



Michael D. Eisner College of Education  
Department of Educational Psychology and Counseling

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Fall 2021  
Course Syllabus  
EPC 672: Mental Health Assessment and Diagnosis

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### Course Description (For M.S. in Counseling Students)

Clinical assessment and diagnosis of adults and children manifesting mild to severe mental disorders and includes training in the mental status examination, use of the *Diagnostic and Statistical Manual of Mental Disorders*, co-occurring disorders, and recovery-oriented prognosis for severe mental illness. Emphasis on diversity and socioeconomic issues as well as evidence-based treatments and best practices.

**Units:** 3

**Prerequisite(s):** Admission to master’s counseling program at CSUN.

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### College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

## Instructional Philosophy

The Marriage and Family Therapy/Counseling program at CSUN is designed based on a learning-centered, outcome-based educational principles as described below:

### *Learning-Centered Education*

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

### *Outcome-Based Education*

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from four distinct sources:

1. The California State Board of Behavioral Science (BBS) educational requirements for becoming a Licensed Professional Clinical Counselor.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling and College Counseling/Student Affairs.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below (we know these lists may appear long and boring, but we believe having these clearly defined in each syllabus ensures a consistent and high-quality curriculum that is offered with integrity).

## BBS Curriculum Requirements Covered in this Class

4999.33 (3) (c) (1) (G) 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, the impact of co-occurring substance use disorders or medical psychological disorders,

established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

4999.33 (e) (1) Integrate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

4999.33 (e) (2) Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.

4999.33 (e) (3) Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

## CTC School Counseling Performance Expectations Covered in this Class

<b>SCPE 5: Social/Emotional Development</b>	
<b>SCPE 5.6</b>	Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
<b>SCPE 5.14</b>	Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

## CACREP Standards Covered in this Class

The M.S. in Counseling program at CSUN will be seeking national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2022. This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high-quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include:

3f.	Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
3i.	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
7l.	Use of assessment results to diagnose developmental, behavioral, and mental disorders

The College Counseling/Student Affairs specialty standards covered in this class include:

2d.	Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
3c.	Interventions related to a broad range of mental health issues for individuals in higher education settings

The School Counseling specialty standards covered in this class include:

2g.	Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
2h.	Common medications that affect learning, behavior, and mood in children and adolescents

## Counseling Program Student Learning Objectives

Of the program's seven learning objectives (please see University Catalog), this course is designed to develop skills in the following:

SLO5: Conduct clinical, diagnostic, psychosocial, and crisis assessments, and use effective treatment planning methods to design prevention and early intervention therapeutic programming that is educative in nature and promotes social/emotional well-being, healthy relationships, academic success, and/or career mastery.

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## Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Perform a diagnostic assessment interview
    - a. To be measured on individual/classroom-based assignments
  2. Conduct a Mental Status Examination and document results
    - a. To be measured on individual/classroom-based assignments
  3. Demonstrate conceptual and working professional knowledge of the DSM
    - a. To be measured on final exam and paper
  4. Identify specific behavioral issues that impede functioning and diagnose mental disorders using criteria from the DSM
    - a. To be measured on final paper
  5. Display insight perspective, reflective skills, and professional judgment in diagnosing and treating adults and children with mental disorders.
    - a. To be measured on LA County Assessment forms
  6. Demonstrate awareness and sensitivity to diversity factors, such as culture, immigration status, socioeconomic status, ability, education, sexual orientation, and an ability to thoughtfully adapt assessment and diagnoses when working with persons from diverse groups.
    - a. To be measured on final paper and Assessment forms
  7. Articulate a recovery-oriented prognosis for persons diagnosed with severe and chronic mental illness.
    - a. To be measured on final paper
  8. Meet with consumers and their families to learn about their experiences in seeking treatment for a chronic mental health condition.
    - a. To be measured on the response to either guest lecturer, NAMI-, or related video of consumers of mental health services
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## Signature Assignments

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course are:

1. Conduct a mental status exam interview (role plays with partners/professor/other medium).
  2. Complete an L A County Adult Initial Assessment with a client (role play with partners/professor/other medium).
  3. A comprehensive multiple-choice exam/final (or equivalent set of quizzes) with a minimum of 50 questions to help prepare students for the licensure exam.
  4. At least one opportunity to meet with a consumer of mental health and/or their family(ies); this may be met with guest lectures or with visits to the community.
  5. A 6 – 7-page paper on approved diagnosis using APA style and references including a recovery-orientated prognosis and identification of correlated treatment.
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## Signature Readings

### *Required across all sections*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.).

Washington D. C.: Author.

Calabrese, J. D., & Corrigan, P. W. (2005). Beyond dementia praecox: Findings from long-term follow-up studies of schizophrenia. In L Davidson, C. Harding, & L. Spaniol (Eds.) *Recovery from severe mental illnesses: Research evidence and implications for practice, Vol. 1* (pp. 63-82). Washington, D. C.: American Psychological Association.

Corrigan, P. W., & Ralph, R. O. (2005). Recovery as consumer vision and research paradigm. In L Davidson, C. Harding, & L. Spaniol (Eds.) *Recovery from severe mental illnesses: Research evidence and implications for practice, Vol. 1* (pp. 3-18). Washington, D. C.: American Psychological Association.

\*Preston, J. D., O'Neal, J. H., & TaLaga, M.C. (9<sup>th</sup> edition). *Handbook of clinical psychopharmacology for therapists* (pp.29-43). Oakland, CA: New Harbinger Publications.

Leary, J. D. (2005). *Post traumatic slave syndrome: America's legacy of enduring injury and healing*.

Milwaukie, Oregon: Uptone Press.

\*Selected chapters (per syllabus) will be posted on Canvas.

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## Required Books for This Section

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.).

Washington D. C.: Author

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York: The Guilford Press

## Recommended References

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.) Washington, D.C.: Author.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford.

## Instructional Format

This graduate seminar course will include lecture, experiential activities, and in-class dialogue. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

## Overview of Course Activities

- Conduct a mental status exam interview.
- Complete an L.A. County Adult Initial Assessment with a client (live, e.g., with professor/other medium).
- A comprehensive multiple-choice exam/final (or equivalent set of quizzes) with a minimum of 50 questions to help prepare students for the licensure exam.

## Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Mental Health Status Exam	10%
LA County Adult Assessment	15%
6 -7-page diagnosis topic paper	20%
Final Exam	40%
Participation *	15%
<b>Total</b>	<b>100%</b>

\*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA, AAMFT Code of Ethics, department and university student Codes of Conduct, etc.)

## Grading System

A 100-point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted to exceptional work.

Points	Grade	Description
97+	A+	<i>Reserved for exceptional work</i> ; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. <i>Note this grade can be given only for assignments; the highest possible grade for the course is A.</i>
93-96	A	Excellent handling of subject; insightful discussion of topic; well-developed ideas; few technical or stylistic errors; well-organized discussion.
90-92	A-	Skillful discussion; well-developed ideas; few technical or stylistic errors.
88-89	B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
82-87	B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.
78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under-developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

### University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

## Policies and Resources

### *Attendance*

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be

tested on any and all lecture materials presented in class that are not covered in your readings.

### ***Due Dates and Times***

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity. Late paper will be marked down one (1) full letter grade every day following the original due date.

### ***Requests for Incompletes***

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([www.csun.edu/anr/forms/request\\_incomplete.pdf](http://www.csun.edu/anr/forms/request_incomplete.pdf)).

### ***Religious Holidays***

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

### ***Professionalism\****

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Engaging in respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
  - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology. Should you *appear* to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Instagram, Facebook, other social media platforms, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

### ***Zoom-specific norms:***

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.



- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For class, camera is recommended to be turned on. (Please connect w/professor if issues occur.)

\*Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

### ***Students with Disabilities***

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

### ***Policy on Cheating and Plagiarism***

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA), American College Personnel Association (ACPA), and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7<sup>th</sup> edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

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## **Useful Links**

### **CSUN's Computer Support**

[CSUN Helpdesk](#)

### **Request for Incomplete Grade**

[Incomplete Grade - Request Form](#)

### **Disabilities Resources and Educational Services**

[DRES](#)

### **The Pride Center**

[CSUN Pride Center](#)

### **Writing Center**

[Learning Resource Center](#)

### **CSUN Student Conduct Policies**

[Student Conduct Policies](#)

**Research and Library Assistance**[Research and Library Assistance](#)

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from [CSUN with A HEART](https://www.csun.edu/heart) (<https://www.csun.edu/heart>).

**EPC 672 Diagnosis  
Signature Assignment# 1  
Mental Status Exam (SCPE 5.14)**

- Purpose** The purpose of this assignment is to have the student conduct a Mental Status Exam (MSE) with a live or video subject.
- Step One** Class will review and discuss all categories of the Mental Status Exam (MSE) as listed on page 4 of the L.A. County Adult Initial Assessment Form (MH 532). Definitions and classification titles can be explained at this time.
- Step Two** Since live subjects are difficult to obtain, student will participate in an in-class role-play with the professor as the “client” to generate impressions. An alternative medium (e.g., video) may be used. The student is advised to take copious notes.
- Step Three** The student must complete a MSE form for the client depicted in the role-play presentation or video.
- Step Four** The student must prepare a paper (3-5 pages) providing rationale to the assessment choices to each of the following areas of assessment:
- General Description*  
*Mood and Affect*  
*Perceptual Disturbances*  
*Thought Processes Disturbances*  
*Thought Content Disturbance*  
*Diversity Considerations*  
*Summary*
- Step Five** In the rationale paper there should be a few paragraphs on how cultural sensitivity/knowledge might change some of the diagnoses in this assessment.

This assignment will be graded using the following rubric:

**Mental Status Exam and LA County Adult Initial Assessment Form, and Diagnosis Paper  
Scoring Rubric**

*Rating Scale*

- 4=Outstanding: Strong mastery of skills and thorough understanding of the process  
3=Mastered Basic Skills at Developmental Level: Average  
2=Developing: Some problems/errors  
1=Deficits: Poor demonstration of knowledge and skills

	4	3	2	1	Score
<b>Punctuality</b>	Assignment turned FULLY COMPLETED on or before 4PM of the due date	Assignment turned in completed on or before 4PM of the due date	Assignment turned in the day of the due date	Assignment after the due date	
<b>Accuracy</b>	Responses were very detailed and consistent with APA criteria (see consultants discussion on DVD)	Responses had some detail and covered some of the areas agreed upon by the consultants	Some errors or missed details. Not as consistent with the consultation tape	Significant number of errors (more than 5 on the entire MSE) Significantly inconsistent with the consulting tape.	
<b>Rationale</b>	Skilled in differentiating between diagnostic choices. Very good rationales.	Demonstrates some ability to differentiate. Rationale is adequate.	Problems differentiating. Rationale is off target	Poor skills in differentiating and significant deficits in creating a good rationale for clinical choices.	
<b>Clinical Writing</b>	Superior writing skills. Strong understanding of clinical terms and definitions	Average writing skills. Clinical use of terms satisfactory.	Problems in writing and use of terminology	Poor writing and significant lack of clinical knowledge of terms.	
<b>Cultural Sensitivity</b>	Strong examples of cross-cultural differences presented	Adequate response to cultural sensitivity	Limited awareness attention to cultural sensitivity/	Poor or no attention to cultural sensitivity	

**EPC 672 Diagnosis**  
**Signature Assignment# 2**  
**Full Adult Assessment (SCPEs 5.6, 5.14)**

**Purpose** The purpose of this assignment is to have the student conduct an LA County Adult Initial Assessment with a client (live, simulated, or from video) as determined by Instructor.

**Step One** Class will review and discuss categories of the L.A. County Adult Initial Assessment Form (MH 532). The actual form will be available on Canvas.

**Step Two** The student must complete a L.A. County Adult Initial Assessment Form for the client.

**Step Three** Additionally, the student must prepare a paper (3-5 pages) providing detailed observations, complete differential diagnosis, and final diagnosis including a few paragraphs on how cultural sensitivity/knowledge might change some of the diagnoses criteria in this assessment.

This assignment will be graded using the rubric listed above.

Student Notes (viz., Signature Assignments #1 & 2):

**EPC 672 Diagnosis  
Signature Assignment# 5  
6 – 7-page Informational Paper on a Diagnosis and Overview of Correlated Treatment**

**Purpose** The student will write a 6–7-page paper on an approved DSM-5 diagnosis using APA style and references (elaboration below) including a recovery-oriented prognosis, and the essential features of a clinically-relevant treatment plan while elucidating the concept of “medical necessity.”

**Step One** Class will be provided a list of Diagnostic categories for which the student will pick one, single diagnosis on which to write the paper. Consideration of “diagnostic choice” will be based on the contents of the DSM-5 that is supplemented by class lectures, and other material (e.g., de-identified clinical cases/examples, videos, etc.) that reflect a variety of nosological categories pertaining to psychopathology. Development of a “fictional” case (client) representing one DSM-5 diagnostic category will help personify the diagnosis.

**Step Two** The student will symptomatically describe the presentation of the fictional client (e.g., “What does DSM-5 ‘say’ about the selected disorder/diagnosis?”)

**Step Three** The student will identify the nature and degree of “functional impairment” from the identified disorder)/diagnosis, paying particular attention to areas of the client’s clinical (subjective) distress, and the qualitative/quantitative disruptions that “could” ensue in important life domains (e.g., What is the nature/degree of impairment in the client’s social/interpersonal, and occupational/academic functioning? How do the client’s impairments minimize participation in the “dailiness of life?”). Issues related to “dangerousness” (viz., suicidality and homicidality) should be addressed in the paper.

**Step Four** The student will consider the empirical literature as well as class lectures and supplemental material (e.g., de-identified clinical cases/examples, videos, etc.) reflecting the prevailing “evidence-based” approaches to treatment.

**Step Five** The student will choose one evidence-based practice (EBP) that is supported by the empirical literature to be efficacious in the treatment of the disorder.

**Step Six** Specific directions are to write the paper in APA style, with attached and included references. References are to be from peer-reviewed journals and books on the topic. Student may wish to use the internet to *initially guide them* and perhaps select a specific area of the diagnosis that they want to write on. Student is to include a recovery-orientated prognosis (see Assigned Readings for more information on this prognosis). In **addition** to using any of the assigned readings, student should use a minimum of 3 peer-reviewed reference articles.

This assignment will be graded using the rubric listed above.

Student Notes (viz., Signature Assignment # 5):

## Tentative Course Schedule\*

WEEK/ DATE	COURSE TOPICS	READING ASSIGNMENTS (Before Class)	ASSIGNMENTS
Week 1 09/01	Syllabus and Course Outline Introduction to Course Introduction of Class Members		
Week 2 09/08	Neurobiology: The Nervous System at the Cellular Level and Neuroanatomy  Diagnosis of Mental Disorders and Mental Health Recovery  Please bring DSM to class every week.  Also, this week bring the "Morrison" book to class.	<i>Examine:</i> DSM-5, Glossary of Technical Terms and, Glossary of Cultural Concepts of Distress, (p. 817-837) <i>Read:</i> DSM-5, Introduction, Use of Manual and, Cautionary Statement for Forensic Use of DSM-5, (p.5-25) <i>Examine:</i> DSM-5, Appendices and Index (p. 745-947), and first section of each DSM-5 chapter (usually one to three pages; starts on p. 31) <i>Read:</i> Corrigan article on Mental Health Recovery (Canvas access) <i>Read:</i> Preston et al., Chapter 1 (pp. 29-43) (Canvas access)	TalkingPoints/ Diagnostic Activity
Week 3 09/15	Neurodevelopmental Disorders Neurobiology: The Nervous System at the Cellular Level and Neuroanatomy Building a Diagnosis, including Mental Status Examination (MSE) ( <b>SCPE 5.14</b> )	<i>Read:</i> Rosenthal, R.H., & Akiskal, H.S. on Mental Status Exam (Canvas access). <i>Copy and Bring to Class:</i> Mini-Mental Status Exam <i>Read:</i> Morrison, Chapter 1	Talking Points/ Diagnostic Activity
Week 4 09/22	Schizophrenia and Other Psychotic Disorders and the Mental Health Recovery Movement	<i>Read:</i> DSM-5, Schizophrenia Spectrum and Other Psychotic Disorders (p. 87 - 122) <i>Read:</i> Calabrese article on Prognosis for Schizophrenia <i>Read:</i> Morrison, Chapter 2	Talking Points/ Diagnostic Activity
Week 5 09/29	Mood Disorders	<i>Read:</i> DSM-5, Bipolar and Related Disorders (p. 123 - 154); DSM-5, Depressive Disorders (p. 155-188) <i>Read:</i> Morrison, Chapter 3	Talking Points/ Diagnostic Activity

Week 6 10/06	Anxiety Disorders	<p><i>Read:</i> DSM-5, Anxiety Disorders (p. 189-233)</p> <p><i>Read:</i> Morrison, Chapter 4</p>	Talking Points/ Diagnostic Activity
Week 7 10/13	Obsessive-Compulsive and Related Disorders	<p><i>Read:</i> DSM-5, Obsessive-Compulsive and Related Disorders (p. 235-264)</p> <p><i>Read:</i> Morrison, Chapter 5</p>	Talking Points/ Diagnostic Activity
Week 8 10/20	Trauma-and-Stressor-Related Disorders and Adjustment Disorders	<p><i>Read:</i> DSM-5, Trauma-and-Stressor-Related Disorders (p. 265-290); DSM-5, Adjustment Disorders (p. 286-289)</p> <p><i>Read:</i> Morrison, Chapter 6</p>	Talking Points/ Diagnostic Activity (Class Role Play using the LAC Adult Initial Assessment) ( <b>SCPE 5.6</b> )
Week 9 10/27	Substance-Related and Addictive Disorders	<p><i>Read:</i> DSM-5, Substance-Related and Addictive Disorders (p. 481 - 490)</p> <p><i>Read:</i> Morrison, Chapter 15</p>	Talking Points/ Diagnostic Activity
Week 10 11/03	Dissociative Disorders and Sleep-Wake Disorders	<p><i>Read:</i> DSM-5, Dissociative Disorders (p. 291-307); DSM-5, Sleep-Wake Disorders (p. 296-349)</p> <p><i>Read:</i> Morrison, Chapter 7 and 11</p>	Talking Points/ Diagnostic Activity
Week 11 11/10	Somatic Symptom and Related Disorders	<p><i>Read:</i> DSM-5, Somatic Symptom and Related Disorders (p. 309-327)</p> <p><i>Read:</i> Morrison, Chapter 8</p>	Talking Points/ Diagnostic Activity  LAC Adult Initial Assessment & MSE Paper Due
Week 12 11/17	Feeding and Eating Disorders	<p><i>Read:</i> DSM-5, Feeding and Eating Disorders (p. 329-354)</p> <p><i>Read:</i> Morrison, Chapter 9</p>	Talking Points/ Diagnostic Activity

Week 13 11/24	Cultural and Developmental Considerations in Diagnosis  Other Conditions That May Be a Focus of Clinical Attention	<i>Read:</i> DSM-5, Cultural Concepts of Distress (p 833-837) DSM-5, Other Conditions That May be a Focus of Clinical Attention (p 715-727)	Talking Points/ Diagnostic Activity
Week 14 12/01	Disruptive, Impulse-Control and Conduct Disorders	<i>Read:</i> DSM-5, Disruptive, Impulse-Control and Conduct Disorders (p. 461-480) <i>Read:</i> Morrison, Chapter 14	Talking Points/ Diagnostic Activity  DSM-5 Paper Due
Week 15 12/08	Personality Disorders	<i>Read:</i> DSM-5, Personality Disorders (p. 645-684) <i>Read:</i> Morrison, Chapter 17	Talking Points/ Diagnostic Activity
Week 16 12/15	Final Exam	<u>Note.</u> The final exam will be at our regularly scheduled class time <u>unless</u> otherwise discussed. The exam will be accessed online via Canvas.	December 14 – 20 is Final Exams Week

*\*The professor reserves the right to modify the above course schedule to meet course goals when needed.*

Student Notes (Syllabus):

**EPC 672 INDEX for CTC Standards****Pages on which CTC Standards are Introduced in yellow**

<b>SCPE</b>	<b>Introduced</b>
5.6	11, 14
5.14	10, 11, 13