

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**COUN 585
Diagnosis and Treatment Planning I**

<p>Instructor: Ryan Melton, PhD (Candidate), LPC, ACS Phone: 503-361-2667 E-mail: rmelton@eastcommunity.org Location: SH 201</p>	<p>Term: Spring 2012 Time: 4:00-6:30PM Office hours: By appointment only</p>
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DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a

professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

COURSE DESCRIPTION

This course is first, in a sequence of courses that examine major approaches to assessment, diagnosis and treatment planning for mental health conditions. Emphasis will be on the multi-axial diagnostic system outlined in the Diagnostic and Statistical Manual of Mental Disorders Text Revision (DSM IV TR). Students will become familiar with major mental health conditions, and other conditions that may be a focus of clinical treatment. Students will practice recognizing and determining appropriate DSM IV TR diagnoses. **Teaching methods:** Class time will include lecture/discussion, small group case conceptualization of vignettes, and critically watching videos of individuals with specific syndromes and symptoms. Graduate standing is a prerequisite for this class.

COURSE OBJECTIVES

OBJECTIVES	CACREP	CMHC	MCFC	School	CORE	Assessment
1. Students will learn the principles and historical foundations of the diagnostic process.	1.b, 1.j	C.2, G.1, G.2, K.1	G.1			Class Participation (vignettes/video) Morrison 1-7
2. Students will be able to demonstrate appropriate use of the diagnostic process to conceptualize an appropriate multi-axial diagnosis and discuss basic differential diagnosis and treatment planning.	8.e	C.7, H.1,H.2, K.2, K.5, L.1, L.2,L.3	C.2,	G.1	C.9.2.b C.9.3	Class Participation (vignettes/video) Morrison 1-10 Assignment #2 Assignment #3
3. Students will be introduced to the documentation of assessments, diagnosis and treatment planning.	5.f	D.7		D.3		Class Participation (vignettes/video) Morrison 1-10
4. Students will understand the relevance and potential biases of diagnosis with culturally diverse populations and be able to integrate cultural awareness into the diagnostic process.	7.f, 7.g	E.2, F.3, K.4	A.6, E.1, E.4		C.7.6.b	Class Participation (vignettes/video) Morrison 1-10 Assignment #2 Assignment #3
5. Students will demonstrate initial skills in recognizing the symptoms that are present in common mental health conditions.	3.c,3.f,3.g,5.g	A.6, A.9, D.6, D.8, G.4, H.3, K.3,	D.4, G.3	C.6, D.4, G.2,		Class Participation (vignettes/video) Morrison 11-18 Assignment#2 Assignment#3 Assignment #4

TSPC Initial License Competencies Addressed

Candidates:

1. Assist staff to understand the needs of all students
2. Demonstrate ethical standards and knowledge of legal frameworks unique to counseling
3. Collaborate with social service agencies providing services to students and families
4. Demonstrate effective counseling techniques for individuals and small groups

REQUIRED TEXTBOOKS

1. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed. Text Revision). Washington, DC: The American Psychiatric Association
2. Morrison, J. (2006). *Diagnosis made easier*. New York: The Guilford Press.
3. Jongsma, A.E. & Peterson, L.M. (2006). *The complete adult psychotherapy treatment planner* (4th ed.). New York: John Wiley & Sons, Inc.

COURSE REQUIREMENTS & EVALUATION CRITERIA

1. **Attendance & Participation (50 points):** Students are expected to attend all classes and to participate as actively as possible. You will earn points in this course by actively participating in class discussions and vignettes in class assignments. As noted above, tardiness as well as lack of attendance and/or participation will adversely affect grades. Students can miss up to one class without severe penalty. After the 1st missed class, the overall grade by drop one half letter.
2. **Diagnosis Presentation (80 points):** As a small group you will complete a class presentation on a psychiatric disorder covered in the course. The presentation must be at least 30 minutes, include a multimedia component, and will demonstrate a collaborative process amongst group members, not unlike you will experience in treatment team meetings and must include the following elements to earn full credit:
 - a. The essentials of the diagnosis of the condition (i.e. what do the symptoms actually look like?). This will be done in the form of a case study.
 - b. A description of epidemiology, demographics, course of condition and prognosis.
 - c. Differential diagnosis considerations.
 - d. Treatment recommendations (This must be provided in the form a treatment plan).
3. **Diagnosis Article Review (20 points):** Each student will write a paper on your critical analysis of an article of your choice related to a diagnosis covered in the course and subsequent treatment recommendations. The article must be from a peer-reviewed mental health journal not over 5 years old. To earn full credit for this review your paper must include the following:
 - a. A summary of the diagnosis described.
 - b. A summary of the treatment recommended.
 - c. The author's conclusions.
 - d. Your critical analysis of the treatment and findings (i.e. the pros and cons).
 - e. APA Style.
 - f. At least 5 pages in length.
 - g. Turned in on 5/29/12!
4. **Final Exam (50 points):** On the final day of the course each student will be presented with

detailed vignettes. After reviewing the vignettes you will provide a possible diagnosis and treatment recommendations for the individual in the vignettes. In providing that information you must write up the 5 Axis diagnosis, a detailed justification using DSM IV-TR criteria for your diagnosis and your subsequent treatment recommendations in the form of a tx plan using the psychotherapy treatment planner.

GRADES

A = 94% - 100%, A- = 90 – 93%, B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%, etc.

COURSE SCHEDULE *The course schedule may be modified as needed.

Date	Topic	Reading
4/3/12	Overview of the course, history, process and function of Dx	Morrison 1-7 DSM 1-27
4/10/12	Understanding the whole patient, physical illness and Dx, MSE and GAF, Strengths and tx planning.	Morrison 8-10, The Modified GAF (Instructor to provide) DSM 1-27
4/17/12	Depression and Mania Dx Presentation_____	Morrison 11 DSM
4/24/12	Anxiety Disorders and Phobias Dx Presentation_____	Morrison 12 DSM
5/1/12	Psychotic Disorders Dx Presentation_____	Morrison 13 DSM
5/8/12	Cognitive Disorders Dx Presentation_____	Morrison 14 DSM
5/15/12	Substance Abuse Disorders Dx Presentation_____	Morrison 15 DSM
5/22/12	Personality Disorders Dx Presentation_____	Morrison 16 DSM
5/29/12	Suicide and Risk Assessments Dx Presentation_____	Morrison 17 DSM DX Article Paper Due!
6/5/12	Individual and Environmental Considerations/Feedback assessments Dx Presentation_____	Morrison 18 SRS/ORS Article. (Instructor to provide)
6/12/12	Final Exam and Course Evaluations	None

Diagnosis Presentation

Component	<i>Possible points</i>	Does not meet acceptable level	Meets acceptable level	Exceeds minimum acceptable level
Collaborative Contribution	16	0-7	8-15	16
The essentials of the diagnosis of the condition (The Case Study)	16	0-7	8-15	16
A description of epidemiology, demographics, course of condition and prognosis.	16	0-7	8-15	16
Differential diagnosis considerations.	16	0-7	8-15	16
Treatment recommendations (The treatment plan)	16	0-7	8-15	16
Total possible points	80	0-35	40-75	80

Article Review (20 points total)

Component	Possible Points	Does not meet acceptable levels (0-2)	Meets (3)	Exceeds (4)
A summary of the diagnosis described.	4			
A summary of the treatment recommended	4			
An understanding of the author's conclusions.	4			
The critical analysis.	4			
APA Style.	4			

Final Exam (50 points total)

Component	Possible Points	Does not meet acceptable levels (0-5)	Meets (6-9)	Exceeds (10)

5 Axis Diagnosis complete and accurate	10			
Justification section consistent with DSM-IV TR Standards	10			
Treatment recommendations are consistent with diagnosis.	10			
Overall clarity and readability.	10			
Professionalism.	10			

Does not meet acceptable level: This assignment component does not demonstrate a clear understanding of this component of the presentation/paper/final and/or is missing a vital component which makes this portion of the assignment complete.

Meets acceptable level: This assignment component clearly demonstrates an understanding through a professional, well-designed set of documents that include all necessary features. Although this assignment includes all necessary features and demonstrates a basic understanding, the learners are not specific, comprehensive, or inclusive enough or include some erroneous or illogical information.

Exceeds minimum acceptable level: This assignment is professional, inclusive of all necessary components, and demonstrates a clear and comprehensive understanding of this component of the presentation/paper/final. This assignment component is congruent with what could be found in a professional-level community mental health counseling program.