RATIONALE/NATURE OF THE COURSE:
The DSM-5 is the major classification system in use in the American mental health system. In mental health agencies, private practices, businesses, colleges, hospitals, and school systems, counselors are part of a mental health team with the responsibility for the diagnosis and treatment of their clients. Counselors need to develop diagnostic skills and competence to meet the demands and expectations of this role. The goal of this course is to provide the student with the knowledge that will assist him/her in identifying mental disorders and differentiating those disorders by the diagnostic criteria developed in the DSM-5.

During the spring semester of 2015, we face a system in transition. With the introduction of the DSM-5 in the summer of 2013, we have a new coding system that replaces the multiaxial system, changes to several key diagnoses, and a new method of assessment of severity. Although the APA’s goal was to completely transition to the DSM-5 on January 1, 2014, the reality is that many counselors, as well as other helping professionals, are still deeply entrenched in the system, language, and structure of the DSM-IV(TR). Thus, you will need to be flexible this semester, as you learn the new model, but also gain at least some exposure to the classification system of the DSM-IV(TR).

COURSE OBJECTIVES:
Students will:
1. Understand the DSM-5 diagnostic system and its strengths and limitations
2. Understand the legal and ethical considerations in diagnosis
3. Understand gender, racial, lifestyles, and multicultural considerations in diagnosis
4. Learn the classifications and use of the DSM-5
5. Learn to formulate a preliminary diagnosis using the DSM-5
6. Understand the basics of the multiaxial system previously in use [DSM-IV(TR)] to allow fluent communication with clinicians and school personnel trained under the old model
7. Begin to develop an awareness of the information related to diagnosis on the World Wide Web
8. Understand the relationship of the DSM-5 to the ICD-9 and ICD-10

TEXTS:
SPECIAL REQUIREMENTS:
1. Attendance and participation are required.
2. Bring a copy of the DSM-5 to each class meeting
3. Complete all readings before each class
4. Read a book on diagnosis from a personal viewpoint. The author must be a person diagnosed with a mental illness, or related/connected to a person with a diagnosable mental illness, and the book must focus on reactions to the illness. The book must be approved in advance by the instructor, unless the student uses one of the books from the attached list. The student will write a paper (minimum of 8 pages) on the book, with approximately ½ dedicated to a synopsis of the book’s important points (written in third person), and ½ to the student’s reactions to these ideas (written in first person). The paper should be in APA format.
5. Choose one diagnostic category (not a type of disorder, but a specific diagnosis). Identify five websites that are dedicated solely or primarily to that diagnosis. In other words, when clients receive a diagnosis (or think they have one), they run to the Internet to learn more about it. What will they find there? Don’t worry about finding the “best” websites – just explore the websites that clients will find. E-mail the instructor an annotated bibliography listing the sites with a 2-3 paragraph description and critique of each site (is the information accurate? Useful? Who is the intended audience? etc.) so it can be placed on the website for the course.

DIVERSITY STATEMENT:
The Department of Educational Studies is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Department prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACC (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMMODATIONS
If you have a disability that impacts on your learning ability, please inform me. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed.

CLASSROOM DECORUM
Turn off your cell phones during class. No texting or other electronic communication is permitted during class time. For those taking notes on computer, please stay focused, stay on task, and stay off the Internet! Audio recordings of class are not permitted without instructor permission. Those who violate these rules will be asked to leave the class and will not receive a passing grade for the course.
CACREP STANDARDS

Clinical Mental Health Counseling

COUNSELING, PREVENTION, & INTERVENTION

Knowledge:
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

DIAGNOSIS:

Knowledge:
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

Skills & Practices:
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

School Counseling

ASSESSMENT:

Knowledge:
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.
### TOPICAL OUTLINE:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DSM Readings</th>
<th>Seligman (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15</td>
<td>Historical Perspective, Basics of Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Severity Assessment Approach (vs. multiaxial &amp; GAF scores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glossary of Technical Terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychosocial Stressors (Conditions that may be the focus of clinical attention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Personality Disorders</td>
<td>pp. 5-24</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 817-831 a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 715-727 a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 733-748 a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 645-984</td>
<td></td>
</tr>
<tr>
<td>1/29</td>
<td>Depressive Disorders</td>
<td>pp. 155-188</td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>Bipolar and Related Disorders</td>
<td>pp. 123-154</td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>Anxiety Disorders</td>
<td>pp. 189-234;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obsessive-Compulsive &amp; Related Disorders</td>
<td>pp. 235-264</td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Trauma &amp; Stressor Related Disorders</td>
<td>pp. 265-290</td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>EXAM #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
<td>pp. 87-122</td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td>NO CLASS - American Counseling Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>NO CLASS - Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Somatic Symptom &amp; Related Disorders</td>
<td>pp. 309-328;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissociative Disorders</td>
<td>pp. 291-308</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feeding &amp; Eating Disorders</td>
<td>pp. 329-354</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEBSITES DUE (email to <a href="mailto:granello.1@osu.edu">granello.1@osu.edu</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>Disruptive, Impulse-Control, &amp; Conduct Disorders</td>
<td>pp. 461-480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sexual Dysfunctions</td>
<td>pp. 423-450;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender Dysphoria</td>
<td>pp. 451-460;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paraphilic Disorders</td>
<td>pp. 685-706;</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Other Conditions that May be a Focus of Clinical Attention (V-Codes)</td>
<td>pp. 715-727</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Practice Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td>Neurodevelopmental Disorders</td>
<td>pp. 31-86</td>
<td></td>
</tr>
</tbody>
</table>

*a* Please review these sections, as they will be references used throughout the semester

### COURSE REQUIREMENTS:

Grading: 94-100=A; 90-93=A-; 87-89=B+; 84-86=B; 80-83=B-; 77-79=C+; 74-76=C; 70-73=C-

Midterm=30%; Final=40%; Paper=20%; Web Assignment=10%
List of approved titles – other titles must be approved by the instructor:

Benson, Luther (1877)  
*Fifteen years in hell*. Autobiography of an alcoholic

Benzinger, Barbara (1969)  
*The prison in my mind*. Journal of woman with depression, suicide, delusions

Chase, Trudi (1987)  
*When rabbit howls* (Multiple Personality Disorder/DID)

Donaldson, Kenneth (1976)  
*Insanity inside out*

Danquah, M. N. (1999)  
*Willow weep for me: A Black woman’s journey through depression*

Duke, Patty (1992)  
*A brilliant madness: Living with manic depressive illness*

Falk, Ursula (1994)  
*Interviews with patients in psychotherapy: the client speaks*

Fibush, Esther (1977)  
*Forgive me no longer: the liberation of Martha. Story of woman and her therapy, depression, suicide*

Freeman, Lucy (1980)  
*Too deep for tears*

Geller, Jeff (1994)  
*Women of the asylum: Voices from behind the walls*

Gotkin, Janet (1943)  
*Too much anger, too many tears: A personal triumph*

Grandin, Temple (1995)  
*Thinking in pictures* (autism)

Green, Hannah (1978)  
*I never promised you a rose garden*

Jamison, K. (1997)  
*An unquiet mind*

Kaplan, Bert (1964)  
*The inner world of mental illness: A series of first person accounts*

LsSalle, Barbara (2003)  
*Finding Ben: A mother’s journey through the maze of Aspergers*

Lloyd, Ronald (1968)  
*Born to trouble: Portrait of a psychopath.*

Merritt, Don (1983)  
*My sister’s keeper* (NOT the story made into a movie!)

*Songs of the gorilla nation* (autism)

Reed, David (1976)  
*Anna. Diary of Anna, ECT treatment, psychosis*

*Get me out of here* (Borderline Personality Disorder)

*A shining affliction*

*The monster within* (account of bulimia)

Sapinsley, Barbara (1995)  
*The private war of Mrs. Packard*

Sheilds, Mary Lou (1981)  
*Sear Run: Surviving my mother’s madness*

Simon, Lizzie (2002)  
*Detour: My Bipolar road trip in 4-D.*

Sizemore, Chris (1977)  
*I’m Eve. Life story of woman with MPD*

Sizemore, Chris (1989)  
*A mind of my own*

Solomon, Andrew (2001)  
*The noonday demon* (depression)

Steir, Charles (1978)  
*Blue jolts: True stories from the cuckoo’s nest*

Summers, Marc (1999)  
*Everything in its place*. (OCD)

Thompson, Tracy (1996)  
*The beast: A journey through depression*

Vonnegut, M. (1975)  
*The Eden Express: A memoir of insanity* (re-released 2003)

*Just like someone without mental illness, only more* (bipolar d/o)

*Siren’s Dance: My marriage to a Borderline*

Wolfe, Ellen (1969)  
*Aftershock: the story of a psychotic episode*

Woodward, Bob (1992)  
*Wired: the short life and fast times of John Belushi*

Workman, J. (2009)  
*Shadow of the Sword* (PTSD in military veterans)
Tips for Assessing the Quality of Websites

excerpted from Granello & Young, Counseling Today: Foundations of Professional Identity (2012)

The availability of information on the Internet and its near-universal accessibility make it a tremendously useful tool for research. More and more, students (and clients) are conducting their research exclusively on the Internet. Although the Internet can be a valuable source of information, it is important for counseling students, emerging scholars in the field, to recognize that the material on the Internet is often of uneven quality. Academic journals and books have already been evaluated by scholars and publishers, but information on the Internet has no filters or review process. Thus, conducting academic research on the Internet is a specialized skill that requires thought, patience, perseverance, and a critical approach to the information.

The Internet is a level playing field. Anyone can develop a Web page, and all information, from the highest quality to the most questionable, is equally available to anyone who browses the Internet. Kirk (1996) cautions that the Internet epitomizes the concept of Caveat lector: Let the reader beware. Students should exercise extreme caution in including information from commercial websites in their scholarly work, as most professors do not consider this information to meet criteria for academic work. If websites are to be used for scholarly purposes, there are five major criteria to help evaluate the quality of a website (Germain & Horne, 1997; Kapoun, 1998)

- **Accuracy**
  - Who is the author?
  - What are his/her credentials and affiliation(s)?
  - Do the affiliations indicate possibility of bias?
  - Does the website include contact information?
  - Is the information presented factual?
  - Does the author support information with evidence?

- **Authority/Credibility**
  - Who published the website (check the URL)?
  - If information is included from other sources, is it properly cited?
  - What is the domain designation:
    - .com: commercial, hosted by a company
    - .org: non-profit organization
    - .mil: military branch of the government
    - .net: usually an internet service provider
    - .gov: governmental website
    - .edu: educational institution

- **Objectivity**
  - What are the goals/objectives of the website?
  - What opinions (if any) are expressed?
  - Is the website a “mask” for advertising?
  - Use a critical eye – ask, Why was this written and for whom?

- **Timeliness**
  - When was the website produced? Has it been updated?
  - Are the links updated frequently?

- **Coverage**
  - Is the information accessible?
  - Do you have to pay an additional fee to access any of the material?