Course Description

Course Information
This course provides an overview of many common psychological and behavioral disorders present in late adolescence and adulthood, with particular attention to disorders that students are likely to encounter in initial practicum experiences. The course will focus on identification, demographic/cultural issues, prevalence, course, and prevention of common disorders not discussed elsewhere in your program. Students will learn basic DSM-5 nomenclature, taxonomy, and diagnostic interviewing strategies, including the Mini-Mental Status Exam. Throughout, the course will examine family and other microsystemic factors that may lead to, improve, or worsen the conditions under investigation. Contextual and systemic factors, such as culture, poverty, and access to services, will also be discussed, as will the question of how definitions of “deviance” and “disorder” are culturally constructed and enforced. DSM-IV-TR’s multiaxial diagnostic structure will be reviewed in order to facilitate client record review.

Students will learn to understand DSM-5 diagnoses and will be able to discuss the utility of this diagnostic paradigm and its limitations, as well as describe issues related to individual versus systems problem definitions.

Although this is not an intervention course, the instructor will include information on disorder-specific interventions to the extent possible.

In general, DSM criteria and other readings will not be reviewed in class. The instructor will facilitate discussion and other activities that help students consolidate their learning.

Course Format
We will meet as a group on Wednesday afternoons for discussion, presentations, and diagnostic practice. Films, activities, discussions, guests, and student work will be used to explore and illustrate the concepts discussed. Reasonable self-disclosure is required.

Course Objectives and Outcomes
Students successfully completing this course will
1. Demonstrate the ability to describe DSM-5’s structure, uses, general diagnostic strategies, and diagnostic terminology.
2. Articulate strengths and weaknesses of the DSM-5 diagnostic system.
3. Articulate ways to compensate for weaknesses of this diagnostic system.
4. Demonstrate an understanding of the relationship between a diagnostic system and cultural and systemic issues that interplay with “normalcy,” power, and privilege in macrosystemic and exosystemic contexts.
5. Describe issues related to individual versus systems problem definitions and potential prevention, intervention, and treatment plans for all clients but particularly members of diverse populations.
6. Demonstrate the ability to understand DSM-IV-TR multiaxial diagnoses including GAF and V-Codes.

**Competencies Addressed in This Course Sequence**

This course is intended to contribute to students’ development of the following professional competencies and to demonstrate associated objective outcomes:

<table>
<thead>
<tr>
<th>CFT Competencies</th>
<th>CPSY Competencies</th>
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| • **Goal:** Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.  
  • (b) Students will investigate and clarify their beliefs and values with regard to clinical practice and ethical decision making.  
  • **Goal:** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.  
  • **Objectives:**  
    • (b) Students will demonstrate an understanding of ethical issues associated with research, with particular emphasis on research with human subjects and social justice.  
    • (c) Students will be able to describe their procedures for incorporating empirically-supported and evidence-based literature in practice and will demonstrate an ability to critically evaluate this literature from a systemic framework.  
  • **Goal:** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.  
  • (b) Students will demonstrate an ability to apply systemic constructs in diverse settings and with diverse populations, with particular emphasis on clinical assessment, diagnosis, intervention and evaluation of practice.  
  • **Goal:** Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.  
    • Students will adopt a practice framework that incorporates critical consciousness, self awareness, and knowledge of the relationship between | • **Competency 1a:** Students demonstrate knowledge of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/affective, and social aspects of behavior, and the history of the discipline of psychology).  
  • **Competency 1b:** Students demonstrate the ability to access, evaluate, and apply knowledge of psychology foundations in their clinical practice with adults, children, and families.  
  • **Competency 3a:** Students demonstrate knowledge of theories and methods of assessment and diagnosis with both adults and children.  
  • **Competency 5a:** Students demonstrate incorporation of the ecological model in case conceptualization, intervention, and evaluation of treatment.  
  • **Competency 6a:** Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).  
  • **Competency 6b:** Students apply knowledge of diversity and contextual issues to all aspects of clinical work.  
  • **Competency 6c:** Students demonstrate awareness of multicultural and contextual issues in their professional interactions and commitment to relevant guidelines (e.g., APA's Multicultural Guidelines).  
  • **Competency 6d:** Students recognize connections between injustice, oppression, and mental health, and the responsibility of counseling psychologists to address these issues.  
  • **Competency 7b:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.  
  • **Competency 8a:** Students and graduates perform activities consistent with those identified in professional psychology and counseling psychology in particular. |
diverse life experiences, human development and the role of diversity in resolving conflict.

• Students will demonstrate an ability to critically evaluate the role of social context in understanding and resolving human conflict, including issues such as social class, power, privilege, oppression, sexism, and injustice.

• Students will thoughtfully incorporate their knowledge of social context and diversity when conducting a clinical assessment, constructing interventions, and evaluating practice.

• Goal: Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

• (a) Students will demonstrate an ability to competently assess and treat a broad spectrum of clinical issues and client configurations (e.g., individual, dyad, family) within a systemic framework.

• Competency 8c: Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.

• Competency 9a: Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards).

• Competency 9b: Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work with both adults and child/family populations.

Texts and Materials

Additional materials may be added in response to feedback, questions, and during course development.

Required Text

Required Websites (listed as [URL] in course schedule)

• American Psychiatric Association DSM-5 Development
  http://www.dsm5.org/Pages/Default.aspx

• APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

• Mental Disorders are Not Diseases
  http://www.szasz.com/usatoday.html

• The Myth of the Reliability of DSM
  http://www.academyanalyticarts.org/kirk&kutchins.htm
  On Being Sane in Insane Places
  http://psychrights.org/articles/rosenham.htm

• Remembering Masturbatory Insanity
  http://www.szasz.com/iol8.html

• World Professional Association of Transgender Health (WPATH)
  http://www.wpath.org/
  From Publications, download a copy of the Standards of Care, 7th Version
Required Readings Available on Blackboard


Additional readings may be added in response to student requests and current events.
Class Schedule

Subject to change. Additional readings may be assigned or substituted. Guests may change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and assignments due on this date</th>
<th>General topics (tentative)</th>
</tr>
</thead>
</table>
| 1/7    | • Skim DSM-5 for organization and content.  
• Read DSM-5 Basics. Skim in Appendix: Glossary of Technical Terms, Glossary of Cultural Concepts..., Alphabetical Listing...  
• Begin next week’s readings, paying particular attention to text structure  
• At some point relatively early in the term, read all of these:  
  • “Remembering Masturbatory Insanity” [URL]  
  • “Mental Disorders are Not Diseases” [URL]  
  • “The Myth of the Reliability of DSM” [URL]  
  • Rosenhan: “On Being Sane in Insane Places” [Blackboard & URL]  
• **Bring your DSM to every class. You must have your own. You may not share for in-class activities.**                                                                 | Course overview. What is “normal”? What is the role of culture? (Ex.: “Creeping Schizophrenia”). Mental health and mental illness. Individual vs. systems diagnoses: What is the scale of our observation?  
Allopathic and holistic foci. Why do we diagnose “illness” rather than “wellness”?  
Why no etiology textbook? The DSM: History (DSM I through 5), uses and abuses. Biological disorders that were thought to be psychological (Ex.: Asperger’s), “disorders” that are no longer considered disorders (Ex.: Homosexuality, “Inadequate Personality Disorder”). Topics outside the scope of this course.  
Assumptions about student responsibilities. DSM-5 and the transition. Ronson excerpt. |
| 1/14   | • Skim DSM: Cultural Formulation, Other Conditions That May Be a Focus of Attention, Other Mental Disorders, Medication-induced Movement Disorders...  
• Read “APA Guidelines for Providers...” [URL]  
• Read Murray  
Should families, individuals, or other units be the basis for diagnosis?  
Case studies & video practice as time permits |
| 1/21   | • Read DSM: Depressive Disorders, Anxiety Disorders  
• Read Miller  
• Read Ung  
• Read Styron                                                                                                                                                                                                                         | Diagnosis: We’re all in this together. Discussion  
Case studies & video practice as time permits  
**Sign up for DSM-5 training activity groups**                                                                                                                                   |
<table>
<thead>
<tr>
<th>Date</th>
<th>Read DSM: Trauma- and Stressor-related Disorders, Dissociative Disorders, Obsessive-compulsive and Related Disorders</th>
<th>Read Burroughs</th>
<th>Read Schreiber</th>
<th>Dialogues with Madwomen (1) Practicing observation and differential diagnosis by following one woman. Individual and small group practice. In-class activity 1 begins: Diagnostic formulation/familiarity with DSM-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4</td>
<td>Read DSM: Somatic Symptom and Related Disorders, Feeding and Eating Disorders</td>
<td>Read Knapp</td>
<td></td>
<td>Dialogues with Madwomen (2) Practicing observation and differential diagnosis by following one woman Individual and small group practice In-class activity 1 due at 3:50</td>
</tr>
<tr>
<td>2/11</td>
<td>Read DSM: Substance-related and Addictive Disorders; Disruptive, Impulse-control, and Conduct Disorders</td>
<td>Read Levine</td>
<td></td>
<td>1:00-2:30: Discussion of Dialogues with Madwomen activity 2:50-3:50: Guest: Ruth Bichsel, PhD: Substance-related and addictive disorders</td>
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<tr>
<td>2/18</td>
<td>Read DSM: Bipolar and Related Disorders, skim Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Read Jamison</td>
<td></td>
<td>TBA 2:30-3:50: Guest: Nancy Taylor Kemp, PhD: Bipolar disorder and differential diagnosis</td>
</tr>
<tr>
<td>2/25</td>
<td>DSM: Read Personality Disorders, Gender Dysphoria</td>
<td>Read Wurtzel</td>
<td>Read Crimmins</td>
<td>Context considerations Jenny Boylan on Larry King Live or You Don’t Know Dick (excerpts)</td>
</tr>
<tr>
<td></td>
<td>Read Scholins &amp; Adams</td>
<td>Read Boylan</td>
<td>Read El-Hai</td>
<td>In-class activity 2 due at 3:50: Diagnostic practice with extended case study</td>
</tr>
<tr>
<td></td>
<td>Read Steele &amp; Berman</td>
<td>Read Love</td>
<td>Read Alda</td>
<td>Next week includes an emotional audio program.</td>
</tr>
<tr>
<td></td>
<td>Read WPATH [URL]</td>
<td>Some trans resources (Bb folder) available as optional reading</td>
<td>Please bring your laptop &amp; DSM to class</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>Read DSM: Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Read Coleman</td>
<td>Read El-Hai</td>
<td>Schizophrenic spectrum and other psychotic disorders Clozaril trial video My Lobotomy In-class activity 3: Administering and interpreting the MMSE</td>
</tr>
<tr>
<td>3/11</td>
<td>DSM: Read Highlights of Changes from DSM-IV to DSM-5</td>
<td>DSM-5 training activity due</td>
<td></td>
<td>What you need to know about DSM-IV-TR DSM-5 training activities Wrap up</td>
</tr>
</tbody>
</table>
Course Evaluation and Grading

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Specific Course Requirements and Evaluation Criteria

1. (SLO1) Participation (20%): Attend class, participate actively, complete required in-class activities, and complete required readings on time. Readings form the basis for frequent class discussions.

2. (SLO1, SLO4, SLO5) In-class assignments (45%). 3 time-limited or in-class assignments will be given. These may include content required for that day, any previous content, and new content provided as part of the activity. Some activities may be administered on Blackboard. Work in this category may be made up within one week with a doctor's note or by previous arrangement with the instructor.

3. (SLO5) DSM-5 Training Activity (35%): With a small group, develop a DSM-5 training activity. Criteria, authorship, and uses of your product will be discussed in class.

Work is due as assigned. Late group work may earn a grade of 0 for all group members because the structure of the course relies on timely submission of your work. Late individual work will be accepted; however, the calculated grade ceiling will be reduced 5% for each day late (i.e., your grade will be calculated, then multiplied by .95 on the first day late, .90 on the second, etc.). This includes weekend and holiday days.

There are no opportunities to earn extra credit in this course. Some make-up assignments may be offered. Incompletes will be given only for emergencies and by prior arrangement with your instructor. All work is due as assigned or as described in class. No work will be accepted after class on Week 10 except by prearrangement with the instructor.

Grading

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83 - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 80%</td>
<td>Individual meeting required</td>
</tr>
</tbody>
</table>

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Assigned readings and study</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Group assignment outside class</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>90</td>
<td>This total represents the average engagement anticipated for a student with typical reading speed and academic preparation</td>
</tr>
</tbody>
</table>

Policies and Notifications

Attendance and Absence Guidelines
You are expected to attend class. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor
may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

**Expectations for Professional in Training**
Please see the sections below on ethics, conduct, and related issues.

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless explicitly required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

**Additional Course Requirements**
Please save or print a copy of this syllabus. Some readings may be on Blackboard. If you have trouble printing directly from Blackboard, try 1) saving the document to your computer; or 2) copying the document using CONTROL+A, CONTROL+C, then pasting it using CONTROL+V into a Word document.

If you are having trouble accessing or using Blackboard from off-campus, UO Microcomputing recommends that you use the Firefox browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

When you e-mail the instructor(s) or a GTF, please give your full name and the class number and title. E-mail with an instructor or GTF is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

**Ethics and Academic Standards**
This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred.

**Participation in this class does not confer confidentiality.**

**Diversity**
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Accommodation**

Appropriate accommodations will be provided for students with documented disabilities. **If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term or first two class meetings, whichever is first.** The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." **UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring."** "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code found at [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.
It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

At University of Oregon, you may contact:
- UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 541-346 -0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 541-346-3123 or http://aaeo.uoregon.edu

Grievance Policy
A student or group of students may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://neweducation.uoregon.edu/academics/student-grievance) or enter search: student grievance.

In Case of Inclement Weather
In the event that the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy
Incompletes with due dates may be permitted by the instructor under exceptional circumstances. Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://registrar.uoregon.edu/incomplete_policy.
University of Oregon CFT Educational Outcomes

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.