

GEORGE MASON UNIVERSITY

College of Education and Human Development

Diagnosis and Treatment Planning for Mental Health Professionals (EDCD 656-001)

Instructor: Mary Schumann, Ph.D.

Phone: 703-585-3281

Email: [mschuma1@gmu.edu](mailto:mschuma1@gmu.edu) or [mfschumann@aol.com](mailto:mfschumann@aol.com)

Office Hours: By appointment

Class Meetings: Thursdays 7:20-10:00 pm & Saturday 4/14

Place: Thompson Hall, 1020

**Course Overview:**

This course introduces students to fundamental concepts in the classification of psychopathology as well as the clinical interviewing skills necessary to apply DSM-IV-TR diagnoses to clients in a sound and ethical manner. The course incorporates an explicit focus on the role of race and culture in diagnosis and treatment. The course will introduce students to formulating treatment plans utilizing the accepted standards of care in the fields of mental health counseling, clinical and counseling psychology and psychiatry. Finally, the course will focus on clinician self-awareness as a critical dimension in accurate diagnosis and effective treatment planning. Course materials will be delivered in a variety of methods including lecture, required readings, research activities and visual media.

**Required Texts:**

American Psychiatric Association (2005). *Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition, Text Revision (DSM-IV-TR)*, Washington, C: Author. **(please consider buying this used as DSM-V is due out in 2012)**

Maxmen, J.S., Ward, N.G. & Kilgus, M.D. (2009). *Essential Psychopathology and Its Treatment*. New York, NY: Wiley and Sons.

Castillo, R.J. (1997). *Culture and Mental Illness: A Client Centered Approach*. Boston, MA: Brooks/Cole Publishing Company.

**Recommended Texts:**

Seligman, L. (2004). *Diagnostic and treatment planning in counseling*. New York, NY: Springer.

**Relationship to Professional and Program Related Goals:**

The syllabi of all courses taught at the university are designed to meet the specifications of a Specialty Professional Association. The professional association used for the development of this course is from the American Counseling Association (ACA). The code of Ethics and Standards of Care for ACA delineates ethical practice and the following section demonstrates the basis for this course.

## Section E, Evaluation, Assessment and Interpretation

### E.5. Proper Diagnosis of Mental Disorder

a. *Proper Diagnosis: All counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g. locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used (See A.3.a and C.5.c).*

b. *Cultural Sensitivity. Counselors recognize that culture affects the manner in which client's problems are defined. Client's socioeconomic and cultural experience is considered when diagnosing mental disorders.*

#### Course Objectives:

At the conclusion of this course, students should be able to:

1. Use the DSM-IV-TR diagnostic decision trees for diagnosis purposes.
2. Present diagnosis in the multi-axial model outlined in the DSM.
3. Understand mental illness from a multi-cultural and multi-disciplinary perspective.
4. Conduct an efficient first interview with a client and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and presenting problem.
5. Write a treatment plan for client that includes measurable goals, objective, cultural considerations and that incorporates advocacy as an intervention.
6. Be able to write effectively about that case to convey information to other practitioners.
7. Understand the role of clinical formulation in treatment planning.
8. Have an understanding of how a clinician's personal worldview and cultural socialization might impact their approach to diagnosis and treatment planning.

#### **College of Education and Human Development Statement of Expectations**

-Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]

-Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu/>]

-Students must follow the university policy for Responsible use of Computing[See <http://universitypolicy.gmu.edu/1301gen.html>]

-Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

-Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Cell phones, pagers, and other communication devices are not allowed in this class. Please keep them stowed away and out of sight.

Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only---it is the responsibility of the student to notify the instructor if you choose to do so. Engaging in activities not related to this course (gaming, email, chat, etc) demonstrate a lack of professionalism and will affect your participation grade.

-Students are expected to exhibit professional behaviors and dispositions at all times

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### Campus Resources

-The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>]

-The George Mason University Writing Center staff provides a variety of resources and services (e.g. tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>]

-For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See<http://gse.gmu.edu/>]

### CLASS SCHEDULE:

<u>Date:</u>	<u>Topics:</u>	<u>Chapters:</u>
Jan 26	Review of Syllabus	M, W & K Ch 1 & 2
	Intro to Assessment & Diagnosis	Castillo, Ch. 1 & 2
Feb 2	Intro to DSM	DSM IV TR, pp 1-37
	Discuss Presentations	Appendix A
		M, W & K Ch 3 & 4
		Castillo, CH. 3
Feb 9	Mood Disorders	DSM IV TR pp 345-428
		M,W, & K Ch 13
Feb 23	Mood Disorders (cont'd)	Castillo, Ch. 12
	<b>Self-Awareness Paper Due</b>	
	<b>BOOK REPORTS</b>	
March 1	Adjustment Disorders	DSM IV TR pp 679-684
		M, W & K, Ch 24
	Anxiety Disorders	DSM pp, 429-484
		M,W & K, Ch 14
	<b>BOOK REPORTS</b>	Castillo, Ch. 10

March 8	Anxiety Disorders, cont'd. Somatoform Disorders	DSM IV TR, pp 485-512 M, W & K, Ch 15 Castillo, Ch. 11
	Factitious Disorders	DSM IV TR, pp 513-518 M, W & K, Ch. 16
March 15	NO CLASS --SPRING BREAK	
March 22	Dissociative Disorders	DSM IV TR, pp 519-534 M,W, & K, Ch 17
	BOOK REPORTS	Castillo, Ch. 13
March 29	Psychotic Disorders	DSM IV TR, pp 297-344 M,W & K, Ch 12 Castillo, Ch. 14
	Childhood Disorders	DSM IV TR, pp 39-134 M,W & K, Ch 23
	BOOK REPORTS	
April 12	Personality Disorders	DSM IV TR, pp 685-730 M,W & K, Ch 22 Castillo, Ch 6
	Impulse Control Disorders	DSM IV TR, pp 663-678 M,W & K, Ch 21
Saturday April 14	Sexual & Gender Identity	DSM IV TR, pp 535-582 M,W & K, Ch 18 Castillo, Ch. 7
	V Codes	DSM IV TR, pp 731-742
	Delirium, Dementia & Others	DSM IV TR, pp 135-180 M,W & K, Ch 10
	Disorders Due to General Medical Condition	DSM IV TR, pp 181-190
	Sleep Disorders	DSM IV TR, pp 597-662 M,W & K, Ch. 20

April 19	Treatment Reports	Castillo, Ch. 15 Articles as assigned (presenters)
April 26	Treatment Reports Case Presentation/ Treatment Conceptualization	M, W & K, 7,8,9 Articles as assigned (presenters)
May 3 <sup>rd</sup>	Treatment Reports	Articles as assigned (presenters)
May 10 <sup>th</sup>	Final Exam	

#### EVALUATION SCHEMA

Evaluation of course requirements will include elements of organization, the ability of the student to synthesize information, and apply appropriate insights from the material. Written assignments must demonstrate a writing ability commensurate of a graduate student. While there may be many criteria for writing at the graduate level, at a minimum all written assignments must demonstrate proper spelling; appropriate punctuation; complete sentences; and writing that is concise and clear. All submitted work should be double-spaced and printed as a one-sided document and follow APA format.

#### GRADING

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

- A 96-100 points
- A- 92-95 points
- B+ 88-91 points
- B 84-87 points
- B- 80-83 points
- C 73-79 points
- F 72 and below

The grade for any individual assignment turned in late will be reduced one letter grade per day it is late. Assignments are due at the beginning of the class session.

#### **Class Assignments:**

Class Participation (15 points): Students are required to attend each class prepared to discuss assigned readings and participate in class discussions. Full credit for class participation will only be given to those students who regularly participate in class and can integrate class materials with life experiences, personal reflections and/or other outside sources of information.

**Course Examination (20 points):** There will be one in class exam that will be cumulative and focus on DSM understanding and use. We will review diagnostic categories that will be the primary focus of the exam.

**Self-Awareness Paper (15 points):**

The self-awareness paper is designed to give you an opportunity to reflect on your personal experiences associated with mental illness. Please note you are being asked to write from a personal perspective. Do not respond as a counselor of future mental health professional. Please submit a 4-6 page paper outlining your personal understanding of mental illness and include the following sections:

- Definition of mental illness and how you have constructed that definition. What is this definition built on – knowledge, personal experience, myth etc.
- Early childhood experiences with mental illness and how those experiences might have shaped your personal attitudes towards or understanding of mental illness
- The impact of at least one of your reference group identities (e.g. religious affiliation; racial group membership; social-economic status; sexual orientation; ethnic identity) on your understanding of, or experience with mental illness. This section is built on the assumption that we all been socialized (beliefs, values, ideas, behaviors) within our different reference group identities. For example, if you have had a strong fundamentalist Christian background, your early socialization might have included messages suggesting that psychological dysfunction could be reflective of a lack of faith. If so how might this type of message influence you personal construction of mental illness?
- Concerns or anxieties related to working with individuals who have a diagnosed mental illness

If you are struggling to understand the connection between your racial or religious group membership and your attitudes toward mental illness and are unable to make any connections, please then discuss why it might be difficult for you to make these connections, what are some possible explanations.

**Research Paper and Presentation (20 points paper, 15 points presentation):**

Choose a disorder, briefly describe as it is currently defined, discuss proposed changes in DSM V, if any, and your reactions to these. Provide a summary of treatment based on current, peer-reviewed literature. (NOTE: You will likely need to limit your population in order not to take on too much. For example, you may discuss treatment of depression for cancer patients or post-partum depression; anxiety disorders in children, or any disorder and the particular nuances of a cultural reference group). Regardless of how you define your population, discuss cultural implications related to diagnosis and treatment. This paper should be 8-10 pages in length.

Choose 2 of the articles you used in your paper to assign as class readings (preferably one that reflects treatment and one that reflects cultural issues). These are due 2 weeks prior to your scheduled presentation.

Each student is responsible for 15-20 minutes of presentation concerning the information covered in their paper, leaving some time for questions from your peers. (more like 10 to 15 minutes if you are working in a group). It will probably work out best for you to work in small groups though it is not required. However, if several of you are interested in depressive disorders, there are a variety of angles you could focus on. Thus, it would be nice to have some of you coordinate your efforts.

### **Book Report – Understanding the Human Side of Emotional/Mental Disorders (15 points):**

One of the most challenging and important parts of working with clients is understanding their experience and worldview. In this assignment, I would like students to select a book or movie from the list provided (or a pre-approved alternative). This is a limited list and you are welcome to search for others. Look in particular at memoirs written by individuals who have actually struggled with these disorders. You will do a brief in class presentation. Please note that we will try to assign people to present based on the diagnoses we are covering at that time. Keep in mind that we may have several people covering similar topics.

Your presentation should cover:

1. Description of the protagonist and his or her story and diagnosis.
2. Short description of a critical moment to illustrate.
3. Your emotional reactions (what you found moving, difficult, angering, etc)
4. Your thoughts regarding advocacy for the individual.
5. Please refer to APA website and talk about the proposed changes to this diagnosis. (<http://www.dsm5.org/ProposedRevisions/Pages/Default.aspx>) If your story is set in the past, you may also want to discuss things that would be different now versus then.

Possible books/movies:

Darkness Visible – A Memoir of Madness by William Styron (depression)

An Unquiet Mind – by Kay Redfield Jamison (Bipolar D/O)

The Quiet Room: A Journey Out of the Torment of Madness – Lori Schiller (Schizophrenia )

Call Me Anna: The Autobiography of Patty Duke (Bipolar D/O; Substance abuse)

I Never Promised You a Rose Garden by Joanne Greenberg (Schizophrenia)

A Beautiful Mind by Sylvia Nasar (Schizophrenia)

Benny and Joon (Schizophrenia)

As Good As It Gets (OCD)

High Anxiety (Anxiety)

The Fisher King (Schizophrenia)

Ordinary People (Depression, Grief, Personality D/O)

The Soloist (Schizophrenia)

Shoot the Damn Dog by Sally Brampton ([depression](#))

