

COUN 522B Syllabus **Diagnosis and Treatment Planning for *Ánimo* Emphasis**

Course Description

Please be aware that some of the material covered in this class (including parts of this syllabus) is adapted from COUN 522A, taught by Dr. Rebekah Smart, Ph.D. The class is different in the sense that the *Ánimo* Emphasis is embedded throughout the course (via case vignettes, class discussions, personal stories, etc.) and will focus on clinical issues related to Latinx and Spanish-speaking clients. Topics for discussion include acculturation theory and process, immigration background/history, cultural value systems, intergenerational family conflict, ethnic identity models, similarities and differences among Latinx sub-groups, and intersection of various other diversity dimensions (gender, religion, sexual orientation, disability, social class, etc.). This course will provide students in the counseling field a framework 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 (mostly with Latinx populations) and understanding of the DSM-5-TR system. An overview of brief treatment models, crisis intervention, and the development of treatment plans will be presented for a range of issues, as well as severe illnesses (e.g., schizophrenia, bipolar I disorder).

The integration of the DSM within a comprehensive bio/psychosocial/cultural context will be a salient foundation in this course, as well as its application to Latinx populations. 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 may include *consumers* of mental health services, people experiencing severe mental illness (e.g., schizophrenia, bipolar disorder). 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 within the Latinx population.

“Recovery refers to the rights to access and join in with those elements of community life the person chooses, and to be in control of his or her own life and destiny, even and especially while remaining disabled” (Davidson et al., 2009, p. 15).

Course Objectives

This course will help students:

1. Understand maladaptive behavior and psychological/psychiatric impairment within the framework of the DSM-5-TR classification system.
2. Demonstrate diagnostic acumen utilizing the DSM-5-TR system.
3. 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, especially as it relates to Latinx populations.
4. Have critical awareness of the DSM-5-TR limitations and account for those limitations within the work as professional counselors.
5. Understand that *no person is a diagnosis* and that all behavior exists within a number of contexts.
6. Understand and learn to predict the relationship between developmental

- psychopathology and later psychological/psychiatric conditions.
7. Integrate the relationship between clinical diagnosis, treatment plan, and the counseling process for Latinx populations.
 8. Develop abilities in assessment interviewing, diagnostic skills, mental status evaluation, case conceptualization, and treatment planning across the life cycle.
 9. Recognize issues specific to people with severe mental illness and co-occurring disorders and be able to construct treatment plans for them.
 10. Understand the basic elements of person-centered and systemic intervention for people with schizophrenia.
 11. Understand the central elements of practicing within a recovery orientation.
 12. Demonstrate awareness of client strengths and capacities for resilience and coping; understand the importance that *hope, empowerment, self-responsibility, and a meaningful role in life* play in the lives of people in recovery with a mental illness.
 13. Evaluate crisis situations and identify appropriate interventions.
 14. Demonstrate awareness of brief therapy models for Latinx populations.
 15. Incorporate evidenced-based treatment and interventions in developing treatment plans for Latinx populations.
 16. Demonstrate writing that is professional, respectful of clients, and non-biased.
 17. Demonstrate writing that uses non-biased language with regard to labeling and the many dimensions of diversity.
 18. Gain awareness as a bilingual and bicultural counselor.
 19. Gain knowledge of Latinx-cultures and therapeutic-Spanish
 20. Learn about interventions appropriate for Spanish-speaking and Latinx clients.

Pre-Requisites

COUN 511A or COUN 511B; 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

| Class | Week | Topic(s) | Due |
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| 1 | 1 | <p>Introduction to Assessment, Diagnosis, and Treatment Planning</p> <ul style="list-style-type: none"> • 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-TR) • Empirically supported treatments • Intake interviewing (assessment) • Treatment Planning • Recovery Orientation • Introduction to Latinx Emphasis | <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Read Introduction ○ Read Use of the Manual • <i>Sommers-Flanagan</i> - <ul style="list-style-type: none"> ○ Read Chapter 10: Diagnosis and Treatment Planning |
| 2 | 2 | <p>Latinx Communities; Cultural Considerations in Diagnosis; DSM-5-TR Attention to Culture, Racism, and Discrimination</p> <ul style="list-style-type: none"> • Cultural Objects • Overview of Latinx History • Overview of Latinx Immigration • Overview of Latinx Cultural Values (<i>Familismo, Personalismo, Respeto</i>, etc.) • Ethnic Identity Models • Mental Health Practices among Latinx persons | <p>* Bring cultural object to class and come prepared to share what your cultural object means to you/your family.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • <i>Arellano-Morales & Sosa</i> - <ul style="list-style-type: none"> ○ Read Chapter 6 • <i>ACA Code of Ethics</i> (2014) • Catch up on readings |

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| 3 | 3 | Cultural Considerations in Diagnosis Continued; Competencies & Ethics; Mental Health Exam (MSE); Medical Conditions; Substance-Related & Addictive Disorders | <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Substance-Related and Addictive Disorders Alcohol-Related Disorders and Gambling Disorder—this diagnosis was added to the DSM ○ Read Culture and Psychiatric Diagnosis • <i>Reichenberg & Seligman (R & S Effective Treatments)</i> - <ul style="list-style-type: none"> ○ Read pp. 417 – 428 (beginning of Ch. 17 Substance and Addictive Disorders, up until the section on Caffeine) and 446 – 450 (Gambling disorder) and 451 – 454 (the Client Maps at the end of that chapter) • <i>Sommers-Flanagan</i> - <ul style="list-style-type: none"> ○ Read Chapter 8: The Mental Status Examination ○ Read Appendix: Extended Mental Status Examination Protocol |
| 4 | 4 | Delirium; Dementia, and Aging-Related Disorders; Assessment and Treatment of Psychotic Disorders; Psychotic Disorders | <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Schizophrenia Spectrum and Other Psychotic Disorders ○ Skim Neurocognitive Disorders ○ Skim Medication-Induced Movement Disorders • <i>Reichenberg & Seligman (R & S Effective Treatments)</i> - <ul style="list-style-type: none"> ○ Read Chapter 2: |

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| | | | Schizophrenia Spectrum and Other Psychotic Disorders |
| 5 | 5 | Mood Disorders; Affect Regulation & Dysregulation; Differential Diagnoses | <u>Readings:</u> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Depressive Disorders ○ Skim Bipolar and Related Disorders |
| 6 | 6 | Assessment & Treatment of Mood Disorders | <u>Readings:</u> <ul style="list-style-type: none"> • <i>Reichenberg & Seligman (R & S Effective Treatments)</i> - <ul style="list-style-type: none"> ○ Read Chapter 4: Bipolar Disorders ○ Read Chapter 5: Depressive Disorders |
| 7 | 7 | Anxiety Disorders; Obsessive-Compulsive Disorders; Gender Dysphoria | <u>Readings:</u> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Anxiety Disorders ○ Skim Obsessive-Compulsive and Related Disorders ○ Skim Gender Dysphoria • <i>Reichenberg & Seligman (R & S Effective Treatments)</i> - <ul style="list-style-type: none"> ○ Read Chapter 6: Anxiety Disorders ○ Read Chapter 7: Obsessive-Compulsive and Related Disorders • Additional readings in Canvas |
| 8 | 8 | Conducting Intake Interviews; Trauma-and Stressor-Related Disorders; Dissociative Disorders; Other Conditions | <u>Readings:</u> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Trauma- and Stressor-Related Disorders (Prolonged Grief Disorder – New diagnosis added to the DSM-5-TR) ○ Skim Other Conditions That May Be a Focus of Clinical Attention • <i>Sommers Flanagan</i> - |

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| | | | <ul style="list-style-type: none"> ○ Read Chapter 6: An overview of the interview process ● <i>Reichenberg & Seligman (R & S Effective Treatments)</i> - <ul style="list-style-type: none"> ○ Read Chapter 8: Trauma-and Stressor Related Disorders ○ Read Chapter 9: Dissociative Disorders ○ Read Chapter 10: Somatic Symptom and Related Disorders |
| 9 | 9 | <p>Conducting Intake Interviews; Intake Interviewing & Report Writing; Somatic Disorders; Eating Disorders</p> <p><i>* In class we will conduct a mock intake and this will be the scenario from which you write your intake report.</i></p> | <p>* Schedule a 30-minute meeting to review your Intake Report & Treatment Plan with me.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ● <i>Sommers-Flanagan</i> - <ul style="list-style-type: none"> ○ Read Chapter 7: Intake Interviewing and Report Writing up to page report writing) ● <i>Reichengerger & Selignman</i> - <ul style="list-style-type: none"> ○ Read Chapter 10: Somatic Disorders ○ Read Chapter 11: Feeding and Eating Disorders |
| 10 | 10 | <p>Eating Disorders Continued; Intake Report Writing; Diagnostic Bias; Biopsychosociocultural case conceptualization; Assessment and Social Justice</p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> ● <i>Sommers-Flanagan</i> - <ul style="list-style-type: none"> ○ Finish reading Chapter 7: Intake Interviewing and Report Writing ● Additional readings in Canvas |
| 11 | 11 | <p>Assessment and Social Justice Continued; Treatment Planning; Biopsychosociocultural Chart</p> | <p>Due on 7/5 before class via Canvas:</p> <ul style="list-style-type: none"> ● Draft of Intake Report & Differential Diagnoses ● Draft of Biopsychosocial & symptoms chart <p><u>Readings:</u></p> |

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| | | | <ul style="list-style-type: none"> • Readings on treatment planning (see CANVAS) • <i>Sommers-Flanagan</i> - <ul style="list-style-type: none"> ○ Read pp. 415 -423 • <i>Arellano-Morales & Sosa</i> - <ul style="list-style-type: none"> ○ Read Chapter 8 & Chapter 9 |
| 12 | 12 | Sleep-Wake disorders; Sexual Dysfunction; Beginning Crisis Intervention | <p>Due on 7/7 before class via Canvas: Draft of Treatment Plan</p> <p><i>* Individual feedback meetings start on 7/8</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Reichengerg & Seligman <ul style="list-style-type: none"> ○ Chapter 14: Sexual Dysfunctions ○ Chapter 13: Sleep-Wake Disorders |
| 13 | 13 | Crisis Intervention continued; Recovery orientation | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Sommers-Flanagan <ul style="list-style-type: none"> ○ Chapter 10: Suicide Assessment ○ Chapter 12: Challenging Clients and Demanding Situations (beginning of chapter through p. 456, stopping at <i>Demanding Situations: Crisis and Trauma</i>) |
| 14 | 14 | Crisis Intervention continued; Partner Violence; Personality Disorders; Paraphilic Disorders; SOAP notes; Final Exam Prep | <p>Due on 7/14/22 before class via Canvas: Final Intake Report, Differentials, & Treatment Plan</p> <p><i>* Individual feedback meetings end on 7/13</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • SOAP notes article • Reading on Partner Violence |

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| | | | <p>(see CANVAS)</p> <ul style="list-style-type: none"> • <i>Reichengerg & Selignman</i> - <ul style="list-style-type: none"> ○ Read Chapter 19: Personality Disorders ○ Read Chapter 20 Paraphilic Disorders |
| 15 | 15 | Neurodevelopmental Disorders; Disruptive, Impulse-Control, and Conduct Disorders; Elimination Disorders; Final Exam Prep Continued | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • <i>DSM-5-TR</i> - <ul style="list-style-type: none"> ○ Skim Neurodevelopmental Disorders ○ Skim Disruptive, Impulse-Control, and Conduct Disorders • <i>Reichengerg & Selignman</i> - <ul style="list-style-type: none"> ○ Read Chapter 2: Neurodevelopmental Disorders ○ Read Chapter 12: Elimination Disorders ○ Read Chapter 16: Disruptive, Impulse-Control, and Conduct Disorders |
| 16 | 16 | Final Exam | - |