



COU 670-001 – Diagnosis of Emotional/Mental Disorders

Spring 2020

Wednesdays, 6:15 - 9:00 p.m.

Instructor: Dana Ripley, PhD, LPC (VA)

Office Address: MEP 256

NKU Email: ripleyd1@nku.edu

Office Phone: 859-572-1994

Office Hours: by appointment

Course Description:

This course involves the study of both abnormal and normal behavior, with special emphasis upon the assessment and diagnosis of the mental disorders included in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Instruction will be devoted to the study of how the mental disorders compare to and contrast with normal behavior, the criteria for mental disorders, and standard diagnostic and some assessment procedures. Mental disorders and normal developmental behavior of children, adolescents, and adults will be included in the course.

Student Learning Outcomes (based on CACREP standards):

The general objective of this course is to provide students with the diagnostic skills necessary to differentiate abnormal from normal behavior in children, adolescents, and adults. More specifically, upon the completion of this course students will have:

1. Knowledge of the characteristics of both normal and abnormal behavior for children, adolescents, and adults.
2. Knowledge of the historical development of the DSM-5 and of the history of treatment of mental illness in America.
3. An understanding of the appropriate use of the DSM-5 in various school and mental health settings.
4. Knowledge of the criteria necessary for the diagnosis of the various mental disorders included in the DSM-5 and appropriate assessment procedures.
5. Knowledge of and skills in the diagnosis of mental disorders, including appropriate use of educational and psychological testing, mental status examinations, structured intake interview procedures, clinical interviewing, and other forms of clinical assessment.
6. Knowledge of the ethical, legal, and cultural implications of the use of the DSM-5.

Required Materials: American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, D.C.: Author. ISBN 978-0-89042-555-8.

Other required readings/videos/resource materials will be made available on Canvas

Course Assignments

- 1) **Class Attendance & Participation (10 pts each; 150 total):** Attendance in class is required. Due to the experiential nature of the course *attendance and punctuality will be important to the final grade*. Active participation in class discussions and exercises are necessary components of development through this class.
- 2) **Character Worksheets (75 pts each; 150 total):** You will write two narrative diagnostic profiles. You will choose a tv or literary character to diagnose, providing rationale for each symptom, other diagnoses considered and reasons for exclusion.
- 3) **Opinion Papers (50 pts each; 100 total):** You will submit two papers throughout the semester on your understanding and views of assigned topics. Prompts will be assigned for each paper. All assignments should be well-organized, grammatically correct, and professionally written. Please follow APA guidelines for formatting.
- 4) **Disorder Mini Presentation (50 pts):** You will each pick a disorder to research and provide additional information to the class. You will facilitate a 10-15 minute group discussion on the disorder or group of disorders.
- 5) **Reverse Case Example (50 pts):** You will choose a disorder and write a realistic case example that represents the criteria of the disorder. These examples will be used during the last week of class as practice for the final exam.
- 6) **Final (100 pts)** - The final exam will be a practical application of knowledge accrued in this course.

Course Grading

<u>Assignments</u>	<u>Points</u>
Participation (10 pts x 15)	150
Character Worksheets (75 pts x 2)	150
Opinion Papers (50 pts x 2)	100
Disorder Presentation	50
Reverse Case Example	50
Final	100
Total	600

Grading Feedback

Students should expect feedback on assignments within 1-2 weeks of submission except when faculty provides notification via announcement of a different timeline.

Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Equal to or Greater than	93	90	87	83	80	77	73	70	67	60	0

Final Exam Information

The final exam will be available via Canvas from 4/30 – 5/6. It is due May 6 by 11:59pm. You may use the DSM-V to complete the examination. No other sources of information are allowed to be used.

Student Evaluation of Instructor and Course

Northern Kentucky University takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments. Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed. Students who complete an evaluation or select "opt out" for all of their courses on the online instrument will be granted two-week advanced access to their course grades. *(Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.)* Students who do not complete all of their course evaluations or do not select "opt out" on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university's standard date for grade availability. Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Course Policies

Submission of Assignments:

Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

Attendance Policy:

Attendance in all classes is required. In the case of emergency or illness please contact the instructor as soon as possible to let them know. You will be required to make up the time for any missed meetings.

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication (online):

Students should expect responses to emails within 24 hours during the week and 48 hours on the weekend. If you have questions about assignments, please email me within 48 hours of the due date.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Character Worksheets	= 10.0 Hours
Opinion Papers	= 5.0 Hours
Disorder Presentations	= 15.0 Hours
Reverse Case Example	= 5.0 Hours
Readings	= 50.0 Hours
Class Meetings	= 45.0 Hours
<u>Final</u>	<u>= 5.0 Hours</u>
Total	= 135.0 Hours

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Tentative Course Schedule

Week and Date	Topic	Reading(s)	Assignment
1: Jan. 15	<ul style="list-style-type: none">• Course Orientation• DSM-5 Overview• Ethical/Legal Issues in Diagnosis		
2: Jan. 22	<ul style="list-style-type: none">• History of diagnosis• Who diagnoses and why• Health insurance	DSM-5: pages 5-24 <i>Historical Perspectives</i> Article on Canvas	<i>Presentation topics assigned</i>
3: Jan. 29	<ul style="list-style-type: none">• Bipolar• Depressive Disorders	DSM-5: pages 123 - 188	Opinion Paper – due by 6:15pm
4: Feb. 5	<ul style="list-style-type: none">• Anxiety• Obsessive – Compulsive Disorders	DSM-5: pages 189 - 264	<i>*presentation work</i>
5: Feb. 12	<ul style="list-style-type: none">• Trauma and Stressor-related Disorders• Dissociative Disorders	DSM-5: pages 265 - 308	

6: Feb. 19	<ul style="list-style-type: none"> • Somatic Symptom and Related • Sleep-Wake • Sexual Dysfunctions 	DSM-5: pages 309 – 328, 361 - 450	Character Worksheet – due by 6:15pm
7: Feb. 26	<ul style="list-style-type: none"> • Feeding and Eating • Elimination Disorders 	DSM-5: pages 329-360	<i>Presentations Start</i>
8: Mar. 4	<ul style="list-style-type: none"> • Schizophrenia Spectrum and Other Psychotic Disorders 	DSM-5: pages 87 - 122	
9: Mar. 11			Spring Break – No Class!
10: Mar. 18	<ul style="list-style-type: none"> • Substance-Related and Addictive • Neurocognitive 	DM-5: pages 481-644	
11: Mar. 25	<ul style="list-style-type: none"> • Gender Dysphoria • Disruptive, Impulse-Control, and Conduct Disorders 	DSM-5: pages 451 - 480	Character Worksheet- due 6:15pm
12: Apr. 1	<ul style="list-style-type: none"> • Neurodevelopmental Disorders 	DSM-5: pages 31 – 86	
13: Apr. 8	<ul style="list-style-type: none"> • Personality Disorders 	DSM-5: pages 645-684	
14: Apr. 15	<ul style="list-style-type: none"> • Assessment measures and cultural formulation • Paraphilic • Other Mental Disorders 	DSM-5: Pages 733-759 & 685-708	Reverse Case Example – due by 6:15pm
15: Apr. 22	<ul style="list-style-type: none"> • Medication – induced movement and other adverse effects • Other Conditions 	DSM-5: pages 709 - 727	
16: Apr. 29	Review		Opinion Paper- due 6:15pm Last Day of Class
Exam Week			Final due 5/6 by 11:59pm

Knowledge and Skill Outcomes:

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Student Learning Outcomes Connected to CACREP 2016 Standards	CACREP¹	Class Assignments	Cross-curricular experiences
Understand 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 interorganizational collaboration and consultation	2.F.1.b.	Opinion Papers	COU 601 COU 630 COU 600 COU 675 COU 674 COU 642
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Character Worksheets, Opinion Papers	COU 610 COU 640 COU 660 COU 674 COU 675 COU 674 COU 621 COU 642 COU 673
Theories of normal and abnormal personality development	2.F.3.c	Character Worksheets, Opinion Papers, Disorder Mini-Presentation, Reverse Case Example, Final	COU 620
Demonstrate understanding of theories and etiology of addictions and addictive behaviors	2.F.3.d	Character Worksheets, Opinion Papers, Final	COU 670
Biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Character Worksheets, Reverse Case Example	COU 620 COU 660 COU 674
Recognize systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f.	Character Worksheets, Opinion Papers	COU 620 COU 650 COU 660 COU 670 COU 673 COU 674 COU 622 COU 642
Recognize use of assessments for diagnostic and intervention planning purposes	2.F.7.e.	Opinion Papers, Character Worksheets, Reverse Case Example	COU 660 COU 630 COU 671

Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Character Worksheets, Reverse Case Example	COU 660 COU 620 COU 640 COU 670 COU 674 COU 642 COU 673
Use of symptom checklists, and personality and psychological testing	2.F.7.k.	Disorder Mini-Presentation, Reverse Case Example	COU 630 COU 660
Use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l.	Character Worksheets, Reverse Case Example	COU 690 COU 691
Identify evidence-based counseling practices	2.F.8.b.	Character Worksheets, Disorder Mini-Presentation, Reverse Case Example, Final	COU 680 COU 640 COU 675 COU 671 COU 674 COU 622 COU 621 COU 642
Identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	5.C.1.c.	Quizzes, Exams, & TP Paper	COU 671
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5.C.2.b.	Character Worksheets, Disorder Mini-Presentation, Reverse Case Example, Final	COU 690 COU 691
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)	5.C.2.d.	Character Worksheets, , Disorder Mini-Presentation, Reverse Case Example, Final	COU 600 COU 671 COU 675
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Character Worksheets, Disorder Mini-Presentation, Reverse Case Example, Final	COU 690 COU 691 COU 671
Understand strategies to advocate for persons with mental health issues	5.C.3.e.	Opinion Papers, Final	COU 673 COU 600
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Character Worksheets, Opinion Papers, Reverse Case Example	COU 602 COU 620 COU 670 COU 622 COU 621
Recognize signs and symptoms of substance abuse in children and	5.G.2.i	Final	COU 621 COU 622

adolescents as well as the signs and symptoms of living in a home where substance use occurs			COU 675
Understand skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h.	Character Worksheets, Opinion Papers, Final	COU 602 COU 621 COU 670