

Counseling Psychology & Special Education 715

Diagnosis and Treatment of Dysfunctional Behavior

Fall 2022 Tues 12:00-2:50 343 MCKB

Instructor:

Kristin Lang Hansen, Ph.D.

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Office Hours: Tuesdays 9:00- 11:00 am or by appointment

This course is an introduction to theories of psychopathology and diagnosis. We will be discussing both the DSM-5-TR (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, treatment, 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)

<https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>

International Classification of Mental and Behavioral Disorders 10.

Available online from HBLL at:

<http://site.ebrary.com/lib/byuprovo/docDetail.action?docID=10227094>

DSM-5 Made Easy, The Clinician's Guide to Diagnosis, James Morrison ISBN: 978-1-4625-1442-7. Available online:

<https://ebookcentral.proquest.com/lib/byu/detail.action?docID=1682559>

Attendance Policy:

For the maximal learning experience and successful outcome, you are expected to attend every class. Emergencies happen from time to time and will be addressed on a case-by-case basis. Please contact Dr. Hansen before class begins if you are unable to attend. If you cannot attend for other reasons, please notify Dr. Hansen, and make arrangements to get notes from other classmates or your TA. Students who miss more than one class may have their grade lowered one full letter grade. Students who are tardy more than three times may have their grade lowered one full letter grade.

Classroom Environment:

The learning you will do should be enriching, enjoyable, and may at times be challenging as the content may open up areas of learning that are new to you. It is important that you are respectful of others' thoughts and feelings by listening and responding politely. A diversity of ideas and thoughts will be encouraged. Please be sure your comments are based on theories, research, and practical knowledge in the field. You are invited to visit with Dr. Hansen outside of class time if you feel that your comments are not being heard or addressed by her, your TA's, or other classmates.

Office Hours:

Please stop by and visit during office hours with any questions! Stay for a few minutes or longer.

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 (two points each). You will be asked to discuss one disorder that you found to be surprising or interesting and in doing so, you need to provide sufficient detail explaining why you found this disorder interesting and provide the DSM-5 and ICD-10 codes for the disorder you are discussing (four points). You will also be asked to discuss one difference you see between the ICD-10 and DSM-5 (four points). You will also be given information about a case and will be required to provide a diagnosis and brief rationale for that diagnosis (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 for reading completion (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 9:00 a.m. the day of class for which the readings are assigned.** For example, reading response #1 opens on August 30th at 3:00 p.m. You will have one week (until September 6th at 9 a.m.) to read the materials and complete the reading response required for class on September 6th.

Exams:

There will be a midterm and a final exam. Both will be take-home exams. Given the nature of the way we work as psychologists, there will be portions of the exams in which you will be able to consult and work with one another. Other portions of the exam will be done by yourself. 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 Pamphlet:

For the purposes of this assignment, please review the current literature on a specific mental disorder or cluster of related disorders as approved by the instructor. You are then required to create a care-giver pamphlet that you might see in a doctor's office about the disorder you have chosen. This pamphlet should **briefly** review the following:

1. An introduction to the disorder (criteria).
2. Causes of the disorder.
3. How would one know that another has the disorder?
4. Treatment options for this disorder (include best practice)
5. Coping ideas/strategies for the person seeing the disorder from the outside.
6. Conclusions (include potential resources here)

Please cover the aforementioned material with a one-page (front and back) pamphlet that would be folded into thirds. Think of this assignment as a "Readers Digest Summary" of the disorder you have picked that provides the most important information to the reader/care-giver. When writing about people with the disorder you have chosen, please use person-first language (e.g., person with anorexia as opposed to anorexic; child with Oppositional Defiant Disorder as opposed to ODD child). You will share these pamphlets with others in class as a way to have resources for the future.

Be creative and feel free to use pictures or designs that will make the pamphlet

interesting and appealing to the reader.

You will need to document at least ten credible sources that you used in gathering the information that you used for this assignment. (Examples will be provided in class)

The pamphlet is worth 250 points.

Extra Credit:

Up to 60 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 30 points each.

Student Evaluation:

It is very important to me that you know that I am open and willing to consider any feedback regarding this course. Therefore, please do not hesitate to share your thoughts about what is particularly unhelpful and helpful about the course. My door is always open for such interaction. Please also understand that we need to reserve the right to alter this syllabus if it is in the best interest of the class.

You will also receive 50 points for completing the online student evaluation of this course (studentratings.byu.edu) and letting me know that you have completed it.

Grading Scale (Based on a total of 1000 points)

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|-----------|-----------------|
| A | 94-100 (940+) |
| A- | 90-93 (900-939) |
| B+ | 87-89 (870-899) |
| B | 83-86 (830-869) |
| B- | 78-82 (780-829) |

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 |
|----------------|---|---|--|-----------------------|
| Aug. 30 | Introduction to Course Theories of Diagnosis Bio/Psycho/Social model, DSM and ICD, WHODAS | DSM 21-99 ICD 227-271 DSM-5 Made Easy Chapter 1 (Reading is for next week's class and for RR#1) | RR #1 opens (Covers reading material left of this column) | |
| Sep. 6 | Assessment and Making a diagnosis, forensic use of DSM and ICD, coding, Neurodevelopmental disorders, working with children | DSM 101-138 ICD 84-108; 61-65 DSM-5 Made Easy Chapter 2 | RR #1 closes RR #2 opens | |
| 13 | Schizophrenia Spectrum and Other Psychotic Disorders, Understanding various models of Psychosis | DSM 139-214 ICD 113-131 DSM-5 Made Easy Chapter 3 | RR #2 closes RR #3 opens | |
| 20 | Bipolar Disorders, Depressive Disorders week | DSM 215-261 ICD 132-142; 278(Elective Mutism) DSM-5 Made Easy Chapter 4 | RR #3 closes RR #4 opens | |
| 27 | Depressive Disorders (continued), Anxiety Disorders | DSM 263-294. ICD 142-145 DSM-5 Made Easy Chapter 5 | RR #4 closes RR #5 opens | |

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| Oct. 4 | Obsessive Compulsive and related disorders. Strategies for treatment. | DSM 407-520 ICD 181-195; 215-217 DSM-5 Made Easy Chapters 11, 12, and 13 | RR #5 closes RR #6 opens | |
| 11 | Eating Disorder Treatments; Relaxation and Mindfulness Strategies; Sleep-Wake Disorders Review for Midterm | | | Michael Barrett, Ph.D. |
| 18 | Sexual Dysfunctions, Gender Dysphoria, APA guidelines on working with GLBTQI clients | DSM 371-405 ICD 174-181; 226 (Feeding Disorder and Pica) DSM-5 Made Easy Chapters 9 &10 | RR #6 closes RR #7 opens | Dr. Michael Buxton (1:00-3:00) |
| 25 | Feeding and Eating Disorders, Elimination Disorders. | DSM 295-370 ICD 151-170 (Elaboration of Physical Symptoms) DSM-5 Made Easy Chapters 6, 7 & 8 | RR #7 closes RR #8 opens Turn in Midterm | Dr. Michael Barrett, former CEO of Center for Change |
| Nov. 1 | Trauma, Dissociation, Somatic Symptoms and Related Disorders, the Mind-Body Connection | DSM 521-665 ICD 70-83; 211-214 DSM-5 Made Easy Chapter 14 &15 | RR#8 closes RR #9 opens | |

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| 8 | Disruptive, Impulse-Control, conduct Disorders, Treating Substance Related and addictive disorders | DSM 733-778; 881-901 ICD 202-211 DSM-5 Made Easy Chapter 17 | RR # 9 closes RR #10 opens | |
| 15 | Personality Disorders | DSM 807-819, 821-836 ICD 292-311 | RR #10 closes RR #11 opens | |
| 22 | Friday Instruction/No class | | | |
| 29 | Medication-Induced Movement Disorders and other adverse effects of medication, Conditions for further study | DSM 543-665; 667-732; 779-801 ICD 42-69 DSM-5 Made Easy Chapters 16 & 18 | | |
| Dec. 6 | Substance-Related and Addictive Disorders (continued), Neurocognitive Disorders, Paraphilic Disorders | | RR #11 closes Pamphlet due | Marleen Williams |
| | Final – | | | |