

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Course Title:** Diagnosis and Treatment Planning

**Course Number:** COUN 5263

**Semester Credits:** 3

**Professor:** Dr. Tara Fox **Semester:** Fall 2020 15 Weeks

**Office:** BH 325 **Class Room:** Online

**E-mail:** tara.fox@msutexas.edu **Class Format:** Online

**Work phone:** (940) 397-4313
**Cell phone:** (469) 338-7534 **Office Hours:** M.-Th 8:30am-11:30am

**In this Syllabi you will find:**

* Content areas
* Knowledge and skills outcomes
* Methods of instruction
* Required text or reading
* Student performance evaluation criteria and procedures
* A disability accommodation policy and procedure statement

## **Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email tara.fox@msutexas.edu consistently. Please do not hesitate to contact me.

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. C’s are unacceptable, and more than 2 C’s will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

**I. COURSE DESCRIPTION**

## Dynamics of normal and abnormal behavior with emphasis on the diagnosis of dysfunction and the development of treatment plans. In this course, students will gain the knowledge to effectively diagnose mental health disorders, the purpose of diagnosis, the benefits, biases, and cultural issues related to diagnosis, and become introduced to research related to the treatment for a variety of mental health concerns.

Prerequisites: Admission to counseling program or permission of the counseling program coordinator.

**II. COURSE RATIONALE**

In this course students will gain the knowledge to effectively diagnose mental health disorders, the purpose of diagnosis, the benefits, biases, and cultural issues related to diagnosis, and become introduced to research related to the treatment of a variety of mental health concerns.

**III. REQUIRED TEXTBOOK**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders (5th ed.) DSM 5

**IV. COURSE OBJECTIVES**

**Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

## **CACREP Common Core Area Standards Addressed in this Course:**

2.c. multicultural counseling competencies (KPI)

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

2.f. help-seeking behaviors of diverse clients

2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3.c. theories of normal and abnormal personality development

3.d. theories and etiology of addictions and addictive behaviors

3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)

3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)

3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

5.g. essential interviewing, counseling, and case conceptualization skills

5.h. developmentally relevant counseling treatment or intervention plans

5.i. development of measurable outcomes for clients

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.l. suicide prevention models and strategies

5.n. processes for aiding students in developing a personal model of counseling

7.k. use of symptom checklists, and personality and psychological testing

9.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

9.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

9.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

9.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (KPI)

9.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

9.2.g. impact of biological and neurological mechanisms on mental health

9.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

9.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

**Learning Objectives**

1. Students will learn the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
3. Students will understand and can assess for the established diagnostic criteria for mental and emotional disorders and apply appropriate treatment modalities.
4. Students will understand cultural factors relevant to clinical mental health counseling and its impact on diagnosis.
5. Students will understand how trauma and crisis can impact the individual and learn suicide prevention models and strategies.
6. **COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

* Submission of an assignment as the student's original work that is entirely or partly the work of another person.
* Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
* Observing or assisting another student's work.
* Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

1. **SEMESTER COURSE OUTLINE**

| **Class Dates** | **Class Topics** | **Assignments/Reading** |
| --- | --- | --- |
| 1. **Week of Monday August 24th 2020 – Sunday August 30th 2020**
 | * Class Introductions
* Syllabus Review
* Class Instructions
* Adjustment Disorders
 | * **Read** DSM V about Adjustment Disorders (Depressed Mood, Anxiety, Anxiety and Depressed Mood, Conduct, Emotional and Conduct, and Unspecified)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday August 31st 2020 – Sunday September 6th 2020**
 | * Anxiety Disorders
 | * **Read** DSM V about Anxiety Disorders (GAD, Panic, Phobia, and OCD)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 7th 2020 – Sunday September 13th 2020**

**LABOR DAY MONDAY SEPTEMBER 7th 2020KPI: 2c, 3f, 3h, 5j, 9.2d** | * Behavioral Disorders
* **Movie Diagnosis Critique Appendix B**
* **Please turn in assignment to TK 20 link as well.**
 | * **Read** DSM V about Behavioral Disorders (ADHD, ODD, Conduct, Intermittent Explosive Disorders)
* **Do Discussion Board, Post and Comment**
* **Turn in Movie Diagnosis Critique Appendix B**
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|  |  |  |
| 1. **Week of Monday September 14th 2020 – Sunday September 20th 2020**
 | * Cognitive Disorders
 | * **Read** DSM V about Cognitive Disorders (Alzheimer’s, Dementia, Corticobasal degeneration, Huntington’s disease, mild cognitive impairment, primary progressive aphasia, progressive supranuclear palsy)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 21st 2020 – Sunday September 27th 2020**
 | * Depressive Disorders
 | * **Read** DSM V about Depressive Disorders (MDD, Single Episode, and Recurrent, Dysthymia)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 28th 2020 –Sunday October 4th 2020**

**DEADLINE FOR DECEMBER GRADUATES TO FILE FOR GRADUATION SEPTEMBER 28TH 2020****3e, 7k, 9.3b** | * Dissociative Disorders
* **Diagnosis Analysis Appendix D**
 | * **Read** DSM V about Dissociative Disorders (Dissociative Identity, Depersonalization/derealization, dissociative amnesia)
* **Do Discussion Board, Post and Comment**
* **Turn in Diagnosis Analysis Appendix D**
 |
| 1. **Week of Monday October 5th 2020 – Sunday October 11st 2020**

**DEADLINE FOR MAY GRADUATES TO FILE FOR GRADUATION OCTOBER 5th 2020** | * Eating Disorders
* Gender Dysphoria
 | * **Read** DSM V about Eating Disorders (Anorexia, Bulimia) and Gender Dysphoria
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday October 12th – Sunday October 18th2020**

**2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b** | * Mood Disorders
* **Short Quiz Appendix E**
 | * **Read** DSM V about Mood Disorders (Bipolar, Disruptive Mood Disorder)
* **Do Discussion Board, Post and Comment**
* **Complete Short Quiz Appendix E**
 |
| 1. **Week of Monday October 19th 2020 – Sunday October 25th 2020**

**SPRING 2021 SCHEDULE OF CLASSESS AVAILABLE ONLINE**  | * Neurodevelopmental Disorders
 | * **Read** DSM 5 about Neurodevelopmental Disorders (Autism and Intellectual Disability)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday October 26th 2020 – Sunday November 1st 2020**

**KPI: 3f, 3h, 5j, 9.2d** | * Psychotic Disorders
* Personality Disorders
* **Case Study and Analysis Appendix C**
* **Please turn in assignment to TK 20 link as well.**
 | * **Read** DSM V about Psychotic Disorders (Schizophrenia and Schizoaffective) and Personality Disorders (Cluster A Odd/ Eccentrics, Cluster B Dramatic/Emotional/ Chaotic, Cluster C Anxious/Fearful) Cluster A: Paranoid, Schizoid, and Schizotypal Cluster B: Antisocial, Borderline, Histrionic, and Narcissistic, and Cluster C: Avoidant, Dependent, and Obsessive – Compulsive
* **Do Discussion Board, Post and Comment**
* **Turn in Case Study and Analysis Appendix C**
 |
| 1. **Week of Monday November 2nd 2020 – Sunday November 8th 2020**

 | * Sleep Disorders
* Sexual Dysfunctions
 | * **Read** DSM V about Sleep Disorders (Insomnia, Sleep Apnea, Parasomnias, Sleep Paralysis, Restless legs syndrome, circadian, and narcolepsy) and Sexual Dysfunctions (desire, arousal, orgasm, and pain)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 9th 2020 – Sunday November 15th 2020**
 | * Substance Abuse Disorders
 | * **Read** DSM 5 about Substances Abuse Disorders (Alcohol, Opioid, Tobacco, Cannabis, Stimulant, Sedative, and Hallucinogen)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 16th 2020 – Sunday November 22nd 2020**
 | * Trauma Disorders
* Stress Related Disorders
 | * **Read** DSM V about Trauma and Stress Related Disorders (PTSD, Acute Stress Disorder, Reactive Attachment, Disinhibited social engagement, and unclassified and unspecific trauma)
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 23rd 2020 – Sunday November 29th 2020 THANKSGIVING WEEK!**
 | * **Study for Final and Enjoy time with your family, friends, and loved ones**
 | * **Do Discussion Board, Post and Comment**
* **Study**
 |
| 1. **Week of Monday November 30th 2020 – Sunday December 6th 2020**

**Reflection Paper: 2c (KPI); 2d, 2f, 2h, 3i, 5n****Final Exam: 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b** | * **Final Reflection Paper Appendix G**
* **Final Exam Appendix F**
 | * **Do Discussion Board, Post and Comment**
* **Turn in Final Reflection Paper**
* **Complete Final Exam**
* **TURN EVERYTHING IN BY THE END OF THE WEEK!**
 |

1. **EVALUATION AND ASSIGNMENTS**

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**Online Assignments and Comments: (15 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted **(See Appendix A). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

**Movie Diagnosis Critique**: **(10 pts.)** Write and present a case study on the psychopathology of a character/person of interest. Choose a character from a book or movie, a famous person, etc. The paper should be in APA style, academically written, with appropriate grammar, and six (6) pages minimum in length with citations without counting cover page, and reference page. Including the cover page, and reference page your papers should be eight (8) pages minimum **(See Appendix B). KPI: 2c, 3f, 3h, 5j, 9.2d Please turn in assignment to TK 20 link as well.**

**Case Study and Analysis: (30 pts.)** Students will be expected to create a case study based on a person in history. The purpose of the *Case Study* assignment is to demonstrate an ability to do a psychosocial, compile a list of possible diagnoses with reasons for diagnosis, and to create a treatment plan for this person in history. Examples of persons in history: artists, presidents, actors, other famous people, serial killers, writers, musicians, etc. At the completion of this assignment, the student should be able to: (a) Do a psychosocial on person, (b) Discuss possible diagnoses with reasons as to why the diagnosis is appropriate for said person; (c) Discuss challenges that might arise while working with this client; (d) and detail a treatment plan for your specific person. The paper is to be no less than 15 pages in length, a cover page and reference page are required, along with a Header at the top of each page. Footers are not required. A minimum of 10 references is required within the last 10 years. All papers for this class are to be completed in the APA style, and points will be taken off for errors in formatting. Please use appropriate APA heading **(See Appendix C). KPI: 3f, 3h, 5j, 9.2d Please turn in assignment to TK 20 link as well.**

**Diagnosis Analysis: (10 pts.)** Students will pick one of the diagnoses covered during class. Students will then create a symptoms checklist for this diagnosis for clients to fill out. Students will then find an assessment that evaluates for said diagnosis. Students will write a reflection paper attached to the symptom checklist and assessment, evaluation, or scale **(See Appendix D). 3e, 7k, 9.3b**

**Short Quiz: (10 pts.)** Students will complete a quiz to test over the topics covered thus far **(See Appendix E). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

**Final Exam (20 pts.):** There will be a final exam testing over the topics covered from the short quiz until the final exam **(See Appendix F). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

**Final Reflection (5 pts.):** Students will write a final paper, due at the end of the semester, reflecting on how to work with a diverse group of clients, regarding ethical considerations/eliminating barriers and prejudices, multicultural counseling competencies, help seeking behaviors or diverse clients, the impact of heritage has on beliefs, attitudes, and the understanding of mental health. Students will also create a personal model of counseling to utilize with clients moving forward **(See Appendix G). 2c (KPI); 2d, 2f, 2h, 3i, 5n**

1. Online Assignments and Comments 15
2. Movie Diagnosis Critique 10
3. Case Study and Analysis 30
4. Diagnosis Analysis 10
5. Short Quiz 10
6. Final Exam 20
7. Final Reflection 5

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Total Points 100

**Grade Classifications:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

#### VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

* + Avoiding tardiness and late arrival to class.
	+ Being attentive and participative in class and online.
	+ Not using cell phones and text messaging during class.
	+ Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
	+ Minimizing eating and disruptive snacking during class.
	+ Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University’s policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](https://mwsu.edu/campus-carry). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

* Excellence in teaching, learning, scholarship, and artistic production
* Intellectual curiosity and integrity
* Critical thinking
* Emotional and physical well-being
* Mutual respect, civility, and cooperation
* Social justice
* Civic service
* Stewardship of the environment, and of financial and human resources
* A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

**X. RESOURCES**

**READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders (5th ed.).

**WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

**XI. APPENDENCIES**

**Appendix A**

1. **Online Assignments and Comments (15 pts.)**

**CACREP Standards:**

**2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

Students will receive participation points each week that goes into their final grade.

**Rubric of Online Assignments and Comments (Possible 15 Pts.)**

***Points Earned Week Comments***

**\_\_\_\_\_\_\_\_\_\_ Week 1 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 2 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 3 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 4 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 5 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 6 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 7 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 8 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 9 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 10 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 11 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 12 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 13 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 14 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 15 (1pt)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points Earned \_\_\_\_ / 15 pts**

**Appendix B**

**Movie Diagnosis Critique (10 pts.) KPI: 2c, 3f, 3h, 5j, 9.2d Please turn in assignment to TK 20 link as well.**

**CACREP Standards:**

**KPI: 2c, 3f, 3h, 5j, 9.2d**

**The case study should include:**

* Background information on the person
* Description of the presenting problem
* Your diagnosis of the problem (use the DSM-V)
* What intervention (treatment/therapy) is recommended? (look at Jongsma treatment planner, DSM V, or peer reviewed research for this section)

You can choose any movie you would like, but here is a list of suggestions:

|  |  |
| --- | --- |
| [Amadeus](http://en.wikipedia.org/wiki/Amadeus_%28film%29)[American Psycho](http://en.wikipedia.org/wiki/American_Psycho_%28film%29)[Angel Heart](http://en.wikipedia.org/wiki/Angel_Heart) (1987)[Apocalypse Now\*As Good as It Gets](http://en.wikipedia.org/wiki/Apocalypse_now) (1997)[The Aviator](http://en.wikipedia.org/wiki/The_Aviator_%282004_film%29) (2005)[Awakenings](http://en.wikipedia.org/wiki/Awakenings)[Away from Her](http://en.wikipedia.org/wiki/Away_from_her) (2006)[Basic Instinct](http://en.wikipedia.org/wiki/Basic_Instinct)(1992)[Benny & Joon](http://en.wikipedia.org/wiki/Benny_%26_Joon) (1993)[A Beautiful Mind](http://en.wikipedia.org/wiki/A_Beautiful_Mind_%28film%29) (2001)[Black Swan](http://en.wikipedia.org/wiki/Black_Swan_%28film%29) (2010)[Blue Sky](http://en.wikipedia.org/wiki/Blue_Sky_%28film%29) (1994)[The Cable Guy](http://en.wikipedia.org/wiki/Cable_guy)(1996)[A Clockwork Orange](http://en.wikipedia.org/wiki/A_Clockwork_Orange_%28film%29)(1971)[Dear John](http://en.wikipedia.org/wiki/Dear_John) (2010)[Fatal Attraction](http://en.wikipedia.org/wiki/Fatal_Attraction) (1987)[Fight Club](http://en.wikipedia.org/wiki/Fight_Club_%28film%29) (1999)[The Fisher King](http://en.wikipedia.org/wiki/The_Fisher_King_%28film%29) (1991)[Forest GumpFrances](http://en.wikipedia.org/wiki/Forest_gump) (1982)[Garden State](http://en.wikipedia.org/wiki/Garden_State_%28film%29) (2004)[Girl, Interrupted](http://en.wikipedia.org/wiki/Girl%2C_Interrupted_%28film%29)(1999)[The Great Santini](http://en.wikipedia.org/wiki/The_Great_Santini)[The Hand that Rocks the Cradle](http://www.imdb.com/title/tt0104389/) (1992)[Helen](http://en.wikipedia.org/wiki/Helen_%28film%29) (2009)[The Horse Whisperer](http://en.wikipedia.org/wiki/The_Horse_Whisperer) (1998)[The Hours](http://en.wikipedia.org/wiki/The_Hours_%28film%29) (2002)[I am Sam](http://en.wikipedia.org/wiki/I_am_Sam)[Iris](http://en.wikipedia.org/wiki/Iris_%28film%29) (2001)[K-PAXThe King's SpeechLars and the Real Girl](http://en.wikipedia.org/wiki/The_King%27s_Speech) (2007)[Little Man Tate](http://en.wikipedia.org/wiki/Little_Man_Tate) (1991)[Lust for LifeThe Machinist](http://en.wikipedia.org/wiki/Lust_for_Life_%28film%29) (2004)[The Madness of King George](http://en.wikipedia.org/wiki/The_Madness_of_King_George) (1994)[MaliceMe, Myself & Irene](http://en.wikipedia.org/wiki/Malice_%28film%29) (2000)(1957)[Throw Momma From the Train](http://en.wikipedia.org/wiki/Throw_Momma_From_the_Train)[To Die For](http://en.wikipedia.org/wiki/To_die_for) (1995)[12 Monkeys](http://en.wikipedia.org/wiki/12_Monkeys) (1995)[Wall Street](http://en.wikipedia.org/wiki/Wall_Street_%281987_film%29)(1987)[What About Bob?](http://en.wikipedia.org/wiki/What_About_Bob%3F) (1991)[What's Eating Gilbert Grape](http://en.wikipedia.org/wiki/What%27s_Eating_Gilbert_Grape) (1993)[White Oleander](http://en.wikipedia.org/wiki/White_Oleander_%28film%29) (2002) | [Mercury RisingMisery](http://en.wikipedia.org/wiki/Mercury_rising) (1990)[Natural Born Killers](http://en.wikipedia.org/wiki/Natural_Born_Killers)(1994)[Nell](http://en.wikipedia.org/wiki/Nell_%28film%29) (1994)[No Country for Old Men](http://en.wikipedia.org/wiki/No_Country_for_Old_Men_%28film%29)(2007)[The Notebook](http://en.wikipedia.org/wiki/The_Notebook_%28film%29)(2004)[Notes on a Scandal](http://en.wikipedia.org/wiki/Notes_on_a_Scandal_%28film%29)(2006)[Ocean's Twelve](http://en.wikipedia.org/wiki/Ocean%27s_Twelve) (2004)[One Flew Over the Cuckoo's Nest](http://en.wikipedia.org/wiki/One_Flew_Over_the_Cuckoo%27s_Nest_%28film%29) (1975)[Ordinary People](http://en.wikipedia.org/wiki/Ordinary_People) (1980)[Patch Adams](http://en.wikipedia.org/wiki/Patch_Adams) (1998)[Play Misty for Me](http://en.wikipedia.org/wiki/Play_Misty_For_Me)(1971)[Pollock](http://en.wikipedia.org/wiki/Pollock_%28film%29) (2001)[PreciousProof](http://en.wikipedia.org/wiki/Precious_%28film%29) (1995)[Prozac NationPsycho](http://en.wikipedia.org/wiki/Prozac_Nation_%28film%29) (1960)[Punch-Drunk Love](http://en.wikipedia.org/wiki/Punch-Drunk_Love) (2002)[Radio](http://en.wikipedia.org/wiki/Radio_%282003_film%29) (2003)[Rain Man](http://en.wikipedia.org/wiki/Rain_Man) (1988)[Raising Cain](http://en.wikipedia.org/wiki/Raising_Cain) (1992)[Requiem for a DreamRevolutionary Road](http://en.wikipedia.org/wiki/Requiem_for_a_dream) (2008)[Running with Scissors](http://en.wikipedia.org/wiki/Running_with_Scissors_%28film%29) (2007)[Schindler’s ListSecret WindowThe ShiningShutter Island](http://en.wikipedia.org/wiki/The_Shining_%28film%29) (2010)[Silence of the Lambs](http://en.wikipedia.org/wiki/The_Silence_of_the_Lambs_%28film%29) (1991)[Single White Female](http://en.wikipedia.org/wiki/Single_White_Female)(1992)[Sling BladeThe Soloist](http://en.wikipedia.org/wiki/Sling_Blade) (2008)[Sybil](http://en.wikipedia.org/wiki/Sybil_%281976_film%29) (1976)[Sylvia](http://en.wikipedia.org/wiki/Sylvia_%28film%29) (2003)[Taxi Driver](http://en.wikipedia.org/wiki/Taxi_Driver) (1976)[There Will Be BloodThis Boy’s LifeThree Faces of Eve](http://en.wikipedia.org/wiki/The_Three_Faces_of_Eve) |

**Rubric of Movie Diagnosis Critique (Possible 10 Pts.)**

| ***Movie Diagnosis Critique Criterion*** | ***Improvement Needed*****(.5)** | ***Developing*****(1)** | ***Proficient*****(1.5)** | ***Accomplished*****(2)** | ***Pts*** |
| --- | --- | --- | --- | --- | --- |
| FACULTY USE ONLY =  | Parts are missing or incomplete and/or quality is poor. | All parts are complete but quality needs improvement. | All parts are complete, and quality is acceptable. | All parts are complete, and quality is exceptional. |  |
| 1. Student described the character with empathy, adequate detail, and sufficient background information. | Student described the character without empathy or not enough background information. | Student described the character with empathy but could have provided more details and background information. | Student described the character with empathy, suitable detail, and sufficient background information. | Student described the character with empathy, exceptional detail, and sufficient background information. |  |
| 2. Student diagnosed the character accurately and appropriately and used the DSM-5 criteria to support the diagnosis in the paper. | Student misdiagnosed the character and did not provide criteria to support diagnosis. | Student diagnosed appropriately but did not support the diagnosis with enough DSM-5 criteria.  | Student diagnosed the character accurately and appropriately and used the DSM-5 criteria to support the diagnosis. | Student diagnosed the character accurately and provided exceptional detail with DSM-5 criteria to support diagnosis. |  |
| 3. Student demonstrated thoughtfulness regarding multiculturalism and refrained from imparting personal values throughout the diagnosis.  | Personal values were apparent in the paper, clear bias was presented.  | No personal biases were present, and clients were presented with empathy. | Student demonstrated thoughtfulness regarding multiculturalism and refrained from imparting personal values throughout the diagnosis.  | Student provided novel interpretations of diagnosis that were rooted in advanced multicultural competence. |  |
| 4. Student recommended a course of treatment/ therapy appropriate for the diagnosis.  | Treatment recommendation was inappropriate for the diagnosis or not present. | Student provided a recommendation for treatment, but it was not appropriate for the diagnosis. | Student recommended a course of treatment/therapy appropriate for the diagnosis.  | Student provided a detailed and appropriate treatment plan that was appropriate for the client diagnosis.  |  |
| 5. Grammar and APAReference and Title Page | Extensive grammatical errors and no reference or title page. | Some grammatical errors, lacking correctness of reference or title page. | Minor grammatical errors, APA style standards and correct formatting on references and title page. | Grammatically correct, APA style standards, and correct formatting on references and title page. |  |
| Out of 10 Points |  |  |  |  |  |

**Appendix C**

**Case Study and Analysis (30 pts.) Please turn in assignment to TK 20 link as well.**

**CACREP Standards: KPI: 3f, 3h, 5j, 9.2d**

**Case Study and Analysis Example**

Create a treatment plan based on a case study you create, or you can choose to use one of the case studies previously presented. Create 2-5 goals that are relevant to the diagnosis, with objectives and interventions for each goal. Include the following sections: *Case Study, Diagnosis, Justification, Background/General Info., Goals, Theory, Conclusion.* It is not required that the assignment is written in APA Style, but cite all references, and create a reference list in APA Style for any citations that you use. Please keep in mind that academic paragraphs need between five to seven sentences in them.

APA 7 Cover Page

Case Study

Example:

Brief Summary of Client: Stacy lost her job. For two months, she was crying often, having a difficult time getting out of bed, and according to her could “barely function.” She is coming to see you at the end of the two months.

Diagnosis and Justification of Diagnosis: Please use this section to describe client’s signs, symptoms, and assessments you would utilize to provide diagnosis. Major Depressive Disorder Single Episode Moderate with a DSM 5 code of 296.22, and an ICD 10 code of F32.1 (American Psychiatric Association, 2013).

Background/General Information/Psychosocial: Give general objective information here such as mental health history, occupational functioning, pertinent family concerns, prominent objective features of appearance (grooming, hygiene), or other pertinent information relevant to the client, such as history of abuse or trauma, and relationship status.

Treatment Planning Goals

Example:

Goal One: Help Stacy increase self-esteem with regard to social interaction, assertiveness, confidence in self, and risk taking.

Objective One: Build rapport with therapist and begin examination of Stacy’s view of self as perceived by herself and others. Examine external expectations, versus internal view of self

Intervention: Engage in assessment activities aimed at exploration of self-esteem, such as strengths and weaknesses chart. Compare and contrast self-view with how others see Stacy. Examine discrepancies.

Goal Two: Complete the process of letting go of the loss of losing her job. Help Stacy process what went wrong, and how.

Objective One: Verbalize and resolve feelings of anger or guilt focused on self, employer, or others. Explore deeper feelings about purpose and meaning related to career.

Intervention: Allow room for processing feelings of anger in therapy, engage in a ritual for letting go, practice taking full responsibility through words or letter writing, write a letter (not to be sent) expressing ways in which Stacy feels wronged.

Goal Three: Increase resilience and coping skills to help Stacy in situations of future loss

Objective One: Practice self-care strategies, and meditation

Intervention: Provide a list of self-care strategies and give homework related to three specific care strategies per week. Process homework assignments in therapy.

Theory

Example:

As the therapist I will use an existential approach to counseling. This means that I will focus on aspects of Stacy’s life such as freedom, death, connection vs. isolation, and meaning and purpose. We will focus on personal responsibility, and how this applies to Stacy’s job loss. We will likely explore some of life’s bigger questions, and how Stacy might use these questions in search of a fulfilling life.

The theory can apply to Stacy by asking pointed questions related to fulfillment, life’s purpose, an examination of self-defeating behaviors and beliefs that might hinder Stacy’s ability to accomplish her goals, and what things she can take responsibility for in order to help her find deeper purpose and meaning in life, particularly as it relates to the “freedom vs. responsibility” aspect of her life (work).

Techniques I might use include the empty chair technique to process feelings of loss, and deep desires for life, processing of fears related to death, and an examination of how she is living in relation to her meaning and purpose in life (Corsini & Wedding, 2008). Me vs. Others: This exercise will include an examination of Stacy’s wants, vs. the expectations of society, her family, and deeply ingrained ways of behaving, to help Stacy explore what she wants, versus what others want. We may also engage in some thought stopping techniques (pulled from CBT), mindfulness exercises for calming, and an examination of negative self-talk (also CBT) (Corsini & Wedding, 2008).

Conclusion

Example:

The hope is that together, Stacy and I will build a trusting and honest relationship built on trust and egalitarianism. Through the therapeutic relationship, we will work on the above goals with an existential theoretical lens. The goal of therapy being to help Stacy regain self-esteem in the midst of her loss, regain the ability to cope on a variety of levels, including effectively seeking employment, and to help strengthen coping skills to increase resilience in future situations.

References

Please make sure your reference page is double spaced, and in APA formatting with the hanging lines.

**Case Study and Analysis Evaluation Rubric (Possible 30 Pts.)**

| ***Case Study and Analysis Criteria*** | ***Beginning******1*** | ***Basic******2*** | ***Proficient******3*** | ***Advanced******4*** | ***Exceptional******5*** | ***Pts*** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Identify the client, explain why you chose this client. | Little understanding of the client. | Some understanding of the client. | Basic understanding of the client. | Good understanding of the client. | In-depth understanding of the client. |  |
| 2. Psychosocial of the clientEx: their mental health, social status, ability to function with friends, family, and community. | Identifies some psychosocial elements; no examples; unable to show relevance to the case. | Identifies some psychosocial elements; examples do not apply or show relevance to the case. | Identifies all relevant psychosocial elements; examples apply or show relevance to the assignment. | Identifies all relevant psychosocial elements; applicable 1-2 examples to the assignment with examples from readings/discussions. | Identifies all relevant psychosocial elements; provides 3 or more applicable examples from the research, class readings, or discussions. |  |
| 3. Diagnosis Discussion | Unable to identify a possible diagnosis. | Has difficulty identifying a diagnosis. | Identifies 1-2 diagnoses. | Identifies 1-2 solid diagnoses with concrete examples. | Identifies 3 or more solid diagnoses with examples from the research, class readings, or discussions. |  |
| 4. Identify challenges when working with the client. | Unable to identify any challenges working with the client. | Identifies one challenge when working with the client. | Describes and analyzes at least 2 challenges when working with the client. | Describes and analyzes at least 2 challenges when working with the client and how those challenges could impact the client’s treatment. | Describes and analyzes at least 3 challenges with examples from the research, class readings, or discussions on how to address challenges when working with the client. |  |
| 5. Treatment plans for the client. | Has difficulty developing a treatment plan for client. | Has minor difficulty developing a treatment plan for client. | Creates a reasonable treatment plan for client. | Creates solid treatment plan for the client and provides rationale for choice. | Creates solid treatment plan for client and provides rationale for choice using the research, class readings, or discussions. |  |
| 6. APA Formatting | Shows no knowledge of APA formatting | Student jumps around in formatting and content. | Cohesive paper in mostly APA formatting. | Succinct and cohesive paper, mostly in APA formatting. | Demonstrates strong knowledge, well thought out ideas, succinct, cohesive, and in APA formatting. |  |
| Out of 30 Points |  |  |  |  |  |  |

**Appendix D**

**Diagnosis Analysis (10 pts.)**

**CACREP Standards:**

**3e, 7k, 9.3b**

**Diagnosis Analysis Rating Form (Possible 10 Pts.)**

***Points Earned Case Brief Components Comments***

\_\_\_\_\_\_\_\_\_\_ 1. Diagnosis Identified (2 point)

\_\_\_\_\_\_\_\_\_\_ 2. DSM 5 Diagnosing Criteria Listed (2 points)

\_\_\_\_\_\_\_\_\_\_ 3. Symptoms checklist completed, thorough, and explained “how to” (2 points)

\_\_\_\_\_\_\_\_\_\_ 4. Assessment presented, explained “how to”, and reading results (2 points)

\_\_\_\_\_\_\_\_\_\_ 5. Reflection paper including reflection on diagnosis, symptom checklist, assessment/evaluation or scale, and challenges of working with chosen diagnosis. (2 points)

**General Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points Earned \_\_\_\_ / 10 points**

**Appendix E**

**Short Quiz (10 pts.)**

**CACREP Standards**

**2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

**Short Quiz (Possible 10 pts.)**

Students will take a 10-question quiz worth 10 points (10%) of their grade.

**Appendix F**

**Final Exam (20 Pts.)**

**CACREP Standards:**

**2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

**Final Exam (Possible 20 pts.)**

Students will take a 20-question final exam worth 20 points (20%) of their grade.

**Appendix G**

**Final Reflection (5 pts.)**

**CACREP Standards:**

**2c (KPI); 2d, 2f, 2h, 3i, 5n**

Students will write a final paper, due at the end of the semester, reflecting on how to work with a diverse group of clients, regarding ethical considerations/eliminating barriers and prejudices, multicultural counseling competencies, help seeking behaviors or diverse clients, the impact of heritage has on beliefs, attitudes, and the understanding of mental health. Students will also create a personal model of counseling to utilize with clients moving forward.

**Rubric of Final Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **1** | **0** | **Points Awarded** |
| APA 7 Formatting | Correct APA 7 Formatting | Incorrect APA 7 Formatting |  |
| Ethical Considerations/Eliminating Barriers and Prejudices | Thoughtful, thought-provoking, in-depth | Less than 1 page and very little depth |  |
| Multicultural Counseling Competencies, Help Seeking Behaviors with Diverse Clients, and the Impact of Heritage | Thoughtful, thought-provoking, in-depth | Less than 1 page and very little depth |  |
| Personal Model of Counseling | Thoughtful, thought-provoking, in-depth | Less than 1 page and very little depth |  |
| Grounded in Literature with Sources | Five or more in-text citations. | Less than five in-text citations. |  |
| **Total Points Awarded** |  | **Out of** | **5** |

**I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**