

Wake Forest University
Department of Counseling
CNS 770: Classification of Mental Health Disorders
Fall Semester 2014
Mondays from 1:30 - 4:00pm
Location: 019 Carswell

Course Overview and Methods of Instruction:

The purpose of this course is to provide students with an understanding of and experience using the DSM-5 to diagnose for mental health disorders. Additionally, students will be provided a framework for developing treatment plans for clients. Additional factors (e.g. culture and diversity, neurobiology, development) that are relevant to mental health diagnoses and treatment planning will also be incorporated into learning activities. The course will combine reading of the required texts, elective books, journal articles and other selected publications, lectures, discussions, small group activities, student presentations, and use of various audiovisual media to help students learn and assimilate the key principles in the described areas of instruction necessary to successfully complete the Masters in Counseling program and practice as professional mental health or school counselor.

Learning Objectives:

This content of the course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>) detailed in Section III, Professional Practice, Diagnosis, Knowledge and Skills & Practice. The learning objectives include:

- Describe the key DSM diagnostic criteria for the most common mental health disorders.
- Differentiate between normal and abnormal personality.
- Discuss the history and importance of the Diagnostic and Statistical Manual of Mental Disorders (DSM), including the concept of multi-axial diagnosis.
- Understand key terms in the diagnostic process, including culturally appropriate assessment, symptoms, signs, diagnostic criteria, diagnosis, and differential diagnosis.
- Identify the core components of the treatment planning process.
- Create a culturally appropriate, diagnosis-specific treatment plans.
- Understand the role of neurobiology and psychopharmacology for commonly diagnosed mental health disorders.
- Describe the drama triangle and its “corners.”

Required Texts:

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders - DSM-5TM* (5th edition). American Psychiatric Publishing, Arlington, VA. Referred to as “DSM” for reading assignments.
- Seligman, L., & Reichenberg, L.W. (2014). *Selecting Effective Treatments – A Comprehensive, Systematic Guide to Treating Mental Disorders* (4th edition, revised). Hoboken, NJ: John Wiley & Sons, Inc. Referred to as “SET” for reading assignments.
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Association. **You are not required to purchase the APA manual, but will need access to the manual for all written assignments**

Supplemental (Optional) Resources:

Bourne, E.J. (2010). *The Anxiety & Phobia Workbook* (5th edition). Oakland, CA: New Harbinger Publications, Inc.

*Emery, G. (2000). *Overcoming Depression: A Cognitive-Behavior Protocol for the Treatment of Depression [Therapist*

Protocol]. Oakland, CA: New Harbinger Publications, Inc.

*Emery, G. (2000). *Overcoming Depression: A Cognitive-Behavior Protocol for the Treatment of Depression [Client Manual]*. Oakland, CA: New Harbinger Publications, Inc.

Mason, P.T., & Kreger, R. (2010). *Stop Walking on Eggshells – Taking Your Life Back When Someone You Care About has Borderline Personality Disorder* (2nd edition). Oakland, CA: New Harbinger Publications, Inc.

*From the BPT – Best Practices for Therapy series, which are empirically-based treatment protocols for a variety of mental health disorders including (besides depression): agoraphobia and panic disorder, generalized anxiety disorder, OCD, PTSD, specific phobia, and situational and general anger.

Student performance evaluation criteria:

- **Class Participation and Attendance (10% of grade):** Class participation and attendance are required. One absence will be excused without penalty (though you are still responsible for the material covered in class during your absence). Two to three absences will result in a half grade deduction (e.g., from A to A-) from your final grade, four or more absences will result in a full grade deduction (e.g., from A to B) and may result in failure to receive credit for the course. The professor reserves the right to allow an additional absence due to extreme circumstances (deemed extreme by the professor). Excessive tardiness and/or unprofessional behavior (e.g., use of technology not required for class such as cell phones, smart phones, iPads, other handheld devices, your laptop computer, etc.) also may negatively impact your attendance and participation grade. In order to participate effectively, you should complete the assigned readings prior to class. Written assignments due on a given day should be turned in electronically on Sakai prior to the beginning of class. Assignments submitted late will result in a half grade deduction for each tardy day. You will need to bring your required textbooks to class each week to fully participate in the class. **Unless instructed otherwise, you will not need your laptop or other electronic devices for class. Using your laptop, phone, or handheld electronic device during class (unless otherwise instructed by the professor) will negatively impact your class participation grade.**
- **The Soloist Movie Review (10% of grade) – due Sept. 14 (Week 3):** The purpose of this assignment is to introduce you to diagnosis of mental health disorders and think about it from multiple perspectives. Answer the following questions in 3-5 pages (APA Format).
 - Does Nathaniel Ayers meet the A criteria for 295.90 schizophrenia (p. 99, DSM-5 text)? Give specific examples. Does he meet the B-F criteria and specifiers? Support your answers as best you can. (1–2 pages)
 - Describe the relationship between Nathaniel and the reporter Steve Lopez. What is healthy or helpful in the relationship; what is unhealthy or unhelpful? (1 page)
 - Steve has a different notion of how Nathaniel should be helped than David Ellis, the director of the homeless shelter. How are their views of helping Nathaniel different? How are they similar? Who is more correct in how they view Nathaniel’s potential for recovery? What does the movie make you think about regarding “the diagnosis controversy” in counseling? (1 page)
 - Based on your observations of Nathaniel, what interventions might be helpful for him (hint: read pp. 403–418 of SET text; see “client map” on pp. 435–6)? (1–2 pages)
- **Personality Profile Paper (20% of grade) – due Oct. 5 (Week 6):** the purpose of this assignment is to better understand your own personality. It will be due after we have covered the normal and abnormal personality in class via lecture and class presentations as well as personality assessments you have done on yourself using the Myers-Briggs Type Indicator, Enneagram, and NEO-PI. After compiling the results of your Myers-Briggs, Enneagram, and NEO-PI, write an 8-13 page paper (APA format) with the following components:
 - For your personality profile paper, you will need to following assessments:
 - 1) MBTI – you should have taken this last year and have the results
 - 2) Enneagram – go to: <http://www.enneagraminstitute.com/discover.asp> and take the Riso-Hudson Enneagram Type Indicator. You will be given a code so you don’t have to pay for the assessment.

Your report will be e-mailed to you.

- 3) NEO-PI – you will complete this instrument online as part of your Assessment class on Sept. 10.
- Describe your Myers-Briggs personality type. Does it fit you well? Why does/doesn't it? (1-2 page)
 - Describe your Enneagram personality type. Does it fit you well? Why does/doesn't it? (1-2 pages)
 - Describe the five domains of your personality from the NEO-PI. Do you think these characterize your personality accurately? Why do/don't they? Also include a discussion of the positive and negative adjectives within the six facets of each of the five personality domains that you scored "very high" or "very low" on. (2-3 pages)
 - Describe personality traits/types of yours that are similar to the described diagnostic criteria for the *DSM-5* personality disorders. You only need to describe the traits/disorders that apply to you, not the ones that don't. (1-2 pages)
 - Provide a summary of your personality based on what you've written in the paper thus far (1 page). Then describe how your personality traits impacted your relationships with family, friends, and co-workers, positively and negatively, including how you handle conflict. Be specific, provide examples. To describe how your personality may affect you as a counselor, describe what it will be like to counsel a client who is very similar to you in personality, and conversely, a client who is opposite you in personality. Are there certain types of clients or client issues that you anticipate might be difficult for you to deal with as a counselor because of transference and/or countertransference issues? (2-3 pages)
 - Have a partner, close family member, or good friend read the 1 page personality summary you wrote. Ask them to describe what they thought fit and didn't fit you regarding your personality, and summarize this, including what may have surprised you about what they said and any further insight into personality this part of the assignment gave you? (1-2 pages)

You will have an opportunity to discuss your personality profile paper in a 1 on 1 conference with the professor several weeks after you complete the assignment.

- **Midterm Exam (20% of grade) (Week 8, Oct. 19):** Multiple choice, short answer, and case vignettes drawn from the material covered in the readings and class presentations. Bring your DSM-5 to class to use during part of the exam.
- **Internship Client Treatment Plan (10% of grade) (Week 13, Nov. 24):** Choose a client with a diagnosable disorder from your internship site and generate treatment plan for them using the DO A CLIENT MAP format (Described on page 8 of the *Selecting Effective Treatments* text). The paper should be 2-5 pages in length (APA format).
- **Extra Credit Assignment (Due no later than Week 14, Dec. 1) (worth up to 5 extra points on multiple choice portion of final exam):** Attend one of the client/consumer support groups offered by the Mental Health Association in Forsyth County (e.g., Anxiety Disorders Support Group, Schizophrenia Support Group, THRIVE, TIDES, or SPEAK OUT). Write a 2-3 page paper (APA format) reflecting on the experience and what you learned from it
- **Final Exam (Week 15, Dec. 7) (30% of grade):** Multiple choice, short answer, and case vignettes drawn from the material covered in the readings and class presentations since the midterm exam. Bring your DSM-5 to class to use during part of the exam.

Grading Scale*:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	F	<70
B-	80-82		

*Note: there is no rounding up of grades, e.g. 92.9=A-, not A

Schedule of Classes and Assignments:

Date	What will be covered or occur in class (in class discussions)/ Exam Schedule	Assignments Due Reading/Other Assignments
Aug. 31 Week 1	Introductions and Review of Syllabus Diagnosis and DSM-5 Schizophrenic Spectrum and Other Psychotic Disorder	
Sept. 7 Week 2	Independent Study Day (Class will not meet).	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. xiii-xi (skim), 5-17 (skim), 19-24, 87-90, 99-105, 119-120, 715-727 (skim) Read the following in your SET text: <ul style="list-style-type: none"> • p. 403-418, 435-436 Read the following additional article (in course reserves): <ul style="list-style-type: none"> • Jones, K.D. (2012). Dimensional and Cross-Cutting Assessment in the DSM-5. • Sabella, D (). Where is the 'Health' in Mental Health? • Karcher, M.J. & Benne, K, (2007). Erik and Joan Eriksons' Approach to Human Development in Counseling. Watch the following movie: <ul style="list-style-type: none"> • <i>The Soloist</i>: Paramount Pictures (2009).
Sept. 14 Week 3	Personality and Personality Disorders Discuss Personality Profile Paper Discuss extra credit assignment	Upload your assignment <i>The Soloist</i> to Sakai prior to class Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 645-682, 761-762 Read the following in your SET text: <ul style="list-style-type: none"> • p. 347-354, 370-377, 398-401
Sept. 21 Week 4	Depressive Disorders: (Finish discussing personality disorders, if needed)	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 155, 160-171, 184-188, 286-289, 712-714 Read the following in your SET text: <ul style="list-style-type: none"> • p. 130-136, 144-147, 149-169, and 185-189
Sept. 28 Week 5	Depressive Disorders continued Treatment Planning and Treatment Goal Setting	Same readings as last week, plus: Read the following in your SET text: <ul style="list-style-type: none"> • p. 1-40
Oct. 5 Week 6	Treatment Planning continued	Upload your Personality Profile Paper to Sakai prior to class (No new reading assignment this week; catch up on prior weeks' readings)

Oct. 12 Week 7	Bipolar and Related Disorders	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 123-141, 149-154 Read the following in your SET text: <ul style="list-style-type: none"> • p. 169 -186
Oct. 19 Week 8	Midterm Exam (1 hour, 45 minutes) Discuss Internship Client Treatment Plan	
Oct. 26 Week 9	Eating Disorders and Sleep Related Disorders	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 329, 338-353, 361-368 Read the following in your SET text: <ul style="list-style-type: none"> • p. 240-247 (focus on Eating Disorders), 274-285, and 308-316
Nov. 2 Week 10	Impulse Control disorders	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 461-475 Read the following in your SET text: <ul style="list-style-type: none"> • p. 72-84, 239-247, and 315-316
Nov. 9 Week 11	Neurodevelopmental Disorders: Autism Spectrum Disorders and ADD/ADHD	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 31-33, 50-66 Read the following in your SET text: <ul style="list-style-type: none"> • p. 41-49, 55-72, and 122-124
Nov. 16 Week 12	Stress, Anxiety Disorders, and OCD	Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 189-190, 208-217, 222-226, 235-242, 265, 271-280, 291-292 Read the following in your SET text: <ul style="list-style-type: none"> • p. 191-202, 216-237
Nov. 23 Week 13	Trauma and Stressor-Related Disorders: PTSD, Acute Stress Disorder, Adjustment Disorder	Upload your Internship Client Treatment Plan to Sakai prior to class Read the following in your DSM-5 text: <ul style="list-style-type: none"> • p. 265, 271-289, 291-292 Read the following in your SET text: <ul style="list-style-type: none"> • p. 223-229
Nov. 30 Week 14	Review for Final Exam: Class determined topic/activity	Upload your Extra Credit Assignment to Sakai prior to class Readings: TBD
Dec. 7 Week 15	In Class Final Exam	

Disaster Planning/Catastrophic Event:

In the event that the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned

lessons and adhere to due dates of assignments and phone, unless internet or phone are inaccessible.

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discussions. The instructor will be available by email or