

Argosy University-San Francisco Bay Area

Diagnosis and Treatment Planning

C7458

Spring Semester, 2007

Saturdays and Sundays, 9:00AM-6:15 PM

1-20-07 and 1-21-07

2-24-07 and 2-25-07

- Program:** Ed.D. in Counseling Psychology, Weekend Program
- Instructor:** Thomas L. Rath, Psy.D., MFT
- Telephone:** (415) 584-4811 and (415) 499-7434
- Email:** Dr.Thomas.Rath@gmail.com
- Office Hours:** Arranged by appointment
- Required texts:**
- 1) DSM-IV-TR in Action,
Author: Dziegielewski, Sophia
Publisher: John Wiley & Sons, Inc., 2002
ISBN: 0-471-41441-7
 - 2) Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision: DSM-IV-TR.
Publisher: American Psychiatric Association, 2000
ISBN: 0-89042-024-6 (hardcover) or 0-89042-025-4 (soft cover)
 - 3) Therapist's Guide to Clinical Intervention, 2nd Edition
Author: Johnson, Susan L.
Publisher: Academic Press, 2004
ISBN: 0-12-386588-3
 - 4) Various Professional Journal Articles supplied by instructor.
- Recommended texts:**
- 1) Disorders of Personality, DSM-IV and Beyond, 2nd Edition.
Author: Millon, Theodore
Publisher: John Wiley & Sons, Inc., 1996
ISBN: 047101186X
 - 2) Handbook of Psychological Assessment, 4th Edition.
Author: Groth-Marnat, Gary
Publisher: Wiley & Sons, Inc., 2003
ISBN: 0-471-41979-6

Course Description:

This is a graduate course designed to give a comprehensive overview of psychological assessment, diagnosis, and treatment planning. Disorders will be examined for etiology, symptomatology, and prognosis, giving particular attention to differential diagnostic considerations and co-morbidity. This course will focus on treatment formulation and planning to meet the specific needs of the individual, relying on pertinent research, theory, and an understanding of the client's own context. Treatment planning and professional practice will address crisis intervention, short-term goals, and long-term

goals in the various treatment settings. Effective communication and collaboration with other professional providers will be addressed as they pertain to comprehensive treatment management. The various levels of clinical intervention and scope of practice will be discussed as they pertain to socio-culturally diverse populations, children and adolescents, aging adults, and individuals with physical illness.

Course Objectives:

Upon completion of this course students should be able to:

- 1) Have an understanding of the symptoms, etiology, and diagnostic criteria for major Axis I and Axis II disorders.
- 2) Demonstrate familiarity and facility in using the DSM-IV-TR.
- 3) Understand differential diagnostic criteria and co-morbidity.
- 4) Understand the various biological, social, developmental, cultural, systemic, and psychodynamic factors that contribute to psychological problems.
- 5) Demonstrate familiarity with the various theoretical approaches and research evidence to treatment planning.
- 6) Understand special diagnostic and treatment considerations for diverse populations, children and adolescents, aging individuals, and people with physical illness.

Pedagogy:

This course will be taught in a weekend classroom setting that includes lecture, video, and student discussion. Students are required to complete the readings assigned for that month prior to the class period. Students should bring their copy of the required texts to each class. Classes will meet from 9:00AM to 6:15PM Saturday, January 20th and Sunday, January 21st, 2007. Then again on Saturday, February 24th and Sunday, February 25th, 2007. Attendance in its entirety is mandatory for each class.

In addition to the two weekend classes there will be a weekly on-line component, which includes the readings and written review of assigned materials, including personal reactions to weekly reading assignments. These reviews will be sent to the instructor each week via “Embanet-Interlearn”, no later than 5:00PM Friday of each week. Weekly readings will be posted by instructor one week in advance of the due date, for a total of 7 ½ weeks.

Students will write three short papers. Two papers will address Axis I disorders and one will address an Axis II disorder. Papers will include a vignette describing the context and symptoms of the disorder, assessment strategy, differential diagnostic considerations, and five-axis diagnosis. Each paper will also include a treatment plan that addresses the particular needs of the client. Students will make an oral presentation of two of these papers in class (one on each weekend).

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Three Papers and Weekly Reaction Papers

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Grading Percentage

35% Weekly Summary/Reaction Papers

15% Class Participation

35% Three Assessment/Diagnosis and Treatment Plan Papers

15% Class Presentation

All assignments must be completed to receive a passing grade for the course

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.