

**Argosy University**  
**San Francisco Bay Area**  
**Doctorate in Counseling Psychology**

## **DIAGNOSIS AND TREATMENT PLANNING**

**C7458 BLA**

**3 credits**

### **Course Syllabus & Outline**

**Fall I 2006**

**Instructor: Virginia Bennett, Ph. D.**

On Campus Classes: Sept. 16-17 and Oct. 14 -15

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*Syllabus is subject to change.*

#### **Course description**

This course is designed to provide a comprehensive overview of the practice of assessment, evaluation, diagnosis, and treatment planning. The focus will be on (1) compiling, organizing, and analyzing case information (2) using clinical judgment, theory, and research in understanding client needs based on diagnostic and descriptive systems of normal and abnormal behavior and human development (3) planning appropriate counseling interventions in the context of a therapeutic milieu or helping relationships, e.g., school, agency, hospital (4) discussion of controversies surrounding diagnosis and alternative approaches to treatment, especially in relation to working with diverse populations. (5) use of the DSM-IV (6) differential diagnosis and treatment of Axis II personality disorders and how they interrelate with Axis I disorders.

#### **Course Objectives**

1) Understand and identify behavioral dysfunction by defining client problems,

etiology of presenting concerns, and norms in psychological and social systems, including issues arising from working with diverse populations.

2) Become familiar with personality disorders and how they interrelate to Axis I disorders

3) Become knowledgeable about multidimensional aspects of psychopathology, adjustment, and mental health, including somatic, interpersonal, intrapersonal, structural-systemic, environmental aspects.

4) Evaluate client resources and limitations.

5) Understand how to formulate written case presentations and other formative and summative evaluations.

6) Becoming familiar with the Diagnostic and Statistical Manual IV as a classification system of psychopathology and a guide for diagnosis and treatment planning.

7) Integrating theories of counseling, psychotherapy, and research evidence to help develop optimal treatment plans.

### **Course Format**

This is a blended course format that will utilize both online and in class instruction and student participation. The course will involve readings, videotapes, case studies, discussions, guest speakers, and other activities to help students to experientially understand diagnosis and treatment planning. Students will be asked to contribute to class discussions, both in class and online, demonstrating critical thinking and clinical observations based on reading assignments and personal and professional experience.

### **Required Reading:**

Sophia F. Dziegielewski, (2002). *DSM-IV-TR in Action*. New York: John Wiley & Sons, Inc.

ISBN 0-471-41441-7

Millon, T. , Grossman, S., Millon, C., Meagher, S., Ramnath, R. (2004). *Personality disorders in modern life. 2<sup>nd</sup> Ed.* New York: John Wiley & Sons, Inc. ISBN 0-471-23734-5

**Diagnostic and statistical manual of mental disorders: DSM-IV-TR.** (2000). Washington, D.C.: American Psychiatric Association.

(paperback versions, if available, or used copies of the above texts are acceptable)

### **Recommended Reading:**

Susan L. Johnson,(2004). Therapist's Guide to Clinical Intervention, 2nd Edition. San Diego: Academic Press. ISBN 0-12-386588-3 *This book contains detailed treatment plans and goals for many disorders. It is highly recommended, especially if treatment planning is a new subject for you. If you do not wish to buy it, a copy is on reserve in the library if you want to use it as reference.*

### **Suggested Reading:**

Guntrip, H. Schizoid Phenomena, Object Relations and the Self.

Kohut, H. The Analysis of the Self.

Masterson, J. Psychotherapy of the Borderline Adult

### **Evaluation**

Students will receive a letter grade in this course. It will be based on the following criteria:

**Class Attendance:** Because this is an accelerated class compressed into two weekends, **students must attend all classes in their entirety.** In the case of an emergency, talk with the instructor as soon as possible before the class starts or as soon as possible. Failure to attend class can result in a reduction in the final grade that could prevent passing the class.

**Class participation** is based on students showing evidence of having read the assigned material before class, asking appropriate questions, and participating fully in class discussions. Students are encouraged to share case material and discuss their own experiences with diagnosis and treatment.

### **Criteria for Online Participation**

The online component is available 24 hours a day, seven days a week for student interactions. However, the instructor will be monitoring the online portion only from Tuesday-Friday. New lecture material and learning activities will be posted on Tuesday of each week. There may be specific assignments or homework for the week. Completion of these assignments will be counted as part of class participation. Unless otherwise indicated, students are expected to make one posting a week and to comment on at least one other student's posting for a total of two postings a week. Unless another due date is given, students have until Sunday midnight to post responses and/or completed assignments.

Late postings by students will not be counted, read, or reviewed by the instructor.

**Role Play and Written Case Presentation:** This will be discussed in more depth

during the first on-campus weekend class but the following is an outline. **The second weekend** of on-campus class, each student will need to do the following:

In specially designated role-plays, each student will take on the role of a client with a DSM-IV based diagnosis, presenting appropriate symptoms, affect, and behavior. Students are advised to complete all of the recommended assignments so they will be better prepared for this role and can give clinically appropriate responses to interview questions. The instructor will be available to consult with students and answer any questions, before, during, and after role plays.

Another student, acting as the therapist, will conduct an initial session, utilizing assessment questions, mental status exam, and other clinical techniques to identify the nature of the disorder and to collect sufficient information to form the basis of a preliminary treatment plan. Clinical interviews will be 50 minutes.

#### **4. Written case presentation**

Based on the interview, students will write up a case presentation including the following:

1. How the client presented
2. Description of symptoms and presenting problems
3. Background information, including psycho-social history
4. DSM-IV five axis diagnosis
5. Description of the observations and evaluations that led to the diagnosis
6. A general treatment plan including recommended type of therapy or counseling, discussing the relevance and predicted effectiveness of the chosen therapy and any counter-indications for any particular form of treatment.
7. A brief summary describing the client that you played for the role play, underlining the specific symptoms you presented. Be sure to present a client whose disorder(s) is covered in this class.

Papers should be between 6-8 pages long. More explicit directions and guidelines for papers will be discussed in class.

To aid in clarity of roles, there will be a group A and group B, insuring that students will not be the "client" for the same person who has been his/her "client."

There will be a class discussion following role plays so students may consult with each other regarding questions of diagnosis and treatment planning.

**Written Case Presentation will be due by midnight Monday, February 27th, 2006. Send electronically or deliver a hard copy to AU. Email papers to vbennett@argosyu.edu**

**Research Paper:** This paper will focus on **one clinical diagnosis** of each student's choosing. [You may want to select a diagnosis that you intend to role play.] Students will need to review the literature and research on clients with a particular diagnosis, writing a paper about the epidemiology, etiology, and types of effective treatment. Students will need to utilize **at least three journal articles or books** as references but can supplement with online information. Actual journal articles that have been accessed online can be used as journal references. Website or other information online may not be used this way. **Students need to get prior approval by the instructor for their topic.** Papers should be 6-8 pages in APA format, citing references correctly.

**Papers are due by Monday, October 16th, midnight . Papers will be submitted directly to TurnItIn.com.** Students will be given special instructions for this procedure.

**STUDENTS MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.**

### **Grading Criteria**

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness. Deductions will be taken for absences from classes.

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91

Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89

Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader’s comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a "B" at any level, still requires citing and incorporating the required number of references.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper.

F = below 70

Paper is disorganized AND coverage is not adequate AND does not conform to APA format

Evidence of plagiarism OR paper not submitted

### **Criteria for Class Participation (includes online postings and participation)**

Grade

A = 90+

Student actively participated in discussions in all discussion; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89

Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79

Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = below 70

Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics  
Student did not participate in class discussions

### **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, Fifth Edition, Washington D.C:

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. Refer to the APA publication manual for the proper way to quote and cite references.

Students are responsible for maintaining an electronic copy of any work submitted. Students will be asked to submit some of their course assignments through "Turnitin," ([www.turnitin.com](http://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 who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of

Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

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.

### **Percentage Criteria:**

20% In Class Participation

20% Online Participation

30% Role Play Written Case Presentation

30% Final Paper

### **Class Schedule**

*Order of topics is subject to change.*

*There will be online contact for the weeks during Fall I in which we do not meet for class.*

*Specific assignments will be given for each week when course begins.*

### **Online Week One: Sept. 5-10**

Introductions and overview of the course. Students need to start reading material designated for the first weekend of class (see below).

### **Online Week Two: Sept. 12-17**

ADD and ADHD



**FIRST WEEKEND**

**Sept. 14 -15, 2006**

**Readings due before this class:**

Dziegiegelewski: Chapters 1-4, 6, 9, 11, 12.

Millon: Chapters 1, 2, 3, 11, 12, 5,

**Saturday, Sept. 14, 2006**

*Order of topics may be changed.*

9:00 -6:15 p.m.

Review of DSM-IV Five Axis Diagnosis

Conducting initial Clinical Interviews, using Mental Status exams and assessment tools.

Childhood disorders: RAD

Overview of Childhood ADHD, Autism, and Asperger's Syndrome

Schizoid and Schizotypal Personality Disorders and Schizophrenia, diagnosis and treatment.

**Sunday, Sept. 15, 2006**

9:00 a.m. - 6:15 p.m.

Conduct Disorders and the role of childhood learning disorders.

Antisocial Personality Disorder.

Borderline Personality Disorder.

Videos.

**Online Week Three: Sept. 19-24**

Topic to be determined.

**Online Week Four: Sept. 26- Oct. 1**

Class choice of Personality Disorder (s)

*Reading Assignment for this week:* Millon, Chapters ?

**Online Week Five: Oct. 3- 8**

Practice vignettes and feedback, student questions.

**Online Week Six: Oct. 10-15**

Practice vignettes and feedback, student questions.

**SECOND WEEKEND**

**October 14 -15, 2006**

**Readings due before this class:** Dziegielewski, Chapter 10, Appendix B

Millon, Chapters 7, 8, Depressive Personality pp. 539-547, Negativistic Personality pp. 558-560, 13, 10 Optional: Chapters 9, 15.

**Saturday, Oct. 14, 2006**

9:00 -6:15 p.m.

Major Depression and Depression Spectrum: Depressive personality Disorder, Negativistic Personality Disorder, "Help rejecting" pattern, Suicidality.

Mood Disorders: Bipolar I and II

Paranoia, Delusions, and Hallucinations

Narcissistic personality disorder

Videos.

Role Play and Practice Clinical Interviews

**Sunday, Oct. 15, 2006**

9:00 a.m. - 6:15 p.m.

Videos

Anxiety Disorders; Obsessive-compulsive disorders.

Writing up assessments and devising an effective treatment plan.

Role plays and Practice Clinical Interviews.

**Course Summary and review.**

**RESEARCH PAPERS DUE: Monday midnight, October 16, 2006.**

**Online Week Seven: Oct. 17 -22**

Continuation of weekend course material; Q and A.

**CLINICAL INTERVIEW/ROLE PLAY PAPERS DUE by Monday midnight,  
October 23, 2006.**

**Online Week 7 1/2: Oct. 23 – 25**

Course Wrap-Up.