

Fall 2013

## CE 650 Syllabus: Diagnosis and Treatment Planning

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Winona State University  
College of Education  
Counselor Education Department

CE 650 Diagnosis and Treatment Planning  
Thursdays 5:00-8:00 p.m. Room: Gildemeister 324  
3 semester graduate hours  
Fall 2013

Instructor:  
Dr. Jo Hittner

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                  Tuesdays 10:00-4:00 p.m.  
                  (other times by appointment)

**Course Description:**

The purpose of this course is to introduce students to the etiology and classification of mental disorders as defined by the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM 5)*. Students will learn to utilize diagnostic information to facilitate the initiation and implementation of case management strategies, treatment plan development, and therapeutic intervention with people seeking/receiving mental health counseling services. Instructional methodology will include lectures, case studies presented in class, diagnosis and treatment planning activities using dyadic and small group activities, and other instructional modalities designed to facilitate the learning process.

**Texts:**

**Required:**

American Psychiatric Association: *Diagnostic and statistical manual of mental disorders, fifth edition*. (2013). Washington, DC: American Psychiatric Association.

**Course Objectives:**

1. Build an understanding of the basic principles of etiology, diagnosis, and treatment of mental and emotional disorders across the lifespan.
2. Develop and demonstrate an understanding of the classification system used in the diagnosis of mental disorders.
3. Learn the diagnostic criteria for each of the categories of mental disorders.

4. Learn to make differential diagnoses.
5. Gain skills in developing and articulating clinical hypotheses of psychopathological behavior based on the assessment of behavioral and emotional data as well as mental status evaluation.
6. Learn to translate dysfunctional behavior, emotional disturbance and mental deficit into appropriate DSM categories.
7. Develop and implement appropriate treatment plans based on the gathering and synthesis of relevant information such as medical and mental health history, current symptoms, and assessment results.
8. Become familiar with managed care issues such as reimbursement, right to practice, access and privileges within the system.
9. Examine the ethical considerations relevant to the practice of mental health counseling.
10. Consider the multicultural issues inherent in the practice of mental health counseling.

**CACREP Standards:**

Section II-K-3-Human Growth and Development—studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology and situational and environmental factors that affect both normal and abnormal behavior;

Section II-K-5-Helping Relationships—studies that provide an understanding of counseling and consultation processes, including the following:

b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries; and

g. ethical and legal considerations.

Section II-K-7-Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups and specific populations

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations

## **Course Requirements:**

**1. Attendance and Participation:** Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Throughout the course students will be required to critically evaluate, synthesize and articulate reading materials and information presented in class in order to develop intake, diagnosis, treatment planning and progress note writing skills. Dyadic and small group diagnosis and treatment planning activities, assigned readings, and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions, and concerns in relation to class discussions. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are required to bring the required textbooks to each class meeting. Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than two classes for any reason, the student should withdraw from the course. **75 points total possible.** Tegrity will be used at each class. If a class has to be missed, the student will be expected to view the Tegrity video and write a 3-4 page summary of the class including what was learned in the class and the student's reflections on that learning.

Note: Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via email by 4pm on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

**2. Journal Article Critiques:** Students are responsible for utilizing WSU databases to locate three scholarly articles related to diagnosis and treatment planning. Each article will be turned in to the instructor with a 1-2 page, single-spaced critique per article. Each critique should contain the following: One paragraph summarizing the article, one paragraph describing the pros and cons of the article, and one paragraph describing your opinion of the article. Papers must be submitted via the Drop Box in D2L. The articles need to be written in the student's own language. Be careful of plagiarizing which is basically not citing what someone else has said. The paper will be worth 0 points if the vocabulary sounds like a research article rather than a research summary. **Each article critique will be worth a maximum of 10 points, for a total of 30 possible points.**

**3. and 4. Diagnostic Assessment and Treatment Plan:** Students will work independently formulating one diagnostic assessment and treatment plan based on a role play from the last class session. DSM-5 criterion will be used when developing the assessment and treatment plan. These papers will be submitted to the Drop Box on D2L. **The diagnostic assessment will be worth 100 possible points; the treatment plan 30 possible points.**

**5. Case Conceptualization:** Three case conceptualizations analyzing and summarizing the entire assessment. These conceptualizations are based on the definition given on D2L. This is not a "cut and paste" from the diagnostic assessment but rather an overview of the assessment and the rationale for the diagnosis along with reasons for not using other, similar diagnoses. **50 points possible for each case conceptualization; 150 points total possible.**

**6. Case Presentation:** Student groups of five will lead a presentation of one case study. The presentation will include a vignette from which the class will work on a diagnosis. The case study can include information regarding diagnostic categories for that particular class day or diagnostic criteria from previous classes. The assignment for the group will be to make up a case and turn the vignette into the Drop Box on D2L. The vignette needs to have enough information for the class to adequately determine the diagnosis. **50 points possible for each person presenting the case study.**

**7. DSM-5 Quiz:** A quiz will be given in order to ensure that students have gained a basic working knowledge and understanding of the construct, rationale and application of the DSM-5. **50 points total possible.**

## COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	75
2	Journal Article Critiques	2	30
3	Diagnostic Assessment	3	100
4	Treatment Plan	4	30
5	Case Conceptualization	5	150
6	Case study presentation	6	50
7	DSM-5 Quiz	7	50
<i>Total</i>			<b>485</b>

See below for all scoring rubrics.

**Policy on Late or Unfinished Assignments:**

Late work is not accepted except in extreme circumstances and only with prior permission of the instructor. **IMPORTANT: A grade of Incomplete (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.**

**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, 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. (List of campus resources can be found below.)

**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 noise.** Cell phone use including texting is allowed during breaks and for emergency purposes only. **Computers are allowed in class only with permission** and usually only for accommodations for a handicapping condition. [Experiment](#)

**Academic Dishonesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#).

**Campus Resources:**

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, [rochsss@winona.edu](mailto:rochsss@winona.edu) ([www.winona.edu/rochester/](http://www.winona.edu/rochester/))
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 ([www.winona.edu/culturaldiversity/](http://www.winona.edu/culturaldiversity/))
- WSU Disability Resource Center, Maxwell 314, Winona Campus, 507-457-2391 ([www.winona.edu/disabilityservices/](http://www.winona.edu/disabilityservices/))

- RCTC Counseling Center, UCR Room SS 133, 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))
- UCR Learning Center, UCR Room AT306, 285-7182
- GLBTA Advocate\*, 507-457-5330
- Advising and Retention, Maxwell 314, 507-457-5878 ([www.winona.edu/advising/](http://www.winona.edu/advising/))

#### **Details about Campus Resources:**

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of 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 and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the WSU Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the DRC as soon as possible.
- College 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, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. WSU counselors in Winona are located in the Integrated Wellness Center 220 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.  
\* Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 220, 507-457-5330).

## Scoring Rubrics

### 1. Attendance and Participation

Criteria	23-25 points	21-22 points	19-20 points	<18 points
Individual participation	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class	Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings of class	Rarely asks questions or makes comments that indicate familiarity with topics for class	Does not ask questions or make comments that indicate familiarity with topics for class
Group participation	Usually participates actively in small groups	Occasionally participates actively in small groups	Rarely participates actively in small groups	Does not participate actively in small groups
Attendance	Attends class regularly; does not miss class. Is always on time and stays until the end of class	Attends class regularly; makes up missed class. Is usually on time and stays until the end of class	Misses class; does not make up class. Comes late and/or leaves class early occasionally	Misses class often; does not make up class. Comes late or leaves class early frequently.

### 2. Journal Article Critiques

Criteria	2 Points	1 Point	0 Points
Relevance to class	Clearly relevant	Vaguely relevant	No relevance
Article summary	Well articulated in student's own words	Fairly well articulated; some "foreign" vocabulary	Vocabulary repeated from article
Pros and cons of article	Pros and cons present, well stated and thought out	Pros or cons missing, fairly well thought out and fairly well stated	Either pros or cons are missing and poorly stated
Student opinion of article	Thoughtful and well articulated	Somewhat thought out or poorly articulated	Either missing or poorly thought out

### 3. Diagnostic Assessment

Criteria	27-30 Points	23-26 Points	19-22 Points	<18 Points
Symptomology	Completely fits diagnostic criteria.	Mostly fits diagnostic criteria	Partially fits diagnostic criteria	Does not fit diagnostic criteria
Differential diagnosis	Included and relevant	Included but not relevant	Not included	Not included
History: family of origin, cultural considerations, current stressors, other, developmental, losses, trauma, CD, medical, psychiatric, other agency	Complete; includes all components	Most components of history included	Few components of history included	No history included
Interpretive summary	Excellent synthesis of all elements of DA.	Good synthesis of all elements of DA	Fair synthesis of all elements of DA	Poor synthesis of all elements of DA

### 4. Treatment Plan:

Criteria	9-10 points	7-8 points	5-6 points	3-4 points
Objective goals	Three or more goals are completely objective	Two goals are completely objective	Two goals are either somewhat objective or one goal is completely objective	One goal is somewhat objective
Measureable goals	Three or more goals are completely measureable	Two goals are completely measureable	Two goals are somewhat measureable or one goal is completely measureable	One goal is somewhat measureable
Strategies	Four or more strategies are therapist related	3 strategies are therapist related	Two strategies are therapist related	One strategy is therapist related

## 5. Case Conceptualization

<b>Criteria</b>	<b>47-50 points</b>	<b>43-46 points</b>	<b>39-42 points</b>	<b>&lt;39 points</b>
Cause, Prognosis and Consequences	Present, obvious and totally accurate.	Present, obvious, somewhat accurate.	Present, obtuse, somewhat accurate.	Not present, not accurate.
Duration, frequency and intensity of symptoms	Present, obvious and totally accurate.	Present, obvious, somewhat accurate.	Present, obtuse, somewhat accurate.	Not present, not accurate.
Functional impairment	Present, obvious and totally accurate.	Present, obvious, somewhat accurate	Present, obtuse, somewhat accurate.	Not present, not accurate.
Analysis of other factors including: strengths, relationships, life situations, cultural influences, health problems and potential interaction with diagnosis and conceptualization of problem.	Present, obvious and totally accurate.	Present, obvious, somewhat accurate.	Present, obtuse, somewhat accurate.	Not present, not accurate.
Alternative diagnoses	Present, obvious and totally accurate.	Present, obvious and somewhat accurate.	Present, obtuse, somewhat accurate.	Not present, not accurate.
Length	300 words or fewer	Fewer than 200 words.	Fewer than 150 words	Fewer than 100 words

## 6. Case Presentation

Criteria	47-50 points	43-46 points	39-42 points	<39 points
Presentation Style	Very creative and interesting with multiple learning modalities	Somewhat creative and interesting with multiple learning modalities	Somewhat creative and interesting with few learning modalities	Little creativity and interest; one learning modality
Diagnosis	Evident due to complete information	Somewhat evident; incomplete information	Difficult to discern due to incomplete information	Not discernable; incomplete information
Teamwork	Obvious as indicated in the Qualtrics survey	Evident but lacking cohesion; as indicated in the Qualtrics survey	Inconsistent; as indicated in the Qualtrics survey	Not observable; as indicated in the Qualtrics survey

## 7. DSM-5 Quiz

25 short answer questions. 2 points for each correct answer. 50 point possible total.

### Grade Scale:

A = 485-447 (93-100%)

B = 446-408 (85-92%)

C = 407-374 (77-84%)

D = < 374 (69-76%)

## Tentative Schedule

Date:	Topic:	Assignment
1) 8/29	Introductions and Course Overview; DSM-IV-TR and DSM-5 Discussion: What is normal? Why diagnose?	DSM-5 pp. 5-24
2) 9/5	Diagnostic Assessments, Case Conceptualization; Treatment Planning	<i>Clinical Interviewing</i> Chapter 10
3) 9/12	Neurodevelopmental Disorders Movie: <i>Mozart and the Whale</i> Group case conceptualization from movie <i>Mozart and the Whale</i>	DSM pp. 31-86 <i>Clinical Interviewing</i> Chapter 8
4) 9/19	Schizophrenia Spectrum and Other Psychotic Disorders Movie: <i>Beautiful Mind (2001)</i> Group diagnostic assessment from movie <i>Beautiful Mind</i> <b>DSM-5 Quiz</b>	DSM pp. 87-122 <i>Clinical Interviewing</i> Chapter 7
5) 9/26	Bipolar and Related Disorders Depressive Disorders Movie: <i>Ordinary People (1980)</i> Group treatment plan for movie <i>Ordinary People</i>	DSM pp. 123-188 <i>Clinical Interviewing</i> Chapter 9
10/3	No class—conference Find three journal articles regarding DSM-5 and write critiques Get together with other members of group to plan case study presentations	
6) 10/10	Anxiety Disorders Obsessive-Compulsive and Related Disorders Movie: <i>As Good as it Gets (1997)</i> <b>Role play Diagnostic Assessment from <i>As Good As it Gets</i></b> <b>Journal Article Critiques due</b>	DSM pp. 189-264
10/17	No class—conference Write a diagnostic assessment and treatment plan for movie <i>As Good as it Gets</i>	
7) 10/24	Trauma- and Stressor-Related Disorders Dissociative Disorders Movie: <i>Sybil (1976)</i> <b>Role Play Diagnostic Assessment from <i>Sybil</i></b>	DSM pp. 265-307

**Case Conceptualization 1 from *As Good as it Gets* due**

Group discussion of diagnostic assessment and treatment plan from *As Good as it Gets*

- 8) 10/31 Feeding and Eating Disorders DSM pp. 329-354  
Movie: *For the Love of Nancy (You Tube)*  
Disruptive, Impulse-Control, and Conduct Disorders DSM pp. 461-480  
Movie: *The Good Son (1993)*  
**Role Play Diagnostic Assessment from *The Good Son***
- 9) 11/7 Substance-Related and Addictive Disorders DSM pp. 483-589  
Movie: *Requiem for a Dream (2000)*  
**Case Study Presentation 1, 2**  
**Case Conceptualization 2 from *For the Love of Nancy* due**  
**Role Play Treatment Plan from *Requiem for a Dream***
- 10) 11/14 Neurocognitive Disorders DSM pp. 591-643  
Movie: *Away from Her (2008)*  
**Case Study Presentation 3, 4**  
**Role Play Treatment Plan from *Away From Her***
- 11) 11/21 Personality Disorders DSM pp. 645-684  
Movie: *Fatal Attraction (1987)*  
**Case Study Presentation 5, 6**  
**Case Conceptualization 3 from *Away from Her* due**  
**Role Play Treatment Plan from *Fatal Attraction***
- 11/28 No class—Thanksgiving break
- 12) 12/5 Somatic Symptom and Related Disorders DSM pp. 309-327  
Movie: *The Night Listener (2006)*  
**Diagnostic Assessment Role Play of instructor**  
**Role Play Diagnostic Assessment and Treatment Plan from *The Night Listener***
- 12/12 No class—finals week  
**Diagnostic Assessment and Treatment Plan from role play of instructor due**