

COUN 522A Syllabus

Diagnosis and Treatment Planning

Course Description

This course provides a framework for students in the counseling field to learn about the range of mental disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision* (DSM 5-TR). The class will focus on description, assessment, and diagnosis of major diagnostic categories through case studies and understanding of the DSM 5 system. An overview of brief treatment models, crisis intervention, and the development of treatment plans will also be presented for a range of issues, as well as disorders such as schizophrenia and bipolar disorder. The integration of the DSM within a comprehensive bio/psychosocial/cultural context will be a salient foundation in this course. Using a *recovery orientation* to wellness, clients are viewed through a holistic lens and “treatment” is seen as a collaborative process among client, therapist, and community, and in which relationships are key. In this spirit, guest speakers (when possible) will include *consumers* of mental health services, people experiencing severe mental disorders. The primary learning expectation in this course is the increased development of observational, diagnostic, clinical, and *recovery-oriented practice* skills within a lifespan perspective of person/system intervention.

Course Objectives

- Understand maladaptive behavior and psychological/psychiatric impairment within the framework of the DSM 5 classification system.
- Demonstrate diagnostic acumen utilizing the DSM 5 system.
- Understand the impact of cultural factors such as socioeconomic status, ethnicity, gender, religion/spirituality, ableness, and sexual orientation on validity and reliability of DSM diagnoses.
- Have critical awareness of the DSM 5 limitations and account for those limitations within the work as professional counselors.
- Understand that *no person is a diagnosis* and that all behavior exists within a number of contexts.
- Understand and learn to predict the relationship between developmental psychopathology and later psychological/psychiatric conditions.
- Integrate the relationship among clinical diagnosis, treatment plan, and the counseling process.
- Develop abilities in assessment interviewing, diagnostic skills, mental status evaluation, case conceptualization, and treatment planning across the life cycle.
- Recognize issues specific to people with severe mental disorders and co-occurring disorders and be able to construct treatment plans for them.
- Understand the basic elements of person-centered and systemic intervention for people with schizophrenia.
- Understand the central elements of practicing within a recovery orientation framework.
- Demonstrate awareness of client strengths and capacities for resilience and coping; understand the importance that *hope, empowerment, and a meaningful role in life* play in the lives of people in recovery with a mental disorder.
- Evaluate crisis situations and identify appropriate interventions.
- Demonstrate awareness of brief therapy models.
- Incorporate evidenced-based treatment and interventions in developing treatment plans.
- Demonstrate writing that is professional, respectful of clients, and non-biased.
- Demonstrate writing that uses non-biased language with regard to labeling and the many

dimensions of diversity.

Pre-Requisites

COUN 518

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook. *The SLO assessed in this class includes three items from Case Conceptualization and Treatment Planning, and the department is using your intake report and treatment plan paper. Please see the rubric on Canvas.*

Calendar

[Week 1](#)

Class Topics: Introduction to Assessment, Diagnosis, and Treatment Planning

- Introductions
- Overview of Syllabus
- History of Psychiatric Diagnosis
- Assumptions and social construction of the DSM-5-TR
- Relationship between the DSM and the ICD
- Cultural Considerations: DSM and beyond
- Glossary of Technical Terms (DSM 5)
- Empirically supported treatments
- Intake interviewing (assessment)
- Treatment Planning
- Recovery Orientation

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

[Week 2](#)

Class Topics

- Medical conditions
- Substance-Related & Addictive Disorders

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- Mental Status Exam (MSE)

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 3

Class Topics

- *Neurocognitive Disorders (Delirium, Dementia) and Aging-Related Disorders*
- Psychotic Disorders

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 4

Class Topics

- Mood Disorders (Depressive and Bipolar)
- Affect Regulation & Dysregulation
- Differential Diagnoses

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 5

Class Topics

- Assessment and Treatment of Depressive and Bipolar Disorders

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 6

Class Topics

- Anxiety Disorders
- Obsessive-Compulsive Disorders
- Conducting Intake Interviews

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 7

Class Topics

- Trauma- and Stressor-Related Disorders
- Dissociative Disorders
- Gender and cultural considerations in diagnosis
- Other conditions that may be a focus of clinical attention
- Conducting Intake Interviews

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 8

Class Topics:

- *Intake interviewing and Report Writing*
- Somatic Symptom and Related Disorders

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 9

Class Topics:

- Continued Intake Interviewing and Report Writing

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- Diagnostic bias
- Differential diagnosis
- Eating disorders

Due:

- Draft 1 of Intake Report; see Canvas for other additional assignments

[Week 10](#)

Class Topics:

- Biopsychosociocultural conceptualization
- Treatment Planning

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

[Week 11](#)

Class Topics:

- Writing case notes (SOAP format)
- Beginning crisis intervention and suicide assessment
- Recovery orientation

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

[Week 12](#)

Class Topics:

- Writing case notes (SOAP format)
- Beginning crisis intervention and suicide assessment
- Recovery orientation
- NAMI speakers (if possible)

Due:

- Treatment plan and intake report paper; See Canvas for additional assignments

[Week 13](#)

Class Topics:

- Sexual Dysfunctions
- Sleep-Wake Disorders
- Crisis intervention continued (partner violence; violence towards others)
- Personality Disorders

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

[Week 14](#)

Class Topics:

- [Neurodevelopmental Disorders](#)
- Elimination Disorders
- Disruptive, Impulse-Control, and Conduct Disorders

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To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 15

Class Topics:

- Wrap-up and preparation for final exam
- Revisiting Paris's *Intelligent Guide*

To Do: See Canvas for this week's reading/viewing, study guide, quiz, and/or other assignments

Week 16

- Final exam 5pm