

COUN 511: DIAGNOSIS OF EMOTIONAL & MENTAL DISORDERS

Cincinnati Christian University
Department of Behavioral Sciences
Spring 2019 ▪ 3 Credit Hours ▪ Section 99 ▪ Online

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COURSE DESCRIPTION

This course provides an examination and practical use of the current edition of the *Diagnostic & Statistical Manual for Mental Disorders* and an understanding of the *International Classification of Diseases*. This course focuses on conducting mental status examinations, and on the development and recognition of a framework for identifying symptomatology, etiology, and psychodynamics of mental and emotional disorders.

COURSE OBJECTIVES & INDICATOR ASSIGNMENTS

1. Students will understand approaches to clinical evaluation, including diagnostic interviews and mental status examinations: *CACREP II.G.5.c; CMHC G.2; MAC 2.k*
 - *Indicator Assignment – Diagnostic Report #1*
2. Students will understand diagnostic nomenclature, principles, criteria and differential diagnosis: *CMHC C.2; CMHC K.1, 2; MAC 2.k*
 - *Indicator Assignment – Exams 1-3*
3. Student will be able to use diagnostic tools such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) to establish appropriate diagnoses, as well as understand potential biases with multicultural populations: *CMHC K.1, 4; MAC 2.k*
 - *Indicator Assignment – Diagnostic Reports #1-11*
4. Students will know the impact of co-occurring substance use disorders on medical and psychological disorders: *CMHC K.3*
 - *Indicator Assignment – Diagnostic Report #11*
5. Students will understand appropriate uses of diagnosis during crises, disasters, or other trauma-causing events: *CMHC K.5*
 - *Indicator Assignment – Diagnostic Report #7*

METHOD OF INSTRUCTION

In general, the class will follow a lecture format in separate modules. Active participation with assignments and case studies is required to help develop a richer understanding of diagnostic issues. Learning will be facilitated via readings, online lectures, case studies, assignments, and examinations. Students are expected to discuss their application, insights, and understanding of the reading and the exercises with the instructor and other students. Class sessions will be taught online via Canvas, and optional in person collaboration meetings will be offered throughout the semester.

REQUIRED MATERIALS

Canvas and Email:

All students enrolled in this course are required to check Canvas and their email weekly for the duration of the course. Course announcements, changes to the syllabus, and memos from the instructor will be distributed via Canvas and/or email. Students are responsible for all information distributed in this manner.

Required Texts:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Publishing. **[Noted as ‘DSM-5’ on course schedule. ISBN-13: 978-0890425558, ISBN-10: 0890425558]**

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive guide to treating mental disorders*. (5th ed.). Hoboken, NJ: Wiley. **[Noted as ‘SET’ on course schedule, ISBN-13: 978-1118791356, ISBN-10: 1118791355]**

Schwitzer, A. M., & Rubin, L. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Los Angeles, CA: Sage. **[Noted as ‘DTPS’ on course schedule]**

Zuckerman, E. L. (2010). *Clinician’s thesaurus: The guide to conducting interviews and writing psychological reports* (7th ed.). New York, NY: Guildford. **[Please read/skim this entire book by date indicated on syllabus. Then, as we go through the course, refer to the pertinent sections corresponding to the modules. ISBN-13: 978-1606238745, ISBN-10: 1606238744]**

Recommended Texts:

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press. **[Noted as ‘Z’ on course schedule. ISBN-13: 978-0963382115, ISBN-10: 096338211X]**

INDICATOR ASSIGNMENTS*

One (or more) assignment(s) in this course has been identified as an Indicator Assignment, which is used to assess student knowledge and application of course materials. Each Indicator Assignment will be assessed according to CACREP, Clinical Mental Health Counseling (CMHC), and MAC Program standards. If indicated, students should upload each Indicator Assignment on Taskstream (LAT: www.taskstream.com) for evaluation. All Indicator Assignments are denoted in the course syllabus.

GRADING/EVALUATION**

Graded Assignments**	Points	%
Diagnostic Reports (10 x 20)	200	40%
Examinations (3 x 100 points)	300	60%

	Points	Percentage
A	475-500	95-100%
A-	460-474	92-94.99%
B+	445-459	89-91.99%
B	430-444	86-88.99%
B-	415-429	83-85.99%
C+	400-414	80-82.99%
C	385-399	77-79.99%
C-	370-384	74-76.99%
D+	355-369	71-73.99%
D	340-354	68-70.99%
D-	325-339	65-67.99%
F	≤ 324	< 64.99%

**MAC students: In accordance with rule 4757-3-01(J)(1), from the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board, you must receive a B- (minimum of 415 points or 83%) or higher in this course for it to count toward your MAC degree or toward licensure.

* **Diagnostic Reports (noted as 'DR' on course schedule)**: Students will diagnose and write portions of diagnostic reports for at least ten case studies. Eleven case studies will be provided; if students complete all 11 diagnostic reports, the highest ten scores will count toward the final grade. Details about individual case studies will be posted on Canvas. Please use the collaboration forum on Canvas to discuss the case study with your colleagues and/or attend the optional in-person collaborations sessions! **These assignments should be completed on Canvas, and the reports that serve as Indicator Assignments will be evaluated on Taskstream.** Diagnostic Reports are worth 20 points each (4% of final grade) for a total of 200 points (40% of final grade).

* **Examinations (noted as 'EX' on course schedule)**: Material for each of the three examinations will be cumulative and will be taken from readings, online discussions, and lectures. Examination items may be case studies, multiple choice, true/false, fill-in-the-blank, and essay. The examinations are time-limited and open book/notes. Examinations are individual – **not group** – projects. Examination #1 covers Modules 1-3; Examination #2 covers Modules 4-6; and Examination #3 covers Modules 7-10. **The examinations should be completed on Canvas, and, as Indicator Assignments, will be evaluated on Taskstream.** The Examinations are worth 100 points each (20% of final grade) for a total of 300 points (60% of final grade).

IMPORTANT NOTES

Late Assignments: Assignments are due on or before the deadlines noted in the course syllabus (and Canvas). Out of respect for the hard work that everyone puts into the course, **late assignments will NOT be accepted** unless there is a *serious* personal medical or family emergency (e.g., hospitalization, death in the family) that can be substantiated with documentation. In the rare event that a late assignment is accepted, there will be a significant point deduction as outlined by the instructor. It is understood that unexpected life events occur, but this policy is to encourage the development of positive professional behavior. Therefore, please plan accordingly to complete assignments on time as ***regular life stressors or technology problems will not be accepted as reasons to turn work in late.*** I invite you to talk with me about any challenges you face in completing your assignments.

Assignment Formatting: Formatting expectations are provided for each assignment. All written assignments should comply with APA formatting standards (6th ed.). Assignments will be penalized if formatting is not provided according to requirements. All assignments should be submitted on Canvas, unless otherwise noted. **Assignments should be submitted in DOC, DOCX, or RTF format.**

Christian Component: As we strive to provide a biblically-based approach to counseling, we expect you to evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

Student Conduct: During forum discussions, everyone is expected to be respectful of themselves and others. Keep in mind that it may not be appropriate to disclose your own psychological

struggles to the class. If you become distressed about any material/discussions, please talk with me and/or make an appointment to see a counselor.

Accommodations: Students who require academic accommodations due to a documented physical, psychological or learning disability must request assistance from Ray Horton via the Student Services Center. Students are encouraged to complete this request within the first two weeks of each semester. The Student Services Center is located in Presidents Hall level 2 across from the elevator. Contact: ray.horton@ccuniversity.edu or at [513-244-8420](tel:513-244-8420).

Academic Dishonesty: Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (see *CCU Student Handbook*), which will include failure of class and additional action by the Committee on Academic Integrity.

Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, projects, etc. may be revised as the semester progresses. All modifications to the syllabus will be announced via Canvas.

COURSE SCHEDULE

MODULE 1: Introduction & Foundations			
1.1	Introduction to Course	Syllabus	Introduction: due 1/24 DR 1: due 1/31 @ 11:59pm
1.2	Basics of Diagnosis	DSM-5: pp. xli-17-25 DTPS Ch. 1 and 2	
1.3	Diagnostic Interviewing	Clinician's Thesaurus pp. 21-78, 367-370	
1.4	Report Writing	Clinician's Thesaurus pp. 1-21, 83-275	
MODULE 2: Developmentally-Related Disorders			
2.1	Neurodevelopmental Disorders	DSM-5: pp. 31-86 SET: Ch. 2	DR 2: due 2/7 @ 11:59pm
2.2	Disruptive, Impulse-Control, & Conduct Disorders	DSM-5: pp. 461-480 SET: Ch. 16	
2.3	Elimination Disorders	DSM-5: pp. 355-360 SET: Ch. 12	

MODULE 3: Schizophrenia & Neurocognitive Disorders			
3.1	Schizophrenia Spectrum & Other Psychotic Disorders	DSM-5: pp. 87-122 SET: Ch. 3	DR 3: due 2/14 @ 11:59pm EX 1: due 2/21 @ 11:59pm
3.2	Neurocognitive Disorders	DSM-5: pp. 591-644 SET: Ch. 18	
3.3	Medication-Induced Movement Disorders	DSM-5: pp. 709-714	
MODULE 4: Mood-Related Disorders			
4.1	Depressive Disorders	DSM-5: pp. 155-188 SET: Ch. 5 & pp. 551-563	DR 4: due 2/28 @ 11:59pm DR 5: due 3/7 @ 11:59pm
4.2	Bipolar & Related Disorders	DSM-5: pp. 123-154 SET: Ch. 4	
MODULE 5: Anxiety & Stress-Related Disorders			
5.1	Anxiety Disorders	DSM-5: pp. 189-234 SET: Ch. 6	DR 6: due 3/21 @ 11:59pm DR 7: due 3/28 @ 11:59pm
5.2	Trauma & Stressor-Related Disorders	DSM-5: pp. 265-290 SET: Ch. 8	
5.3	Dissociative Disorders	DSM-5: pp. 291-308 SET: Ch. 9	
MODULE 6: Sexual & Gender-Related Disorders			
6.1	Sexual Dysfunctions	DSM-5: pp. 423-450 SET: Ch. 14	DR 8: due 4/4 @ 11:59pm EX 2: due 4/11 @ 11:59pm
6.2	Gender Dysphoria	DSM-5: pp. 451-460 SET: Ch. 15	
6.3	Paraphilic Disorders	DSM-5: pp. 685-706 SET: Ch. 20	
MODULE 7: Somatic, Eating, & Sleep Disorders			
7.1	Somatic Symptom & Related Disorders	DSM-5: pp. 309-328 SET: Ch. 10	DR 9: due 4/18 @ 11:59pm
7.2	Feeding & Eating Disorders	DSM-5: pp. 329-354 SET: Ch. 11	
7.3	Sleep-Wake Disorders	DSM-5: pp. 361-422 SET: Ch. 13	

MODULE 8: Obsessive-Compulsive & Substance-Related Disorders			
8.1	Obsessive-Compulsive & Related Disorders	DSM-5: pp. 235-264 SET: Ch. 7	DR 10: due 4/25 @11:59pm
8.2	Substance-Related & Addictive Disorders	DSM-5: pp. 481-589 SET: Ch. 17	
MODULE 9: Personality & Other Mental Disorders			
9.1	Personality Disorders	DSM-5: pp. 645-684 SET: Ch. 19	DR 11: due 5/2 @ 11:59pm
9.2	Other Mental Disorders & Other Conditions That May Be a Focus of Clinical Attention	DSM-5: pp. 707-708 and pp. 715-727	
MODULE 10: Additional DSM-5 Information & Course Wrap-Up			
10.1	Alternative PD Model Conditions for Further Study DSM Assessments	DSM: pp. 733-806	EX 3: due 5/9 @ 11:59pm
10.2	The Church & Mental Illness	Yarhouse	
10.3	Course Wrap-Up		

APPENDIX

CACREP – The material in this course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters-level training. The specific standards (CMHC K.1-5 & CMHC L.1-3) state that students are required to have knowledge, as well as skills and practice, in the area of diagnosis.

Ohio – This course meets education requirements for Ohio Administrative Code (OAC) for diagnosis of mental and emotional disorders: 4757-13-01(A)(5)(c), as well as the Ohio Revised Code (ORC) for eligibility for the LPCC credential: 4757.22(B)(3)(c).

Kentucky – This course meets education requirements for Kentucky Revised Statutes (KRS) for principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior: 335.525(1)(d)(7), as well as the Kentucky Administrative Regulations (KAR) for eligibility for the LPCC credential: 201 KAR 36:070, Section 1(2)(1).

Indiana – This course meets education requirements for Indiana Administrative Code (IAC) for mental health counseling: 839 IAC 1-5-1(a)(6), as well as Indiana Code (IC) for eligibility for the LMHC credential: IC 25-23.6-8.5-3(1)(K).