



Department of
Special Education & Rehabilitation
2865 Old Main Hill
Logan, Utah 84322 - 2865

USU-REH 6320 Syllabus
Diagnostic & Statistical Manual (DSM V) &
Mental Health Assessment in Counseling (2 credits)
Spring Semester 2021

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Office Hours: By Appointment

Semester/Year	Spring 2020
Course Prefix & Name	REH 6320 The Diagnostic and Statistical Manual and Mental Health Assessment in Counseling
Course Location	For on-campus students, class will be held in EDUC 313C (Special Education Conference room). For distance students: Via Adobe Connect Classroom
Course Meeting Days/Times	Monday, 7:15 to 9:00 P.M. (Mountain Standard Time)
Credit Hours	2.0

COURSE DESCRIPTION

Provides an in-depth exploration of the process of assessing mental health using the Diagnostic and Statistical Manual, including etiology, diagnostic criteria and processes, disorder subtypes, and associated features and disorders.

READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (2 to 3 posted weekly in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental health disorders, 5th edition*. Washington, DC: American Psychiatric Publishing.
 - ISBN: 978-0-89042-554-1

Optional Textbook

- Morrison, J. (2014). *DSM-5 made easy: The clinician’s guide to diagnosis*. New York, NY: The Guildford Press.
 - ISBN: 978-1-4625-1442-7

• **STUDENT LEARNING OUTCOMES**

Student Learning Outcome	Assessment Methods	CACREP Standard
<i>Learning fundamental principles, generalizations, or theories:</i> Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 - H.2.d
<i>Learning to apply course material (to improve thinking, problem solving, and decisions):</i> Demonstrate the ability to perform the diagnostic process.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 – H.2.d Section 5 – H.3.l Section 2 – 7.k Section 2 – 7.l
<i>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course:</i> Demonstrate the ability to critically evaluate a case, and discuss the ramifications of the diagnostic process for the quality of life of the client.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 – H.2.d Section 5 – H.3.l Section 2 – 7.k Section 2 – 5.b

STUDENT OUTCOMES & COURSE OBJECTIVES

Through formal lectures, assigned readings, class activities and discussion, the student will:

Learning Objective 1: Learning fundamental principles, generalizations, or theories.

Learning Outcome 1: Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.

Learning Objective 2: Learning to apply course material (to improve thinking, problem solving, and decisions).

Learning Outcome 2: Demonstrate the ability to perform the diagnostic process.

Learning Objective 3: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Learning Outcome 3: Demonstrate the ability to critically evaluate a case, and discuss the ramifications of the diagnostic process for the quality of life of the client.

CACREP STANDARDS

Specific CACREP standards addressed in this course from the *eight common core areas* include:

1. Professional Counseling Orientation & Ethical Practice
 - b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems; including interagency and inter-organizational collaboration and consultation.
 - i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social & Cultural Diversity
 - a. Multicultural and pluralistic characteristics within and among diverse groups, nationally and internationally.
 - d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.
 - e. The effects of power and privilege for counselors and clients.
 - f. Help seeking behaviors of diverse clients.
 - g. The impact of spiritual beliefs on clients' and counselors' worldviews.
3. Human Growth and Development
 - d. Theories and etiology of addictions and addictive behaviors.
7. Assessment and Testing
 - a. Historical perspective concerning the nature and meaning of assessment and testing in counseling.
 - b. Methods of effectively preparing for and conducting initial assessment meetings.
 - c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
 - k. Use of symptoms checklists, and personality and psychological testing.
 - l. Use of assessment results to diagnose developmental, behavioral, and mental disorders

Specific CACREP standards from the *Rehabilitation Counseling* specialty include:

1. Foundations
 - d. Principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.
 - f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.
2. Contextual Dimensions
 - b. medical and psychosocial aspects of disability, including attention to coexisting conditions
 - d. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
 - f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability

- i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
3. Practice
- a. evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning
 - b. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
 - l. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities

GENERAL COURSE POLICIES

Adobe Connect – Distance Learning

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras.

However, we encourage you to ***consider your actions and environment*** while on camera that may impact the learning environment for the class.

1. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus. This will typically be Monday by 5:00 PM (Mountain Time Zone), unless otherwise noted. *Late work is not accepted.*
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crc certification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback

5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies(<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU

Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX (<https://aaeo.usu.edu/sexual-misconduct/Title-IX-FAQs>) and USU Policy 339 (<https://www.usu.edu/policies/339/>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website

at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor wengreen@usu.edu or 435-797-3246

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (Code of Policies and Procedures for Students at Utah State: <https://studentconduct.usu.edu/studentcode/>)

Assignments (All assignments are due by 11:59 PM, MST, unless otherwise noted, on the dates noted below):

- Syllabus Quiz: 10 pts
- Personal Introduction (20 pts) and Peer Response (10 pts): 30 pts
- Case Studies (5 at 25 pts each): 125 pts (Due by 5:00 PM MST – prior to the start of class)
- Diagnostic Paper: 100 pts
- Self-Reflection Piece (30 points)
- Final: 50 pts

Total Points: 345 points

Grade Gradation:

A: 320 – 345	A-: 310 - 319
B: 286 – 309	B-: 276 – 285
C: 251 – 275	C-: 241 – 250
D: 207 – 240	F: Below 207

- Syllabus Quiz: 10 pts
 - This is an “open syllabus” quiz. It is ten questions based on the syllabus.
 - **Due on January 31st**

- Personal Introduction: 20 pts for self-introduction, 10 points for peer responses.
 - Generally speaking, this is meant as a way to “introduce” yourself to the rest of the class and get to know your classmates better. Additional guidelines for this assignment are provided in CANVAS.
 - Due on January 31st
 - You are required to view and respond to 2 other personal introductions; CANVAS will automatically assign you to those 2 individuals.
 - “Peer Review” is due February 7th.
- Case Studies (5 at 25 points each): Due by 5:00 PM (MST) on their respective date.
 - Case studies will be provided, and you will work through the case to provide an end diagnosis.
 - Justification for the diagnosis should be provided.
 - Information provided in the case study helping you to conceptualize the case should be included as well.
 - The Case Study Template Form is located in the Preliminary Documents folder in CANVAS.
- Diagnostic Paper (100 Points): Due April 11th
 - Essentially, this is a sixth and highly expanded case study.
 - You will select a movie from the provided movie list (See Preliminary Documents in CANVAS). You may also inquire about using a film not on the provided list with the instructor.
 - You will choose one character from the movie (typically the main character).
 - You will write a formal diagnostic report for this individual. You will provide information relative to the individual’s background and present level of functioning in conducting your review. As you are getting a “snapshot” of the individual, and do not have the ability to ask questions, it is expected you will be making professional assumptions regarding the person and their abilities. Justification for the assumptions should be included in the write up.
 - While not a “movie report”, you may also include an opinion section on how accurately the movie was able to offer a portrayal of the disorder.
 - The final project should look like a "real" diagnostic report. Examples of such can be found on the internet. One example of a Simple Diagnostic Assessment for the Missouri Department of Social Services can be found here: https://dss.mo.gov/mhd/cs/psych/pdf/assessment_sample.pdf
 - Examples of report components used for the Minnesota Department of Human Services can be found at: http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_163297
 - The final project will not look like an APA style paper, but should still be about 10 to 15 pages in length.
 - You may already have a template that is used in your present work setting, feel free to use that template.
- Min-Research/Self-Reflection Paper (30 points): Due April 26th
 - Over the course of the semester, we will have discussed a wide variety of topics related to mental health. However, it is expected that there will still be some lingering questions.

- For this assignment, you will look for contemporary (within the last three years or so) news coverage on mental health related diagnoses. The news articles should align well with topics covered in class. Provide the appropriate APA citation/reference for this news article in your paper.
- Given your overall coursework to this point in your program, analyze the media's coverage of the event. Succinctly talk about the event (you'll need to provide the APA citation both in text and at the end of the document). Comment on things that stand out in particular to you. Items might include a rating on the accuracy of the media's depiction of the event, mental health, and disability. Consider psychosocial aspects of disability and disability stigma as it relates to your news articles.
- Now, tie what you have learned in this course to information learned in other courses and talk about how the information is interrelated.
 - Ask yourself, how does this course build off of previous courses?
- Then, ask three distinct questions that you still have regarding mental health, and outline a plan to learn the answer to your questions. Be specific with resources you would use, journals you might read, etc.
 - This can include referencing future coursework, professional development opportunities/trainings, personal study, and/or consulting with faculty, co-workers, supervisors, etc.
 - But an emphasis on individual exploration should be apparent.
- A well-developed product is likely to be four to six pages in length.
- Final (50 points): **May 3rd** from 12:00 AM to 11:59 PM
 - Will consist of multiple choice and case study/short answer questions.

Course Calendar

Please Note: This schedule is an estimate and I reserve the right to adjust the schedule to meet the learning needs of the class. Also, additional readings may be assigned as the class progresses. If that is the case, you will be given adequate warning, and the readings will be posted in Canvas.

Date	Readings	Assignments Due
January 25 th Class #1	<ul style="list-style-type: none"> ● DSM V Section I, pages 5 – 25 ● Highlights of Changes from DSM-IV to DSM-V, pages 809 – 816 	
February 1 st Class #2	<ul style="list-style-type: none"> ● Neurodevelopmental Disorders, pages 31 – 86 	Due by January 31st(Sunday) <ul style="list-style-type: none"> ● Syllabus Quiz (10 pts) ● Personal Introduction (20 pts)
February 8 th Class #3	<ul style="list-style-type: none"> ● Schizophrenia Spectrum & Other Psychotic Disorders, pages 87 – 123 	Case Study #1 (due: 2/7)
February 15th No Class	<ul style="list-style-type: none"> ● No Class – President’s Day 	No Class – President’s Day ***Peer Response to Personal Introduction due by 2/20***

February 22 nd Class #4	<ul style="list-style-type: none"> • Bipolar & Related Disorders, pages 123 – 154 • Depressive Disorders, pages 155 – 188 	Case Study #2 (due: 2/21)
March 1 st Class #5	<ul style="list-style-type: none"> • Anxiety Disorders, pages 189 – 234 • Obsessive Compulsive Disorder, pages 235 – 264 	Case Study #3 (due: 2/28)
March 8 th Class #6	<ul style="list-style-type: none"> • Trauma & Stressor Related Disorders, pages 265 – 290 • Dissociative Disorders, pages 291 – 308 	Case Study #4 (due: 3/7)
March 15 th Class #7	<ul style="list-style-type: none"> • Guest Speaker – Prescription Medications for Previous Weeks’ Topics 	Guest Speaker: Dr. Wesley Hill
March 22 nd Class #8	<ul style="list-style-type: none"> • Somatic Symptom & Related Disorders, pages 309 - 360 	Case Study #5 (due: 3/21)
March 29 th Class #9	<ul style="list-style-type: none"> • Disruptive, Impulse-Control, & Conduct Disorders, pages. 461 – 480 • Substance-Related & Addictive Disorders, pages 481 – 590 	
April 5 th	<ul style="list-style-type: none"> • **No Class – Reading/Writing Week** 	Diagnostic Paper Due (due: April 11th)
April 12 th Class #10	<ul style="list-style-type: none"> • Personality Disorders, pages 645 – 684 • Neurocognitive Disorders, pages 591 – 644 	Guest Speaker: Dr. Wesley Hill Treatment of Personality Disorders
April 19 th Class #11	<ul style="list-style-type: none"> • Cultural Aspects, Pages 749 – 759. • Glossary of Cultural Concepts of Distress, pages 833 – 837. • Medication-Induced Movement Disorders & Other Adverse Effects of Medication, pages 709 - 714 	
April 26 th Class #12	<ul style="list-style-type: none"> • Course Review & Wrap Up 	Dead Week: Due April 26 th – Self-Reflection Piece
May 3 rd Class #13	<ul style="list-style-type: none"> • ** No Class – Final Exam: (12:00 AM to 11:59 PM MST) 	No Class – Final Exam (12:00 AM to 11:59 PM MST)

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes.