

PRE 890

DIAGNOSIS AND PSYCHOPATHOLOGY

Spring 2008

LINE# 74593

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SCHEDULE: Thursdays 1:30 to 4:20 – JRP 147

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

DESCRIPTION

Welcome to PRE 890! This course, Diagnosis and Psychopathology, is an examination of psychological disorders from a Counseling Psychology perspective that emphasizes strengths. The course will cover the current version of the DSM, as well as alternative taxonomies, exploring personality as it ranges from normal personality styles to personality disorders, as well as Axis I disorders. The emphasis is on identifying and assessing these phenomena and understanding behavioral and possible treatment implications. Prerequisite: PRE 830 or a comparable assessment course.

COURSE PURPOSE

The Counseling Psychology program faculty determines which courses belong in each program, as well as the course objectives for each course. Individual instructors determine how best to meet those objectives through the use of assignments and in-class activities. The focus of this course is on understanding personality (normal to disordered) and psychopathology, particularly through the diagnostic structure of the DSM. Initially we will examine several of the most common Axis I diagnoses and then we will examine personality styles and their disordered extremes. The course also addresses philosophical and ethical issues related to the diagnostic process, alternative taxonomies, contextual factors (such as age, gender and culture) in diagnosis and conceptualization, and treatment implications.

COURSE OBJECTIVES

- *appreciate the role personality plays in everyday functioning and in treatment
- *understand personality styles and be able to differentiate them from personality disorders
- *have efficacy in the use of the DSM-IV-TR
- *articulate case conceptualization and diagnostic considerations based on case material
- *research and present summary findings on contextual factors (e.g. race, gender, age) related to diagnosis and common treatment

DISABILITY STATEMENT

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability which affects the full expression of your abilities, you may request accommodation in KU classes and should contact SSD as soon as possible. Please also see me privately in regard to this course if I can be of assistance to you.

INSTRUCTIONAL METHODS

I hope to make the course interesting and highly applied in nature. Therefore, I will be using a variety of media, as well as, several gracious guest lecturers throughout our time together. I have also planned a fieldtrip for us to the Sastun Center of Integrative Health Care in Mission for the afternoon of March 27th.

There is a great amount of reading required for this course, and class discussion is dependent on your coming to class prepared to share your views and conclusions on the readings.

REQUIRED TEXTS

American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR. Washington, D.C.

Barlow, D.H. (Editor). (2008). Clinical Handbook of Psychological Disorders, Fourth Edition. New York: Guilford Press.

Hubble, M.A., Duncan, B.L., & Miller, S.D. (Editors). (1999). The Heart and Soul of Change: What Works in Therapy. Washington, DC: American Psychological Association.

Oldham, J.M. & Morris, L.B. (1995). The new personality self portrait. NY: Bantam Books.

Several articles will also be put on reserve in the LRC on the first floor of JRP or you can access many of them through the university library system. See attached reading list.

EVALUATION CRITERIA

The course is graded A-F. Plus/Minus grading is available for use with this class and will be used. Course grades will be based on the following:

Ten Quizzes: (2% each for a total of 20% - you may drop or not take two) Based upon the DSM and the readings for the day. The quizzes will take no more than 10 minutes of the class time.

Work Group Case Presentations with accompanying Contextual Factors Presentations: (15 % each for a total of 30%: Each student will be a member of a work group (probably five people). Each work group will be assigned two Axis I or Axis II disorders or categories for which they will develop cases with supporting materials. (I will provide guidelines for those case materials, based on the ASPPB guidelines for oral exams by state licensing boards). See also Dr. Krieshok's Home Page under PRE 890.

The work group will be responsible for presenting the case to the class, and leading the class discussion about the case. While the background material for the disorder will have already been presented, the work group should supplement the case presentation with brief lecture, demonstration, or video vignette. The work group will also present a summary of what the literature says are contextual factors (e.g. race, gender, age) related to diagnosis and common treatments of that disorder. You will be required to turn into me whatever notes you use for your presentation (outline, PowerPoint notes, etc.) but will NOT be required to write it up as a paper.

For the first of the two cases, the class will break into small groups to discuss the case and arrive at a consensus conceptualization and diagnosis of the case that will then be presented to the whole class. For the second of the two cases, the same discussion will take place in small groups, but individual students will select one of the cases presented and then be required to submit a **written Diagnostic Report and an accompanying Intake** (see descriptions below) **DUE one week later.**

Diagnostic Report and Intake (20%). Based on the work group presentations of their second cases, individually prepare a written diagnostic report and intake summary (formats will be provided) summarizing/synthesizing the material around diagnosis and conceptualization.

”Who Wants to Be a Diagnostician?” (20%) On the last day of class, May 8th, or possibly during our final exam time, you will be signed up for a one hour time slot. During this time period you will serve on the “case conference” and will individually be called out to respond to case material and render a diagnosis. You will have 15 minutes to study and “conference” a case and 15 minutes to share with me your diagnostic impressions. During your 15 minutes with me, you may consult the “case conference” in a one time “lifeline” fashion to assist you in rendering your diagnosis. Once you have finished your case, you will return to the case conference for the remainder of your time so that you can assist others in their diagnostic thinking. Don’t worry, we’ll take breaks! You should allow 1 and a half hours for the entire experience.

You will also be asked to write an informal one-page reflection on the diagnostic process based upon your readings, group discussion, and personal reflection. You may bring this already completed to class on May 8th or you may compose it within the classroom after you have completed your turn as a diagnostician.

You are welcome to stay for longer than your required time slot in order to gain more experience with cases and diagnosis, however, you may suffer diagnosis fatigue and be ready to go at the end of your time! **The Time Slots Available will be 11:30 to 12:30; 12:30 to 1:30; 1:30 to 2:30; 2:30 to 3:00; and 3:30 to 4:30 (we may go over to 5:00 to accommodate breaks. If needed we may use some time on our final exam day but I hope to avoid this.** I’ll provide you with the grading criteria closer to the end of the semester when it will be more relevant to you.

Contribution to a Healthy Classroom Learning Environment: (10%): I need you to be a positive, team learner! At the heart of good diagnosis is the ability to consult and collaborate, thus, I need you to come to class ready to learn, think, and contribute in a respectful way.