

Spring 2020

CE 652 Syllabus: Treatment Planning

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Recommended Citation

Miyakuni, Rieko, "CE 652 Syllabus: Treatment Planning" (2020). *Counselor Education Syllabi*. 57.
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Winona State University Counselor Education Department CE 652: Treatment Planning Semester Hours: 3		
Course Location	This class is hybrid (online & live class meetings) Live class meeting schedules (Helble Hall 328): 5-8pm Wednesdays: 1/15, 1/29, 2/12, 2/26, 3/18, 4/1, 4/15, 4/29	
Instructor	Rieko Miyakuni, Ed.D. LPC(IL), NCC	
Instructor Phone & E-Mail	507-457-5352 rieko.miyakuni@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 348 GPS address: 101 E. 7 th St. Winona	
Instructor Office Hours:	Mondays: 11am – 1:30pm (Winona) & 3-5pm (Rochester) Wednesday: 2 – 5pm (Winona) Thursdays (1/23, 2/6, 2/20, 3/5, 3/26, 4/2, 4/16, 4/30): 2:30-5pm (Rochester) Any other Thursdays 3-5:30pm (Winona)	

I. COURSE DESCRIPTION

This course is designed to assist mental health counselors in designing client-centered, individualized, and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on the diagnosis of mental health disorders based on criteria from the DSM-5, and the subsequent treatment planning and provision of evidence based clinical care.

Students completing this course with a satisfactory evaluation will be familiar with evidence-based treatment as a philosophy of practice as well as interventions indicated for specific mental health disorders, and be able to create basic treatment plans that include evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and construct means of evaluating client progress.

II. COURSE PREREQUISITES

Prior to enrolling in this course, students must have completed:

- CE 601 (Foundations of Counseling)
- CE 658 (Microskills)
- CE 650 (Diagnosis and Psychopathology of Adults) or CE 651 (Diagnosis and Psychopathology of Children and Adolescents)
- CE 660 (Counseling Theory and Practice); Can be taken concurrently with CE 652

If you do not have the prerequisites listed above, you must drop the course. This is your responsibility and not the responsibility of the course instructor.

III. COURSE OBJECTIVES

Obj 1: Students will know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Obj 2: Develop and understand how to implement treatment plans based on the gathering and synthesis of relevant information such as medical and mental health history, current symptoms, and assessment

results.

Obj 3: Incorporate strengths-based and evidence-based interventions within a treatment plan.

Obj 4: Consider the multicultural issues inherent in the practice of treatment planning in clinical mental health counseling.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Two Required Textbooks:

American Psychiatric Association (APA) (2013). *Diagnostic and statistical manual of mental disorders*, (5th ed.). Washington, DC: Author
 ISBN-10: 9789386217967
 ISBN-13: 978-9386217967

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: Wiley & Sons.
 ISBN-10: 1118791355
 ISBN-13: 978-1118791356

Recommended:

Choose from just **one** of the following treatment planning guides, based on **your primary area of interest**:

- Jongsma, A., E., Petersen, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Jongsma, A., E., Petersen, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Jongsma, A., E., Petersen, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Dattilio, F. M., Jongsma, A., E., & Davis, S. D. (2015). *The family therapy treatment planner, with DSM-5 updates* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

- Additional materials and resources posted on the related course D2L page.

V. COURSE LEARNING OBJECTIVES

Adhering to the designated 2009 CACREP Clinical Mental Health Counseling (CMHC) Standards, this course will provide an introduction to the following standards:

CACREP 2009						
CMHC Standards & Student Learning Objectives		Location of Evaluation				
		LOs	Attendance, Attitudes, Participation	Tests	Two Theory-based case studies	Two Treatment plannings
A.6.	A.6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.			X		
A.8.	A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.		X	X		
C.5.	C.5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.		X	X		
C.7.	C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.		X	X	X	
C.8.	C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.		X	X		

E.1.	E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.		X	X		
G.1.	G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.		X	X	X	
G.3.	G.3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.			X		
I.3.	I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.		X		X	X
K.1.	K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).				X	X
K.2.	K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care				X	X
K.3.	K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.				X	X
L.1.	L.1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.				X	X
L.2.	L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.				X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture / Discussion
- Case studies and responses to structured exercises
- Use of technology and media including video-recordings, films, and PowerPoints
- Internet-based learning
- Reflective self-evaluation

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	Due Date	Points
1, 3	Attendance, Attitudes, Participation	8 Live Class Meetings (Wednesdays): 1/15, 1/29, 2/12, 2/26, 3/18, 4/1, 4/15, 4/29	10 points each x 8 (80)
1	Tests during online class	Twenty Chapter Tests: Sep. 8, Sep. 22, Oct. 6, Oct. 13, Nov. 3, Nov. 17, Dec. 1	(220)
1-4	Two Theory-based Case Study Papers		(50) x 2
1-4	Two Treatment Planning Assignments		(50) x 2
			500

IMPORTANT: Late work is not accepted except in extreme circumstances and with prior permission of instructor. A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student’s responsibility to notify the instructor immediately.

A. Description of Assignments

1. Attendance, Attitudes, and Participation (10 points each class x 8)

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend all class sessions and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussion. If you know that you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

Please note: In the event of a missed class, the course instructor expects students to notify the instructor of the reasons for missing the class in writing (e.g., email). Informing the instructor of an absence from class does not guarantee an “excused” absence. Additional documentation may be requested as the discretion of the course instructor.

Here are steps to access to Academic Video Online (Alexander Street)

- 1) Go to the library home page, click "Databases", and click "A", which will open all the databases whose title starts with A in a new tab. Academic Video Online is on the third on the list.
- 2) When you click Academic Video Online, it will open in a new tab. You will see there are 68,401 videos that the Winona State University has access to through its subscription to the database.
- 3) Type "Diagnostic Criteria" in the search box. If that does not work, include "Microtraining Associates"
- 4) If 3) did not get you to the video, click funnel icon to filter your search. You will see 6 ways to narrow your search. Scroll down "Publisher" box to find "Microtraining Associates (521)", click that, and click "Mental Illnesses" in "Subject" box. It appears there are still search boxes, no videos, but you need to scroll down as the results are listed under these filter function boxes. You may be prompted to log into the library via your StarID and PW. Hope you enjoy the reading and the video.

NOTE: Any issues related to viewing the videos, you must directly contact the library as they need to fix the proximity, subscription, or other technical issues.

Front Desk
507.457.5149

library@winona.edu

Digital Learning Commons
507.457.5240

DLC@winona.edu

2. Tests (220)

During each online class, students are to complete two assignments: watch video(s) and take a test. The video(s) will supplement your reading and comprehension of the disorders. The test is based on the textbook and must be completed by 11:59pm Saturdays of each online class week. Tests are located under the Assessments tab, Quizzes. Time is unlimited; however, each test must be taken in one-sitting. The numbers of question items vary.

3. Two Theory-based Case Study and Treatment Planning Papers

Part 1: Theory-based Case Conceptualization

Counselors are responsible to identify and utilize a theory and technique that fit for the client and the specific problems. Although symptom-based treatment plans, which derived from the medical model are necessary for third-party reimbursement, treatment plans without thoroughly conceptualizing the client/case from a theoretical perspective are less likely to lead successful treatment outcomes. Thus, students must be

able to apply a theory to understand and conceptualize the client's presenting issues. Students will choose a theory and conceptualize the case/vignette based on their chosen theory. **Select Theory for theory-based case conceptualization:** Students will choose one theory from the following: Psychodynamic, Jungian, Adlerian, person-centered, existential, gestalt, cognitive-behavioral, systemic family counseling, solution-based, collaborative, narrative or feminist. Integrative is not an option for this assignment. Students will develop an **2-4 pages** paper with a theory-specific case conceptualization with treatment plan for their theory of choice.

a. **Vignettes:** Each student will choose a disorder category below and two (2) movies listed:

- Neurodevelopmental Disorders (Rain Man, I am Sam, What's Eating Gilbert Grape?, Forrest Gump)
 - Bipolar Disorders (Mr. Jones, The Hours)
 - Mood Disorders (Prozac Nation)
 - Obsessive-Compulsive and Related Disorders (The Aviator, What About Bob?, As Good as it Gets)
 - Feeding and Eating Disorders (To the Bone, Perfect Body, Girl, Interrupted, Sharing the Secret)
 - Disruptive, Impulse-Control, and Conduct Disorders (Lady Sings the Blues, Leaving Las Vegas)
 - Personality Disorders (The Aviator, Fatal Attraction, Tyler Perry's Acrimony)
 - Schizophrenia Spectrum and Other Psychotic Disorders (A Beautiful Mind)
 - Dissociative Disorders (Me, Myself, & Irene; Sybil)
 - **Any other movies with the instructor's approval.** Failure to do so will result in NO GRADE on your assignment. Please provide a brief summary of story, characters, and what disorder that you will be developing a treatment planning for.
- OR**
- A personal life situation the student is comfortable discussing in the paper (students should choose a situation that is fairly well resolved for this exercise rather than a currently painful issues).
 - Any other source of vignette instructor finds appropriate.
 - **Please seek the instructor's approval for the selection;** Failure to do so will result in NO GRADE on your assignment. Please provide a brief summary of story, characters, and what disorder that you will be developing a treatment planning for.

b. Write one-page summary (double space) for the case client using. You must use the Assessment Summary (Appendix A) and the Mental Status Exam form (Appendix B) and attach to the summary page.

Helpful videos on counseling theories by Dr. Gehart

<https://masteringcompetencies.com/Youtube/page8/index.html>

Part 2: Treatment Plans

- c. **Treatment Plan:** Develop a treatment plan by using the DO A CLIENT MAP conceptual framework from Reichenberg & Seligman (2018);
- d. Summarize information of empirically supported treatment(s) for the disorder category (minimum of five research articles to support this section); and
- e. Discuss multicultural consideration, and challenges/difficulties in working with such a client specifically and a client in general diagnosed with such a disorder (e.g., things to avoid, things to be mindful of, and common misconceptions).
- f. Each treatment plan should be designed using a *single theory*, e.g., solution-focused, psychodynamic, Jungian, etc

Item c, d, e and f should be 4-6-page length not including references page. APA style should be strictly followed.

Citations: Students will need to cite **5 original academic sources** for the theory chosen for the treatment plan, the presenting issues, evidence-based treatments for the treatment, and/or other relevant components of the case conceptualization and treatment plan. The sources must be academic articles or books—online web and wiki pages

will not count towards this total).

Format Instructions

All assignments must be typed in accordance with the current edition of the *APA Publication Manual*. Additionally, students should use the following guidelines:

- The papers must be double spaced in *12 point*, Times New Roman. Use *1.0 inch margins on all sides*; this is to ensure that everyone has a similar understanding of “one page.”
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers; bolding may be added to level one and italics are required for level 2.

B. Grading for Course

Overall Grading Scale (Course):

NOTE: Due dates for all assignments are located in COURSE SCHEDULE

Percentage	Grade	Percentage	Grade	Percentage	Grade
92-100%	A	72-81%	C	Below 62%	F
82-91%	B	63-71%	D		

IMPORTANT: While assignment rubrics will be available, it is important to know that merely meeting the criteria of the rubric will not guarantee a grade A. In order to earn an A, students must do an A-quality work. Thorough work may reflect that students have done proof-reading, utilized the writing center in order to help one produce a graduate level writing in APA style, the library databases to supplement completion of the assignment (e.g., peer-reviewed journal articles, livestreaming educational media)

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have

the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estation.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/): RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

- College writing can be a demanding mix of academic language, research knowledge, argument and personal expression. The friendly, talented staff of the WSU WritingCenter is waiting to help students discover solutions to their writing needs. Located in **Minne 348**, the Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading or research.
- You can [make an appointment](#) for the WritingCenter on our homepage. The Writing Center prioritizes appointments, but walk-ins are welcome. Please call us at 457-5505 for more information.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE* Schedules are subject to change

5-8pm Wednesdays: 1/15, 1/29, 2/12, 2/26, 3/18, 4/1, 4/15, 4/29

Week	Topics/Activities	Readings & Videos	Assignments Due
<p>Week 1 Jan 13 – Jan 17</p> <p>First Live Class Meeting Jan 15</p>	<p>In-Class Discussion Topics</p> <ul style="list-style-type: none"> Class Orientation (introduction, review syllabus, course overview) 	<p>Review syllabus</p> <p>Reichenberg & Seligman (R & S) Introduction</p>	
<p>Week 2 Jan 20 – Jan 24</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> Take tests (Chapters 1-3) Neurodevelopmental Disorders Schizophrenia & Other psychotic disorders 	<p>R & S Neurodevelopmental Disorders Schizophrenia & Other psychotic disorders</p> <p>Alexander Street Videos Neurodevelopmental Disorders (Microtraining Associates, 2016) Schizophrenia & Other psychotic disorders (Microtraining Associates, 2016)</p> <p>Optional readings DSM pp. 31 – 86 Neurodevelopmental Disorders pp. 87 – 122 Schizophrenia Spectrum and Other Psychotic Disorders</p>	<p>Tests due by 11:59pm Saturday Jan 25</p>
<p>Week 3 Jan 27 – Jan 31</p> <p>Second Live Class Meeting Jan 29</p>	<p>In-Class Discussion Topics</p> <ul style="list-style-type: none"> Neurodevelopmental Disorders Schizophrenia & Other psychotic disorders 	<p>R & S Bipolar and Related Disorders</p> <p>Alexander Street Video Bipolar Disorders (Microtraining Associates, 2015)</p> <p>Optional DSM pp. 123 – 154 Bipolar and Related Disorders</p>	
<p>Week 4 Feb 3 – Feb 7</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> Take tests (Chapters 4 & 5) Bipolar and Related Disorders Depressive Disorders 	<p>R & S Depressive Disorders</p> <p>Alexander Street Videos Depressive Disorders (Microtraining Associates, 2015) Theoretical Case Conceptualization and Treatment Planning (Governors State University)</p>	<p>Tests due by 11:59pm Saturday Feb. 8</p>

		Optional DSM pp. 155 – 180 Depressive Disorders	
Week 5 Feb 10 – Feb 14 Third Live Class Meeting Feb 12	In-Class Discussion Topics <ul style="list-style-type: none"> • Bipolar and Related Disorders • Depressive Disorders 	R & S Ch 6 Anxiety Disorders Alexander Street Video Anxiety Disorders (Microtraining Associates, 2015) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand) Optional DSM pp. 189 – 232 Anxiety Disorders	
Week 6 Feb 17 – Feb 21 Online	Online Class Topics <ul style="list-style-type: none"> • Take tests (Chapters 6 & 7) • Anxiety Disorder • Obsessive-Compulsive and Related Disorders 	R & S Ch 7 Obsessive-Compulsive and Related Disorders Obsessive-Compulsive & Related Disorders (Microtraining Associates, 2015) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand) Optional DSM pp. 235 – 264 Obsessive-Compulsive and Related Disorders	Tests due by 11:59pm Saturday Feb 22
Week 7 Feb 24 – Feb 28 Fourth Live Class Meeting Feb 26	In-Class Discussion Topics <ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders 	R & S Ch 8 Trauma- and Stressor-Related Disorders Alexander Street Videos Trauma- and Stressor-Related Disorders (Microtraining Associates, 2015) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand) Optional DSM pp. 265 – 290 Trauma- and Stressor-Related Disorders	

<p>Week 8 Mar 2 – Mar 6</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> • Take tests (Chapters 8 & 9) • Trauma- and Stressor-Related Disorders • Dissociative Disorders 	<p>S & R Ch 9 Dissociative Disorders</p> <p>Alexander Street Videos Dissociative Disorders (Microtraining Associates, 2016) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand)</p> <p>Optional DSM pp. 291 – 308 Dissociative Disorders</p>	<p>1st Theory-based Case Study and Treatment Planning Paper due by 11:59pm Sunday March 8</p> <p>Tests due by 11:59pm Saturday Mar 7</p>
<p>Week 9 Mar 9 – Mar 13</p> <p>Online/Spring Break</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> • Substance Related and Addictive Disorders • Dissociative Disorders 	<p>S & R Ch 10 Substance Related and Addictive Disorders</p> <p>Alexander Street Video Addictive Disorders (Microtraining Associate, 2016) Trauma and Addiction: Crash Course Psychology #31 https://www.youtube.com/watch?v=343ORgL3kIc&feature=emb_logo</p> <p>Optional DSM pp. 481 – 590 Substance Related and Addictive Disorders</p>	
<p>Week 10 Mar 16 – Mar 20</p> <p>Fifth Live Class Meeting Mar 18</p>	<p>In-Class Discussion Topics</p> <ul style="list-style-type: none"> • Take test (Ch 10) • Trauma- and Stressor-Related Disorders • Dissociative Disorders • Substance Related and Addictive Disorders • Disruptive, Impulse Control, and Conduct Disorders 	<p>S & R Ch 16 Disruptive, Impulse Control, and Conduct Disorders</p> <p>Alexander Street Video Disruptive, Impulse Control, and Conduct Disorders (Microtraining Associate, 2016) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand)</p> <p>Optional DSM Disruptive, Impulse Control, and Conduct Disorders</p>	<p>Tests due by 11:59pm Saturday Mar 21</p>
<p>Week 11 Mar 23 – Mar 27</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> • Take tests (Chapters 16, 19, & 20) • Personality Disorders • Paraphilic Disorders 	<p>S & R Ch 19 Personality Disorders</p> <p>Alexander Street Video Personality Disorders (Microtraining Associates, 2016)</p>	<p>Tests due by 11:59pm Saturday Mar. 28</p>

		<p>Personality Disorders: Crash Course Psychology #34 https://www.youtube.com/watch?v=4E1JiDFxFGk&feature=emb_logo</p> <p>Optional DSM pp. 645 – 684 Personality Disorders pp. 685 – 708 Paraphilic Disorders</p>	
<p>Week 12 Mar 30 – Apr 3</p> <p>Sixth Live Class Meeting Apr 1</p>	<p>In-Class Discussion Topics</p> <ul style="list-style-type: none"> • Disruptive, Impulse Control, and Conduct Disorders • Personality Disorders • Paraphilic Disorders 	<p>S & R Ch 18 Neurocognitive Disorders</p> <p>Alexander Street Video Alzheimer Disease & Related Disorders (National Educational Video, inc., 2016) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand)</p> <p>Optional DSM pp. 715 – 732 Neurocognitive Disorders</p>	
<p>Week 13 Apr 6 – Apr 10</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> • Complete tests (Chapters 18, & 10-12) • Neurocognitive Disorders • Somatic Symptom and Related Disorders • Feeding and Eating Disorders • Elimination Disorders 	<p>S & R Ch 10 Somatic Symptom and Related Disorders Ch 11 Feeding and Eating Disorders Ch 12 Elimination Disorders</p> <p>Alexander Street Videos Somatic Symptoms & Related Disorders (Microtraining Associate, 2016) Eating Disorders (Microtraining Associate, 2016) Eating Disorders: Role-Play of a Therapy Session (Manitou Communication, 2006)</p> <p>Optional DSM pp. 309 – 328 Somatic Symptom and Related Disorders pp. 329 – 360 Feeding and Eating Disorders pp. 355 – 360 Elimination Disorders (skim)</p>	<p>Tests due by 11:59pm Saturday Apr 11</p>
<p>Week 14 Apr 13 – Apr 17</p>	<p>In-Class Discussion Topics</p>	<p>S & R Ch 14 Sexual Dysfunction (skim)</p>	

<p>Seventh Live Class Meeting Apr 15</p>	<ul style="list-style-type: none"> • Neurocognitive Disorders • Eating Disorders (Anorexia, Bulimia, Binge-Eating) • Somatic Symptoms & Related Disorders • 	<p>Ch 15 Gender Dysphoria</p> <p>Alexander Street Videos Sexual Dysfunction (Microtraining Associates, 2016) Gender Dysphoria (Microtraining Associates, 2016)</p> <p>Films on Demand Growing up Trans</p> <p>Optional DSM pp. 423 – 450 Sexual Dysfunctions (skim) pp. 451 – 468 Gender Dysphoria</p>	
<p>Week 15 Apr 20 – Apr 24</p> <p>Online</p>	<p>Online Class Topics</p> <ul style="list-style-type: none"> • Complete tests (Ch 14, 15, 13, 12) • Sexual Dysfunction • Gender Dysphoria • Sleep-Wake Disorders 	<p>S & R</p> <p>Ch 13 Sleep-Wake Disorders Ch 12 Elimination Disorders</p> <p>Alexander Street Video Sleep Disorders (Microtraining Associate, 2016) Optional Video 2 (Pick one from Alexander Street Video or Films on Demand)</p> <p>Optional DSM pp. 361 – 422 Sleep-Wake Disorders pp. 355 – 360 Elimination Disorders</p> <p>Alexander Street Videos Eating Disorders (Microtraining Associates, 2016) Elimination Disorders (Microtraining Associates, 2016)</p>	<p>Tests due by 11:59pm Saturday Apr 25</p>
<p>Week 16 Apr 27 – May 1</p> <p>Eight Live Class Meeting Apr 29</p>	<p>In-Class Discussion Topics</p> <ul style="list-style-type: none"> • Sexual Dysfunctions • Gender Dysphoria • Neutral v. Affirming Counseling and treatment approach • Elimination Disorders • Sleep-Wake Disorders 		<p>2nd Theory-based Case Study and Treatment Planning Paper due by 11:59pm Saturday April 26</p>

Appendix I: DSM-5 Initial Assessment Form

DIRECTIONS: Briefly summarize (typed only) and **write at least 2-3 full sentences for each section.**

Case Presentation
Demographic information (sex, age, ethnic background, physical characteristics, disability, etc.):
Chief Complaint(s) / Presenting Problem(s): <i>(What is the client's cultural definition of the "Problem"?)</i>
History of Presenting Illness(s):
Past Psychiatric History:
Current Medication:
Medical History:
Developmental History:
Social History:
Family History:
Substance Abuse History:
Education / Employment History:

Risk Factors (Detail here any suicidal ideation, homicidal ideation, delusions, hallucinations, history of abuse or neglect):
Client’s cultural factors affecting coping and help seeking:
Client’s Successes, Strengths and Resources:
Mental Status Exam:
Diagnostic Formulation
DSM-5 Diagnosis:
Rationale for Diagnosis:
Additional Rule-Out Diagnosis:
Treatment Recommendation:

s

Appendix II

Mental Status Exam

1. **Mental Health Assessment** (Check all that apply)

Height: Short Medium Tall

Build: Thin Slim Medium Stocky Obese

Dress: Appropriate Meticulous Eccentric Disheveled

Facial Expression: Appropriate Sad Happy Angry Flat

Grooming: Appropriate Meticulous Dirty Poor Bizarre

Remarks/Comments:

2. Observed Behaviors and Attitudes:

- | | | | |
|---|------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Appropriate/Acceptable | <input type="checkbox"/> Critical | <input type="checkbox"/> Suspicious | <input type="checkbox"/> Irritable |
| <input type="checkbox"/> Disinterested | <input type="checkbox"/> Guarded | <input type="checkbox"/> Evasive | <input type="checkbox"/> Defensive |
| <input type="checkbox"/> Manipulative | <input type="checkbox"/> Rejecting | <input type="checkbox"/> Frightened | <input type="checkbox"/> Impulsive |
| <input type="checkbox"/> Argumentative | <input type="checkbox"/> Silly | <input type="checkbox"/> Naïve | <input type="checkbox"/> Dramatic |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Hostile | <input type="checkbox"/> Passive | <input type="checkbox"/> Dependent |
| <input type="checkbox"/> Overly cooperative | <input type="checkbox"/> Withdrawn | | |

Remarks/Comments:

3. Observed Motor Activity:

- | | | | |
|---|--|---|---------------------------------|
| <input type="checkbox"/> Within normal limits | <input type="checkbox"/> Over activity | <input type="checkbox"/> Retardation | <input type="checkbox"/> Tremor |
| <input type="checkbox"/> Poor coordination | <input type="checkbox"/> Posturing | <input type="checkbox"/> Repetitive act | <input type="checkbox"/> Tics |
| <input type="checkbox"/> Echoproxic | <input type="checkbox"/> Grimacing | <input type="checkbox"/> Gestures | |

Remarks/Comments:

GAIT: Shuffling Staggering Stiff Awkward Heavy No impairment apparent

Remarks/Comments:

4. Mood & Affect (Mood is subjective-client reported. Affect is observed):

Mood: Normal Elevated Dysphoric Euphoric Anxious Irritable
 Expansive

Affect: Broad Restricted Blunted Flat Inappropriate Appropriate

Remarks/Comments:

5. **Speech** (Refers to the manner of speech, not the content of speech):

- | | | | |
|---|------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Normal rate/volume | <input type="checkbox"/> Pressured | <input type="checkbox"/> Rambling | <input type="checkbox"/> Stammering |
| <input type="checkbox"/> Verbigeration | <input type="checkbox"/> Echolalia | <input type="checkbox"/> Slurred | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Foreign accent | <input type="checkbox"/> Monotone | <input type="checkbox"/> Mutism | <input type="checkbox"/> Soft |

Remarks/Comments:

6. **Thought Processes** (continuity of thought processes; associations between ideas):

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Within normal limits | <input type="checkbox"/> Blocking | <input type="checkbox"/> Circumstantial | <input type="checkbox"/> Clanging |
| <input type="checkbox"/> Flight of ideas | <input type="checkbox"/> Tangential | <input type="checkbox"/> Indecision | <input type="checkbox"/> Perseveration |
| <input type="checkbox"/> Loose associations | | | |

Remarks/Comments:

7. **Thought Content:**

- | | | |
|--|---|---|
| <input type="checkbox"/> Within normal limits | <input type="checkbox"/> Phobias | <input type="checkbox"/> Obsessive ideas |
| <input type="checkbox"/> Feelings of unreality | <input type="checkbox"/> Hopelessness | <input type="checkbox"/> Worthlessness |
| <input type="checkbox"/> Somatic complaints | <input type="checkbox"/> Suspiciousness | <input type="checkbox"/> Magical thinking |
| <input type="checkbox"/> Feelings of persecution | <input type="checkbox"/> Guilt | <input type="checkbox"/> Illogical thinking |

Remarks/Comments:

8. **Memory:**

- Immediate memory: Good Fair Poor Unable to determine
- Recent memory: Good Fair Poor Unable to determine
- Remote memory: Good Fair Poor Unable to determine

Remarks/Comments:

9. **Orientation:** No Impairment

Not oriented to: Person Place Time

Remarks/Comments:

10. **Insight into Problems/Illness:**

Insight: Poor Fair Moderate Good Excellent

Motivation to participate in treatment: Poor Fair Moderate Good Excellent

Remarks/Comments:
