Syllabus
Diagnosis of Mental and Emotional Disorders
CPSY 522-01 (Summer 2010)

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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 (which I check about once a day) and voicemail (which I check throughout the day).

Schedule: Thursdays, 5:30-8:30 p.m.
May 13 to July 15

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.
Corequisite: 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. Students will gain a familiarity with various diagnostic inventories and psychological tests.

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 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.
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


Optional

Course Calendar
Please note: This schedule is subject to change.

*Students should read the sections of the DSM-IV-TR corresponding to the topics scheduled, beginning with Session 2.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics and Activities</th>
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</thead>
</table>
| 1       | 5/13 | Introduction to DSM-IV-TR and ICD-9
          |      | The Mental Status Exam and other sources of data
          |      | Psychological testing
          |      | *Sign up for presentations*
| 2       | 5/20 | Delirium, Dementia, …
          |      | Mental disorders due to a general medical condition
          |      | Sleep disorders
| 3       | 5/27 | Disorders usually first diagnosed in infancy, …(Video)
          |      | Gender identity disorders
          |      | *Quiz #1*
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 4    | 6/3  | Substance-related disorders  
Schizophrenia and Other Psychotic Disorders (Video)  
Discussion of *The Center Cannot Hold* |
| 5    | 6/10 | Mood disorders  
*Quiz #2* |
| 6    | 6/17 | Anxiety disorders  
Adjustment disorders  
*Clinical scenario discussion* |
| 7    | 6/24 | Somatoform disorders  
Factitious disorders  
Malingering  
Sexual disorders  
*Quiz #3* |
| 8    | 7/1  | Personality disorders (Video)  
Dissociative disorders |
| 9    | 7/8  | Impulse control disorders NEC  
Eating disorders  
*Quiz #4* |
| 10   | 7/15 | Other conditions  
Areas for further study  
*Essay due*  
*Course evaluation* |

**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)
  Four short closed-book quizzes in multiple-choice/true-false/short answer format will be given throughout the course and will be drawn from the readings and lecture material. Students’ grade will be based upon their three best scores.

- **Presentation** (20 points)
  Students will be assigned to give a brief presentation explaining a specific diagnosis including changes proposed for DSM-V (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 reflect on the experience of individuals with mental disorders and the clinicians who evaluate them.
Evaluation and Assessment
Grades will be assigned based upon total possible points earned:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>88-93</td>
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<tr>
<td>B+</td>
<td>83-87</td>
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<tr>
<td>B</td>
<td>78-82</td>
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<tr>
<td>B-</td>
<td>73-77</td>
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<tr>
<td>C+</td>
<td>69-72</td>
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<tr>
<td>C</td>
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<tr>
<td>D+</td>
<td>61-62</td>
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<tr>
<td>D</td>
<td>60</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**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 including updates on the development of DSM-V

**Requirements:**
Each student or pair of students will select a diagnosis with an assigned date. The student(s), 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

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