

**Diagnosis & Treatment Planning in Counseling
COUN 6765**



Textbook Readings:

Required:

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th Ed) (text revision) (DSM-IV-TR)*. Washington, DC: American Psychiatric Association.

House, A. E. (2002). *The first session with children and adolescents: Conducting a comprehensive mental health evaluation*. New York: The Guilford Press.

Course description:

The purpose of this course is for students to learn about mental disorders that occur at various times across the lifespan. Biological, psychological, social and environmental factors implicated in vulnerability and resilience to these disorders are examined. Students develop skills in the diagnosis of mental disorders using the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. Students also learn treatment planning strategies using best practices and empirically-based treatment models.

Course objectives:

Students who participate in this course will:

1. demonstrate an understanding of factors contributing to vulnerability and resilience to psychopathology;
2. demonstrate how to conduct an intake interview and mental status examination for the purpose of diagnosis and treatment planning;
3. demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM);
4. demonstrate a working knowledge of the DSM multiaxial system;
5. demonstrate an understanding of and systematic approach to case conceptualization and treatment planning;
6. demonstrate how to devise treatment plans for mental disorders;
7. demonstrate an understanding of best practice and empirically validated treatment models for mental disorders including psychopharmacological medications;
8. demonstrate the ability to match best practice or empirically validated treatment approaches to the most relevant mental disorders;
9. demonstrate an understanding of ethical and legal considerations involved in the area of diagnosis and treatment planning.

Course structure:

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This is a “hybrid” course meaning that part of the course is spent in direct face-to-face contact with the instructor and your classmates while the other part is spent completing Internet-based and related activities. The class meets in person on the following dates:

- **Given Date**
- **Given Date**
- **Given Date**
- **Given Date**

When the class meets in person, it will consist of lecture and discussion activities as well as small group & role playing exercises. It is important that you participate in classroom discussions and work diligently on projects with your classmates. This course is a “microcosm” of the real world, a world in which you will soon be discussing diagnostic and treatment issues with other mental health professionals. Thus, it’s important that you and your classmates start thinking of yourselves as professionals when engaging in class activities.

The content of the online portion of the course is presented in “modules” which contain topic-specific material to be covered during a particular time period. For each module, you will read the information contained on the Diagnosis and Treatment Planning in Counseling website and complete any assigned activities associated with a module. These activities will usually entail responding to questions posed by the instructor on an electronic discussion board pertaining to the module material and/or readings for a particular week and participating in discussions “from a distance” (i.e., discussion board activities). **Make it a goal to complete the module and any associated discussion board activities or assignments by (or prior to) the date listed on the course outline (which can be found later in this syllabus).**

Course notes for the online portion of the course will be available by accessing the Diagnosis and Treatment Planning in Counseling website through D2L (i.e., <https://elearn.mtsu.edu/>), MTSU’s portal to university-related materials. The instructor will save the course notes (and all other materials) as Adobe/.pdf files, thus **you will be required to have the most recent version of Adobe Reader installed on your computer in order to view and print the notes.** (NOTE: This program can be downloaded for free by typing the following URL into the address box of your browser: <http://get.adobe.com/reader/>).

IT IS VERY IMPORTANT THAT YOU CHECK YOUR E-MAIL ACCOUNT WITHIN THE DIAGNOSIS AND TREATMENT PLANNING IN COUNSELING WEBSITE SEVERAL TIMES A WEEK AS THIS IS THE PRIMARY METHOD OF COMMUNICATION BETWEEN YOU AND THE INSTRUCTOR! (NOTE: University e-mail addresses have automatically been entered into the course website by the Office of Information Technology and these are the addresses that must be used for the course. The instructor **will not** use any other e-mail address for communication purposes.) If at any time you feel you are having trouble keeping up, contact the instructor immediately so the problem can be addressed expediently.

Evaluation of Coursework/Class Participation:

1. **Attendance.** Given that this class only meets “in person” four times, it is important that you

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attend all of the class meetings. Indeed, small group work, role plays and classroom discussions are an important part of the learning process, thus you are expected to attend class to contribute to its success. Attendance accounts for approximately 10% of your grade. The breakdown of credit for attendance is as follows:

- Attended four complete class sessions – 30 points
- Attended three complete class sessions – 20 points
- Attended two complete class sessions – 10 points
- Attended one or less complete class sessions – 0 points

If you miss more than one hour of a class on a day the class meets in person, you will not be given credit for attending that day's class (i.e., no half-credit is given). If you must miss a class for an extenuating circumstance or university-sponsored event (e.g., attending a sporting event as a member of an MTSU sports team), you may make up the points by writing twenty-five (25) "Jeopardy" questions pertaining to the missed class material which can be used for a game-like learning activity to benefit your classmates (e.g., "An I.Q. score less than 70 is required for this disorder...What is 'Mental Retardation.'"). You must write **ALL 25** questions to be eligible to receive make-up credit and submit them to the instructor within two weeks following the missed class session. **You may only earn make-up credit once (i.e., for one missed or partially missed class).**

2. **Class participation.** Class participation points are primarily based on the internet-portion of the class. The instructor will be tracking student activities related to assigned class interactions and lesson activities. Personal on-line activities, such as chatting with classmates regarding non-class-related topics, or asking for advice from the instructor, etc. do not count as "participation." You are required to post a response to a stimulus question and/or activity on the discussion board by the due date specified by the instructor. In some cases, you will be required to participate more than the minimal amount in order to properly complete an activity. **The minimum amount of participation is to contribute a detailed, well-reasoned response to the discussion board at least five times throughout the course of the class.**

Sometimes the instructor will post a question on the discussion board pertaining to material for you to respond to while other times the discussion questions and/or activities associated with modules will be posted within the module itself. You will have the option of either responding directly to the posed question **or** reading the responses of your classmates and responding to their responses. Responding to the responses of your classmates is a good way to generate a class discussion from a distance!

In order to receive credit for discussion board participation, YOU WILL NEED TO DEPOSIT COPIES OF YOUR RESPONSES IN THE APPROPRIATE "DROP BOX" IN ADDITION TO POSTING YOUR RESPONSES TO THE DISCUSSION BOARD. You must post a response **AND** place a copy of your response in the drop box by the due date specified by the instructor. This rule is in place to ensure that students are posting responses that are current and do not pertain to an issue that, say, was already covered the previous week.

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Whenever you deposit a copy of your response in the drop box, please use this specific format for the title of your file:

Chris Quarto (i.e., your name) – Module 1 (or whatever module number the question pertains to that day) discussion board response

e.g., Chris Quarto – Module 1 discussion board response

IMPORTANT: Simply writing a few words or a sentence and posting this to the discussion board **does not** constitute proper participation (e.g., “I agree with what Ernie said.”). *If it is apparent that you are merely posting a response for the sake of earning participation points, and have not really thought about the issue at hand, you will not receive credit for participation.* The instructor is looking for well reasoned thoughts, opinions, positions, and/or arguments pertaining to the question or the responses of your classmates. Remember, start thinking of yourself as a professional and let your responses reflect your level of professionalism!

Each response that is deemed worthy of credit is worth 5 points and you will be required to post responses five times over the course of the semester (you may, and are encouraged, to participate more than the minimal five times). ***You may only accumulate 5 points per discussion topic/activity, although in some cases you may end up posting more than one response to a particular topic/activity/module.***

Class participation via responding to stimulus questions & associated activities will account for approximately 5% of your grade (5 discussion board postings X 5 points = 25 points). Class participation points will be assigned as follows:

- 25 points – if you post to the discussion board & deposit 5 discussion board postings in the drop box within the specified time frame and the instructor deems your postings worthy of credit.
- 20 points – if you post to the discussion board & deposit 4 discussion board postings in the drop box within the specified time frame and the instructor deems your postings worthy of credit.
- 15 points – if you post to the discussion board & deposit 3 discussion board postings in the drop box within the specified time frame and the instructor deems your postings worthy of credit.
- 10 points – if you post to the discussion board & deposit 2 discussion board postings in the drop box within the specified time frame and the instructor deems your postings worthy of credit.
- 5 points – if you post to the discussion board & deposit 1 discussion board posting in the drop box within the specified time frame and the instructor deems your posting worthy of credit.
- 0 points – if you do not post or deposit any discussion board postings in the drop box or if the instructor deems that your postings are not worthy of credit.

3. Class assignments:

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a. Diagnosis and treatment planning skill development. “Practice makes perfect” when it comes to learning how to diagnose and treat mental disorders. One of the best ways of honing your diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms and behaviors. As such, you will read two cases per week day starting the third week of class and determine the tentative Axis I diagnosis and treatment plan for each case based on the information provided by the instructor. In addition, given that many symptoms and behaviors overlap across various mental disorders, you will also be required to list any diagnoses which should be ruled out if you had the opportunity to continue working with the individuals in the case scenarios. The following format should be used when completing these assignments:

- Case # - Name of case:
- Relevant symptoms:
- Tentative Axis I diagnosis:
- Page # in DSM-IV-TR:
- Diagnostic rule outs/differential diagnosis:
- Tentative treatment plan:

Deposit your diagnosis and treatment planning homework in the designated drop box. The instructor will either post to the discussion board or discuss in class (depending on when the class meets in person) the most likely diagnoses and optimal treatment plans for each case after you and your classmates have submitted your responses. A maximum of ten points can be earned for each homework assignment. Homework assignments will be evaluated based on thoroughness, accuracy of diagnosis, and appropriateness and quality of treatment plan. The assignments will account for approximately 30% of your grade (10 points possible X 10 cases = 100 points).

c. Diagnostic interview videos/audios. You will conduct two (2) videotaped (preferable) or audiotaped diagnostic interviews with another student serving as a client with one (or more) DSM-IV disorders. You are required to conduct a mental status exam as part of the first interview. Interviews will be graded based on efficiency at obtaining relevant information, rapport building, style, etc. Each interview is worth 30 points (60 points total) and accounts for approximately 15% of your grade.

d. Diagnostic interview reports. A diagnostic report must be submitted to the instructor with the video or audiotape. The report structure should be as follows:

- Identifying information
- Reason for referral/presenting concerns
- Psychosocial history
- Mental status
- Symptoms & associated emotional/behavioral problems
- Diagnosis (multiaxial)
- Treatment plan (using best practices or empirically-based treatment approaches)

Each report should be typed and conform to the following requirements:

- Double-spaced
- 12-inch Times Roman Font,
- 1" margins

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- No longer than five pages

The reports will be worth 20 points each (40 points total) and accounts for approximately 10% of your grade.

e. Portrayals of diagnoses. When you serve as the “client” in your partner’s videos/audios, you will be graded according to accuracy of portraying the diagnosis. You should use the DSM-IV and any relevant case studies to prepare for your portrayal (you may also consult with the instructor). In addition at least *one* of the two videos/audios should involve a client portraying a dual diagnosis. Portrayals are worth 10 points each (20 points total) and account for approximately 5% of your grade.

NOTE: One-quarter of the possible points that could be earned for a given assignment will be deducted each day that an assignment is turned in late.

4. **Exams.** There are two (2) exams for this course that can be accessed on the D2L course website. These involve multiple-choice and short-answer essay questions based on classroom and online lecture materials as well as textbook readings and readings distributed in class. You will also be asked to analyze cases and come up with suitable diagnoses and treatment plans. Short-answer essay questions will be evaluated on the basis of their accuracy, thoroughness, and the successful application and integration of relevant course material in answering the specific questions that are posed. The exams are open-book and open-note, but must be completed individually (i.e., no consulting with your classmates – you’re on the honor system!). Each exam is worth 40 points (80 points total); exams account for approximately 25% of your grade.

Grading system:

There are a total of 355 points that can be earned in this course. **There is no opportunity to earn extra credit!** A standard grading scale will be used to calculate students’ scores as follows:

330 – 355 (93 – 100%)	=	A
319 – 329 (90 – 92%)	=	A-
308 – 318 (87 – 89%)	=	B+
298 – 307 (84 – 86%)	=	B
284 – 297 (80 – 83%)	=	B-
273 – 283 (77 – 79%)	=	C+
262 – 272 (74 – 76%)	=	C
248 – 261 (70 – 73%)	=	C-
247 and below	=	F

Counseling Dispositions

Students in the Professional Counseling program are required to demonstrate program Dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty’s continuous evaluation of student progress.

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(See Professional Counseling Program Handbook for details.)

Reasonable Accommodations for Students with Disabilities

If you have a documented disability as described by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact John Harris, Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

	Course Outline	
Session	Module & Topic	Readings
1 (Meet in person)	<p><u>Module #1</u></p> <ul style="list-style-type: none"> • Developmental psychopathology 	<ul style="list-style-type: none"> • Developmental Psychopathology: Pathways to the Future (Masten)
2	<p><u>Module #2</u></p> <ul style="list-style-type: none"> • The ABC's of Diagnosis • The Mental Status Exam • Evaluations of Infants, Children & Adolescents • Sources of Data 	<ul style="list-style-type: none"> • Chapters 1, 2 & 3 (House)
3 (Meet in person)	<p><u>Module #3</u></p> <ul style="list-style-type: none"> • Diagnostic and Statistical Manual of Mental Disorders - Overview <p><u>Module #4</u></p>	<ul style="list-style-type: none"> • Use of the Manual • DSM-IV-TR Classification • Multiaxial Assessment (DSM)

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	<ul style="list-style-type: none"> • Evaluation of Cognitive Problems in Children • Mental Retardation 	<ul style="list-style-type: none"> • Chapter 4 (House) • Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (DSM)
<p>4</p> <ul style="list-style-type: none"> • Case #1 homework (Due) 	<p><u>Module #5</u></p> <ul style="list-style-type: none"> • Evaluating Pervasive Problems in Children • Autistic Disorder • Asperger’s Disorder <p><u>Module #6</u></p> <ul style="list-style-type: none"> • Evaluating Behavior Problems in Children and Adolescents • Attention-Deficit/Hyperactivity Disorder • Conduct Disorder • Oppositional Defiant Disorder 	<ul style="list-style-type: none"> • Chapter 8 (House) • Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (DSM) • Chapter 6 (House) • Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (DSM)
<p>5 (Meet in person)</p> <ul style="list-style-type: none"> • Case #2 homework (Due) • Case #3 homework (Due) • Exam #1 (Modules #1 - #7) (Due) 	<p><u>Module #7</u></p> <ul style="list-style-type: none"> • Tourette’s Disorder • Encopresis & Enuresis • Separation Anxiety Disorder <p><u>Module #8</u></p> <ul style="list-style-type: none"> • Eating Disorders <ul style="list-style-type: none"> • Anorexia Nervosa • Bulimia Nervosa 	<ul style="list-style-type: none"> • Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (DSM) • Eating Disorders (DSM)
<p>6</p> <ul style="list-style-type: none"> • Case #4 homework (Due) • Case #5 homework (Due) 	<p><u>Module #9</u></p> <ul style="list-style-type: none"> • Evaluating Emotional Problems in Children • Mood Disorders <ul style="list-style-type: none"> • Major Depressive 	<ul style="list-style-type: none"> • Chapter 5 (House) • Mood Disorders (DSM)

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<ul style="list-style-type: none"> • Diagnostic interview video/audio & report #1 (Due) 	<p>Disorder</p> <ul style="list-style-type: none"> • Bipolar I & II Disorder • Dysthymic Disorder • Cyclothymic Disorder <p><u>Module #10</u></p> <p>Substance Use Disorders</p>	<ul style="list-style-type: none"> • Chapter 9 (House) • Substance Use Disorders (DSM)
<p align="center">7 (Meet in person)</p>	<p><u>Module #11 (Part I)</u></p> <ul style="list-style-type: none"> • Anxiety Disorders <ul style="list-style-type: none"> • Panic Disorder with & without Agoraphobia 	<ul style="list-style-type: none"> • Anxiety Disorders (DSM)
<p align="center">8</p> <ul style="list-style-type: none"> • Case #6 homework (Due) • Case #7 homework (Due) 	<p><u>Module #11 (Part II)</u></p> <ul style="list-style-type: none"> • Anxiety Disorders <ul style="list-style-type: none"> • Specific Phobia • Social Phobia • Obsessive-Compulsive Disorder • Posttraumatic Stress Disorder 	<ul style="list-style-type: none"> • Anxiety Disorders (DSM)
<p align="center">9</p> <ul style="list-style-type: none"> • Case #8 homework (Due) • Case #9 homework (Due) 	<p><u>Module #12</u></p> <ul style="list-style-type: none"> • Adjustment Disorders <ul style="list-style-type: none"> • With Depressed Mood • With Anxiety • With Mixed Anxiety and Depressed Mood • With Disturbance of Conduct • With Mixed Disturbance of Emotions and Conduct <p><u>Module #13</u></p> <ul style="list-style-type: none"> • Schizophrenia <ul style="list-style-type: none"> • Paranoid Type 	<ul style="list-style-type: none"> • Adjustment Disorders (DSM) • Schizophrenia (DSM)

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	<ul style="list-style-type: none"> • Disorganized Type • Catatonic Type 	
<p align="center">10</p> <ul style="list-style-type: none"> • Case #10 homework (Due) • Diagnostic interview video/audio & report #2 (Due) • Exam #2 (Due) 	<p><u>Module #14</u></p> <ul style="list-style-type: none"> • Dementia • Dementia of the Alzheimer’s Type • Vascular Dementia <p><u>Module #15</u></p> <ul style="list-style-type: none"> • Overview of personality disorders 	<ul style="list-style-type: none"> • Dementia (DSM) • Personality disorders (DSM)

(Note: The instructor has been granted permission to use portions of elements contained in the Diagnosis & Treatment Planning syllabi of Drs. Elliot Davis, James Messina, Steven Meyers, Alexis Miranda, Donald Nims, and David Wasieleski.)

The instructor reserves the right to modify course requirements.