

[10-4-07]

**Argosy University
San Francisco Bay Area**

Doctorate in Counseling Psychology

DIAGNOSIS AND TREATMENT PLANNING

C7458

3 credits

SECTION B

Course Syllabus & Outline

Fall 2007 /Session 2

Professor: Virginia Bennett, Ph.D

Class begins (online): Oct. 25 Ends Dec. 15.

On Campus Weekend Classes (Sat & Sun 9:00 am - 6:15 pm) : Nov. 10-11 and Dec. 1-2

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Office Hours: Mon - Thurs. Specific times by appointment

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. Special emphasis will be placed on the differential diagnosis and treatment of Axis II personality disorders and how they interrelate with Axis I disorders.

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Program Outcomes: Doctor of Education in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

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) Becoming familiar with the Diagnostic and Statistical Manual IV as a classification system of psychopathology and a guide for diagnosis and treatment planning.
- 3) Comprehend Axis II personality disorders and how they interrelate to Axis I disorders.
- 4) Become informed about multidimensional aspects of psychopathology, adjustment, and mental health, including somatic, interpersonal, intrapersonal, structural-systemic, environmental aspects.
- 5) Knowledgeably integrate theories of counseling, psychotherapy, and research evidence to help develop optimal treatment plans.

- 6) Evaluate client resources and limitations.
- 7) Understand how to formulate written case presentations and other formative and summative evaluations.

Course Format

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 both online and in-class discussions, 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. (2004). **Personality Disorders in Modern Life**. New York: John Wiley & sons, Inc. ISBN 0-471-23734-5

Diagnostic and statistical manual of mental disorders: DSM-IV-TR. Washington, D.C.: American Psychiatric Association. *This text is designed to be used as reference. It is recommended that students use it to review the sections that describe how to use the DSM-IV multiaxial system and to review the disorders that are covered in class.*

Strongly 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.

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**. Any absence during weekend classes may lead to failing the class.

In the case of an emergency, contact the instructor as soon as possible.

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 both on campus and online. Students are encouraged to share case material (appropriately protecting client confidentiality) and discuss their own experiences with diagnosis and treatment.

The **ecollege online modules** are available 24 hours a day, seven days a week for student interactions. The instructor will be monitoring the online portion from Monday-Friday. New lecture material and learning activities will be posted by 5:00 pm the Monday 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 class but the following is an outline:

- 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 presents
2. Description of symptoms and presenting problems
3. Background information, including psycho-social history
4. Describe which defense mechanism(s) your client is most likely to utilize
5. DSM-IV five axis diagnosis
6. Description of the observations and evaluations that led to the diagnosis
7. 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.

8. A brief summary (half a page) describing the role you played as the client, 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 role play and papers will be discussed in class.

- To aid in clarity of roles, there will be a random assignment of students into two groups, matching them up so 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, Mon. Dec. 10. Email papers to vbennett@argosy.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. Papers should be approximately 8-10 pages in correct APA format, citing references properly.

Papers are due by midnight, Mon. Dec. 10.

Students must submit papers directly to TurnItIn.com (AND send a copy to the instructor.) Go to www.turnitin.com At the top of the screen, click on "New Users." Create your profile by following the instructions. The class is Diagnosis and Treatment. **The Class ID is: 2030901. The password is: diagnosis** The assignment is "Research Paper."

→**AND** send an electronic version to vbennett@argosy.edu

If you have problems submitting your paper, contact the turnitin help desk and email the instructor.

STUDENTS MUST COMPLETE ALL ASSIGNMENTS, including in class and online class participation, IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.

Regarding all electronic communication and sent papers: IF YOU DO NOT RECEIVE

A CONFIRMATION EMAIL FROM ME, do not assume I have received your paper. After two days, email it again and call me.

Grading Criteria

Percentage Criteria:

- 20% Class Participation
- 20% Online Class Participation
- 30% Role Play Written Case Presentation
- 30% Final Paper

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness.

Final Paper:

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.

“A ” papers show accurate paraphrasing and summarizing of properly cited and referenced material; using minimum quotations and only when appropriate and effective.

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 without excessive reliance on quotations.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper. Excessive reliance on quotations, not covering key theoretical components or

clinical aspects. Range from C+ to C- depends on the degree to which there are problems with the paper.

D = 60 - 69

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

F = <60

Evidence of plagiarism OR paper not submitted

Criteria for Class Participation: On Campus and Online

Grade

A = 90+

Student actively participated in all discussions; 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

D = 60 - 69

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

F = <60

Student did not participate in class discussions

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-

specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

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 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), 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.

The consequences for plagiarism is an "F" for the class and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

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 includes details regarding assignments and method of instruction.

Honor Code: By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details.

Class Outline

Order of topics is subject to change.

Week 1 (Oct. 25-28): Online Class

Required Reading Assignment: Dziegielelewski: Chap. 1-3.

Refer to DSM-IV chapter on Multiaxial Assessment

(Students are also encouraged to start reading assignments for First On-Campus Weekend, Dziegielelewski: Chapters 5, 6, 9, 12. Millon: Chapters 3, 4, 5, 14

Recommended: Millon, chapters 1 and 2; Dziegielelewski, chapter 12)

Introductions. Class Overview.

Week 2 (Oct. 29-Nov. 4): Online Class

Reading Assignment: *Dziegielelewski: Chap. 4 Check out Treatment Plans, #5, #12, for Autistic Disorder and Antisocial Personality Disorder in Appendix B . (Continue with readings for First Weekend, see below.)*

Refer to the DSM-IV for further description of these disorders.

Using the DSM-IV: "To Label or not to Label?" that is the Question.

Cultural Diversity Issues

Childhood Disorders: Autism, and Asperger's Syndrome.

Week 3 (Nov. 5-11): Online:

Reading Assignment: *Check out Treatment Plans in Dziegielelewski Appendix B: 1, 2, 3*

(Start readings for Second On-Campus Class Weekend: Dziegielelewski, Chapter 10, 11; check out Appendix B Treatment Plans #9, #10, #11, #15)

Millon, Chapters 6, 7, 8, 13, 15

Refer to the DSM-IV for further description of the following disorders:

Mental Retardation and Learning Disorders/ Selected topics.

FIRST WEEKEND Sat. and Sun., Nov. 10-11, 2007

Required Readings due before this class:

Dziegielelewski: Chapters 5, 6, 9, 12.

Millon: Chapters 3, 4, 5, 14

Refer to the DSM-IV for further description of disorders to be covered in class.

Recommended: Millon, chapters 1 and 2; Dziegielewski, chapter 12

SATURDAY, Nov. 10, 2007

9:00 -6:15 p.m.

Review of DSM-IV Five Axis Diagnosis

Mental Status exam and initial clinical interviews and assessments

Childhood disorders: Reactive Attachment Disorder (RAD)

Conduct Disorders, Oppositional Defiant Disorder and the role of childhood learning disorders.

Antisocial Personality Disorder

SUNDAY, Nov. 11, 2007

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

Personality Disorders – what are they?

Borderline Personality Disorder

The Schizophrenia Spectrum: Schizoid and Schizotypal Personality Disorders and Schizophrenia, diagnosis and treatment.

Videos.

Week 4 (Nov. 12-18): Online

(Continue readings for Second On-Campus Class Weekend, see below)

Working Out with the DSM-IV: Practice Vignettes

Week 5 (Nov. 19- 25): Online

(Continue readings for Second On-Campus Class Weekend, see below)

Practice Vignettes, continued. Preview of Research Papers: Via the Discussion Board, students will share information gathered thus far for their research papers.

SECOND WEEKEND

Sat. and Sun., Dec. 1-2, 2007

Readings due before this class: Dziegielewski, Chapter 10, 11; check out Appendix B Treatment Plans #9, #10, #11, #15

Millon, Chapters 6, 7, 8, 13, 15

Refer to the DSM-IV for further description of disorders to be covered in class.

SATURDAY, Dec. 1, 2007

9:00 -6:15 p.m.

Mood Disorders: Major Depression and Depression Spectrum: Depressive personality Disorder, Negativistic Personality Disorder; "Help rejecting" patterns; Suicidality.

Bipolar I and II

Role Plays.

Videos of clinical interviews.

SUNDAY, Dec. 2, 2007

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

Anxiety Disorders: Post – Traumatic Stress Disorder, Obsessive-compulsive Disorder.

Diagnosis and treatment

Paranoid Personality Disorders and Paranoia, diagnosis and treatment.

Writing up assessments and devising an effective treatment plans.

Role plays.

Week 7 (Dec. 3- 9): Online

Class choice: To be determined

Week 7 (Dec. 10-15): Online

Course Wrap-Up