

**Sabbatical Leave Final Report**  
**February 1 – June 4, 2010**  
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In my proposal for sabbatical leave, I wrote the following:

*My plan for sabbatical leave is to renew my commitment to personal counseling by: 1) Reacquainting myself with the current manual used to diagnose psychiatric disorders – DSM-IV-TR, the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision; 2) Reading the latest professional journals and texts; 3) Attending several professional workshops, either live, online, or through audio recordings; and 4) Immersing myself in the study, diagnosis, and treatment of students with Asperger's Syndrome, an autistic spectrum disorder.*

Implicit in my proposal was a desire to be able to take a step back from the daily grind of seeing students, which I had done in one capacity or another for almost 30 years. Despite being a high energy worker who loved the challenge presented by offering counseling and advising services to a great numbers of students, I was finally to the point where the enthusiasm had begun to slip, the challenge was not nearly as enjoyable, and the edge had clearly been worn off the sword.

I am happy to report that the sabbatical did exactly what it was intended to do – allow me to take a step back, renew myself physically, emotionally, and intellectually, and recover the impetus or spirit that seemed to have gotten lost over the years. I am grateful for this and would like to thank the Parkland College Board of Trustees and the Parkland College administration for this wonderful opportunity.

While extremely rewarding and fulfilling, working as a counselor in the Counseling and Advising Center at Parkland is also extremely challenging. As enrollment has risen steadily over the years, as technology has enabled us to do more, as academic advising has become more complex, and as more and more students with increasing levels of psychological impairment show up at our doorstep, the need to keep current on the latest trends and developments in the profession becomes increasingly important. However, finding the time to do that is almost impossible, thus the application for sabbatical.

My research into the latest version of one of our major diagnostic tools, DSM-IV-TR, was interesting in that it led me down two different paths: 1) An appreciation for the development of the psychiatric disorder classification system that began with DSM-I, published in 1952, and the many updated versions over the next 48 years, and 2) The realization that I was already behind in my thinking since the newest version of the manual, DSM 5, is due out in 2013, less than three years away. One of the workshops I

attended specifically focused, in part, on some of the important changes and conceptualizations of the upcoming revision.

My study of Asperger's Syndrome enabled me to absorb some of the foundation material, read some of the first-person accounts of growing up with and living on the autism spectrum, and view some of the latest research and findings regarding this disorder that seems to be becoming more and more prevalent. A major issue of contention of the new DSM 5 is that all autism spectrum disorders are slated to be grouped together under one rubric – Autistic Spectrum Disorder – which has the Asperger's community in an uproar.

Unfortunately, I was faced with a family medical crisis during the second half of my sabbatical that necessitated making immediate plans to leave town and schedule doctor visits, surgery, and follow-up care at the Mayo Clinic – Rochester. Due to the family medical emergency I was forced to cancel my registration at a major out-of-state professional counseling conference, the 8<sup>th</sup> Annual Conference on Adolescents and Young Adults, that featured approximately a dozen workshops, and I had to make subsequent last-minute changes and cancellations in my regional workshop schedule. However disappointing that was, I am thankful that the problems came during the sabbatical, a time when I did have flexibility in my schedule and did not have to worry about leaving my co-workers short-handed. Sometimes even the worst of circumstances has positive aspects.

Having now had several months to reflect upon the sabbatical experience, I find myself even more grateful for the position I have at Parkland. I work in a great environment, and each day I have the opportunity to help students navigate themselves academically, assist students in planning their career paths, and work with students who are suffering from various psychological impairments which are causing difficulty in school and personal life. The sabbatical has helped me to restock my personal and professional resources to handle the challenges in the coming years.

### Professional Conferences

The DSM-IV-TR for Clinicians: Accurate Diagnosis & Effective Treatment Planning

Leslie Lundt, M.D.  
April 7, 2010  
Tinley Park, IL

Summary: Review of the diagnostic criteria used in the current edition of the DSM, including coding hints. Overview of treatment planning, focusing on pharmacological strategies, assessment instruments and scales, and psychotherapy options including cognitive interventions and behavioral management. In-depth examination of the History and Mental State Examination. Special focus on psychopharmacology including antidepressants, antipsychotics, anti-anxiety agents, stimulants, sleep aids, mood stabilizers, antihistamines, wake aids, and alcohol agents.

## Toxic Anger

W. Doyle Gentry, PhD

May 26, 2010

Springfield, IL

Summary: Focus on detoxifying anger. Understanding and treating anger by examining biological, psychological, and social influences. Dispelling common anger myths, examining whether or not anger is poisoning clients, managing today's anger, and preventing tomorrow's anger. Getting beyond old anger, using anger constructively, and managing anger in everyday life.

## Asperger's Syndrome & PDD-NOS

Patricia McGuire, M.D. , FAAP

CD of presentation recorded Sept 25, 2009

Summary: Examination of Asperger's Syndrome and Pervasive Developmental Disorder – Not Otherwise Specified. Review of co-morbid conditions and behavioral presentations, areas of deficit including language, academic skills, and social/family interactions. Examination of assessment tools and self and family history. Focus on interventions for academic and social difficulties, and strategies for assisting with personal and career success.

## Reading List

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

Attwood, T. (1998). *Asperger's Syndrome: A Guide For Parents and Professionals*. London: Jessica Kingsley Publishers.

Attwood, T. (2007). *The Complete Guide to Asperger's Syndrome* . London: Jessica Kingsley Publishers.

Bogdashina, O. (2003). *Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds* . London: Jessica Kingsley Publishers.

Dubin, N. (2009). *Asperger Syndrome and Anxiety: A Guide to Successful Stress Management* . London: Jessica Kingsley Publishers.

- Gentry, W. D. (2007). *Anger Management For Dummies*. Indianapolis: Wiley Publishing, Inc.
- Grandin, T. (2008). *The Way I See It: A Personal Look at Autism and Asperger's* . Arlington, TX: Future Horizons, Inc.
- Grandin, T., & Scariano, M. M. (1996). *Emergence: Labeled Autistic*. New York: Warner Books.
- Jones, G. (2002). *Educational Provision for Children with Autism and Asperger Syndrome: Meeting Their Needs* . London: David Fulton Publishers.
- Kassinove, H., & Tafrate, R. C. (2002). *Anger Management: The Complete Treatment Guidebook for Practitioners*. Atascadero, CA: Impact Publishers.
- Lundt, L. M. (2007). *You Can Think Like a Psychiatrist*. Boise, Idaho: Foothills Foundation.
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- Szatmari, P. M. (2004). *A Mind Apart: Understanding Children with Autism and Asperger Syndrome*. New York: The Guilford Press.
- Thompson, T. (2007). *Making Sense of Autism* . Baltimore: Paul H Brookes Pub Co.
- Willey, L. H. (1999). *Pretending to be Normal: Living with Asperger's Syndrome*. London: Jessica Kingsley Publishers Ltd.