

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 2012

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

Note: The Instructor will add the above information each semester.

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

1. The Student will know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

V. Course as Relates to External Requirements

CACREP Requirements (2009)	DESE Requirements (2008)	LPC Requirements	NBCC Requirements
		Psychodiagnostics	

VI. Course as Relates to External Standards

CACREP Standards (2009)
<p>CMHC. Counseling Prevention and Intervention – C. Knowledge</p> <ul style="list-style-type: none"> *2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. 4. Knows the disease concept and etiology of addiction and co-occurring disorders. 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. 8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. <p>CMHC. Diagnosis – K. Knowledge</p> <ul style="list-style-type: none"> 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). *2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. 3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders. 4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. 5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. <p>CMHC. Diagnosis – L. Skills/Practice</p> <ul style="list-style-type: none"> 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. *2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. 3. Differentiates appropriate diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
DESE Standards (2008)
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 knows 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 (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
2. Diagnostic Categories (12 hours)
 - a. 16 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 (5 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 Changes 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 Sub-goals
5. What Cause Treatment Plans to Fail (1 hour)

C. Psychotropic Medications (7 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):

American Psychiatric Association. (Current Edition) *Diagnostic and Statistical Manual of Mental Disorders*. Washington, DC: Author.

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

- A. Written or web based examinations that demonstrate acquisition of knowledge. (30%)
- B. Professional articles and information that demonstrates understanding of current professional thinking in the field of diagnostics. (30%)
- C. Case presentation and treatment plan write up that demonstrates integration of knowledge and practice. (40%)

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction

A combination of:

Classroom lectures and discussions.
Classroom experiential exercises.
Web-assisted instructions and tests/exams.

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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 pager 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 [Student Handbook](#).

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

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 Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.