



**The Citadel Graduate College  
Zucker Family School of Education  
Division of Counselor Education**

<b>EDUC 568-81: DSM-5</b>	
Summer I Evening 2015 (May 12 – June 23)	
<i>Instructor:</i> Professor George T. Williams, EdD, NCC, LP	<i>Class Meetings:</i> Tuesday & Thursday
<i>Office:</i> 308 Capers Hall	<i>Class Hours:</i> 5:45 – 8:45 pm
<i>Telephone:</i> 843.953.2205	<i>Meeting Room:</i> 323 Capers Hall
<i>Email:</i> <a href="mailto:williamsg@citadel.edu">williamsg@citadel.edu</a> <a href="http://www.citadel.edu/root/counselor-education?id=1024">www.citadel.edu/root/counselor-education?id=1024</a>	<i>Office Hours:</i> Before/after class or by appointment
<i>Credit Hours:</i> 3	

**Catalogue Description:**

Overview of the Diagnostic and Statistical Manual of Mental Disorders-5 including assessment, theoretical, and therapeutic procedures.

**Required Textbooks:**

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders-5. Washington, D.C.: American Psychiatric Association.

**Other References:**

Comer, R.J. (2013). Abnormal psychology (8th ed.). New York, NY: John Wiley & Sons.  
Dziegielewski, S. F. (2002). DSM-IV-TR in action. New York, NY: The Guilford Press.

- Additional articles and handouts will be provided.
- Students are encouraged to conduct further research on this subject using additional texts and journals.

**Course Description:**

The purpose of this course is to provide master’s degree students with a basic introduction to the *Diagnostic and Statistical Manual of Mental Disorders* in relation to the psychology of deviant, or abnormal, behavior. This course will explore the subject on a number of different levels. Knowledge will be gained through: (a) an understanding of the history and theories in the field through lecture, readings, the internet, group discussions, and research; (b) an understanding of

diagnoses in the DSM-5; and (c) the application of this knowledge through exercises, assignments, class participation, and videotaped role-plays.

### **Course Objectives:**

The primary goal for this course is that we become a community of learners and that we accomplish several objectives. Master's students will obtain knowledge of the DSM-5 and abnormal psychology in the following areas:

- A. history and theory of abnormal psychology;
- B. basic vocabulary, research findings, and concepts in the field;
- C. counseling theory, diagnosis, techniques, and interventions; and
- D. application of this knowledge through assessment, treatment plans, counseling, a major paper, and in-class presentations.

### **Course Requirements and Evaluation:**

1. Attendance and Participation:

Due to the large amount of information covered and the experiential nature of this course, attendance is required. There is no substitute for a strong theoretical foundation and the practice of that knowledge when learning how to counsel and apply the DSM-5, thus it is important that you attend every class and that you take part in the activities planned for each period.

2. Readings:

It is assumed that all assigned readings in the textbooks and handouts will be completed prior to class. The success of the class depends on your cognitive understanding of the skills and concepts to be discussed and demonstrated. It is also important to realize that reading assignments will *not* always directly parallel the experiential portion of the course.

3. Class Presentation:

Each student is required to research and present two (2) topics/disorders to the class.

Major Paper:

Each student is required to concentrate on the application of counseling theory, techniques, and interventions to a diagnosed disorder within the realm of abnormal psychology and deviant behavior.

A. Major Paper Guidelines:

- 8-10 pages in length, one inch margins (not including title page, abstract, or reference page)
- APA style guidelines for body, title page, references, and headers
- Font size from 10-12 pitch, Times New Roman, Arial, Courier, or Prestige Elite
- Appropriate grammar and punctuation should be used.

Papers should include a minimum of four (4) references:

- Two (2) from original sources and two (2) from secondary sources.
- You may use the internet, textbooks, and handouts; however, these will *not* count as part of the four required sources.

Each paper will critically examine a disorder assigned to you in class.

1. It should begin with an abstract, followed by an introduction of the disorder with a brief summary, history, and possible causes (please do not simply copy information from the DSM-5 or text, use your own research and language). How can one identify or diagnose this disorder? Include case examples.
2. The second section should discuss treatment of the disorder including: applicable counseling theories, techniques, interventions, medications, treatment plans, and time tables. What is the average prognosis? Include examples showing how the theoretical techniques and interventions are used in therapy. This should be the largest portion of your paper.
3. The final section should represent your own unique thoughts on the subject. This would include any personal experience in the subject, a response or criticism, recommendations, and a conclusion.

B. Presentations:

Each student is to give two (2) forty-five (45) minutes – one hour in-class presentations. The presentation should include the topic and research findings in a clear and meaningful way to the class. You may use notes, overheads, PowerPoint, Prezi, or handouts, but do *not* simply read your paper. It should be presented in a professional manner. You may be creative and interactive. You may use activities to involve the class or demonstrations. You may use a video as an example *not* to exceed fifteen (15) minutes.

C. Video-taped Role Play of Counseling Session:

Each student is required to videotape a role-play of you functioning as the counselor with a client with a potential diagnosis with a client dealing with a disorder presented for a session of thirty (30) minutes long. Each student is expected to show 15-20 minutes excerpts of the videotaped session to the class for discussion. You may use scripts or real interactions, but you may *not* read from a script. The role-play should present the disorder accurately, display appropriate counseling ethics, theory, techniques, and interventions. It should have a positive conclusion with a very basic treatment plan and goals for the next session. You may use a classmate as a client. Videotapes will be discussed and given constructive feedback by the class in the form of a treatment team.

4. Evaluation and Grading:

Grades will be based on quality completion of all work. A grade of “A” represents an exceptionally high understanding and demonstration of the counseling theories and techniques, as well as good participation in class activities. A grade of “B” represents a solid

understanding and demonstration of the counseling theories and techniques, as well as good participation in class. A grade of “C” represents a minimally adequate understanding and demonstration of the counseling theories and techniques.

Your mastery of the course material will be demonstrated through the following performance measures:

		<b><u>Points</u></b>
Class Participation and Attendance	20%	20
Two In-Class Presentations (40% Total)	40%	40
Presentation One (20%)		
Presentation Two (20%)		
Major Paper	20%	20
Videotaped Role-Play of a Counseling Disorder	20%	20

### **Final Course Grades:**

“A” (94-100) indicates superior academic performance.

“B+” (89-93) indicates high average academic performance.

“B” (80-88) indicates above average academic performance.

“C+” (76-79) indicates minimally above average academic performance.

“C” (70-75) indicates minimum academic performance.

“F” (69 and below) indicates failure of academic performance.

Additional guidelines for each of the performance measures above will be discussed by the course instructor during class.

### **Classroom Participation:**

Classroom participation is an important component of this course and a primary means for learning from each other in the course. Class participation includes more than active listening and attentiveness. It also includes speaking out loud to the class group, respecting others verbally and nonverbally while others are speaking, volunteering to participate in role plays and sharing. Some other indicators of good participation include: being prompt and attending all class meetings, turning off all electronic devices prior to start of class (e.g., cell phones, iPads, laptops, pagers, etc.) unless using for class note-taking (and not texting, navigating the web, or reading emails) contributing insightful, reflective comments to class discussions, posing thought-provoking questions, and sensitivity to not monopolize class discussions to permit others to speak.

### **Ratings of Class Participation:**

#### **Excellent Participation** (19-20 points):

Consistently informed contributions, indicates having read assigned readings prior to class meetings according to course schedule, consistently willing to volunteer personal/professional information relevant to class discussions and volunteers for class activities, attends every class meeting.

#### **Above Average Participation** (17-18 points):

Consistently informed contributions to class discussions, indicates have read assigned readings prior to class meetings according to course scheduled, often willing to volunteer personal/professional information relevant to class discussions and volunteers often for class activities, does not miss more than one class meeting.

#### **Average Participation** (15-16 points):

Responds to contributions initiated by others, responds when called upon by course instructor or peers, is attentive regularly to class discussions, occasionally leads class discussions and occasionally contributes to class discussions, does not miss more than two class meetings.

#### **Below Average Participation** (13-14 points):

Attends class and rarely participates in class discussions, usually needs prompting to participate in class activities, displays attitude of disinterest, boredom, or behavior connotes not focused on present activities during class, misses three or more class meetings.

#### **Poor Participation** (11-12 points):

Attends class and very rarely participates in class discussion, usually needs prompting to participate in class activities, displays blatant apathy and disrespect for peers and course instructor, misses three or more class meetings.

### **Conceptual Base of the Zucker Family School of Education:**

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the place where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;

- Know the self who educates (Parker J. Palmer) and integrates this self -knowledge with content knowledge, knowledge of students , and in the context of becoming professional change agents are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools. The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical professionals**:

**Knowledgeable** *Principled Educational Leaders...*

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning; and
5. Demonstrate a commitment to lifelong learning.

**Reflective** *Principled Educational Leaders*

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
10. Reexamine their practice by reflectively and critically asking questions and seeking answers.

**Ethical** *Principled Educational Leaders...*

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; and
14. Establish rapport with students, families, colleagues, and community; and
15. Meet obligations on time, dress professionally, and use language appropriately.

**DISABILITY DISCLOSURE**

Students needing accommodations because of a disability must register with The Citadel Academic Support Center (ASC) located in Room 117 Thompson Hall. Appointments may be

made via email at [ascenter@citadel.edu](mailto:ascenter@citadel.edu) or calling (843) 953-1820. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements. Please see me privately, either after class or in my office, to let me know how I may best assist your special needs.

### Course Relationship to the Conceptual Base:

Students will be actively involved in the learning process through the application of the DSM-5 to case studies, the practicing of theoretical techniques, the presentation of counseling theory, role-plays, and class discussion.

<b>TENTATIVE CLASS SCHEDULE</b>
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<u>Class</u>	<u>Assignments</u>
T May 12	Course Overview, Use of the Manual, Cautionary Statement for Forensic Use of DSM-5 (pp 1-30)
TH May 14	<i>Movie: <u>Ordinary People</u></i>
T May 19	Vignette Practice Exercises Mental Status Exam >Assessment Measures (pp. 733-748) >Cultural Formulation (pp. 749-760) >Neurodevelopmental Disorders (pp. 31-86) *Schizophrenia Spectrum and Other Psychotic Disorders (pp. 87-122)
TH May 21	<i>Movie: <u>A Beautiful Mind</u></i>
T May 26	*Disruptive, Impulse-Control, and Conduct Disorders (pp. 461-480)  <i>Student Presenter #1 &gt; _____</i>  *Substance-Related and Addictive Disorders (pp. 481-590)  <i>Student Presenter #2 &gt; _____</i>
TH May 28	*Neurocognitive Disorders (pp. 591-644)  <i>Student Presenter #3 &gt; _____</i>  *Other Mental Disorders (pp. 707-708) *Medication-Induced Movement Disorders and Other Adverse Effects of Medication (pp.709-714) *Other Conditions That May Be a Focus of Clinical Attention (pp. 715-732)  *Videotape #1 Student Presentation _____

**T June 2**      \*Feeding and Eating Disorders (pp. 329-354)  
\*Elimination Disorders (pp. 355-360)  
  
                  *Student Presenter #4* > \_\_\_\_\_  
  
\*Videotape #2 Student Presentation \_\_\_\_\_  
  
\*Videotape #3 Student Presentation \_\_\_\_\_

**TH June 4**      \*Bipolar and Related Disorders (pp. 123-154)  
  
                  *Student Presenter #5* > \_\_\_\_\_  
  
\*Depressive Disorders (pp. 155-188)  
  
                  *Student Presenter #6* > \_\_\_\_\_

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**T June 9**      \*Anxiety Disorders (pp. 189-234)  
  
                  *Student Presenter #7* > \_\_\_\_\_  
  
\*Obsessive-Compulsive and Related Disorders (pp. 235-264)  
  
                  *Student Presenter #8* > \_\_\_\_\_  
  
\*Videotape #5 Student Presentation \_\_\_\_\_

**TH June 11**    \*Trauma- and Stressor-Related Disorders (pp. 265-290)  
  
                  *Student Presenter #9* > \_\_\_\_\_  
  
\*Dissociative Disorders (pp. 291-308)  
  
                  *Student Presenter #10* > \_\_\_\_\_

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**T June 16**      \*Sexual Dysfunctions (pp. 423-450)  
\*Gender Dysphoria (pp. 451-460)  
\*Paraphilic Disorders (pp. 685-706)  
  
                  *Student Presenter #11* > \_\_\_\_\_

**TH June 18**    \*Personality Disorders (pp. 645-684)  
\*Alternative DSM-5 Model for Personality Disorders (pp. 761-781)

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**T June 23**      \*Somatic Symptoms and Related Disorders (pp. 309-328)  
\*Sleep-Wake Disorders (pp. 361-422)  
  
                  *Student Presenter #12* > \_\_\_\_\_  
  
\*Conditions for Further Study (pp. 783-808)

Final Papers Due