

**GEORGE MASON UNIVERSITY**  
**College of Education & Human Development**  
**Diagnosis & Treatment Planning for Mental Health Professionals (EDCD 656-001)**  
**Spring 2011**

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**Class Meetings:** Thursdays, 8-10pm; Saturday 4/2 & 4/16, 9am-4pm

**Course Overview:**

This course introduces students to fundamental concepts in the classification of psychopathology as well as the clinical interviewing skills necessary to apply DSM-IV-TR diagnoses to clients in a sound and ethical manner. The course incorporates an explicit focus on the role of race and culture in diagnosis and treatment. The course will introduce students to formulating treatment plans utilizing the accepted standards of care in the fields of mental health counseling, clinical and counseling psychology, and psychiatry. Finally the course will focus on clinician self-awareness as a critical dimension in accurate diagnosis and effective treatment planning. Course materials will be delivered via a variety of methods including lecture, required readings, research activities, class discussion, and visual media.

**Required Texts:**

American Psychiatric Association (2005). *Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition, Text Revision (DSM-IV-TR)*, Washington, DC: Author.

Maxmen, J.S., Ward, N.G., & Kilgus, M.D. (2009). *Essential Psychopathology and Its Treatment*. New York, NY: Wiley & Sons.

Castillo, R. J. (1997). *Culture and Mental Illness: A Client-Centered Approach*. Boston, MA: Brooks/Cole Publishing Company.

**Recommended Texts:**

Jongsma, A. E. & Peterson, L. M. (2006). *The complete psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons.

Kaplan, H.I., & Sadock, B.J. (2007). *Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (10th ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins.

Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. New York, NY: Springer.

Spitzer, R. L., Gibbon, M., Skodol, A.E., Williams, J.B.W., & First, M.B. (2002). *DSM-IV-TR casebook: A learning companion to the Diagnostic and Statistical Manual of Mental Disorders, 4th Ed, Text Revision*. Arlington, VA: American Psychiatric.

## **Relationship to Professional and Program Related Goals:**

The syllabi of all courses taught at the University are designed to meet the specifications of a Specialty Professional Association. The professional association used for the development of this course is from the American Counseling Association (ACA). The Code of Ethics and Standards of Care for ACA delineates ethical practice and the following section demonstrates the basis for this course.

### *Section E. Evaluation, Assessment, and Interpretation*

#### *E.5. Proper Diagnosis of Mental Disorder*

- a. Proper Diagnosis: Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g. locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used (See A.3.a. and C.5.c).*
- b. Cultural Sensitivity. Counselors recognize that culture affects the manner in which client's problems are defined. Client's socioeconomic and cultural experience is considered when diagnosing mental disorders.*

## **Course Objectives:**

At the conclusion of this course, students should be able to:

1. Use the DSM-IV-TR diagnostic decision trees for diagnosis purposes.
2. Present diagnosis in the axis model outlined in the DSM.
3. Understand mental illness from a multi-cultural and multi-disciplinary perspective.
4. Conduct an efficient first interview with a client and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and the presenting problem.
5. Write a treatment plan for client that includes measurable goals, objectives, cultural considerations and that incorporates advocacy as an intervention.
6. Be able to effectively write about the case to convey information to other practitioners.
7. Understand the role of clinical formulation in treatment planning.
8. Have an understanding of how a clinician's personal worldview and cultural socialization might impact their approach to diagnosis and treatment planning.

## **Student Expectations:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### Class Schedule:

Date	Topic	Readings
Thurs Feb 3	Review of Syllabus Introduction to Assessment & Diagnosis	M & W, Ch 1 and 2 Castillo, Ch 1 and 2
Thurs Feb 10	Introduction to DSM	DSM IV TR, pp. 1-37 DSM IV TR, Appendix A M & W, Ch 3 and 4 Castillo, Ch 3
Thurs Feb 17	Treatment Planning Overview <b>Presentation Planning Book/Treatment Reports</b>	M & W, Ch 5 and 6 Castillo, Ch 4 and 5
Thurs Feb 24	Mood Disorders	DSM IV TR, pp. 345-428 M & W, Ch 13
Thurs Mar 3	Mood Disorders, cont'd <b>Book Reports</b> <b>Self-Awareness Paper Due</b>	Castillo, Ch 12
Thurs Mar 10	No Class – Spring Break	

Thurs Mar 17	Adjustment Disorders  Anxiety Disorders  <b>Book Reports</b>	DSM IV TR, pp. 679-684 M & W, Ch 24  DSM IV TR, pp. 429-484 M & W, Ch 14 Castillo, Ch 10
Thurs Mar 24	Anxiety Disorders, cont'd.  Somatoform Disorders  Factitious Disorders	DSM IV TR, pp. 485-512 M & W, Ch 15 Castillo, Ch 11  DSM IV TR, pp. 513-518 M & W, Ch 16
Thurs Mar 31	Dissociative Disorders  <b>Book Reports</b>	DSM IV TR, pp. 519-534 M & W, Ch 17 Castillo, Ch 13
Sat Apr 2	Psychotic Disorders  Childhood Disorders Guest presenter Anne Anderson, LICSW  Eating Disorders  Substance Related Disorders  <b>Book Reports</b> <b>**Class will meet in Robinson A349</b>	DSM IV TR, pp. 297-344 M & W, Ch 12 Castillo, Ch 14  DSM IV TR, pp. 39-134 M & W, Ch 23  DSM IV TR, pp. 583-596 M & W, Ch 19 Castillo, Ch 8  DSM IV TR, pp. 191-296 M & W, Ch 11 Castillo, Ch 9
Thurs Apr 7	Personality Disorders	DSM IV TR, pp. 685-730 M & W, Ch 22 Castillo, Ch 6
Thurs Apr 14	Personality Disorders  <b>Book Reports</b>	
Sat Apr 16	Sexual and Gender Identity Disorders  V Codes	DSM IV TR, pp. 535-582 M & W, Ch 18 Castillo, Ch 7  DSM IV TR, pp. 731-742

Sat Apr 16 Cont'd.	Delirium, Dementia, and other Cognitive Disorders	DSM IV TR, pp. 135-180 M & W, Ch 10
	Disorders Due to General Medical Condition	DSM IV TR, pp. 181-190
	Sleep Disorders	DSM IV TR, pp. 597-662 M & W, Ch 20
	Impulse Control Disorders	DSM IV TR, pp. 663-678 M & W, Ch 21
	<b>Exam Review</b>  <b>Treatment Reports</b>	Articles as assigned by presenters
Thurs Apr 21	<b>Exam</b> <b>Treatment Reports</b>	Castillo, Ch 15 Articles as assigned by presenters
Thurs Apr 28	Case Presentation/Treatment Conceptualization <b>Treatment Reports</b>	M & W, Ch 7, 8, and 9 Articles as assigned by presenters
Thurs May 5	Case Presentation/Treatment Conceptualization <b>Treatment Reports</b>	Articles as assigned by presenters

### **Class Assignments:**

Class Participation (15 points) – Students are required to attend each class prepared to discuss assigned readings and participate in class discussions and other class activities. Full credit for class participation will only be given to those students who regularly actively participate in class discussions and can integrate course materials with real life examples, their own personal reflections, or other outside sources of information.

Course Examination (20 points) – There will be one in-class exam that will be cumulative and focus on DSM understanding and use. We will review prior to the exam diagnostic categories that will be the primary focus of the exam.

Self-Awareness Paper (15 points) – The self-awareness paper is designed to give you an opportunity to reflect on your personal experiences associated with mental illness. Please note you are being asked to write from a personal perspective. Do not respond as a counselor or future mental health professional. Please submit a 4-6 page paper outlining your personal understanding of mental illness and include the following sections:

1. Your definition of mental illness and how you have constructed that definition. What is this definition built on – knowledge, personal experience, myth etc.
2. Early childhood or life experiences with mental illness and how those experiences might have shaped your personal attitudes towards or understanding of mental illness.

3. The impact of at least one of your reference group identities (e.g., religious affiliation; racial group membership; social-economic status; sexual orientation; ethnic identity) on your understanding of, or experience with mental illness. This section is built on the assumption that we all been socialized (beliefs, values, ideas, behaviors) within our different reference group identities. For *example*, if you have had a strong fundamentalist Christian background, your early socialization might have included messages suggesting that psychological dysfunction could be reflective of a lack of faith. If so how might this type of message influence your personal construction of mental illness?
4. Concerns or anxieties related to working with individuals who have a diagnosed mental illness.

If you are struggling to understand the connection between your racial group membership and your attitudes toward mental illness and are unable to make any connections, please then discuss why it might be difficult for you to make these connections, what are some possible explanations.

Book Report - Understanding The Human Side of Emotional Disorders (15 points) - One of the most important things that I would like you to gain is an understanding of the experience of the client or patient who is suffering from a mental illness/condition. To facilitate this learning process, students should select a book or movie from the list provided (or a pre-approved alternative). This is a very limited list...I encourage students to browse online (i.e, amazon or [http://en.wikipedia.org/wiki/Mental\\_disorders\\_in\\_art\\_and\\_literature#Motion\\_pictures](http://en.wikipedia.org/wiki/Mental_disorders_in_art_and_literature#Motion_pictures)) or in a bookstore. Look in particular at memoirs written by individuals who have actually struggled with these disorders. You will do a brief in-class presentation. Please note that we will try to assign people to present based on the diagnoses we are covering at that time and will likely have several people covering similar topics.

Your presentation should cover the following:

1. Description of the protagonist and his/her story and diagnosis.
2. Short representation/description of critical moment to illustrate.
3. Your emotional reactions (i.e., what you found moving, angering, etc.)
4. Your thoughts regarding improved advocacy for the individual.
5. Please refer to APA website and talk about the proposed changes to this diagnosis - (<http://www.dsm5.org/ProposedRevisions/Pages/Default.aspx>). If the story you select is set in the past you may also discuss things that would be different now versus then. For example, *Girl Interrupted* takes place in 1967. The main protagonist spent several months in a psychiatric facility. The average length of stay in today's psychiatric facility is measured in days.

Some possible books/movies include:

Darkness Visible – A Memoir of Madness by William Styron (Depression)  
 An Unquiet Mind – by Kay Redfield Jamison (Bipolar D/O)  
 The Quiet Room: A Journey Out of the Torment of Madness – Lori Schiller (Schizophrenia)  
 Call Me Anna: The Autobiography of Patty Duke (Bipolar D/O; Substance abuse)  
 Girl Interrupted (Personality D/O)

I Never Promised You a Rose Garden by Joanne Greenberg (Schizophrenia)  
A Beautiful Mind by Sylvia Nasar (Paranoid Schizophrenia)  
Benny and Joon (Schizophrenia)  
As Good As it Gets (OCD)  
The Fisher King (Schizophrenia)  
Ordinary People (Depression, Grief, Personality D/O)  
High Anxiety (Anxiety)  
The Soloist (Schizophrenia)

Research Paper and Presentation (20 points paper, 15 points presentation)

Choose a disorder, briefly describe disorder as it currently is defined, discuss proposed changes in DSM V, if any, and your reactions to these. Provide a summary of treatment based on current peer-reviewed literature (Note: You will likely need to delimit your population in order not to take on too much...for example you may discuss treatment of depression for cancer patients or post-partum depression; anxiety disorders in children, or any disorder and the particular nuances of a cultural reference group, just for example...). Regardless of how you define your population, discuss cultural implications related to diagnosis and treatment. This paper should be 8-10 pages in length.

Choose two of the articles you used in your paper (preferably one that reflects treatment and one that reflects cultural issues) to assign as class readings. These are due two weeks prior to your scheduled presentation.

Each student is responsible for 15-20 minutes of presentation concerning the information covered in their paper, leaving some time at the end for questions from your peers (more like 10-15 if you are working in a group). It will probably work out best for you to work in small groups, though it is not required. However, if several of you are interested in focusing on depressive disorders, as illustrated above, there are a variety of angles you could focus on. Thus it would be a nice to have some of you coordinate your efforts. Also, we don't need to have four different people discuss proposed changes in the DSM V for the same category. ☺

**Grading:**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A.....96-100 points  
A-.....91-95 points  
B+.....87-90 points  
B.....83-86 points  
B-.....80-82 points  
C.....76-79 points  
F.....75 and below

The grade for any individual assignment turned in late will be reduced one letter grade per day it is late.