

Course Syllabus: **Diagnosis and Treatment Planning**

Gordon T. & Ellen West College of Education

COUN 5263

Spring 2022

Contact Information

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Instructor Response Policy

Please allow 48 hours for a response. This does not include weekends or holidays.

Textbook & Instructional Materials

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

Suggested Text:

Jongsma Jr, A. E., Peterson, L. M., & Bruce, T. J. (2014). The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates (Vol. 296). John Wiley & Sons.

Jongsma Jr, Arthur E., L. Mark Peterson, William P. McInnis, and Timothy J. Bruce. The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates. John Wiley & Sons, 2014.

Jongsma Jr, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates (Vol. 294). John Wiley & Sons.

Course Description

Exact catalog description. Dynamics of normal and abnormal behavior with emphasis on the diagnosis of dysfunction and the development of treatment plans.

Course Objectives/Learning Outcomes/Course Competencies

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:

LO1. 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).

LO2. Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

LO3. Students will understand and can assess for the established diagnostic criteria for mental and emotional disorders, and applies appropriate treatment modalities.

LO4. Students will understand cultural factors relevant to clinical mental health counseling and its impact on diagnosis

LO5. Students will understand how trauma and crisis can impact the individual, and • learn suicide prevention models and strategies.

Student Handbook

Refer to: [Student Handbook-2020-21](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Quizzes (4 at 25 pts each)	100
Movie Diagnosis Paper	150
Online Assignments	50
Midterm Exam	100
Final Exam	100
Total Points	500

Table 2: Total points for final grade.

Grade	Points
A	500-450
B	449 to 400
C	399 to 350
D	349 to 300
F	Less than 299

Projects Required

Assessments:

Student performance of knowledge and skills will be formally assessed through:

Quizzes (100 pts.): Students will be given quizzes during the semester. Each one is worth 25 pts. Please pay attention to the course site on D2L for access to quizzes.

Quiz 1 KPI: 3.f. 3.h. 5.j.9.2.d. covers Neurodevelopmental Disorders, Schizophrenia and related disorders, Bipolar Disorders

Quiz 2: KPI: 3.f. 3.h. 5.j.9.2.d. covers major depressive disorder, anxiety disorders, obsessive compulsive disorder, and anxiety disorders.

Quiz 3: KPI: 3.f. 3.h. 5.j.9.2.d. covers feeding and eating elimination disorders, trauma and stress related and dissociative disorders, sleep disorders and sexual disorders and paraphilias.

Quiz 4: KPI: 3.f. 3.h. 5.j.9.2.d. covers gender, disruptive, impulse-control, and conduct disorders/ substance abuse disorders.

2. Movie Diagnosis Paper (150 pts.) KPI: 2.c. 3.f. 3.h. 5.j. 9.2.d. 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. Provide a thorough diagnosis, and research and apply possible forms of treatment for your case. The paper should be in APA style, no longer than 15

pages in length with 8-10 citations. **See Assignment Handout for More Information*

3. Online Assignments (50 pts.) You will have 2 online assignments to make sure you are staying on track with learning what is required in the course, so that you can be successful. The total of the online assignment points is 50 points.

Online Assignment 1 (25 pts.) KPI: 2.c. 3.h. 5.j. 9.2.d. This assignment will help you review the syllabus and learn how to use the DSM-V. You will also learn about "Cultural Syndrome."

Online Assignment 2 (25 pts.) KPI: 3.f. 3.h. 5.j. 9.2.d. In this assignment you will create a diagnosis and treatment plan based on a case study.

Mid-Term Exam

Midterm Examination (100 pts.) KPI: 5.j., 9.2.d. Midterm must be completed by the end of week 8. The midterm examination will be open-book, but it WILL be timed. If you do not study, you will not have time to look up answers in the book.

Final Exam

Final Examination (100 pts.) KPI: 2.c. 3.f. 3.h. 5.j. 9.2.d. Final exams will be completed by the end of week 15. It will be in an open-book format, however the test WILL be timed, and **cumulative**. You will be required to study in order to be successful.

Extra Credit

There is no extra credit offered in this course.

Late Work

Late Assignments: NO late assignments will be accepted without prior consent from instructor. All late assignments will be penalized **-5 points per day** that it is late. **NO EXCEPTIONS.**

No Incompletes ("I") will be given in this class unless under extreme circumstances, which will be determined by the instructor of this class.

Make Up Work/Tests

State whether or not you will allow students to make up missed assignments and tests, and any conditions you stipulate.

Important Dates

Last day for term schedule changes: **April 29, 2022 by 11:59pm.** Check date on [Academic Calendar](#).

Deadline to file for graduation: **February 14, 2022.** Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" **March 21, 2022 by 4:00 pm.** Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Attendance and participation are important components of the course. Online class attendance is mandatory. Students are expected to be active in the classroom weekly unless extenuating circumstances exist. All absences must be explained to the instructor of the course.

ANY unexcused absences as determined by the instructor may result in full final grade level reductions at the discretion of the instructor of the course. **Students missing attendance online for more than 1 week will receive an automatic grade of F and will be required to retake the course prior to completion of degree or program requirements.**

If you must be absent from class, please inform the instructor prior to the absence, and in the event of an emergency, please contact the instructor as soon as feasible.

The class is conducted in a discussion format and all students are **expected** to participate in online class discussions. As students will play a major role in their own learning they are **expected** to read the assigned materials and should be prepared to comment on the readings.

Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the discussions is required.

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Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as

the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Class Session	CACREP Standards	Topics	Materials	Activities/Assignments
1 Jan 10-16	2.d., 2.f., 2.h., 3.c., 3.e., 3.f., 3.i., 5.h., 5.j., 5.n., 9.2.d., 9.2.g, 9.3.b.	-Syllabus -Use of DSM Manual - Neurodevelopmental Disorders	Syllabus DSM-V: Case Formulation (p. 19-24) and Neurodevelopmental Disorders	Read: Syllabus, Use of the Manual/Approach to Clinical Case Formulation (p. 19-24) and Neurodevelopmental Disorders Online Assignment 1 Due Jan 16 KPI: 2.c.; 3.h., 5.j., 9.2.d.
2 Jan 17-23	2.c., 2.d., 2.f., 2.h., 3.c., 3.e., 3.f., 3.h., 3.i., 5.h., 5.g., 5.j., 5.l. 5.n., 9.2.d., 9.2.e. 9.2.g, 9.2.h. 9.3.a. 9.3.b., 7.k.,	-Neurodevelopmental - Schizophrenia -Bipolar Disorders	DSM-5: Schizophrenia Spectrum, etc. PP:Neurodevelopmental Schizophrenia and Bipolar Disorders Mental Status Exam	Neurodevelopmental Schizophrenia and Bipolar Disorders Read: Schizophrenia etc.

3 Jan 24-30	3.f., 3.h., 5.1., 3.c., 5.j.,7.k., 9.2.d. 9.2.g., 9.2.h., 9.2.m.,	-Neurodevelo pmental - Schizophreni a -Bipolar Disorders	Quiz 1 -DSM-5: Bipolar Disorders	Quiz 1 Due Jan 30 -Discussion: culture, safety planning and assessment and diag. Read: Bipolar Disorders review materials in module KPI: 3.f. 3.h.5.j.9.2.d.
4 Jan 31-Feb 6	3.c., 3.e., 3.f., 5.j., 5.l., 7.k, 9.2.b., 9.2.g.,	Depressive Disorders	DSM-5: Depressive Disorders	Read: Depressive Disorders
5 Feb 7- 13	5.1., 3.c., 5.j.,7.k., 9.2.d. 9.2.g., 9.2.h., 9.2.m., 3.c., 3.e., 3.f.,, 5.l., 7.k, 9.2.b., 9.2.g.,	Anxiety Disorders/OC D	DSM-5: Anxiety Disorders/OCD	Read DSM-5 Anxiety Disorders/OCD Quiz 2 Due Feb 13 KPI: 3.h., 9.2.d., 5.j.

6 Feb 14-20	5.1., 3.c., 5.j.,7.k., 9.2.d. 9.2.g., 9.2.h., 9.2.m., 3.c., 3.e., 3.f., 5.i., 5.l., 7.k, 9.2.b., 9.2.g., 9.2.m, 9.3.b.	Feeding and Eating Elimination Disorders	DSM-5:Feeding and Eating Elimination Disorders	Online Assignment 2 Due Feb 20 KPI: 3.f., 3.h., 5.j., 9.2.d.
7 Feb 21-27	3.c.,3.e., 3.f., 3.g, 5.g 5.j., 5.i., 7.k., 9.2.b. 9.2.d., 9.2.g., 9.2.h., 9.2.m., 9.3.b.	Trauma and Stressor Related Disorders/ Dissociative Disorders	DSM-5: Trauma and Stressor Related Disorders/ Dissociative Disorders	Read: DSM-5: Trauma and Stressor Related Disorders/ Dissociative Disorders
8 Feb 28- Mar 6	2.f., 3.c., 5.1., 5.j.,7.k., 9.2.d. 9.2.g., 9.2.h., 9.2.m., 3.c., 3.e., 3.f., 5.i., 5.j., 5.l., 7.k, 9.2.b., 9.2.g., 9.2.m, 9.3.b.	Somatic Midterm Examination	Midterm Examination	Midterm Examination Due Mar 6 KPI: 5.j. 9.2.d.

9 Mar 7-13	3.c., 3.g 5.j.,7.k., 5.l., 9.2.d. 9.2.g., 9.2.h., 9.2.m., 3.c., 3.e., 3.f. 5.j., 5.l., 7.k, 9.2.b., 9.2.g.	Sleeping	DSM-5: Sleeping	Read DSM-5: Sleeping
10 Mar 14-20		Spring	Break	
11 Mar 21-27	3.c., 3.g, 5.g., 5.j.,7.k., 5.l., 9.2.d. 9.2.g., 9.2.h., 9.2.m., 3.c., 3.e., 3.f., 5.j., 5.l., 7.k, 9.2.b., 9.2.g.	Sexual and Paraphilia	DSM-5: Sexual and Paraphilia	Read DSM-5: Sexual and Paraphilia
12 Mar 28-Apr 3	2.c., 2.d., 2.f., 2.h., 3.c., 3.f., 3.h., 3.i., 5.g., 5.h., 5.j., 5.l., 7.k., 9.2.b., 9.2.d., 9.2.e., 9.3.a., 9.3.b.	Gender (responsible for gender material in quiz 4)	DSM-5: Gender Quiz 3: D2L	Quiz 3 due Apr 3 KPI: 3.f., 3.h. 5.j.9.2.d.

13 Apr 5-10	2.c., 2.d., 3.c., 3.d., 3.e., 3.f., 7.k., 9.1.d., 9.2.b., 9.2.d., 9.2.e., 9.2.g., 9.2.h.	DSM-5: Disruptive, Impulse- Control, and Conduct Disorders/ Substance Abuse -Resources in Module	DSM-5: Disruptive, Impulse- Control, and Conduct Disorders/ Substance Abuse -Resources in Module	Movie Diagnosis Character DSM Diagnosis Paper due Apr 10 KPI: 2.c. 3.f. 3.h. 5.j. 9.2.d.
14 Apr 11-17			Holiday Break	
15 Apr 18-24	KPI: 3.f., 3.h., 5.j., 9.2.d.	Gender Disruptive, Impulse- Control, and Conduct Disorders/ Substance Abuse (on quiz 4)	Quiz 4	Quiz 4 Due Apr 24 KPI: 3.f 3.h. 5.j. 9.2.d.
16 Apr 25-29	KPI: 2.c.3.f. 3.h. 5.j. 9.2.d.	Final Exam	Final Exam	Final Exam Due Apr 29 KPI: 2.c. 3.f. 3.h. 5.j.9.2.d.

References/Scientifically-Based Research/Additional 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.).

Council for Accreditation of Counseling and Related Educational Programs. (2016).

2016 CACREP standards. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

Jongsma Jr, A. E., Peterson, L. M., & Bruce, T. J. (2014). The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates (Vol. 296). John Wiley & Sons.

Jongsma Jr, Arthur E., L. Mark Peterson, William P. McInnis, and Timothy J. Bruce. The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates. John Wiley & Sons, 2014.

Jongsma Jr, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates (Vol. 294). John Wiley & Sons.

Appendix A: Standards/Competencies

- 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
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- 5.l. suicide prevention models and strategies
- 5.n. processes for aiding students in developing a personal model of counseling
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- 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