

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Psychodiagnostics and Treatment (3 cr)**

Course No. **CP 643**

Revised Spring 2020 (2016 CACREP Standard Updates)

Semester: Summer 2020

Instructor: Melissa Odegard-Koester, Ph.D., LPC, NCC, CCH

Office: 404A

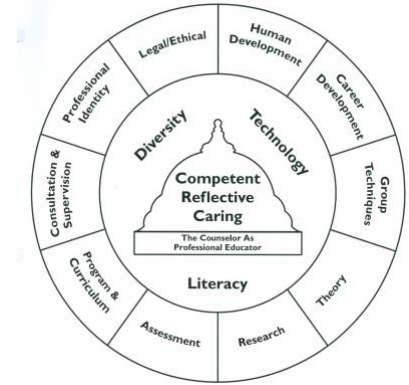
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Office Hours: By Zoom appointment.

Class Room: N/A

Class Days/Times: Remote



Website: <https://learning.semo.edu/>

Or you may access by logging in to portal and clicking on this course (offered through Moodle).

I. Catalog Description and Credit Hours of Course:

Knowledge and application of Psychodiagnostics and using the DSM and ICD and subsequent treatment plan development, including an introduction to Psychopharmacology. (3)

II. Prerequisite(s):

Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	Required

IV. Student Learning Outcomes

A. The Student will know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Case Presentation (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.C.1. c. and e.; 2.b., d., e., and h.; 3a. and b.).

B. Understands the established diagnostic criteria for mental and emotional disorders and describes treatment modalities and placement criteria within the continuum of care. This outcome will be measured by the Case Vignette assignments (CACREP Standards, 2016: CMHC Specialty Standards 5.C.1.c.; 2.d.; 3.a., b.)

C. Can conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Case Presentation (CACREP Standards, 2016: CMHC Specialty Standards 5.C.1. c. and e.; 2.b., d., e., and h.; 3a. and b.).

D. Can articulate how the course content was meaningful and described how it can be applied into their work as a Mental Health Counselor (MHC) or School Counselor (SC). This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Core/Specialty Area Integrated Reflection.

V. Course as Relates to External Requirements

CACREP Requirements (2106)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
		Psychodiagnostics	

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>Clinical Mental Health Counseling (CMHC) Specialty (5.C.) Standards:</p> <ol style="list-style-type: none"> 1. Foundations <ol style="list-style-type: none"> c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning e. psychological tests and assessments specific to clinical mental health counseling 2. Contextual Dimensions <ol style="list-style-type: none"> b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation 3. Practice <ol style="list-style-type: none"> a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management b. techniques and interventions for prevention and treatment of a broad range of mental health issues
DESE Standards (2011)

None

VII. Purposes or Objectives of the Course:

- A. The student will acquire knowledge of the organizational structure of the DSM and other appropriate diagnostic structures including the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and/or emotional disorders.
- B. The student will acquire knowledge about the use of the diagnostic categories, including the concept of mental health and mental illness and etiology of chemical dependency, addictions and various mental health concerns.
- C. The student will acquire knowledge of the process of developing effective treatment plans, including principles, models and documentation formats of biopsychosocial case conceptualization.
- D. The student will recognize the need to screen for, assess, and manage suicide and violence risk.
- E. The student will acquire knowledge of the names, use and functions of commonly used psychotropic medications.

VIII. Course Content or Outline

- A. Diagnostic and Statistical Manual of Mental Disorders
 - 1. Multi axial Classification History and Current updates (3 hours)
 - a. Axis I Clinical Syndromes Disorders
 - b. Axis II Personality Disorders Mental Disorders
 - c. Axis III General Medical Conditions
 - d. Axis IV Psychosocial and Environmental Problems
 - e. Axis V Global Assessment of Functioning
 - f. Changes from DSM-IV-TR to DSM-5 and ICD-10 Codes
 - 2. Diagnostic Categories (15 hours)
 - a. 22 Categories
 - b. Other conditions that may be a focus of clinical attention
 - c. Additional codes
 - 3. Features of each category (5 hours)
 - 4. Other Features of the DSM (3 hours)
 - a. Multi axial Assessment
 - b. Decision Trees
 - c. Compatibility with the International Classification of Diseases (ICD)
 - 5. Case Presentations (7 hours)
 - a. Interpretation of diagnosis from DSM
- B. Treatment Planning
 - 1. The Clinical Assessment Interview (4 hours)
 - a. Mental Status Exams

- b. Suicide assessments
 - c. Violence assessments
 - 2. Diagnostic Impression (1 hour)
 - 3. Considering the Change Stages of Clients (2 hours)
 - a. Level of Treatment
 - b. Treatment Modalities
 - 4. Selecting and Defining Goals (2 hours)
 - a. Client's desires, wants and needs
 - b. Writing Measurable Goals, Objectives, and Interventions
 - 5. What Causes Treatment Plans to Fail (1 hour)
 - C. Psychotropic Medications (2 hours)
 - 1. Antipsychotic Agents
 - 2. Side Effect Medication – Antiparkinsonian Drugs
 - 3. Antidepressants
 - 4. Mood Stabilizing Medications – Antimanic
 - 5. Antianxiety Medications and Sedatives and Hypnotics
 - 6. Stimulants
 - 7. Miscellaneous drugs
- 45 Total Hours

IX. Textbook(s):

Required:

American Psychiatric Association. DSM-5 (2013). *Diagnostic and Statistical Manual of Mental Disorders*. Washington, DC: Author.

Frances, A. (2013). *Essentials of Psychiatric Diagnosis: Responding to the challenge of the DSM-5. Revised*. New York, NY: The Guilford Press.

Recommended:

Jongsma, Jr, A. E. & Peterson, L. M. *The Complete Psychotherapy Treatment Planner*. Hoboken, NJ: John Wiley and Sons Inc.

X. Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning
- F. The student will be expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation

It is recommended that students register for an account (free) at www.medscape.com as this will be an invaluable source for diagnostic and treatment information. In conducting web based

research for class Assignments and Discussions, it is important that students evaluate the quality of the material on the web sites by addressing questions such as:

Who is responsible for the site? When was it last updated?

Where is it housed? -and, is it a commercial site-- .com or an 'edu' or 'org' web site? or does it belong to an individual person? Is there a web address for asking questions about the information in the site?

How objective is the author(s)?

Course Assignments:

1. **Analysis DSM-5/ICD-10 diagnosis of two case vignettes (30% of overall grade):** that will be available on Moodle for review. The analysis must include a discussion of **cognitive, affective and behavioral signs, symptoms and etiologic hallmarks**, as well as **treatment** recommendations. In the final portion of this assignment, you will include a discussion surrounding your DSM-5/ICD-10 Diagnosis. Students should consult **outside sources** for treatment recommendations and make treatment recommendations specific to the person, not the diagnosis.

Students must be able to clearly articulate why they choose one diagnosis as opposed to other possibilities. **Students must integrate their assigned reading** in these analyses and cite references. What is important is not so much the correct answer (there may be evidence for more than one diagnosis), but the thinking that guided the student in the process, and the attention to all the details of the case. These should be about 5-7 pages in length (per case). **Each worth 15% of grade.** Papers must be well organized, express concepts in a clear and fluid manner, and develop ideas with enough elaboration and detail to adequately cover the subject. The proper mechanics of writing (i.e. spelling, punctuation, verb tense) is essential. APA formatting is required.

2. **Case Presentation (25% of overall grade):** Your “client” will be ONE character from one of the films listed in a handout that will be provided on our Moodle page for your review. You must indicate the film and character name on the face page of the presentation. If you don’t find a preferred movie on the list, I will provide an open forum for you to share your selection. Be sure it is not the same as one of your classmates.

a. Case File:

- i. You must create a client file for this client and, based on your observations, the file must, at minimum, include the following:
 1. Case information following the attached case outline format
 - a. This information must be taken from your observation of the film and not created from your imagination.
 - b. Where the information is not available, note this on your intake form as N/A.
 - c. You may make your own form or use a form that is used at your practicum/internship site, template provided as a resource in this class, but be sure to include all of the information listed on the handout.

- d. Your DSM-5 diagnosis must be included
2. If you are really unsure of the appropriate diagnosis, indicate your suspicions of what the diagnosis might be by stating it as a “rule out” (R/O). Provide explanation as to why you believe your “client” fits some of the criteria your are listing as an R/O, but not all to substantiate the diagnosis.
3. A 60-day treatment plan must be included (goals you believe can be accomplished in 60 days, some may be ongoing).
4. Three case notes (i.e. from “three” sessions) based on your observations and using the format discussed in class (SOAP or DAP).
5. Your tentative recommendation for a psychotropic medication you believe would be appropriate to your client’s condition.
 - a. Provide a brief rationale for your recommendation
 - b. State your recommendation as though you are going to discuss it with a practitioner who is licensed to prescribe (i.e. Psychiatrist, Psychiatric Nurse Practitioner, Physician).

b. Presentation

- i. You will be presenting your case to the class via remotely (instructions will be provided). You will be presenting your character as though they were an actual client you were talking about as part of a formal staff meeting in an agency.
- ii. You will be required to turn in your “presentation” in an electronic file that represents the client “file.”
- iii. You may not use any films that are used in class lectures, unless you select a different character that is discussed in class.

c. Grading

- i. Grading will be based on a rubric that will follow the elements provided on the assignment forms available on Moodle.
- ii. Your presentation, file and case notes will be evaluated by the course instructor.
 1. Clarity, organization and accuracy will be taken into account for your grade.
 2. Professionalism, creative integration and engagement in presentation.

3. Class/Forum Participation (15% of overall grade):

Students will be expected to engage in classroom discussion and activities. To receive participation credits in class, students will be expected to contribute to classroom discussion through facilitating questions and/or answering questions on multiple occasions throughout the duration of the face to face class times. Throughout the course of the semester the class does not meet face to face, there will be topics/articles and related questions that will be posted for open discussion on forum. Students will be expected to contribute thoughtful responses to each topic that is posted for discussion via

the course website on Moodle. The timeline for completing these forums along with recommendations will be posted on Moodle, you will *not* be able to make up any forums.

4. Class Reflection Paper-Final (10% of overall grade):

Each student is required to write and submit a 2 – 4 page reflection paper on what you learned from this class and how you plan to integrate class material in your work as a professional counselor (school, mental health setting, school psychological examiner). This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest as well as your plans to integrate your learning. This assignment also satisfies a requirement of the Integrated Professional Counseling Portfolio and can be uploaded in Moodle.

5. Final Take Home Exam (20% of overall grade):

Students will be expected to complete a comprehensive take home exam that will determine the knowledge achieved from completing course assignments, discussions, and conducting literature/reference searches. Students will be given the exam one week before it is due to have ample time to incorporate and synthesize knowledge attained from activities in the course. The final is due on Thursday, **June 25th 2020**. Students will be asked to upload their final exam to Moodle no later than 5:00 p.m. that day.

Internet Resources

www.medscape.com excellent information, current research
<http://www.webmd.com/> very understandable, user friendly, includes numerous videos.
<http://www.psychpage.com/>
<http://www.mentalhealth.com/>
<http://www.emedicine.com/>
<http://www.psychiatry.org/>
<http://www.who.int/en/>

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

XII. Methods of instruction

A combination of:

Classroom lectures and discussions.

Classroom experiential exercises.

Web-assisted instructions, forums, exams.

XIII. Academic Honesty:

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it

undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility:

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility:

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor.

Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <http://www.semo.edu/pdf/EduLeadCounsel-StudentHandbook2016.pdf>

XVII. Mandatory Reporting:

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVIII. Student Success:

This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails— they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIX. Course Schedule

TENTATIVE SCHEDULE

Date	Topic/Assignments	Readings	Standards Clinical Mental Health Specialty (5.C.)
5.18.20	Introduction Forum & Syllabus (Forum must be completed no later than May 21 st)		Overview of standards covered based on syllabi topics and all standards: 1.c., e.; 2.b., d., e., h.; and 3.a.-b.
5.25.20	Please take time to read the attached articles found in Moodle. In addition, please read the identified chapters of your texts.	Cameron & turtle-song, 2002 CSJ Position Statement	1.c. and e.; 3.b.

		ACA DSM-5 Letter and APA Response Letter Francis Reading: Chapter 1 DSM-5: 5-25	
5.25.20	DSM-5 History of Diagnosis Classifications/Assessment Treatment Planning Case Notes	DSM-5: 31-86; 481-589; 123-233	1.c., e.,; 2.b., d.
6.01.20	Neurodevelopmental Disorders Substance Related and Addictive Disorders Bipolar Disorders Depressive Disorders Anxiety Disorders	Francis Reading: Chapters 2-6	2.d., e., h.
6.02.20	Case Vignette One Due		1.c.; 2.d.; 3.a., b.
6.07.20	Forum Discussion Topics (will be available June 2 and due by 6/07/20 at 11:55 p.m.) Neurocognitive Disorders Other Mental Disorders Medication Induced Other Conditions	DSM-5: 591-643; 707-727 Francis Reading: Chapter 10, 16 & 18 Additional Reading	2.d., e., h.
6.08.20	Sexual Dysfunctions and Gender Dysphoria Feeding and Eating Disorders Sleep-Wake Disorders Obsessive-Compulsive and Related Disorders Trauma and Stressor-Related Disorders	Francis Reading: Chapters 6-8; 11-15 Additional Readings DSM-5: 329-422; 235-290	2.d., e., h.
6.14.20	Forum Discussion Topics (will be available 6/08/2015 and due by 6/14/20 at 11:55 p.m.) Dissociative Disorders Somatic Symptom and Related Disorders	DSM-5: 291-327 Francis Reading: Chapter 17	2.d., e., h.
6.14.20	Case Vignette Two Due		
6.15.20	Personality Disorders Paraphilic Disorders Other Mental Disorders Psychotropic Medications Section III Appendix Case Presentations Due (Moodle Upload)	Francis Reading: Chapter 18 DSM-5: 645-708; 733-917 Additional Readings	2.d., e., h.

06.20.20	Course Reflection Paper Due		
06.25.20	Final Exam Due (Moodle)		1.c.; 2.d.; 3.a., b.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Interim Dean, Dr. Joe Pujol

