

**Wake Forest University**  
**Department of Counseling**  
**CNS 770: Classification of Mental Health Disorders**  
**Fall Semester 2017**  
**Mondays from 12:30 - 3:00pm**  
**Location: 208 Carswell**

**Instructor:** David A. Johnson, Ph.D., LPC-S (Texas)  
**Office:** 202 Carswell  
**Office Hours:** Wednesday, 10:00 to 12:00 or by appointment.  
**Phone:** 336-758-5673  
**E-mail:** [johnsoda@wfu.edu](mailto:johnsoda@wfu.edu)

**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, diagnosis, 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, 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 (CACREP 5.C.1.c.; 5.C.2.b.; 5.C.2.d.)
- Differentiate between normal and abnormal personality. (CACREP 5.C.1.c.; 5.C.2.d.)
- Discuss the history and importance of the Diagnostic and Statistical Manual of Mental Disorders (DSM), including the concept of multi-axial diagnosis. (CACREP 5.C.1.c.; 5.C.2.b.; 5.C.2.d.)
- Understand key terms in the diagnostic process, including culturally appropriate assessment, symptoms, signs, diagnostic criteria, diagnosis, and differential diagnosis. (CACREP 2.F.7.e.; 2.F.7.l.; 5.C.1.c.; 5.C.2.b.; 5.C.2.d.)
- Identify the core components of the treatment planning process. (CACREP 2.F.8.b.; 5.C.1.c.; 5.C.2.b.; 5.C.3.b.)
- Create a culturally appropriate, diagnosis-specific treatment plans. (CACREP 2.F.5.j.; 2.F.8.b.; 2.F.7.l.; 2.F.5.j.; 5.C.1.c.; 5.C.2.b.; 5.C.2.c.; 5.C.2.d.; 5.C.3.b.)
- Understand the role of neurobiology and psychopharmacology for commonly diagnosed mental health disorders (CACREP 5.C.2.g.)
- Understand the interactions between human development and symptoms of common mental health disorders (CACREP 2.F.3.e.)

**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.
- Reichenberg, L.W. & Seligman, L., (2016). *Selecting Effective Treatments – A Comprehensive Systematic Guide to Treating Mental Disorders* (5th edition). Hoboken, NJ: John Wiley & Sons, Inc. Referred to as “SET” for reading assignments.
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup>

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:**

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York, NY: W.W. Norton & Company.

Duncan, B. L., Hubble, M.A., & Miller, S.D. (1997). *Escape from babel: Towards a unifying language for psychotherapy practice*. New York, NY: Norton.

Duncan, B.L., Miller, S.D., Wampold, B.E., & Hubble, M.A. (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington DC: American Psychological Association.

Norcross, J.C. (2011). *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed.). New York, NY: Oxford University Press.

Wampold, B.E., & Imel, Z. E. (2015). *The great psychotherapy debate: Evidence for what makes psychotherapy work* (2nd ed.). New York, NY: Routledge.

### **Student performance evaluation criteria:**

- **Class Participation and Attendance (10 points):** To fully benefit from this course, students should attend class and fully participate in class activities. 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. If you are unable to attend class due to an uncontrollable circumstance/emergency, please contact the professor as soon as possible in order to develop alternative plans. 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 fully engage in the class, students should complete the assigned readings prior to class, and should bring required readings to class. Written assignments should be turned in electronically on Sakai prior to the beginning of class on the due date. Assignments submitted late will result in a half grade deduction for each tardy day.
- **The Soloist Movie Review (20 points) (Week 4, Sept. 18):** 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 in 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 controversies regarding diagnosis does the movie highlight (based on readings and/or your personal thoughts)? (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)
- **Midterm Exam (25 points) (Week 8, Oct. 16):** The midterm exam will consist of two sections.
  - The first section will include approximately 20 multiple choice, short answer, and case vignette items drawn from the material covered in the readings and class presentations. Students will complete the first

section of the exam on Sakai outside of class time, and will have one hour to complete the exam. This section will be worth 10 points of the midterm exam grade.

- For the second portion of the midterm exam, students will select three case vignettes (out of five possible) and answer specific questions for each vignette regarding diagnosis and treatment plan considerations. Students will have one week to complete the second portion of the exam, and may use any course resources to complete the exam. Students will access and submit the second portion of the midterm exam through Sakai. The second portion of the midterm exam will be worth 15 points.

- **Internship Client Treatment Plan (20 points) (Week 13, Nov. 20):** Students will choose a client with a diagnosable disorder from your internship site and generate a treatment plan for them using the DO A CLIENT MAP format (described in the *Selecting Effective Treatments* text). Students will then include a section for each of the following topics: interactions between client’s developmental history and symptoms, client’s stage of change, the working alliance, and cultural considerations. The paper should be written in APA format
- **Final Exam (25 points) (Week 15, Dec. 4):** The final exam will consist of two sections.
  - The first section will include approximately 20 multiple choice, short answer, and case vignette items drawn from the material covered in the readings and class presentations. Students will complete the first section of the exam on Sakai outside of class time, and will have one hour to complete the exam. This section will be worth 10 points of the final exam grade.
  - For the second portion of the final exam, students will select three case vignettes (out of five possible) and answer specific questions for each vignette regarding diagnosis and treatment plan considerations. Students will have one week to complete the second portion of the exam, and may use any course resources to complete the exam. Students will access and submit the second portion of the final exam through Sakai. The second portion of the final exam will be worth 15 points.

**Summary of Grade Weights by Assignment**

Learning Activity	Points	% of Grade	Rubric	CACREP Standards
Participation	10	10	Participation	
The Soloist Paper	20	20	Written	2.F.5.j; 2.F.8.b; 5.C.1.c; 5.C.2.b; 5.C.2.d; 5.C.3.b
Midterm	25	25	Scoring Key	2.F.3.e; 2.F.5.j; 2.F.7.e; 2.F.7.l; 5.C.1.c; 5.C.2.b.d.g; 5.C.3.b.
Client Treatment Plan	20	20	Written	2.F.3.e; 2.F.5.j; 2.F.8.b; 5.C.1.c; 5.C.2.b; 5.C.3.b.
Final exam	25	25	Scoring Key	2.F.3.e; 2.F.5.j; 2.F.7.e.l; 5.C.1.c; 5.C.2.b.d.g; 5.C.3.b.

**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:** Below is a tentative schedule of classes, readings, and assignments. The schedule may change due to unforeseen circumstances. In the event that the schedule is changed, the professor will notify students as soon as possible.

Date	What will be covered or occur in class (in class discussions)/	<p style="text-align: center;"><i>Assignments Due</i> <b>Reading/Other Assignments</b></p> DSM = DSM-5 SET = Selecting Effective Treatments
Aug. 28 Week 1	Introductions, Overview of course, Intro to the DSM and diagnosis	DSM: pg 5-25 Eriksen & Kress (2006) Tomlinson-Clarke & Georges (2014) Jones (2012)
Sept. 4 Week 2	Biological basis of behavior	Badenoch (2008): Three chapters in course reserve  <a href="http://nobaproject.com/modules/psychopharmacology">http://nobaproject.com/modules/psychopharmacology</a>  <a href="https://www.nimh.nih.gov/brainbasics/index.html">https://www.nimh.nih.gov/brainbasics/index.html</a>
Sept. 11 Week 3	Schizophrenic Spectrum and Other Psychotic Disorder	DSM-5: 87 - 90 (Key features of psychotic disorders) DSM-5: 99 - 105 (Schizophrenia) SET: 78 - 87 (Schizophrenia)  The Soloist (film)
Sept. 18 Week 4	Depressive Disorders	DSM-5: 155 DSM-5: 160 - 171 (MDD & PDD) SET: 145 - 146 SET: 149 - 162  <b>The Soloist paper due on Sakai</b>
Sept. 25 Week 5	Personality and Personality Disorders	DSM-5: 645 - 682 DSM-5: 761 - 770 SET: 479 - 527
Oct. 2 Week 6	Bipolar and Related Disorders	DSM: pg 123 - 141 DSM: pg 149 - 154 SET: 103 - 136 Karcher & Benne (2008)
Oct. 9 Week 7	Treatment Planning V codes	SET: pg 1 - 27 Macneil et al., 2012 Norcross, Krebs, & Prochaska (2011) Bordin (1994) DSM: pg 715 - 727 (skim)  <b>Midterm Exam available on Sakai</b>

Oct. 16 Week 8	Eating Disorders and Sleep Related Disorders	DSM: 329 DSM: 338 - 353 DSM: 361 - 368 SET: 311 - 312 SET: 316 - 331 SET: 353 - 354 & 359 - 363  <b>Midterm Exam Due</b>
Oct. 23 Week 9	Neurodevelopmental Disorders: ASD & ADHD	DSM: 31 DSM: 50 - 65 DSM: 66 - 74 (skim)
Oct. 30 Week 10	Impulse Control disorders	DSM: 461 - 476 SET: 393 - 403
Nov. 6 Week 11	Stress, Anxiety Disorders, and OCD	DSM: 189 - 190 DSM: 208 - 217 DSM: 222 - 226 DSM: 235 - 242 SET: 175 - 176 SET: 193 - 197 SET: 201 - 207 SET: 219 - 226
Nov. 13 Week 12	Trauma and Stressor-Related Disorders: PTSD, Acute Stress Disorder, Adjustment Disorder	DSM: 265 DSM: 271 - 289 SET: 245 - 246 SET: 252-267
Nov. 20 Week 13	Dissociative Disorder Gender dysphoria	DSM: 291 - 298 DSM: 451 - 459 SET: 277 - 279, 281 - 283 (focus on DID) SET: 383 - 388  Whalen  <b>Internship Client Treatment Plan Due</b>
Nov. 27 Week 14	Class determined topic/activity	Readings: TBD  <b>Final exam available on Sakai</b>
Dec. 4 Week 15	Wrap up, concluding thoughts	Readings TBD  <b>Final exam due</b>

### **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 discussions. The instructor will be available by email or phone, unless internet or phone are inaccessible.

### **Use of Technology During Class:**

Students will not need access to laptops, phones, or other electronic devices for most in-class activities. Unnecessary and/or distracting use of technological devices during class may result in a loss of points for participation. All phones and similar devices should be silenced during class. Students are encouraged to let the professor know if they are expecting a phone call/text message associated with an emergency.

### **Revisions to assignments:**

At times, the professor may determine that a student would benefit from revising and resubmitting an assignment. In these circumstances, the professor and student will meet to discuss appropriate revisions and timeline for submitting the revisions.