



**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. Pam Midgett  
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**Semester:** Fall 2020 15 Weeks  
**Class Room:** Online  
**Class Format:** Online

**Office Hours:** Tuesday and Thursday from 5:00PM – 7:00PM for emails, telephone calls and zoom meetings. I can meet at another time if those times do not work for your work/school schedule.

**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	
Disability accommodation policy and procedure statement	

**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. 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 for 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:

##### **Common Core:**

1. Brief overview of theories and models of counseling (CACREP CORE, 5, a).
2. Understand theories, models, and strategies for understanding and practicing consultation (CACREP CORE, 5, c).
3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP CORE, 5, d).
4. Counselor characteristics and behaviors that influence the counseling process (CACREP CORE, 5, h).
5. Development of measurable outcomes for clients (CACREP CORE, 5, i).
7. Strategies to promote client understanding of and access to a variety of community-based resources (CACREP CORE, 5, k).
8. Suicide prevention models and strategies (CACREP CORE, 5, l).
9. Crisis intervention, trauma-informed, and community based strategies, such as Psychological First Aid (Mental Health First Aid) (CACREP CORE, 5, m).
10. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP CORE, 7, a).
11. Methods of effectively preparing for and conducting initial assessment meetings (CACREP CORE, 7, b).
12. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP CORE, 7, c).
13. Procedures for identifying trauma and abuse and for reporting abuse (CACREP CORE, 7, d).
14. Use of assessments for diagnostic and intervention planning purposes (CACREP CORE, 7, e).
15. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP CORE, 7, f).
16. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP CORE, 7, g).
17. Reliability and validity in the use of assessments (CACREP CORE, 7, h).
18. Use of environmental assessments and systematic behavioral observations (CACREP CORE, 7, j).
19. Use of symptom checklists, and personality and psychological testing (CACREP CORE, 7, k).
20. Use of Assessment results to diagnose developmental, behavioral, and mental disorders (CACREP CORE, 7, l).
21. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP CORE, 7, m).

##### **Clinical Mental Health Counseling:**

1. Psychological tests and assessments specific to clinical mental health counseling (CACREP CMHC, 1, e).
2. 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 Classifications of Diseases (ICD) (CACREP CMHC, 2, d).

3. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP CMHC, 2, e).
4. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC, 2, f).
5. Impact of biological and neurological mechanisms on mental health (CACREP CMHC, 2, g).
6. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC, 2, h).
7. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC, 3, a).
8. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP CMHC, 3, b).
9. Strategies for interfacing with integrated behavioral healthcare professionals (CACREP CMHC, 3, d).
10. Strategies to advocate for persons with mental health issues (CACREP CMHC, 3, e).

### **School Counseling:**

1. Common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC, 2, h).
2. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP SC, 2, i).
3. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC, 3, h).

### **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 applies 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.

## **V. 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](#) 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.

### **MSU Counseling Center**

I am the Director of the MSU Counseling Center thus I am unable to see any of my students in counseling. This is to avoid a dual relationship. Other counselors in the center are available should you need services.

**Attendance:** Class attendance in an online class means participating in all activities and attending a rarely held zoom class meeting.

**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 next assignment.** 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.

## **VI. 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)**

**Movie Diagnosis Critique: (10 pts.)** Students will select a movie or television show (past or present) pertaining to a diagnosis within the clinical mental health field. Students will write a 5 to 10-page reflection paper highlighting the diagnosis and generate a discussion on the possible challenges that might occur when working with this movie client. Students, please explore the psychosocial of the client, possible diagnoses, and treatment planning options in your paper. This paper must be written in APA format. On the final page of the media critique, include a written critique summarizing your personal reactions of your movie diagnosis critique. **(See Appendix B)**

**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) 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)**

**Diagnosis Analysis: (10pts.)** 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)

**Short Quiz: (10pts.)** Students will complete a quiz to test over the topics covered thus far. (See Appendix E)

**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)

**Final Reflection (5pts.):** Students will write a final paper, due at the end of the semester, reflecting on their reaction to the class and a brief summary of the assigned course text, what they have learned, and how they will utilize that knowledge moving forward. (See Appendix G)

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

**VII. 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.

## VIII. 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](#). 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

**IX. 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/>





