

<b>Course</b>	<b>COUN 5230 Psychodiagnostics</b>
<b>Term</b>	Fall 1, 2009 Thursday - 6:00pm-10:00pm 8/20, 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15
<b>Instructor</b>	Name: Dr. Shannon Knight, PhD Phone: (904) 505-7083 Email: <a href="mailto:dr.sknight@comcast.net">dr.sknight@comcast.net</a>
<b>Catalog Description</b>	This course is designed to help students conceptualize mental disorders and to develop diagnostic strategies utilizing standard diagnostic nomenclature and treatment strategies, including choice of therapeutic models and indications/contraindications for particular kinds of therapy.
<b>Course Level Outcome Objectives</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to render multiaxial diagnosis via standard intake, mental status exam, and disorder specific interviewing.</li> <li>2. Demonstrate understanding of ethical and legal principles that relate to the process of diagnosis</li> <li>3. Demonstrate understanding of the factors that contribute to or interfere with accurate assessment and diagnosis</li> <li>4. Demonstrate the ability to communicate effectively with mental health providers in various settings about diagnostic criteria;</li> </ol>
<b>Materials</b>	<u><i>Diagnostic &amp; Statistical Manual of Mental Disorders DSM-IV-TR, Text Revision</i></u> ; APA; 4 <sup>th</sup> ; Matthews Medical Books; ISBN 0890420254
<b>Methods of Learning</b>	Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, research, presentations, role plays, and case analysis.

<b>Grading</b>	<table border="1" data-bbox="740 201 1187 600"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>88%-89%</td> <td>B+</td> </tr> <tr> <td>84%-87%</td> <td>B</td> </tr> <tr> <td>80%-83%</td> <td>B-</td> </tr> <tr> <td>70%-79%</td> <td>C</td> </tr> <tr> <td>Below 70%</td> <td>F</td> </tr> </tbody> </table>	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
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<b>Activities</b>	<p>EACH SESSION WILL INVOLVE PRESENTATIONS, ROLE PLAYS, AND CASE ANALYSIS. EVERY STUDENT WILL BE REQUIRED TO PARTICIPATE .</p>																
<b>Policy Statements: University Policies</b>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b> Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p>																

	<p><b>Disturbances</b></p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>						
<p><b>Course Policies</b></p>	<p><b><u>Use of Cell Phones:</u></b></p> <p>All cellular phones are to be turned off before class begins. Students are to leave the classroom for the purpose of either answering or initiating calls at any time while class is in session. In the event of an emergency, please have the party who needs to contact you call the main number at which point the Webster staff will notify you immediately. In the event you are “on call” at your at your place of employment, your employer should be give the same instructions. Please notify you instructor you are “on call” before class begins and be prepared to provide documentation to that effect.</p>						
<p><b>Weekly Schedule</b></p>	<table border="1"> <tr> <td data-bbox="488 890 673 1083"></td> <td data-bbox="673 890 1430 1083"> <p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Read DSM 1V TR through pg 32.</li> <li>• Prepare an article on Culture and Diagnostics to present to class (Required for grade)</li> </ul> </td> </tr> <tr> <td data-bbox="488 1083 673 1646"> <p><b>Session 1</b></p> </td> <td data-bbox="673 1083 1430 1646"> <p><b>THEME: Overview of DSM 1V TR</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of Class Requirements</li> <li>• Choose Group/ Discuss Format/Topic Choices/ Handouts/ Role Plays</li> <li>• Seminar: Students present articles on Culture and Diagnostics to class</li> <li>• Students will review Interview Skills: Open Questioning, Clarification, Summary, and Feeling responses/Practice</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• Prepare article on Ethical/Legal Issues in Diagnostics</li> </ul> </td> </tr> <tr> <td data-bbox="488 1646 673 1881"> <p><b>Session 2</b></p> </td> <td data-bbox="673 1646 1430 1881"> <ul style="list-style-type: none"> <li>• Discussion of State of Florida LMHC Exam Format</li> <li>• Mental Status Exam will be covered. Students will participate in Role Plays using Fishbowl format</li> <li>• Overview of How to Use the DSM 1V TR</li> <li>• Multiaxis Evaluation Report Form as Foundation for Lesson(Handout)</li> </ul> </td> </tr> </table>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• Read DSM 1V TR through pg 32.</li> <li>• Prepare an article on Culture and Diagnostics to present to class (Required for grade)</li> </ul>	<p><b>Session 1</b></p>	<p><b>THEME: Overview of DSM 1V TR</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of Class Requirements</li> <li>• Choose Group/ Discuss Format/Topic Choices/ Handouts/ Role Plays</li> <li>• Seminar: Students present articles on Culture and Diagnostics to class</li> <li>• Students will review Interview Skills: Open Questioning, Clarification, Summary, and Feeling responses/Practice</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>• Prepare article on Ethical/Legal Issues in Diagnostics</li> </ul>	<p><b>Session 2</b></p>	<ul style="list-style-type: none"> <li>• Discussion of State of Florida LMHC Exam Format</li> <li>• Mental Status Exam will be covered. Students will participate in Role Plays using Fishbowl format</li> <li>• Overview of How to Use the DSM 1V TR</li> <li>• Multiaxis Evaluation Report Form as Foundation for Lesson(Handout)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Seminar: Students will Present an Article on Ethical/ Legal Issues in Diagnostics to the class</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read DSM 1V TR pg32-36</li> </ul> <p>Practice Facilitative Responding Skills to demonstrate in class</p>
<b>Session 3</b>	<p><b>THEME: DSM1V TR</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Diagnostics</li> <li>• General Medical Conditions</li> <li>• Psychosocial and Environmental Problems</li> <li>• Global Assessment of Functioning (GAF)</li> <li>• GAF for Children</li> <li>• Role Plays/Practice Multiaxis Evaluation</li> </ul> <p><b>Assignments for Session 4</b></p> <ul style="list-style-type: none"> <li>• Begin to prepare your group presentations</li> </ul>
<b>Session 4</b>	<p><b>THEME: INTAKE</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker: Intake Procedure</li> <li>• Clinical Interview (Video): Practice Diagnostics (groups)</li> <li>• Test Review</li> <li>• Group time (if possible)</li> </ul> <p><b>Assignments for Session 5</b></p> <ul style="list-style-type: none"> <li>• Study for Midterm</li> <li>• Prepare an article on Multidisciplinary Approach to Mental Health Care</li> </ul>
<b>Session 5</b>	<p><b>THEME: Evaluation/ Treatment Planning</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Multidisciplinary Approach to Mental Care</li> <li>• Seminar: Present articles</li> <li>• Midterm: Case Studies, Identify Medical Issues, Psychosocial/Environmental Problems, and Evaluate GAF / Provide Score, and Axis I Diagnosis</li> <li>• Seminar: Students Present an Article to the Class on Multidisiplinary Approach to Mental Health Care</li> </ul> <p><b>Assignments for Session 4:</b></p> <ul style="list-style-type: none"> <li>• Read DSM1V on Disorders to be covered by Groups #1 &amp; #2 next session</li> </ul>

	<p><b>Session 6</b></p>	<ul style="list-style-type: none"> <li>• Group #1 will present on their selected Mental Health Disorders. (Format for content and hand outs will be provided) The group will select one Axis 1 disorder for their role play. (They will conduct a clinical interview.) The class will be divided into groups. Each team will develop a Multiaxis Evaluation Report.</li> <li>• Discussion</li> <li>• Group #2 will present (SAME FORMAT)</li> <li>• Clinical Interview Video (Groups will do a five axis report)</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>• Read DSM 1V TR Disorders to be covered by Groups #3 &amp; #4 next session</li> </ul>
	<p><b>Session 7</b></p>	<p><b>THEME: Diagnostics/ Treatment Planning</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Clinical Interview Video (Groups will do a five axis report and treatment plan)</li> <li>• Group #3 and #4 will present (SAME FORMAT)</li> </ul> <p><b>Assignments for Session 8:</b></p> <ul style="list-style-type: none"> <li>• Study for Final Exam</li> </ul>
	<p><b>Session 8</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Final Exam: There will be three case studies as practiced in Teams. Students will develop a Multiaxis Evaluation Report and provide a Treatment Plan (Format will be provided)</li> </ul> <p><b>Assignments for Session 9:</b></p> <ul style="list-style-type: none"> <li>• Finish Group Paper</li> </ul>
	<p><b>Session 9</b></p>	<p><b>THEME: Course Wrap-Up</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Final Group Paper Due</li> <li>• Class Evaluations</li> <li>• Tie up loose ends</li> <li>• Closure Activity</li> </ul>
<p><b>Additional Information</b></p>	<p><b><u>Course Attendance:</u></b> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the</p>	

student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

**Conduct:**

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

**Course Contact Hours:**

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (45 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

**Determination of Grades is Based On the Following Criteria:**

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

**Note:**

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [www.webster.edu/acadaffairs/asp/arc.htm](http://www.webster.edu/acadaffairs/asp/arc.htm), or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

**NOTE: COURSE SYLLABUS IS SUBJECT TO CHANGE WITHOUT NOTICE!**

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 7/27/09