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Office hours:
Mon & Thurs 12:30-2:30 & by appt.
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Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.

Catalog 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.

Course Objectives

Learning 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 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; and

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.

Required Texts: American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition, Text Revision. Washington, DC: American Psychiatric Press. (ISBN: 0890420246) **or** *Diagnostic and Statistical Manual of Mental Disorders*, 4th. Edition. Washington, DC: American Psychiatric Press. (ISBN: 0890420629).

Morrison, J. (2007). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians*. New York, NY: The Guilford Press. (ISBN: 1593853319)

Additional required reading will be posted to Moodle prior to the Sat. after class at 10 am.

Special Accommodations: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services as indicated by the Americans with Disabilities Act. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

Attendance:

- Students may miss one class for any reason.
- 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.
- 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:

1. Participation in and documentation of in-class diagnostic process role-plays:
5 points each x 4 = 20 points

2. Group project/presentations – 20 points

Students will work in groups of 3 (one group of 4) and give a 10-15 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. Do whatever you need to do to convince us that the diagnosis really exists and give at least one case study of a person who had this proposed diagnosis. The person in your case study should also be given a complete, 5 axis diagnosis using your constructed diagnosis along with others, if applicable.

3. Yes Paper - 15 points

Students will choose a diagnosis that is currently represented in the DSM IV/DSM IV-TR. It should be a diagnosis that you would like to know more about and that you believe is accurately represented in your current experience. Give a general overview of this diagnosis, why you believe it is accurately represented, and give examples/descriptions of two people that seem different but that both have issues/syndromes that are captured well using this diagnosis. Suggested length = 10 pages, not including references

4. No Paper – 15 points

Students will choose a diagnosis currently represented in the DSM IV/DSM IV-TR that you think should be changed; one that you believe is not accurately represented or that is problematic. Give a general overview of this diagnosis, why you believe it is problematic, and give examples/descriptions of two people that have issues/syndromes that could be described by this diagnosis but that using it would be unhelpful or even harmful.

Grading: This course is graded 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) and is the point equivalent of that grading scale (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).

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE.

Tentative Course Calendar (subject to change):

<u>Session</u>	<u>Date</u>	<u>Topic</u>
1	1/12	Intros, exploring the concept of mental health diagnosis
2	1/19	Social construction of diagnosis, History/critiques of the DSM
3	1/26	Structure of the DSM, The diagnostic process
4	2/2	Schizophrenia and other Psychotic Disorders
5	2/9	Mood and Anxiety Disorders
6	2/16	Adjustment, Acute Stress, PTSD, Impulse Control, Substance-related Disorders
7	2/23	Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence

Tentative Course Calendar continued (subject to change):

8	3/1	Sexual and Gender Identity Disorders
9	3/8	Personality Disorders
10	3/15	Constructed Diagnosis Presentations