# CPSY 522—Mental Health Diagnosis—Spring 2012

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**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.
- Determine appropriate diagnoses on the 5-axis model using client information and the DSM-IV diagnostic categories and descriptions.
- Describe and explain how DSM-IV diagnoses contribute to good assessment and treatment planning.
- Explain and compare the limits/limiting assumptions of the medical model in mental health diagnosis.
- Describe, explain, and demonstrate ethically sound uses and limitations of diagnostic judgments, including cultural and gender biases of the diagnostic system.
- Develop awareness of the dynamics of diagnostic modifications and changes.

**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*, 4<sup>th</sup> 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).

**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.
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**Course requirements:**

1. Participation in and documentation of in-class diagnostic process role-plays: 5 points each x 3 = 15 points. Due the week after each role-play.
Documentation will include five-axis diagnosis and supporting quotes and observations demonstrating how the client meets diagnostic criteria.

2. Group project/presentations - 30 points. Presentations will be last two weeks of class.

Students will work in groups of 3 or 4 and give a 30 minute presentation of:

Option A) 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.

2 Bonus points for submitting the recommendation to the DSM V committee of the APA.

<u>Or</u>

Option B)  An assessment of a current DSM IV diagnosis including: history (where did it come from), utility (who uses it), prevalence (how often is it diagnosed) and critiques.  Include a summary recommendation for continuing, modifying, or eliminating the diagnosis from the next edition of DSM.

2 bonus points for submitting the recommendation to the DSM V committee of the APA.

3.  <u>Review of literature</u> - 20 points.  Due June 12th
Read and prepare a summary of at least five published articles on the relationship between the pharmaceutical industry and the DSM.  Suggested length 8-10 pages.

<u>Or</u>

Prepare a written intake on a fictional character (to be approved by instructor) appearing in literature, movies or television.  Emphasis will be on five-axis diagnosis with supporting quotes from the character or observations of the character demonstrating how they meet diagnostic criteria.   Include notes on all life domains provided on the intake writeup form used in class.

4.  Intake and diagnostic summary of classroom interview  – 20 points
Prepare a written intake on the guest client presented in class.  Include full five-axis diagnosis with supporting quotes for meeting diagnostic criteria, and recommendations for treatment.

**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).

Total possible points = 85 (plus extra credit as assigned)

*Assignments turned in late will lose one letter grade per day until submitted unless arranged in advance with instructor.*

**Tentative Course Calendar (subject to change):**

| Session | Date | Topic |
|---|---|---|
| 1 | 5/8/12 | Intro, exploring the concept of mental health diagnosis, structure of the class |
| 2 | 5/15 | Social construction of diagnosis, History/critiques of the DSM |
| 3 | 5/22 | Structure of the DSM, The diagnostic process.  Depression |
| 4 | 5/29 | Mood Disorders, Bipolar Disorder, Role Play #1 |
| 5 | 6/5 | Anxiety Disorders including PTSD |

6       6/12    Adjustment, Acute Stress, Impulse Control, Substance-related Disorders, Role Play

            #2
7       6/19    Sexual & Gender Identity Disorders, Disorders Usually First Diagnosed in Infancy,

            Childhood, or Adolescence

**Tentative Course Calendar continued (subject to change):**

8       6/26    Personality Disorders  Role Play #3
9       7/3     Unfinished topics & Diagnosis Presentations
10      7/10    Diagnosis Presentations