

<b>Course</b>	COUN 5230 PR Psychodiagnostics
<b>Term, Day, Time</b>	Fall 1 2009, SAT A OMC 109 - 8:00 AM-5:00PM <b>August 15, 2009 - October 17, 2009</b>
<b>Instructor</b>	Name: Suna L. Barry, PsyD Phone: 352 629-8762 Email: <a href="mailto:Drsunabarry@yahoo.com">Drsunabarry@yahoo.com</a> <a href="mailto:Suna_barry@dcf.state.fl.us">Suna_barry@dcf.state.fl.us</a>
<b>Catalog Description</b>	<b>COUN 5230 Psychodiagnostics:</b> This course is designed to help students conceptualize mental disorders and develop 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. (<b>CACREP II K.7b.</b>)</li> <li>2. Demonstrate understanding of ethical and legal principles that relate to the process of diagnosis (<b>CACREP II K.7i.</b>)</li> <li>3. Demonstrate understanding of the factors that contribute to or interfere with accurate assessment and diagnosis (<b>CACREP II K.7.f.</b>)</li> <li>4. Demonstrate the ability to communicate effectively with mental health providers in various settings about diagnostic criteria; (<b>CACREP II K.1.b.</b>)</li> </ol>
<b>Materials</b>	<p>Dziegielewski, S. (2002) DSM-IV-TR In Action ISBN 0-471-41441-7</p> <p>Yalom, I. (2000) Love's Executioner and Other Tales of Psychotherapy ISBN-13: 9780060958343</p> <p>American Psychiatric Association. (2000) Diagnostic and Statistical Manual of Mental Disorders 4th ed. TR ISBN 0890420254</p>
<b>Grading</b>	<p>A = 93 – 100 points = 93% and above B = 85 – 92 points = 85% - 92% C = 78 – 84 points = 78% - 84% D = 70 – 77 points = 70% - 77% F = 69 points or less = 69% and below</p> <p><b><u>POINT VALUES</u></b> Participation: 1 point Video Presentations: 1 point Group Work: 3 points Reflection Papers: 20 points Examination: 50 points Research Project: 25 points</p>

	<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> <ul style="list-style-type: none"> <li>A/A- Superior graduate work</li> <li>B+/B/B- Satisfactory graduate work</li> <li>C Marginal work</li> <li>F Unsatisfactory work</li> <li>CR Credit given for practica/internships</li> <li>I Incomplete work</li> <li>ZF Permanent grade for unfinished incomplete grade which treated as an F</li> <li>W Withdrawn from the course</li> </ul>
<p><b>Activities</b></p>	<p><u>Participation: 1 point</u>  If you participate in class discussions you will earn a point.</p> <p><u>Video Presentations: 1 point</u>  Videos of footage from actual therapy sessions and commentary will be shown. You must be present for each one to earn this point. If you miss any of the presented video material you will not earn a point. Videos will include the work of Donald Meichenbaum and Albert Ellis, among others.</p> <p><u>Group Work: 3 points</u>  We will be doing diagnostic group work in class using clinical scenarios. If you are not present you will earn a zero for that project.</p> <p><u>Reflection Papers: 20 points</u>  You will read <i>Love's Executioner: &amp; Other Tales of Psychotherapy</i> (Perennial Classics) by Irvin Yalom and choose five chapters to reflect on. The reflection paper should outline your own thoughtful reactions to the complex relationship between the therapist and patient. Well reasoning and insightful reactions will receive a higher grade than superficial ones. Some topics to include in your reactions may address the treatment option chosen, the current best practice treatment option, the outcome of treatment and diagnostic impressions. Each paper is worth four points.</p> <p><u>Examination: 50 points</u>  It is especially important to be present on examination day. Exams will cover lecture material presented and the material in your text books. If you miss an examination and have not made arrangements with me, your score will be documented as "Zero".</p> <p><u>Research Project: 25 points</u>  The student will examine an issue of personal interest related to the assessment and treatment of a specific diagnosis. Topics must be approved by the professor. Papers should include a description of the illness, prevalence rates, considerations/contraindications of treatment of choice/s, along with any ethical or cultural considerations that are applicable. Papers must be in APA format</p>

	and should be 8-10 pages in length.
<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> 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>
<b>Course Policies</b>	<b>Review University Policies</b>
<b>Weekly Schedule</b>	<p><b>SAT B</b> - meets 8/23, 9/6, 9/20, 10/4, 10/18 – 2008</p> <p><b>9/5/09</b> Reflection paper 1 is due</p>

	<p><b>9/19/09</b> Reflection papers 2 &amp; 3 are due</p> <p><b>10/3/09</b> Reflection paper 4 is due Research Paper is due</p> <p><b>10/17/09</b> Reflection paper 5 is due Final Examination</p>
<p><b>Additional Information</b></p>	<p><b>Course Requirements:</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 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.</p> <p><b><u>Conduct:</u></b> 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:</p> <ol style="list-style-type: none"> <li>1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> <li>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.</li> </ol>

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 (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, 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.

**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.

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.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 7-12-09