



## **COU 670-001 – Diagnosis of Emotional/Mental Disorders**

Spring 2022

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

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Office Hours: T/W 3-6 and 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 Participation** (100 total): Attendance in class is required. Due to the experiential nature of the course, attendance and engagement will be important to the final grade. Active participation in class discussions and exercises are necessary components of development. Consider the criteria below as a guide to how class and discussion board participation will be scored.
  - a) **Excellent (90-100 points)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
  - b) **Satisfactory (80-89 points)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
  - c) **Minimally Acceptable (73-79 points)** – Passive participation: present, awake, alert, attentive, but not actively involved.
  - d) **Unsatisfactory (0-72 points)** – Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.
- 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 Paper** (50 pts): You will submit one paper on your understanding and views of assigned topics. Papers should be well-organized, grammatically correct, and professionally written.
- 4) **Disorder Presentation** (75 pts): You will pick a disorder to research and provide additional information to the class.
- 5) **Midterm and Final Examinations** (100 pts & 125 pts) - The midterm and final exams will be a practical application of knowledge accrued in this course.

### Course Grading

| <u>Assignments</u>                | <u>Points</u> |
|-----------------------------------|---------------|
| Participation (10 pts x 15)       | 100           |
| Character Worksheets (75 pts x 2) | 150           |
| Opinion Paper                     | 50            |
| Disorder Presentation             | 75            |
| Midterm Exam                      | 100           |
| Final                             | 125           |
| 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.

### Grading Scale

- **A:** 93.00-100.00
- **A-:** 90-92.99

- **B+:** 87-89.99
- **B:** 83-86.99
- **B-:** 80-82.99
- **C+:** 77-79.99
- **C:** 73-76.99
- **F:** 0-72.99

### Final Exam Information

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

### Tentative Course Schedule

January 19th

- **Topic:** Orientation

January 26th

- **Topic:** Why do we diagnose?
- **Readings due:** DSM-5: 5-24, *Historical Perspectives* article on Canvas

February 2nd

- **Topic:** Bipolar & Depressive Disorders
- **Readings due:** DSM-5: 123-188
- **Assignments due:** Opinion Paper – due by 6:15pm
- **Presentations assigned**

February 9th

- **Topic:** Anxiety & Obsessive Compulsive Disorders
- **Readings due:** DSM-5: 189-264

February 16th

- **Topic:** Schizophrenia Spectrum and Other Psychotic Disorders
- **Readings due:** DSM-5: 87-122
- **Class in Simulation Center – bring headphones**

February 23rd

- **Topic:** Somatic Symptom and Related, Sleep-Wake, Sexual Dysfunctions
- **Readings due:** DSM-5: 309 – 328, 361 – 450
- **Assignments due:** Character Worksheet – due by 6:15pm

March 2nd

- **Topic:** Feeding and Eating, Elimination Disorders
- **Readings due:** DSM-5: 329-360

March 9th

- **Spring Break**

March 16th

- **Assignments due:** Midterm Exam on Canvas due by 11:59pm

March 23rd

- **Topic:** Neurodevelopmental Disorders
- **Readings due:** DSM-5: 31-86

March 30th

- **Topic:** Trauma and Stressor-related, Dissociative Disorders
- **Readings due:** DSM-5: 265-308

April 6th

- **Topic:** Substance-Related and Addictive, Neurocognitive Disorders

- **Readings due:** DSM-5: 481-644

April 13th

- **Topic:** Gender Dysphoria, Disruptive, Impulse-Control, and Conduct Disorders
- **Readings due:** DSM-5: 451-480
- **Assignments due:** Character Worksheet – due by 6:15pm

April 20th

- **Topic:** Personality Disorders
- **Readings due:** DSM-5: 645-684

April 27th

- **Topic:** Assessment Measures and Cultural Formulation, Paraphilic, Other Mental Disorders
- **Readings due:** DSM-5: 733-759, 685-708
- **Simulation Center**

May 4th

- **Topic:** Medication – induced movement and other adverse effects, Other Conditions
- **Readings due:** DSM-5: 709-727

May 11<sup>th</sup>

- **Assignments due:** Final Exam on Canvas due by 11:59pm

## **Course Policies**

### **Submission of Assignments**

Late assignments will receive a 20% reduction for each day they are late. Please communicate with the instructor if you believe an assignment will be late.

Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations which are up to the instructor based on the nature of the case. Review

[http://www.plagiarism.org/learning\\_center/what\\_is\\_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html) for a brief overview of plagiarism and the benefit of accurate citations within your work.

### **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. 10 points will be taken off the participation grade for each missed class.

### **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. It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

### **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 me a letter from the Disability Programs and Services Office (SU 303) indicating the existence of a disability and the suggested accommodations. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

### **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. 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, and I prefer to be addressed as Dr. Ripley. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

### **Changes in the Syllabus**

The syllabus is a projection of what the instructor anticipates for the course. The instructor has the right to modify the syllabus in order to adjust to changing circumstances.

### **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

Opinion Papers = 5

Disorder Presentations = 15

Midterm = 5

Readings = 50

Class Meetings = 45  
 Final = 5  
 Total Hours = 135

**Knowledge and Skill Outcomes:**

**CACREP 2016 Standards**

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

| <b>Student Learning Outcomes<br/>Connected to CACREP 2016<br/>Standards</b>   | <b>CACREP<sup>1</sup></b> | <b>Class<br/>Assignments</b>  | <b>Cross-curricular<br/>experiences</b>   |
|---|---------------------------|---|---|
| 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<br>COU 630<br>COU 600<br>COU 675<br>COU 674<br>COU 642                                  |
| Identify and demonstrate multicultural counseling competencies  | 2.F.2.c                   | Character Worksheets,<br>Opinion Papers   | COU 610<br>COU 640<br>COU 660<br>COU 674<br>COU 675<br>COU 674<br>COU 621<br>COU 642<br>COU 673 |
| Theories of normal and abnormal personality development   | 2.F.3.c                   | Character Worksheets,<br>Opinion Papers, Disorder<br>Mini-Presentation,<br>Reverse Case Example,<br>Final | COU 620   |
| Demonstrate understanding of theories and etiology of addictions and addictive behaviors  | 2.F.3.d                   | Character Worksheets,<br>Opinion Papers, Final  | COU 670   |
| Biological, neurological, and physiological factors that affect human development, functioning, and behavior  | 2.F.3.e                   | Character Worksheets,<br>Reverse Case Example   | COU 620<br>COU 660<br>COU 674   |
| Recognize systemic and environmental factors that affect human development, functioning, and behavior   | 2.F.3.f.                  | Character Worksheets,<br>Opinion Papers   | COU 620<br>COU 650<br>COU 660<br>COU 670<br>COU 673<br>COU 674                                  |

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

|  |          |  |                               |
|--|----------|--|-------------------------------|
| Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs | 5.G.2.i  | Exams  | COU 621<br>COU 622<br>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,<br>Opinion Papers, Exams | COU 602<br>COU 621<br>COU 670 |

### **Other Information**

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.