

# **Counseling Psychology & Special Education 715**

## **Diagnosis and Treatment of Dysfunctional Behavior**

*Fall 2020 Tues 12:00-2:50 Online through Zoom*

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This course is an introduction to theories of psychopathology and diagnosis. We will be discussing both the DSM5 (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>

### **Classroom Procedures:**

Class will begin promptly; please do not be late. One of the most important means of showing your learning will be through participation in class discussions which will require you to come to class prepared to discuss the topics explained in the readings. That is, I expect that you will have done the reading before class. At the end of the semester, I will try my best to give you an objective score regarding your participation (out of 50) based on the following criteria: Attended classes, punctuality, demonstrated knowledge through comments, demonstrated reading through comments, and engagement in classroom discussion. You will also give yourself a score (out of 50) based on the same criteria.

Please turn cell phones to silent prior to entering the classroom.

**Because of the online nature of this class, interaction is even more important. As such, I ask that you all turn on your camera during class as this helps people to interact and stay more engaged in class.**

### **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 September 1<sup>st</sup> at 3:00 p.m. You will have one week (until September 8<sup>th</sup> at 9 a.m.) to read the materials and complete the reading response required for class on September 8<sup>th</sup>.

### **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](http://studentratings.byu.edu)) and letting me know that you have completed it.

**Grading Scale (Based on a total of 1000 points)**

<b>A</b>	94-100 (940+)
<b>A-</b>	90-93 (900-939)
<b>B+</b>	87-89 (870-899)
<b>B</b>	83-86 (830-869)
<b>B-</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.

**Class Environment**

It is very important to me that we create a class environment in which the development of each student becomes the goal of all of us in the course. Therefore, I ask you to pledge yourself to helping each of your classmates get the most from this learning experience. I believe that the best class environment for achieving this goal is one in which each student feels encouraged, affirmed, and challenged supportively by others (including myself) to learn. Together, we can establish a place where each of us feels safe to take the risks that are part of sharing our opinions

and trying the unfamiliar. In order to create this positive class environment, at least two norms must be established. First, while our class is not a forum for personal therapy, each class member must feel invited, but not compelled, to share personal material relevant to the content of this course. Second, we must have an affirming, welcoming stance for differing viewpoints and life experiences. Every viewpoint and every perspective has great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from our own or from what might seem to be the prevailing opinion. Please join with me in working to create such an atmosphere in our class.

### **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:

	<b>Topic</b>	<b>Reading</b>	<b>Reading Responses (RR)</b>	<b>Guest Lecturer</b>
<b>Sept. 1</b>	Introduction to Course Theories of Diagnosis Bio/Psycho/Social model, DSM and ICD, WHODAS		RR #1 opens (please read material listed for Sept 11)	
<b>8</b>	Assessment and Making a diagnosis, forensic use of DSM and ICD, coding, Neurodevelopmental disorders, working with children	DSM 19-86 ICD 174-228 DSM-5 Made Easy Chapter 1	RR #1 closes RR #2 opens	
<b>15</b>	Schizophrenia Spectrum and Other Psychotic Disorders, Understanding various models of Psychosis	DSM 87-122 ICD 76-90; 58-62 DSM-5 Made Easy Chapter 2	RR #2 closes RR #3 opens	
<b>22</b>	Bipolar Disorders, Depressive Disorders week	DSM 123-188 ICD 91-109 DSM-5 Made Easy Chapter 3	RR #3 closes RR #4 opens	
<b>29</b>	Depressive Disorders (continued), Anxiety Disorders	DSM 189-234 ICD 110-117; 218(Elective Mutism) DSM-5 Made Easy Chapter 4	RR #4 closes RR #5 opens	Dr. Russ Bailey (1:00-2:00 p.m.)
<b>Oct.6</b>	Obsessive Compulsive and related disorders. Strategies for treatment.	DSM 235-264. ICD 117-118; 131; 167 DSM-5 Made Easy Chapter 5	RR #5 closes RR #6 opens	Dr. Jon Cox (12:00-1:00)
<b>13</b>	Relaxation and Biofeedback strategies for treatment We will meet in the Biofeedback room (1582 WILK). Review for Midterm	caps.byu.edu/biofeedback		Dr. Maureen Rice (12:00-1:00)

<b>20</b>	Trauma, Dissociation, Somatic Symptoms and Related Disorders, the Mind-Body Connection	DSM 265-328 ICD 122-135; 173 (Elaboration of Physical Symptoms) DSM-5 Made Easy Chapters 6, 7 & 8	RR #6 closes RR #7 opens	Dr. Ofa Hafoka (2-3)
<b>27</b>	Feeding and Eating Disorders, Elimination Disorders.	DSM 329-360 ICD 136-142; 225-226 (Feeding Disorder and Pica) DSM-5 Made Easy Chapters 9 &10	RR #7 closes RR #8 opens <b>Turn in Midterm</b>	Dr. Corinne Hannan (1-3)
<b>Nov. 3</b>	Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria, APA guidelines on working with GLBTQI clients,	DSM 361-459 ICD 142-152; 168-169; 223-225 DSM-5 Made Easy Chapters 11, 12, and 13	RR#8 closes RR #9 opens	Dr. Michael Buxton (1:00-3:00)
<b>10</b>	Disruptive, Impulse-Control, conduct Disorders, Treating Substance Related and addictive disorders	DSM 461-589 ICD 65-75; 165-167; 204-213 DSM-5 Made Easy Chapter 14 &15	RR # 9 closes RR #10 opens	
<b>17</b>	Personality Disorders	DSM 645-684,761-781 ICD 154-164 DSM-5 Made Easy Chapter 17	RR #10 closes RR #11 opens	
<b>24</b>	Friday Instruction/No class			
<b>Dec 1</b>	Medication-Induced Movement Disorders and other adverse effects of medication, Conditions for further study	DSM 709-727, 783-806 ICD 229-245		
<b>8</b>	Substance-Related and Addictive Disorders (continued), Neurocognitive Disorders, Paraphilic Disorders	DSM 591-643,685-705 ICD 43-64; 170-172; 228 DSM-5 Made Easy Chapters 16 & 18	RR #11 closes <b>Pamphlet due</b>	
	Final –			