

Winona State University
College of Education
Counselor Education Department

CE 650 Diagnosis and Treatment Planning
Wednesdays 5:00-8:00 p.m. Room: East Hall 234 Rochester Campus
3 semester graduate hours
Fall 2010

Instructor:
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Thursdays 1:00-4:30
(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, Fourth Edition, Text Revision (DSM-IV-TR)*. 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:

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*. Washington, DC, American Psychiatric Association, 2000.

Frances, A., & Ross, R., *DSM-IV-TR Case Studies: A Clinical Guide to Differential Diagnosis*. Washington, DC, American Psychiatric Association, 2001.

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:

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 and treatment planning 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 main 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. 26 points total possible.

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 and office voice mail (see number above) by 4pm on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

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 electronically with a one-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. Each article critique will be worth a maximum of 8 points, for a total of 24 points. Papers must be submitted via the Drop box in D2L (this process will be discussed in class).

DSM-IV-TR 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-IV-TR. 50 point total possible.

Diagnosis and Treatment Planning Team Projects: Students will work independently formulating diagnostic assessments and treatment plans based on movies assigned for the week for 4 clinical cases. DSM-IV-TR criterion will be used when developing assessments and treatment plans. Student dyads will lead a verbal presentation of one case, including the diagnostic assessment and the treatment plan. Each case presentation must include, but is not limited to: 1) intake summary, 2) stated diagnosis and rationale for selection of said diagnosis, 3) clinician objective or evidence based treatment outcome indicators. A portion of each class period will be devoted to Diagnosis and Treatment Planning team presentations. (100 points for each case study presentation and 50 points for each written report)(400 total)

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	26
2	Journal Article Critiques	2	24
3	Written Assessment & Treatment Plan	3	200
3	Diagnosis & Treatment plan presentation	3	100
4	DSM-IV-TR Quiz	4	50
<i>Total</i>			400

See below for all scoring rubrics.

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of 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 only for accommodations for a handicapping condition.

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 or under whose tutelage 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.

Campus Resources:

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, rochsss@winona.edu (www.winona.edu/rochester/)
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 (www.winona.edu/culturaldiversity/)
- WSU Disability Resource Center, Maxwell 314, Winona Campus, 507-457-2391 (www.winona.edu/disabilityservices/)
- RCTC Counseling Center, UCR Room SS 133, 285-7260 (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/)

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 Wabasha Hall 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 222, 507-457-5330).

Scoring Rubrics

1. Attendance and Participation

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0 -5points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason	
6-12 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason	
13-18 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason	
19-26 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement)	

2. Journal Article Critiques

Category/Criteria	Points Possible (per critique)
Relevance of article to diagnosis and treatment planning	2
Article summary	2
Pros and con description of article	2
Student opinion of article	2
<i>Total points</i>	8

3. Written Diagnosis and Treatment Plan

Criteria	Possible Points	Needs Improvement	Met Most of the Objectives	Very Well Done
Symptomology complete	10	5-6	7-8	9-10
Differential diagnosis included	5	3	4	5
Complete history; with meds	5	3	4	5
Five axes	5	3	4	5
Interpretive summary	10	5-6	7-8	9-10
Objective treatment plan	5	3	4	5
Measureable goals	5	3	4	5
Time lines included	5	3	4	5

4. Diagnosis and Treatment Planning Presentation

Criteria	Possible Points	Needs Improvement	Met Most of the Objectives	Very Well Done
Organized presentation	10	5-6	7-8	9-10
Criteria for symptoms included	15	9-11	10-12	13-15
Differential diagnoses mentioned	10	5-6	7-8	9-10
Complete history including meds.	15	9-11	10-12	13-15

Five axes completed	5	3	4	5
Interpretive summary included	15	9-11	10-12	13-15
Objective treatment plan	10	5-6	7-8	9-10
Measureable treatment plan goals	10	5-6	7-8	9-10
Time lines for treatment included	5	3	4	5
Interesting presentation	5	3	4	5

5. DSM-IV-TR Quiz

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

Grade Scale:

A = 464-500 (93-100%)

B = 429-463 (86-92%)

C = 394-428 (79-85%)

D = 359-393 (72-78%)

Tentative Schedule

Date:	Topic:	Assignment
August 25	Introduction and Course Overview The Diagnosis of Mental Disorders—Pros and Cons DSM-IV-TR Appendices Basic Layout of the DSM-IV-TR Use of the Manual DSM-IV-TR Classification DSM-IV-TR Disorders DSM-IV-TR Appendix Sections Intake, Assessment and Treatment Planning	None
September 1	Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence	<u>DSM-IV-TR</u> : pp.39-134 <u>Case Studies</u> : pp. 1-31 Movie: <i>Mozart and the Whale</i> (2005)
September 8	Delirium, Dementia, and Amnesic and Other Cognitive Disorders Mental Disorders Due to a General Medical Condition <u>DSM-IV-TR Quiz</u>	<u>DSM-IV-TR</u> : pp.135-190 <u>Case Studies</u> : pp.33-55 Movie: <i>Away from Her</i> (2008)
September 15	Substance Related Disorders Case Study Presentation 1	<u>DSM-IV-TR</u> : pp. 191-295 <u>Case Studies</u> : pp 57-71 Movie: <i>Requiem for a Dream</i> (2000)
September 22	Schizophrenia and Other Psychotic Disorders Case Study Presentation 2	<u>DSM-IV-TR</u> : pp. 297-343 <u>Case Studies</u> : pp. 73-107 Movie: <i>Beautiful Mind</i> (2001)
September 29	Mood Disorders Case Study Presentation 3	<u>DSM-IV-TR</u> : pp. 345-428 <u>Case Studies</u> : pp. 109-153 Movie: <i>Ordinary People</i> (1980)
October 6	Anxiety Disorders Case Study Presentation 4	<u>DSM-IV-TR</u> : pp. 429-484 <u>Case Studies</u> : pp. 155-18 Movie: <i>As Good As It Gets</i> (1997)

- October 13 Somatoform Disorders DSM-IV-TR: pp. 485-517
 Factitious Disorders Case Studies: pp. 191-217
Case Study Presentation 5 Movie: *The Night Listener* (2006)
- October 20 Dissociative Disorders DSM-IV-TR: pp. 519-533
Case Study Presentation 6 Case Studies: pp. 219-223
 Movie: *Sybil* (1976)
- October 27 Sexual and Gender Identity Disorders DSM-IV-TR: pp. 535-582
Case Study Presentation 7 Case Studies pp. 225-237
 Movie: *Boys Don't Cry* (1999)
- November 3 Eating Disorders DSM-IV-TR: pp.583-595
Case Study Presentation 8 Case Studies pp. 239-248
 Movie: *For the Love of Nancy* (You Tube)
- November 10 Sleep Disorders DSM-IV-TR: pp. 597-677
 Impulse-Control Disorders Case Studies: pp. 249-268
Case Study Presentation 9 Movie: *What's Love Got to Do with It?* (1993)
- November 17 Adjustment Disorders DSM-IV-TR: pp. 679-729
 Personality Disorders Case Studies: pp. 269-319
Case Study Presentation 10 Movie: *Fatal Attraction* (1987)
- November 24 No class—Thanksgiving break
- December 1 Other Conditions That May be a Focus of Clinical Attention
 Course Synthesis DSM-IV-TR: pp. 731-742
All Journal Critiques due Case Studies: pp. 321-32