrison #2: Chapter 6, 2, 7 & 8
Morrison #1, Chapter 9, 12

Resources: TBD

5 **2/7** **Mood disorders**
Sleep disorders

Readings: Morrison #2, Chapter 5, 12
Morrison # 1 Chapters 11

6 **2/14** **Schizophrenia and other Psychotic disorders**

Readings: Morrison #2, Chapter 4
Morrison #1 Chapter 13

7 **2/21** **Sexual and Gender Identity disorders**
Disorders usually first diagnosed in Infancy, Childhood, or
Adolescence
Quiz #2

Readings: Morrison #2, Chapter 10, 16

8 **2/28** **Eating Disorders**
Substance-related disorders

Readings: Morrison #2, Chapters 3, 11
Morrison #1 Chapter 15

9 **3/6** **Impulse control disorders**
Suicidality
Quiz #3

Readings: Morrison #2 Chapter 13
Morrison #1 Chapter 17

10 **3/13** **Personality Disorders**
Dissociative Disorders
Take Home Final Due

Readings: Morrison #2, Chapters 9, 15
Morrison #1 Chapter 16

Course Requirements

- **Attendance and active participation** (20 points)

Each student is expected to be present (1 point each class) and participate (1 point each class) in classroom discussions, group exercises, etc. To “Participate” is defined by work on their class participation goal.

- **Brief Bio:** Post ~75 word bio to Course Moodle Page. Due Week 2.
- **Class Participation Goal:** Each student is required to formulate a personal class participation goal for this course and share it with the instructor by week 2. For example, some students may seek to increase their comfort and assertiveness with public speaking, others may want to work on formulating concise comments, other so on giving feedback to others, while still others may want to work on being comfortable with silence and speaking less than is their norm. Due Week 2.

- **Brief “News of the Day” Report** (5 points)

Each student will, at the beginning of a class, make a 5 minute report on a “news article” (found in any popular news forum, any media form) pertaining to (actual or suspected) major mental and/or emotional disorders. The idea is to look for “signs” and report of “symptoms” which **could** suggest an emotional or mental disorder (much as you might find when a client first presents for professional services. You will present (read, show a video clip, provide a synopsis, etc) of the report and then outline your “differential diagnosis”, your reasoning, what else you would want to know, possible “co-morbidities”, etc. Dates determined week 2. (See example in class session #1)

- **Quizzes** (30 points)

Three short, open-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 and its cultural context. 10 minutes. (See next page for details).

- **Final Paper** (25 points) Drawing from course material, and supplemental texts or resources, students will write an essay in which they consider the experience of individuals with mental disorders and reflect upon their future work with them. 8 pages, double spaced, in full APA Style. Details will be provided.

Grading

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

Student Presentation

20 points

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, including updates on the development of DSM-V.

Requirements

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 her/his family/support system. Each presentation should be summarized in a one page “cheat sheet”, copies of which should be distributed to the class at the time of the presentation. Dates will be determined.

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

National Institute of Mental Health (NIMH): nimh.nih.gov

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

National Alliance on Mental Illness (NAMI): www.nami.org