EPSY 549 Diagnosis and Treatment of Mental Disorders
Syllabus

Instructor: Co-Instructor:
Office Hours: Email:
Office: Phone:
E-mail:
Class Hours:

Course Purpose and Content Area:
This course provides counselors and other human service workers with an overview of the DSM (4th Edition, Text Revision) and is designed to acquaint future counselor or students in other helping professions with an understanding of the origins and environmental factors that influence the development of mental disorders, prevention, and treatment of mental and emotional disorders. In this era of managed health care and continued emphasis on documentation and justification of mental health care, it is crucial that individuals entering the counseling field have a solid understanding of diagnosis and treatment planning. The course will address differential diagnosis and associated disorders of the primary diagnoses in the multi-axial system.

Course Format:
Various instructional methods will be used, including but not limited to the following: lecture, group work, case studies, student presentations, and in-class discussions. Additional readings may be assigned.

Methods of Instruction:
The course is taught in a combination of lecture, experiential class and group work using DSM IV-TR, various assignments and modeling.

Required Reading:


Students should bring BOTH required texts to ALL classes unless otherwise instructed.

Doing the readings in advance is essential if you are to understand and participate in class. I expect you to come to class prepared, having read the new material before class. Use the syllabus
as your guide to covering new material, and I will announce any deviations from the syllabus in class. Given time constraints, we will not spend class time covering all of the assigned readings; however, your success with in class activities will depend on your having consumed the assigned readings.

**Recommended Readings:**


*Other readings as assigned*

*I reserve the right to make changes to this as need arises. However, any changes will be discussed with students before they are implemented.*

**Knowledge and Skills outcome/Objectives:**
CACREP standards will be met for diagnostic issues within clinical counseling programs, school counseling program, marital, couple and family counseling programs, and for other human service professionals. Objectives are taken from the 2009 CACREP standards.

**CACREP Standards for Clinical/Community Mental Health Program**

**Section II**

Students will obtain and demonstrate mastery of individual and group approaches to diagnosis and treatment in a multicultural society, including all of the following:

Students will:
1. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling. CACREP 7(a1).
2. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. CACREP 7(a6).
3. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. CACREP C2
4. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. CACREP C7
5. Demonstrate the ability to use procedures for assessing and managing suicide risk. CACREP D6
6. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normality and psychopathology leading to diagnoses and appropriate counseling treatment plans. CACREP G1
7. Understand various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. CACREP G2
8. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. CACREP H1
9. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). CACREP K1
10. Understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. CACREP K
11. Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations. CACREP K4
12. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. CACREP L1
13. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. CACREP L2
14. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. CACREP L3

CACREP Standards, Marriage, Family, and Couples Counseling Program
Students will:
1. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. CACREP G1
2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

CACREP Standards, School Counseling Program
Students will:
1. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. CACREP G1
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Assess and interprete students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. CACREP H1
4. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. CACREP I3
Summary of Assignments

Attendance and Class Participation (150 points)
Attendance will be taken at the beginning of all class sessions. It is your responsibility to sign the attendance sheet at the beginning of class. If you fail to sign the attendance sheet you will be marked absent for the day. This is a short but intensive course. You must plan to be at all class sessions. Absences will only be excused without a grade penalty in the event of a documented family emergency (e.g. illness) or weather related emergencies. Attendance and class participation in this course is weighted quite heavily, accounting for 20% of your grade. There will be many team activities and group discussion and presentations. You must not only actively participate, but be seen to be so. As always, remember that effective class participation includes: respectful and non-dominating involvement in class discussions, and showing initiative and investment in classroom activities. With a second unexcused absence, your grade will drop 1 letter, and continue to drop one letter grade with each subsequent absence. It is important to remember that in a counseling program, evaluation extends beyond academic performance. Your interactions with your instructors and peers are an integral part of the assessment of counselor dispositions. Should any concerns arise, these will be discussed with the individual student and the policy that is stated in the student handbook will be instituted as needed.

Article Reviews & Critiques (150 points)
Locate 3 RESEARCH articles found in recent (2007-2012) peer reviewed professional counseling literature (i.e. journals, not commercial websites). The articles chosen should pertain to the diagnosis and/or treatment of specific mental disorders or diagnosis of mental disorders with a specific population (e.g., diagnosis with children, etc). For each article, write a brief synopsis that includes the article’s focus or purpose, any research findings, and/or authors’ conclusion. Following your article synopsis and brief discussion, describe what you have learned about diagnosis research as a result of conducting this review. What are the implications of this research for your future professional work? How might you incorporate the article’s ideas into your professional practice and why? A thoughtful consideration of these questions is necessary for full points. Papers should be typed, double-spaced, 1 inch margins, use APA style and appropriate language, and include title and reference pages. A rough estimate of length might be 2-3 pages per article. Peter and I are available for consultation and guidance on appropriate articles and journals. The due dates for each are indicated in the course outline. Prepare a brief presentation of your findings and what you have learned from this assignment. You will have an opportunity to make a 10 minute presentation in class. Each written critique is worth 50 points.

Character Diagnosis & Presentation (200 points)
During the course of the semester, students will watch one movie (movie list provided by instructor), and select a character on whom they will complete a diagnostic assessment. Prepare a client report that includes a multi-axial diagnosis of your client to share with your treatment team. Using the DO-A-CLIENT-MAP outline in the text, propose a treatment plan for your client. Remember that all clinicians do not arrive at the same diagnostic conclusion; however, you must provide support for any diagnosis that you assign to your client. Be sure to list the criteria that are met, and provide justification for your diagnostic decisions.
Students will share segments of the movie that they consider critical to their diagnostic decision (10-15 minutes) with the class and make a presentation as you would at a staffing meeting in your agency. Students should notify the instructor of their movie choices in advance to avoid duplication of efforts. Here are some guidelines:

Consider the following questions as you formulate your paper:

a. Note important identifying information regarding this client in terms of age, ethnicity, gender, and other contextual, demographic, and/or descriptive data. You do not need to make up information for this section if it is unknown, but you can use inferences. For example, you may not know the character’s exact age, but you can infer that he is in his 20’s. Also, you may be able to find character information online at sources like www.imdb.com.

b. Provide an overview of your client (the character). You do not need to provide the entire synopsis of the movie. I am interested in the character, not the movie. State your client’s assessment of the presenting concerns (how would he or she describe what they are experiencing?)

c. Apply the 5-axial diagnostic system to this client and develop a generic (i.e., atheoretical) treatment/intervention plan. Your diagnosis must be congruent with the behavioral patterns/symptoms displayed by your client. What evidence do you have to support your diagnosis?

d. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan? What historical/social/political/cultural/religious issues do you need to consider in applying this diagnosis?

g. What are the client’s strengths and how can they be utilized in the counseling process/treatment plan?

h. Identify Long and Short Term Goals: The goals should be linked to the diagnosis and the needs of the client.

i. Specific Considerations for Treatment: This includes length of treatment, motivation, previous treatment, consideration of social supports, compliance with treatment, severity or nature of disorder, cultural variables, and previous treatment that may have a significant impact on the counseling process.

j. What additional services (besides counseling) might be beneficial for this client?

Research Paper (200 points)
The diagnosis of mental and emotional disorders has been and continues to be an area of controversy in the counseling field. Some in the mental health field feel strongly that the practice of diagnosis is not beneficial to clients, and argue that it may in fact cause harm. Others, however, argue that diagnosis is a critical component of effective treatment.

Choose a topic on some aspect or area of diagnosis (e.g. ADHD, MPD, Depression and Kids, etc.). Conduct a balanced review of the current literature and write a comparison/contrast paper based on this review in which you present a discussion about the diagnosis controversy. Based on the arguments you find for both sides of this issue, what is your position? How does the concept of diagnosis fit with your preferred theoretical orientation? If your position is incongruent with your theoretical orientation, how do you reconcile these differences? Defend
your position in light of the opposing arguments you found in the literature. Support your argument/position with appropriate references to the literature. You may include references from your critique assignment as part of this paper. Be sure to include a brief discussion of the implications of the proposed changes in the forth-coming DSM-V to your selected topic.

The research paper may include references to books, but it must include at least 10 citations from professional journals (be sure to include at least some references to counseling journals). Authors are urged to avoid web based information (i.e., websites). When used, they must be properly cited, and discussion should include bases for inclusion of such citations (i.e., what makes this a valid source of information). Authors will follow APA guidelines for formatting. Write this paper as though you intend to submit it to a journal for publication. The paper will be graded for quality as well as content. It should be well written, and professionally presented. Late papers will not be accepted.

Final Exam (200 points)
The Final Exam is worth 200 points and constitutes 20% of your grade. It will be an opportunity for you to demonstrate your understanding of course material and ability to apply course content. It will be a combination of multiple choice and short-answer questions. It will be cumulative and contain material from the entire semester. Note that there are chapters of the text that we will not have time to discuss in class. You will be held responsible for the material in these chapters as well. It is your responsibility to read these chapters and let me know if you have any questions.

Note: Homework is due at the beginning of class, after which it is late. Late assignments are docked 10% of the total possible points per 24-hour period. Some assignments are pass/fail. Students who do not pass a pass/fail assignment will have one opportunity to redo the assignment and resubmit.

Evaluation

Final grades will be determined as follows:
Attendance and participation………………………….. 150
Article Reviews and Critiques………………………….. 150
Character Diagnosis and Presentation …………………….. 250
Research Paper…………………………………………… 250
Final Exam……………………………………………….. 200
TOTAL……………………………………………………… 1000

A=900-1000
B=800-899
C=700-799
D=600-699
F=below 600

Note:
The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. You will occasionally receive other assignments or readings as the instructor deems fit. Any changes will be announced to the class with sufficient notice to prepare
for the changes. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor. Phone cells use is NOT permitted in class under any circumstances.

**WRITING SKILLS**

All written assignments need to be grammatically correct, in APA format (as in a journal article except where otherwise noted), and well written. If you have difficulty writing, I encourage you to go to the Writing Center as soon as possible.

**PLAGIARISM STATEMENT**

Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade on an assignment to expulsion from the university depending on the severity of the offense. Refer to SIU Student Handbook for further clarification. If you are unclear about what constitutes plagiarism (intentional or unintentional), I encourage you to go to the Writing Center as soon as possible. Review [http://www.plagiarism.org/learning_center/what_is_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html) for a brief overview of plagiarism and the importance of accurate citations within your work.

**DISABILITY STATEMENT**

If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability. Your learning is important to me, to this profession, and to your future clients.

**EMERGENCY PROCEDURES**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
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<th>Date</th>
<th>Class Topic</th>
<th>Readings/Assignments Due</th>
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<td>Introduction, and overview of course, course materials and requirements</td>
<td>ACA Code of Ethics</td>
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<td>ACA Ethics Code</td>
<td>DSM-IV-TR pp. xxiii-xxxv</td>
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<td>History and Philosophy of Diagnosis</td>
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<td><strong>DEBATE</strong> Intro to DSM-IV-TR and 5-axis diagnosis</td>
<td>DSM-IV-TR Intro – thru page 38 S &amp; R Chapter 1</td>
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<td>Effective Treatment planning</td>
<td>S &amp; R Chapter 1</td>
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<td>Diagnosis and Treatment Specific to Children and Adolescents</td>
<td>S &amp; R Chapter 2</td>
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<td>DSM-IV-TR pp. 39-134</td>
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<td><strong>Due: Article Review 1</strong></td>
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<td>Mood Disorders</td>
<td>S &amp; R Chapter 4</td>
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<td>DSM-IV-TR pp. 345-428</td>
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<td>Anxiety Disorders</td>
<td>S &amp; R Chapter 5</td>
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<td>DSM-IV-TR pp. 429-484</td>
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<td>Disorders of Behavior and Impulse Control</td>
<td>S &amp; R Chapter 6</td>
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<td>DSM-IV-TR 191-296; 583-596; 663-678</td>
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<td><strong>Due: Article Review 3</strong></td>
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<td>Personality Disorders</td>
<td>S &amp; R Chapter 8</td>
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<td>DSM-IV-TR pp. 685-730</td>
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<td>Disorders with Physical and Psychological Factors</td>
<td>S &amp; R Chapter 7</td>
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<td>DSM-IV-TR pp. 135-190; 485-518</td>
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<td>Psychotic and Dissociative Disorders</td>
<td>S &amp; R Chapter 9</td>
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<td>DSM-IV-TR pp. 297-344; 519-534</td>
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<td><strong>Due: Research paper</strong></td>
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<td>Presentation of Article critiques Recording session**</td>
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<td>Adjustment Disorders and V-Codes</td>
<td>S &amp; R Chapter 3</td>
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<td>DSM-IV-TR pp. 679-684; 731-742</td>
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<td>Diagnosis and Managed Care</td>
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<td>DSM-V and Beyond</td>
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<td><strong>Student presentations on character diagnosis assignment</strong></td>
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<td><strong>Final Exam on D2L</strong></td>
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**XI. Reference List**


