

DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES
College of Nursing and Allied Health
Southern University, Baton Rouge, LA

REHB 514 Diagnosis and Assessment

SPRING 2018 COURSE SYLLABUS

Instructor: Clarence D. Merckerson, clarence_merckerson@subr.edu

I. Description Information

A. Course Number: REHB 514

B. Course Title: PSYCHOPATHOLOGY AND DIAGNOSIS DSM-V

C. Prerequisites: Admission to a graduate program in counseling. A class in Theories and Techniques of Counseling.

D. Credit Hours: 3.0

E. CIP Code: 512310

F. Intended Audience: Graduate students in rehabilitation counseling and allied health disciplines.

G. Method of Delivery: Instruction in this course consists of formal lectures, discussion sessions, individualized student-instructor sessions, and critique of written work.

II. Catalog Description

This course is designed to provide rehabilitation and mental health counselors with basic information so that they may have an understanding of the major types of psychiatric conditions, as well as the implications of these conditions for the client's personal, social, and vocational functioning. Psychiatric conditions will be considered in terms of their description, diagnostic criteria, treatment planning considerations, and expected outcomes. The medical and psychiatric rehabilitation models, and their interrelationships in providing services to persons with psychiatric disabilities will be discussed. Special emphasis will be placed on functional assessment of persons with chronic mental illness, and studying and developing client driven rehabilitation models for community re-integration. This includes but is not limited to: diagnostic criteria, bias in diagnosis, cultural issues in diagnosis, and assessment in the diagnostic process.

III. Course Goals or Conceptual Framework:

This course is aimed at developing the knowledge and skills necessary for working with individuals with disabilities using American Psychological Association approved diagnostic material and techniques. The aim is to provide students with didactic and experiential classroom and homework activities to gain the skills necessary in delivering adequate interventions.

The course is designed, as per the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), for students and professionals in Clinical Rehabilitation Counseling and other human services workers engaged in providing services to individuals with disabilities. The students enrolled in class are anticipated to be master's degree candidates who will be working in the state-federal rehabilitation system, universities, private for-profit and not-for-profit agencies, and social service organizations.

Expectations of Confidentiality During Classroom Activities

A) The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triadic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.

B) Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student's capacity to be a rehabilitation counselor.

IV. Course Objectives:

The course is a part of the core curriculum in the master's degree program in rehabilitation counseling/rehabilitation psychology. It provides basic instruction related to diagnosing disorders that are often encountered in rehabilitation settings with people with disabilities.

V. Student Learning Outcomes/Course Outcomes:

CACREP objectives/student learning outcomes:

1. Theories and models related to clinical mental health counseling
2. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
3. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
4. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

5. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
6. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
7. Impact of biological and neurological mechanisms on mental health
8. Cultural factors relevant to clinical mental health counseling
9. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
10. Techniques and interventions for prevention and treatment of a broad range of mental health issues
11. Strategies to advocate for persons with mental health issues
12. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
13. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

VI. Council on Accreditation of Counseling and Related Programs (CACREP) core curricular areas addressed by this course are:

G.1 Professional Orientation and Ethical Practice

G.7 Assessment

VII. Primary Textbooks:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

VIII. General Reading Sources

Morrison, J. (2014). *DSM-5 Made Easy: The Clinician's Guide to Diagnosis*. Guilford Publications.

First, M. (2013). (Ed.). *DSM V Handbook of Differential Diagnosis*. Arlington, VA: American Psychiatric Publishing.

IX. Course Requirements

A. Academic Requirements:

Active participation is required for all course activities and assignments. Documentation for illness or other emergency may be required for extending a due date.

Assignment 1: Quizzes/Case Studies (100 points)

There will be 5 quiz/case study assignments through the semester. These assignments will focus on the assigned reading materials, as well as information contained in the PowerPoint slides. Each assignment will be worth 20 points.

Assignment 2: Mid-term Exam (100 points)

The midterm may consist of a series of written case vignettes. You will derive and justify a DSM-5 diagnosis for each client, including your reasoning and any differential diagnoses considered.

Assignment 3: Final Exam (100 points)

The final may consist of a series of clinical case vignettes and short answer essay questions. You will be required to derive and justify a DSM V diagnosis, to include a differential diagnosis (if indicated) for each clinical case.

Assignment 4: Diagnosis and Treatment Plan Project (100 points)

Students will select a character from a movie (the list will be provided) to serve as the basis for a comprehensive case study. See the addendum at the end of syllabus for a complete description. Complete differential diagnosis project (please see the addendum for a complete description of the project requirements).

Class Attendance and Participation (25 points): All students must attend classes punctually following SUBR policy and actively participate in class discussion on assigned readings and related course materials/activities.

Class: Tuesday 5:00 PM – 7:50 PM
Zoom Meeting ID: 551870787

CACREP Faculty: Clarence D. Merckerson, PhD, CRC, LPC-S
 Assistant Professor
 Blanks Hall - Office 252
 Office Hours: Tues & Thurs 2-4p; Mon 12:30-4:30p (Or by appointment)
 Phone: 225.771.2411
 Email: clarence_merckerson@subr.edu
 Department URL: <http://www.subr.edu/rehabilitation>

B. Administrative Requirements:

1. Attendance: Attendance is required - students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. Students will not be permitted to make-up Reading Quizzes as a result of unexcused absences.

2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *University Handbook* for more information on excused absences.
3. Make-Up Policy: Arrangement to make-up a missed major examination (e.g., mid-term exam) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *University Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality

X. WEEKLY COURSE SCHEDULE

Date	Topic	Assigned Reading
Week 1 1/22	Syllabus/Class Overview Introduction to DSM V Mental Status Exam/Clinical Interviewing Differential Diagnosis	Syllabus (CACREP: G.1 & G.7)
Week 2 1/29	Neurodevelopment Disorders Neurocognitive Disorders	DSM V- pages 31-86 DSM V- pages 591-643

	V Codes	DSM V- pages 715-727 (CACREP: G.1 & G.7)
Week 3 2/5	Schizophrenia Spectrum and Other Psychotic Disorders Cultural Formulation Culture Bound Syndromes	DSM V- pages 87-122 (CACREP: G.1 & G.7)
Week 4 2/12	Schizophrenia Spectrum and Other Psychotic Disorders Continued Quiz/Case Study 1	DSM V- pages 87-122 Diagnosis & Tx Plan Project Movie Choice – Due (CACREP: G.1 & G.7)
Week 5 2/19	Depressive Disorders Bipolar and Related Disorders	DSM V- pages 155-188 DSM V- pages 123-154 (CACREP: G.1 & G.7)
Week 5 2/26	Depressive Disorders Bipolar and Related Disorders Quiz/Case Study 2	DSM V- pages 155-188 DSM V- pages 123-154 (CACREP: G.1 & G.7)
Week 7 3/12	Midterm	Mid-term Exam (CACREP: G.1 & G.7)
Week 8 3/19	Anxiety Disorders Obsessive-Compulsive & Related Disorders Trauma & Stressor-Related Disorders	DSM V- pages 189-290 Diagnosis & Tx Plan Project DRAFT Due – <u>OPTIONAL</u> (CACREP: G.1 & G.7)
Week 9 3/26	Substance Related and Addictive Disorders Quiz/Case Study 3	DSM V- pages 481-589 (CACREP: G.1 & G.7)
Week 10 4/2	Feeding and Eating Disorders Elimination Disorders	DSM V- pages 329-354 DSM V- pages 355-422 (CACREP: G.1 & G.7)
Week 11 4/9	Sleep-Wake Disorders Gender Dysphoria Disruptive, Impulse Control and Conduct Disorders Quiz/Case Study 4	DSM V- pages 451-459 DSM V- pages 461-480 (CACREP: G.1 & G.7)
Week 12 – 4 /16	SPRING BREAK	
Week 13 4/23	Personality Disorders Paraphilic Disorders Quiz/Case Study 5	DSM V- pages 645-705 Diagnosis & Tx Plan Project Due

		(CACREP: G.1 & G.7)
Week 14 TBD	Final Exam	Final Exam (CACREP: G.1 & G.7)

XI. Evaluation of Students (Grading Policy)

Grades will be based on total points earned out of 400, as follows:

Diagnosis and Treatment Plan Project	100
Quizzes/Case Studies	100
Mid-term	100
Final	100
Attendance	25

Total: 425 Points (100%)

90-100%	(425 – 381pts) = A
80-89%	(380 – 338pts) = B
70-79%	(337 – 296pts) =C
60-69%	(295 – 253pts) =D
Below 60%	(252 & below) =F

XII. ADA Compliance:

If a student needs academic accommodations please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations at the beginning of the course. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Check with Mrs. Patricia Hebert, as soon as possible, in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, ODS Director, for accommodations requests. Phone: 225-771-3950; Fax: 225-771-5652 and email: patricia_hebert@subr.edu or ods@subr.edu . For additional information, please visit <http://web.subr.edu/index.php?id=806> You may also access the below website for assistance with developing educational accommodations: <http://www.jan.wvu.edu/portals/ed.htm>.

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription

from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

Diagnosis and Treatment Plan Project

Students will select a character from a movie (the list will be provided) to serve as the basis for a comprehensive case study. Students will use what they know of this character to construct:

1. Presenting problem
2. Biopsychosocial history
3. Mental status report
4. DSM-5 diagnosis/diagnoses
5. Treatment goals and objectives
6. Evidence-based treatment plan and justification
7. Differential diagnosis – This section is an opportunity for you to offer challenges to the diagnosis you proposed in “4” above. I am interested in any alternative explanations of the client’s symptoms, especially those that do not fit in the medical model/DSM philosophy. The following are questions that may get you started and guide you in this section.
 - a. What is your client’s assessment of the presenting concerns? Does he/she believe he/she has a “mental disorder?”
 - b. In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?
 - c. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?
 - d. What historical-social-political-cultural-familial-religious issues do you need to consider before applying this diagnosis and developing the treatment plan? Are there any alternative explanations for the client’s behavior, taking into account these contextual factors?

**Students are welcome to format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) as they would in a professional setting. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines.*

All data included in the report must be written using professional language, based on evidence provided in the media source, and supported with a sound clinical rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate that additional information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students should support rationale for treatment plan choices by incorporating data from at least six scholarly sources (e.g., DSM-5, treatment manual, journal article).

The grading rubric is as follows:

- Attention to presenting problem, biopsychosocial history, mental status (20 points)
- DSM-5 diagnosis and justification (20 points)
- Treatment goals/objectives (10 points)
- Treatment plan and justification (10 points)
- Attention to historical-social-political-cultural issues in all of above (20 points)
- Differential diagnosis (20 points)
- Incomplete or poor APA style and overall writing style can reduce your grade

Movie List

<i>Forrest Gump</i>	<i>The King's Speech</i>
<i>Ray</i>	<i>The Devil Wears Prada</i>
<i>Radio</i>	<i>The Fisher King (1991)</i>
<i>I am Sam</i>	<i>Awakenings (1990)</i>
<i>Catch Me If You Can</i>	<i>The Soloist</i>
<i>Any Day Now</i>	<i>Take Shelter (2011)</i>
<i>There's Something About Mary</i>	<i>Black Swan (2010)</i>
<i>Adam (2009)</i>	<i>He Loves me, He Loves Me Not (2002, France)</i>
<i>Breaking and Entering (2006)</i>	<i>The Beaver (2011)</i>
<i>Rain Man</i>	<i>It's a Wonderful Life (1946)</i>
<i>Silent Fall (1994)</i>	<i>Silver Linings Playbook (2012)</i>
<i>To Kill A Mockingbird</i>	<i>Mr. Jones</i>
<i>Thumbsucker (2005)</i>	<i>Running with Scissors (2006)</i>
<i>Michael Clayton (2007)</i>	<i>Boy Interrupted (2009)</i>
<i>House of Sand and Fog (2003)</i>	<i>The Hours (2002)</i>
<i>Dead Poets Society (1989)</i>	<i>The Aviator (2004)</i>
<i>Matchstick Men (2003)</i>	<i>As Good As It Gets (1997)</i>
<i>Somethings Gotta Give (2003)</i>	<i>Panic Room (2002)</i>
<i>Kissing Jessica Stein (2002)</i>	<i>The Dryland (2010)</i>
<i>The Manchurian Candidate (2004)</i>	<i>The Upside of Anger (2005)</i>
<i>The Three Faces of Eve (1957)</i>	<i>What About Bob?</i>
<i>Psycho (1960)</i>	<i>Sybil (1976)</i>
<i>Swimming Pool (2002)</i>	<i>Frankie and Alice (2010)</i>
<i>Nurse Betty (2000)</i>	<i>Insomnia (2002)</i>
<i>Lost In Translation (2003)</i>	<i>Girl Interrupted (1999)</i>
<i>What's Eating Gilbert Grape? (1993)</i>	<i>Boys Don't Cry (1999)</i>
<i>Soldier's Girl (2003)</i>	<i>We Need to Talk About Kevin (2012)</i>
<i>My First Mister (2001)</i>	<i>Little Miss Sunshine (2006)</i>
<i>Flight (2012)</i>	<i>Smashed (2012)</i>
<i>I'm Dancing As Fast As I Can (1982)</i>	<i>Memento (2000)</i>
<i>The Notebook (2004)</i>	<i>No Country For Old Men (2007)</i>
<i>Lakeview Terrace (2009)</i>	<i>Reign Over Me (2007)</i>
<i>Blue Jasmine (2013)</i>	<i>Leap Year (2010)</i>
<i>Kill Bill (2003; 2004)</i>	<i>What About Bob? (1991)</i>
<i>When A Man Loves A Woman (1994)</i>	<i>The Lost Weekend (1945)</i>
<i>Iris (2010)</i>	<i>Away From Her (2007)</i>
<i>A Clockwork of Orange (1971)</i>	