

Counseling Psychology & Special Education 715

Diagnosis and Treatment of Dysfunctional Behavior

Fall 2014 Tues 12:00-2:50 160 MCKB
422-7258 email: derek_griner@byu.edu

This course is an introduction to theories of psychopathology and diagnosis. We will be discussing both the DSM5 (American Psychiatric Association) as well as the ICD-10 (World Health Organization) nosology. We will focus on the following: 1) Understanding the scientific rationale for diagnosis and diagnostic categories; 2) Learning diagnostic criteria for major diagnostic categories and specific disorders (theories of etiology for specific disorders are introduced); 3) Reading and discussion of treatment strategies as presented in current professional literature; 4) Understanding how diversity and culture influence prevalence, symptoms, and outcome in diagnostic categories.

Texts:

Diagnostic and Statistical Manual of Mental Disorders Fifth Edition DSM-5 TM, American Psychiatric Association, ISBN 978-0-89042-555-8 (pbk. : alk. paper)

International Classification of Mental and Behavioral Disorders 10. Available online from HBLL at <http://site.ebrary.com/lib/byuprovo/docDetail.action?docID=10227094>

Classroom Procedures:

Class will begin promptly; please do not be late. One of the most important means of showing your learning will be through participation in class discussions which will require you to come to class prepared to discuss the topics explained in the readings. That is, I expect that you will have done the reading before class. At the end of the semester, I will try my best to give you an objective score (out of 50) based on the following criteria: Attended classes, punctuality, demonstrated knowledge through comments, demonstrated reading through comments, and engagement in classroom discussion.

Please turn cell phones to silent prior to entering the classroom.

Reading Responses:

There will be 11 opportunities to reflect on and respond to the assigned readings through learning suite. Each response will consist of four multiple choice or T/F questions that will come from the DSM-5 manual (one point each). You will be asked to discuss two ideas from your reading that you found to be surprising or interesting (four points each). You will then be asked to compare and contrast at least one difference that you see between information covered in the DSM-5 and in the ICD-10 in that week's readings (four points). You will also be required to write one question that you had from the readings so that we can discuss these questions in class (four points). These questions will account for 20 points. You will also be asked to assess the percentage of the reading that you completed and you will receive up to 10 points (total of 30 points per reading response).

Only ten of these reading responses will count toward your final grade. You can therefore drop your lowest score. Please read assigned material before coming to class so the lecture will be more meaningful. These reading responses cannot be made up. **Each reading response will be**

made available directly following our Tuesday class and will remain open until 10:00 a.m. the day of class for which the readings are assigned. For example, reading response #1 opens on September 2nd at 3:00 p.m. You will have one week (until September 9th at 10 a.m.) to read the materials required for class on September 9th.

Exams:

There will be a midterm and a final exam. The midterm will be a take-home exam and the final will be partially take-home and partially administered in class. Exams will cover reading materials, handouts, and materials presented in class. Both exams will include multiple choice, short answer, true-false, and essays. They will also include case studies. The midterm is worth 100 points and the final is worth 200 points. We will review the materials you will need to know before each of these exams.

Research Paper:

One research paper, approximately 20 pages, is required which reviews the current literature on a specific mental disorder or cluster of related disorders as approved by the instructor. This paper should **briefly** review the diagnostic features of the disorder(s) and **examine etiology and treatment in depth**. The paper should be in APA style. You need to have at least ten credible sources. The paper is worth 150 points.

Reflection Papers:

There will be four brief reflection papers worth 10 points each. You will be asked to write about your thoughts and responses to ideas and concepts taught in class. The purpose of this is to help you think more deeply about mental disorders and the impact they have on your clients' lives and others who have relationships with them. Each paper will be about one typewritten page.

Extra Credit:

Up to 20 points extra credit may be earned by either reading a book from "pop" literature on a disorder or treatment issue or reviewing a "pop" movie that focuses on a disorder or treatment issue. Examples include: [Books] *Mood Swing* (Ronald R. Fieve), *Making Peace with Food* (Susan Kano), *Feeling Good* (David Burns), [Movies] "Benny and June," "Shine," "Awakenings," "Unstrung Heroes," "He Loves Me He Loves Me Not". Write a 1-2 page critique that discusses whether the disorder and treatment are accurately portrayed and represented, how the portrayal may impact public attitudes about mental illness, and why or why not it may be useful to clients. You can do up to 2 of these for a maximum of 10 points each.

Grading Scale (Based on a total of 840 points)

A	94-100 (790+)
A-	90-93 (756-789)
B+	87-89 (730-755)
B	83-86 (697-729)
B-	78-82 (655-696)

Grades

You must earn 78% of possible points to receive a grade of B-. This is a passing grade for the PhD program.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-292 ASB.

Schedule:

	Topic	Reading	Reading Responses (RR)	Guest Lecturer
Sept 2	Introduction to Course Theories of Diagnosis Bio/Psycho/Social model, DSM and ICD, WHODAS		RR #1 opens (please read material listed for Sept 9)	
9	Assessment and Making a diagnosis, forensic use of DSM and ICD, coding, Guest Lecturer, Neurodevelopmental disorders, working with children	DSM 19-86 ICD 174-228	RR #1 closes RR #2 opens	Dr. Michael Brooks (2:00 p.m.)

16	Schizophrenia Spectrum and Other Psychotic Disorders, Understanding various models of Psychosis Library Research in HBLL	DSM 87-122 ICD 76-90; 58-62	RR #2 closes RR #3 opens	
23	Bipolar Disorders, Depressive Disorders week	DSM 123-188 ICD 91-109	RR #3 closes RR #4 opens	
30	Depressive Disorders (continued), Anxiety Disorders	DSM 189-234 ICD 110-117; 218(Elective Mutism)	RR #4 closes RR #5 opens	Dr. Russ Bailey (2:00 p.m.)
Oct. 7	Obsessive Compulsive and related disorders. Relaxation and Biofeedback strategies for treatment (guest lecture). Review for midterm.	DSM 235-264. ICD 117-118; 131; 167	RR #5 closes	Dr. Maureen Rice (12:00)
14	Midterm, Trauma	DSM 265-290 ICD 118-122	RR #6 opens	
21	Trauma (continued), Dissociation, Somatic Symptoms and Related Disorders, the mind-body connection	DSM 291-328 ICD 122-135; 173 (Elaboration of Physical Symptoms)	RR #6 closes RR #7 opens	Dr. Jennie Bingham (12:00)
28	Feeding and Eating Disorders, Elimination Disorders.	DSM 329-360 ICD 136-142; 225-226 (Feeding Disorder and Pica)	RR #7 closes RR #8 opens	Dr. Anna Packard
Nov 4	Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria, APA guidelines on working with GLBTQI clients,	DSM 361-459 ICD 142-152; 168-169; 223-225	RR#8 closes RR #9 opens	Dr. Michael Buxton (1:00)
Nov 11	Disruptive, Impulse-Control, conduct Disorders, Treating Substance Related and addictive disorders (guest lecturer)	DSM 461-589 ICD 65-75; 165-167; 204-213;	RR # 9 closes RR #10 opens	
18	Substance-Related and Addictive Disorders (continued), Neurocognitive Disorders, Paraphilic Disorders	DSM 591-643,685-705 ICD 43-64; 170-172; 228	RR #10 closes RR #11 opens	
25	Friday classes only – Thanksgiving break			

Dec 2	Medication-Induced Movement Disorders and other adverse effects of medication, Conditions for further study, Personality disorders	DSM 709-727, 783-806 ICD 229-245	RR #11 closes	
8	Personality Disorders. Guest Lecturer. Review for Final	DSM 645-684,761-781 ICD 154-164	Research paper due	
15	Final – Monday, 7:00-10:00 am (160 MCKB)			