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| Course | COUN 5230 Psychodiagnostics |
| Term, Day, Time | Spring 2, 2010 – Saturday #1 8:00am-5:00pm 3/13, 3/27, 4/10, 4/24, 5/8 (8am -Noon) |
| Instructor | Name: Dr.Shannon Knight, PhD Phone: (904) 505-3317 Email: dr.sknight@comcast.net |
| Catalog Description/ Content Area | <p>COUN 5230 Psychodiagnostics 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 counseling. Multicultural and ethical components are integrated.</p> <p>Content Areas: diagnosis, helping relationships, clinical practice, and professional orientation and ethics</p> |
| Learning and Skills Outcome | <p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Define and apply the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>; 2. describe the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care; 3. briefly summarize opposing viewpoints to pathology related diagnosis (DSM), specifically, positive psychology theory; 4. describe and distinguish the impact of co-occurring substance use disorders on medical and psychological disorders; 5. state and apply the relevance and potential biases of commonly used diagnostic tools with multicultural populations; 6. define appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event; 7. demonstrate appropriate use of diagnostic tools, including the current edition of the <i>DSM</i>, to describe the symptoms and clinical presentation of clients with mental and emotional impairments; 8. conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals; 9. differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events; 10. describe and evaluate ethical and legal principles that relate to the process |

| | <p>of diagnosis;</p> <ol style="list-style-type: none"> 11. list and distinguish the factors that contribute to or interfere with accurate assessment and diagnosis; 12. demonstrate the ability to communicate effectively with mental health providers in various settings about diagnostic criteria; and 13. Identify current trends in counselor education legislation as related to diagnosis in the field of professional counseling. | | | | | | | | | | | | | | | | |
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| Materials | <i>Diagnostic & Statistical Manual of Mental Disorders DSM-IV-TR, Text Revision</i> ; APA; 4 th Edition; Matthews Medical Books; ISBN 0890420254 | | | | | | | | | | | | | | | | |
| Method of Learning | 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. | | | | | | | | | | | | | | | | |
| Assignments | <p>15 POINTS (5pts each) Articles: Students will present three articles to the class: 1) Culture and Diagnostics 2) Ethics /Legal Issues in Diagnostics 3) Multidisciplinary Approach to Mental Health Care</p> <p>25 POINTS Group Presentation: From one category each student will select one Axis I disorder/The group will select one Personality Cluster (Axis II). The group will include a ROLE PLAY of a clinical interview w/ a client w/ an Axis I disorder. (The format for class participation will be provided.) ALL REFERENCES MUST BE SITED THROUGHOUT PRESENTATION</p> <p>20 POINTS Midterm: Three Case Studies: Identify medical issues, psychosocial and environmental stressors, provide GAF score, diagnose Axis I disorder, and develop treatment plan.</p> <p>15 POINTS Group Presentation Paper: Paper based on group presentation APA format w/ 8-10 references per group member</p> <p>25 POINTS Final: Five Case Studies: Same as midterm (This will include all disorders covered throughout the entire course.)</p> | | | | | | | | | | | | | | | | |
| Grading | <table border="1" style="margin-left: auto; margin-right: auto;"> <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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| | <p>The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practicum/internship I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course</p> <p>The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your interpersonal skill development as evaluated by the instructor</i>. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.</p> <p>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p> |
| Activities | <p>Students will present articles to the class for discussion. Students will participate in roleplays. Films of clinical interviews by psychiatrists of patients w/ various mental disorders followed by multidisciplinary team discussions will be presented throughout the course relevant to course content. A guest speaker will present on diagnostics. Handouts and computer activities will augment lecture and powerpoint presentations.</p> |
| Policy Statements: University Policies | <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><u>Academic Honesty</u> 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><u>Drops and Withdrawals</u></p> |

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.

Special Services

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.

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 and Student Handbook for Counselor Education.

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| <p>Course Policies</p> | <p>Course Requirements:</p> <p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.</p> <p>Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.</p> <p><i>ACA Code of Ethics (2005)</i> <i>Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies</i></p> |

governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor.

Academic Integrity

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

Course Attendance:

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes.

Students are expected to attend all class sessions of every course. It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 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 and membership in the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

DETERMINATION OF GRADES IS BASED 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.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

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.

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| Weekly Schedule | Pre-Assignments for Session 1: | |
| | <ul style="list-style-type: none"> • Read Chapters DSM 1V TR through pg 32. Prepare an article on Culture and Diagnostics to present to class (Required for grade) | |
| | Session 1 | <p>THEME: Overview of DSM 1V TR</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introductions • Overview of Class Requirements • Choose Group/ Discuss Format/Topic Choices/ Handouts/ Role Plays • Seminar: Students present articles on Culture and Diagnostics to class • Students will review Interview Skills: Open Questioning, Clarification, Summary, and Feeling responses/Practice <p>LUNCH</p> <ul style="list-style-type: none"> • Discussion of State of Florida LMHC Exam Format • Mental Status Exam will be covered. Students will participate in Role Plays using Fishbowl format <p>Overview of How to Use the DSM 1V TR</p> <ul style="list-style-type: none"> • Multiaxis Evaluation Report Form as Foundation for Lesson(Handout) <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read DSM 1V TR pg30-36 • Begin to prepare your group presentations • Prepare article on Ethical/Legical Issues in Diagnostics • Practice Facilitative Responding Skills to demonstrate in class |
| Session 2 | <p>THEME: DSM1V TR</p> <p>Topics:</p> <ul style="list-style-type: none"> • Diagnostics • General Medical Conditions • Psychosocial and Environmental Problems • Role Plays/Practice • Global Assessment Functioning (GAF) • Children's Global Assessment Scale • Role Play • Seminar: Students will Present an Article on Ethical/ Legal Issues in Diagnostics to the class <p>LUNCH</p> <ul style="list-style-type: none"> • Guest Speaker: Testing and Diagnostics • Test Review • Group time | |

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| | | <p>Assignments for Session 3</p> <ul style="list-style-type: none"> • Read DSM1V on Disorders to be covered by Groups #1 & #2 next session • Study for Midterm • Prepare an article on Multidisciplinary Approach to Mental Health Care |
| | <p>Session 3</p> | <p>THEME: Evaluation/ Treatment Planning</p> <p>Topics:</p> <ul style="list-style-type: none"> • Midterm: Five Case Studies, Identify Medical Issues, Psychosocial/Environmental Problems, and Evaluate GAF / Provide Score • Seminar: Students Present an Article to the Class on Multidisciplinary Approach to Mental Health Care <p>LUNCH</p> <ul style="list-style-type: none"> • 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 Treatment Teams prior to the presentation. Each team will develop a Multiaxis Evaluation Report and a Treatment Plan. • Discussion • Group #2 will present (SAME FORMAT) <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read DSM 1V TR Disorders to be covered by Groups #3 & #4 next session • Study for Final |
| | <p>Session 4</p> | <p>THEME: Diagnostics/ Treatment Planning</p> <p>Topics:</p> <ul style="list-style-type: none"> • Final/ Diagnostics and Treatment continued • Groups #3&#4 will Present (Same Format w/ Role play and Treatment Teams) <p>LUNCH</p> <ul style="list-style-type: none"> • Final Exam: There will be five case studies as practiced in Treatment Teams. Students will develop a Multiaxis Evaluation Report and provide a Treatment Plan (Format will be provided) <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Finish Group Paper |

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| | Session 5 | THEME: Course Wrap-Up Topics: <ul style="list-style-type: none">• Final Group Paper Due• Class Evaluations• Tie up loose ends• Closure Activity |
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Reviewed by: Dr. Stephanie Vavilala

Job Title: Counseling Coordinator

Date: 3/1/10