

PC 782: Diagnosis of Mental & Emotional Disorders

Methodist Theological School in Ohio

Spring Semester 2015

Wednesday, 8:30 a.m. – 11:20 a.m.

Room L-200

Instructor: Denise Y. Lewis, Ph.D., LPC, NCC
Phone Number: 740-362-3137
Office Hours: Tuesday 12:30 p.m. – 1:30 p.m., Wednesday 12:00 p.m. – 1:00 p.m.
Additional hours by appointment
E-mail: dlewis@mtso.edu
Office: 2nd Floor Gault Hall, G235

Required Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition, (DSM-V)*. Washington, DC: APA.

Supplemental Reading

Articles as assigned by the instructor.

Course Description

This course will focus on the appropriate use of the current edition of the *Diagnostic and Statistical Manual for Mental Disorders* and an understanding of the International Classification of Diseases. Focus will be on learning to conduct mental and status examinations, and on the development and recognition of a framework for identifying symptomology, etiology and psychodynamics of mental and emotional disorders. This course incorporates the use of case studies as a tool to learn how to use diagnosis in developing effective treatment plans. Prerequisite: PC-240, PC-255 or PC-280.

Course Objectives

Based on the course philosophy and goals, students will:

1. Provide an understanding of professional roles, functions, and relationships with other human service providers. (CACREP. K1b)
2. Provide an understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CACREP. K1g)
3. Provide an understanding of ethical standards of the ACA and related entities, and applications of ethical and legal considerations in professional counseling. (CACREP. K1h)
4. Provide an understanding of multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally. (CACREP.K2a)
5. Provide an understanding of individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups. (CACREP.K2c)
6. Provide an understanding of counselors' roles in social justices, 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. (CACREP.K2d)
7. Provide an understanding of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. (CACREP. K7f)
8. Provide an understanding of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (CACREP. K7g)

9. Provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status. (CACREP K7h)
10. Provide an understanding of effective strategies for promoting client understanding of and access to community resources; 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. (CACREP. IIKC3)
11. Provide an understanding of knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual. (CACREP. IIKC5)

Course Policies

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. Students are provided one absence for personal and/or emergency reasons. A five (5) point grade deduction will be made for each class missed beyond one session.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSOs policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the master's level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If a student has questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

Assignments

Please note: All assignments must be typed, double spaced, with a font size of 12, and with one inch margins.

Reports

Students will be expected to submit three written diagnostic assessment reports/case studies comprised of character background/observations, a comprehensive biopsychosocial history, a mental status examination, a functional analysis, a diagnosis and treatment goals.

Papers should be typed, double spaced, and of a length sufficient to cover all relevant areas. A Diagnostic Assessment Report outline is provided for guidance.

1. *Character diagnosis.* During the course of the term, students will watch three movies (students can select from the list below or choose one of their own with approval of the Professor), and create a diagnostic assessment report/case study of one of the characters in the movie. Students are expected to justify their reasoning for each diagnosis. Students should also be prepared to discuss their diagnosis with the class.

Movie list:

White Oleander

What About Bob

Good Will Hunting

Reign Over Me

Mr. Jones

Memento

Girl Interrupted

Madea's Family Reunion

Antwone Fisher

As Good As It Gets

A Beautiful Mind

The Other Sister

When A Man Loves A Woman

Three Faces of Eve

****Other movies upon prior Instructor approval****

2. *Therapy/treatment reference list.* Students will choose one diagnosis and create a reference list of readings, current therapies, and/or empirically shown effective treatment modalities for the diagnosis (reference list should be at least two pages, consistent with APA 5th edition format, 12 pt. font). At the end of the term, the instructors will combine all reference lists together and make copies available for class members.

FINAL COURSE GRADES WILL BE BASED ON THE FOLLOWING:

Assessment Report #1:	25%
Assessment Report #2:	25%
Assessment Report #3:	25%
Reference List:	25%

A (100-94)	A- (93-90)	B+ (89-87)	B (86-84)	B- (83-80)	C+ (79-77)
C (76-73)	C- (72-70)	D+ (69-67)	D (66-64)	D- (63-60)	F (59 & below)

Course Schedule

Week One:

Feb. 4 Course Introduction
Reading: Section I ~ DSM-5 Basics & Appendix: Highlights of Changes from DSM-IV to DSM-5

Week Two:

Feb. 11 Framework
Introduction to Client Confidentiality
Phases of Treatment
Reading: Developmental Disorders through Bipolar and Related Disorders

Week Three:

Feb. 18 Assessment

Week Four:

Feb. 25 The Art of Listening
Reading: Depressive Disorders through Trauma and Stressor-Related Disorders

Week Five:

Mar. 4 Strategies for Rapport
Diagnostic Assessment Report #1 due

Week Six:

Mar. 11 Strategies to Get Information
Reading: Dissociative Disorders through Elimination Disorders

Week Seven:

Mar. 18 Three Methods to Assess Mental Status

Week Eight:

Mar. 25 *No class – Spring Break*

Week Nine:

Apr. 1 *No class – Holy Week*

Week Ten:

Apr. 8 Five Steps to Make a Diagnosis
Reading: Sleep-Wake Disorders through Substance-Related and Addictive Disorders
Diagnostic Assessment Report #2 due

Week Eleven:

Apr. 15 Cultural Considerations in Diagnosing

Week Twelve:

Apr. 22 Five Phases and the Four Components: How to Put It All Together
Reading: Neurocognitive Disorders through Other Conditions that may be a Focus of Clinical Attention

Week Thirteen:

Apr. 29 A Difficult Patient

Week Fourteen:

May 6 Disorder Specific Interviewing: Clinical Disorders
Reading: Section III ~ Emerging Measures and Models
Diagnostic Assessment Report #3 due

Week Fifteen:

May 13 Disorder Specific Interviewing: Personality Disorders

Week Sixteen:

May 20 Final Thoughts
Course Evaluation
**Treatment Reference list due*

Syllabus subject to change as necessary