APPLICATION FOR NEW COURSE

1. Submitted by College of AG Date 10/15/04
   Department/Division offering course FAM

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number 640
   b. Title* Using the DSM in MFT Assessment
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
      Using the DSM in MFT
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3
   g. Course description
      Students will be trained to use the Diagnostic and statistical manual of mental disorders (DSM) in family therapy
      assessment and practice. This will include a basic understanding of the process and procedures for diagnosing individual
      and family disorders, with the intent that students working with families in the context of a traditional mental health
      milieu will be able to make appropriate, basic diagnoses. Emphasis on assessing and treating disorders relating to family
      violence, child abuse, addiction, and substance abuse will be included.
   h. Prerequisites (if any)
      Admission to the MFT master's program or consent of instructor.
   i. May be repeated to a maximum of ____________________________ (if applicable)

4. To be cross-listed as
   Prefix: and Number ____________________________
   Signature, Chairman, cross-listing department ____________________________

5. Effective Date Fall 2005
   (semester and year)

6. Course to be offered
   □ Fall     □ Spring     □ Summer

7. Will the course be offered each year?
   (Explain if not annually) □ Yes □ No

8. Why is this course needed?
   Three existing one-credit seminars are being combined into one course. This will be helpful for understanding and application
   of content, as well as to meet state licensure requirements.

9. a. By whom will the course be taught? Jason B. Whiting
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them? □ Yes □ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 8-12 per semester

11. Will this course serve students in the Department primarily? □ Yes  □ No
    Will it be of service to a significant number of students outside the Department?
    If so, explain.
    □ Yes  □ No

Will the course serve as a University Studies Program course?
□ Yes  □ No
If yes, under what Area?

12. Check the category most applicable to this course
    □ traditional; offered in corresponding departments elsewhere;
    □ relatively new, now being widely established
    □ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the
    University of Kentucky?
    □ Yes  □ No

14. Is this course part of a proposed new program:
    If yes, which?
    □ Yes  □ No

15. Will adding this course change the degree requirements in one or more programs?*
    If yes, explain the change(s) below
    This course will be a required course for students in the Marriage and Family Therapy program located in the Family Studies
    Master’s degree. This will replace current courses that students have been taking.
    □ Yes  □ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has
    been consulted.  □ Check here if 100-200.

18. If the course is 400G or 500 level include syllabi or course statement showing differentiation for undergraduate and graduate
    students in assignments, grading criteria, and grading scales.  □ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
    Name  Jason Whiting  Phone Extension  7-1220

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

G. Leath
Department Chair

2-24-05
Date

Dean of the College

Date

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL
FAM 640-001
Using the DSM in MFT Assessment of Psychopathology, Violence & Addictions
Fall 2005

Mondays 3:00 – 5:30
FB 316

Jason Whiting, PhD
257-1220
jason.whiting@uky.edu

Course Description:
Students will be trained to use the Diagnostic and statistical manual of mental disorders (DSM) in family therapy assessment and practice. This will include a basic understanding of the process and procedures for diagnosing individual and family disorders, with the intent that students working with families in the context of a traditional mental health milieu will be able to make appropriate, basic diagnoses. Emphasis on assessing and treating disorders relating to family violence, child abuse, addictions, and substance abuse will be included.

Required Course Readings:
✓ Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision). The American Psychiatric Association.
✓ Photocopied readings available from the library Internet.

Course Objectives:
✓ Become familiar with the history and current usage of the Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision).
✓ Be able to make appropriate, basic diagnoses as a mental health professional.
✓ Understand the historical and current costs of drug and alcohol use and abuse.
✓ Understand assessment procedures for assessing mental illness and substance use.
✓ Learn the prevalence and effects of various forms of abuse and violence in families and intimate relationships.
✓ Understand assessment and treatment practices for intimate partner violence.
✓ Learn how to screen for violence in couples therapy.
✓ Understand theoretical and methodological issues in the study of mental disorders, addictions, and violence.

Course Requirements:
1. Readings.
   a. The readings are due on the week that they are listed in the course schedule. There will usually be readings highlights assigned to turn in each class period. These are typed, one-pager type of assignments that vary in form and will be assigned on a week-to-week basis.

2. Case Studies.
   a. These are an opportunity for you to begin practicing the diagnostic process. After reading the first week's assignment, look over the 3 attached case studies. Come to class having completed the worksheet attached for each, including the following information: 1) Clinically diagnostic information (a bullet-type list of criteria that stick out to you as relevant to the diagnosis), 2) A multi-axial diagnosis including all 5 axes. Don't worry about getting it exactly right; diagnosis is a fluid and subjective process. This will give you a chance to take a first stab at making clinical judgments and diagnosing. After you have made your own
provisional diagnoses, you may consult with your colleagues to exchange ideas about the cases.

3. **In-Class Group Presentations**
   a. Students will sign up to do two class presentations this semester. Presentations will be done in groups or pairs, where each takes about 1-1 ½ hours (time will be strict) to help us better understand these sections in detail. Please teach us the most relevant differences between the more common disorders in your sections. Also, teach us what we might notice clinically in session, and any other important criteria that we should know. You may use short video clips to illustrate (videos will be loaned from the instructor), and prepare a handout to give to us. Essentially you will be making judgments about what is most important for us to understand from your topic area (as you won’t have time to cover your section thoroughly).

4. **Multi-axis Diagnostic Quiz.**
   a. To gauge your abilities in making accurate diagnoses, we will have an in-class quiz where you will be shown a series of 3 video case studies. You will work independently (with your DSM-IV) to create a list of relevant diagnostic issues as well as a multiaxial diagnosis. You will be graded on your reasoning and accuracy along all dimensions.

5. **Film Analysis**
   a. For this assignment, you will apply your diagnostic acumen to "real" life situations as portrayed on film. You will write a short paper (5-6 pages) analyzing characters in a movie according to the following guidelines. 1) *Introduction* and *overview* of the movie, its characters, and what relevant mental health issues are portrayed. 2) Your diagnoses (Axis 1-3) for any of the characters. Support your choice with information from the film. 3) *Contextual information and stressors* (Axis 4), again use examples. 4) *Indications of individual and relational functioning* (Axis 5, GAF and GAF-6 scores). 5) *Character strengths you see exhibited by the characters*. Spend a page or so on each of the above sections and use good writing skills. The film should include mental illness as a primary theme. Possible selections could be: A Beautiful Mind, Shine, 28 Days, Mostly Martha, The Hours, K-Pax, As Good as It Gets.

6. **Intimate Partner Violence - Assessment and Treatment Paper.**
   a. Write a 4-5 page (double spaced) paper that integrates the readings and class content on assessment and treatment of domestic violence. Specifically you will be applying the readings to a case study and discussing a) What are the important issues to keep in mind when assessing this family? What instruments, questions, and interventions would I use? And b) What are the important treatment issues to follow, both conceptually and practically? What would work with this family look like? The case study will be given to you in class.

7. **Attendance & Participation**
   a. This class depends heavily on our group discussion and work together in class. Please notify the instructor immediately if there are any extenuating circumstances that would interfere with your attendance and participation in class.

**Late work will be deducted 5% for each day late (except in the case of pre-excused absences).**

**All members of the academic community are expected to produce their own scholastic work. Give credit for outside sources and information. The penalty for cheating and plagiarism is an "F" in the course.**
### Grading

1. Reading (highlights x 11)                       100
2. Case Studies                                    30
3. In-Class Presentations (2 x 35)              70
4. Diagnostic Quiz                                 60
5. Film Analysis                                   60
6. Assessment & Treatment Paper                   40
7. Attendance/Participation                        40
8. Total                                          300

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>29 Aug</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td>5 Sept</td>
<td>Labor Day - No Class</td>
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<tr>
<td>12 Sept</td>
<td>The Assessment Process &amp; An overview of the</td>
<td>DSM (Pages xxiii - 37); DSM (introductions to the 16 Disorders Case Studies Due</td>
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<td></td>
<td>Disorders</td>
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<tr>
<td>19 Sept</td>
<td>Child Disorders, Mood Disorders &amp; Eating</td>
<td>DSM Chapters beginning pp. 39, 345, 583; Schenk [A melancholy ...]; Clinical Updates</td>
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<td></td>
<td>Disorders</td>
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<tr>
<td>26 Sept</td>
<td>Anxiety Disorders, Personality Disorders &amp;</td>
<td>DSM Chapters beginning pp. 429, 297, 685;</td>
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<td>Schizophrenic</td>
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<tr>
<td>3 Oct</td>
<td>Alcohol &amp; Substance Abuse</td>
<td>DSM Chapters beginning pp. 191; Newsweek articles (Oxycontin, Cobain Suicide); Clinical Updates</td>
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<td>10 Oct</td>
<td>Politics and Alternate types of Assessment</td>
<td>Barnett [The politics ...]; Denton et al., [Use of the DSM ...]; Peterson &amp; Seligman, Chap 1 &amp; 2 Movie Analysis Due</td>
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<tr>
<td>17 Oct</td>
<td>Family Violence</td>
<td>Barnett Text, Chapter 1 &amp; 2</td>
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<tr>
<td>24 Oct</td>
<td>Child Abuse</td>
<td>Barnett; Ch 3; Allison [When you suspect ...]; Smallley (Suffer the children)</td>
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<tr>
<td>31 Oct</td>
<td>Sexual Abuse</td>
<td>Barnett; Ch 4; Barnett et al., [Unmasking the ...]; Freeman [The hurt with no name]; Barrett et al., (Intrafamilial ...)</td>
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<tr>
<td>7 Nov</td>
<td>Dating Violence, &amp; Elder Abuse</td>
<td>Barnett, Chapters 8, 12</td>
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<tr>
<td>14 Nov</td>
<td>Intimate Partner Violence</td>
<td>Barnett, Chapters 9, 10, &amp; 11</td>
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<tr>
<td>21 Nov</td>
<td>Treatments for Partner Violence</td>
<td>Jory [Intimate Justice I]; Jory [Intimate Justice III ...]; Jory (The intimate justice scale ... )</td>
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<tr>
<td>28 Nov</td>
<td>Integration</td>
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<tr>
<td>5 Dec</td>
<td>Effects of Conflict, Denial &amp; Self-Deception</td>
<td>Warner (What we are); Bradford; Networker articles on trauma</td>
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</table>
Reference List for Readings Packet


Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. Free Press (Chapters 8-10)


