

**Diagnosis & Treatment Planning in Counseling**  
**COUN 6765**  
**Semester**



Professor:  
Office:  
Phone #:  
E-mail:

**Textbook Readings:**

**Required:**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders – fifth edition (DSM-5)*. Arlington, VA: American Psychiatric Association.

House, A. E. (2002). *The first session with children and adolescents: Conducting a comprehensive mental health evaluation*. New York: The Guilford Press.

**Optional:**

Diagnostic Tabs (index tabs for the DSM-5; <http://diagnostictabs.com/>)

**Course description:**

The purpose of this course is for students to learn about select mental disorders that pose challenges to people across the lifespan. Biological, psychological, social and environmental factors implicated in vulnerability and resilience to these disorders are examined. Students develop skills in the diagnosis of mental disorders using the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. Students also learn treatment planning strategies using best practice and evidence-based treatment approaches and models.

**Course objectives:**

Students who participate in this course will:

1. demonstrate an understanding of factors contributing to vulnerability and resilience to psychopathology;
2. demonstrate how to conduct an intake interview and mental status examination for the purpose of diagnosis and treatment planning;
3. demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) & International Classification of Diseases (ICD);
4. demonstrate an understanding of and systematic approach to case conceptualization and treatment planning;
5. demonstrate how to devise treatment plans for mental disorders;

6. demonstrate an understanding of best practice and evidence-based treatment approaches and models for mental disorders including psychopharmacological medications;
7. demonstrate the ability to match best practice or evidence-based treatment approaches and models to the most relevant mental disorders;
8. demonstrate an understanding of ethical and legal considerations involved in the area of diagnosis and treatment planning.

<b>COUN 6765 Diagnosis &amp; Treatment Planning in Counseling 2009 CACREP Standards</b>			
<b>Standard #</b>	<b>Core Curricular Category</b>	<b>Standard</b>	<b>Learning Activities &amp; Experiences</b>
<b>II-G-5-c</b>	Helping Relationships	Essential interviewing and counseling skills	Lecture, course notes & readings; Diagnostic interview assignment; Exam
<b>Standard #</b>	<b>Clinical Mental Health Counseling</b>	<b>Standard</b>	<b>Learning Activities &amp; Experiences</b>
<b>CMHC-A-6</b>	Foundations– Knowledge	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	Lecture, course notes & readings; Exam questions
<b>CMHC-C-2</b>	Counseling, Prevention, and Intervention - Knowledge	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	Lecture, course notes & readings; Discussion board questions; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-D-1</b>	Counseling, Prevention, and Intervention – Skills & Practices	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	Lecture, course notes & readings; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-G-1</b>	Assessment - Knowledge	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Lecture, course notes & readings; Diagnostic interview & report assignment; Exam questions
<b>CMHC-G-2</b>	Assessment – Knowledge	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments	Lecture, course notes & readings; Diagnostic interview & report assignment; Mental status exam role play; Exam questions
<b>CMHC-H-2</b>	Assessment – Skills and Practices	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	Lecture, course notes & readings; Role plays; Diagnostic interview & report assignment; Mental status exam role play; Exam

<b>CMHC-H-3</b>	Assessment – Skills and Practices	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Lecture, course notes & readings; Diagnostic interview & report assignment; Exam questions
<b>CMHC-I-3</b>	Research & Evaluation - Knowledge	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling	Lecture, course notes & readings; Exam questions; Using & interpreting Outcome Questionnaire-45 (OQ-45)
<b>CMHC-K-1</b>	Diagnosis - Knowledge	Knows 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>	Lecture, course notes & readings; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-K-2</b>	Diagnosis – Knowledge	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care	Lecture, course notes & readings; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-K-3</b>	Diagnosis – Knowledge	Knows the impact of co-occurring substance use disorders on medical and psychological disorders	Lecture, course notes & readings; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-K-5</b>	Diagnosis – Knowledge	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event	Lecture, course notes & readings; Exam questions
<b>CMHC-L-1</b>	Diagnosis – Skills & Practices	Demonstrates 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	Lecture, course notes & readings; Diagnosis & treatment planning case homework; Exam questions
<b>CMHC-L-2</b>	Diagnosis – Skills & Practices	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	Lecture, course notes & readings; Diagnostic interview assignment; Mental status exam role play; Exam questions
<b>CMHC-L-3</b>	Diagnosis – Skills & Practices	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	Lecture, course notes & readings; Diagnostic interview assignment; Mental status exam role play; Exam questions

**Course structure:**

This is a “hybrid” course meaning that part of the course is spent in direct face-to-face contact with Dr. Quarto and your classmates while the other part is spent completing Internet-based and related activities. In addition, the course is accelerated and meets for approximately nine weeks. The class meets in person on the following dates:

When the class meets in person, it will consist of lecture and discussion activities as well as small group & role playing exercises. It is important that you participate in classroom discussions and work diligently on projects with your classmates. This course is a “microcosm” of the real world - a world in which you will soon be discussing diagnostic and treatment issues with other mental health professionals. Thus, it is important that you and your classmates start thinking of yourselves as professionals when engaging in class activities.

For each “in-person” class, prepare a discussion question that you might pose to the class for discussion pertaining to that week’s material. Although you might not get the opportunity to ask your question, you should prepare it nonetheless in the event there is time to engage in more informal discussions of the material.

The content of the online portion of the course is presented in “modules” that contain topic-specific material to be covered during a particular time period. For each module, you will read the information contained on the Diagnosis and Treatment Planning in Counseling website and complete any assigned activities associated with a module. These activities will usually entail responding to questions posed by Dr. Quarto on an electronic discussion board pertaining to the module material and/or readings for a particular week and participating in discussions “from a distance” (i.e., discussion board activities). **Make it a goal to complete the module and any associated discussion board activities or assignments by (or prior to) the date listed on the course outline (which can be found later in this syllabus).**

Course notes for the online portion of the course will be available by accessing the Diagnosis and Treatment Planning in Counseling website through D2L (i.e., <https://elearn.mtsu.edu/>), MTSU’s portal to university-related materials. Dr. Quarto has saved the course notes (and all other materials) as Adobe/.pdf files, thus **you will be required to have the most recent version of Adobe Reader installed on your computer in order to view and print the notes.** (NOTE: This program can be downloaded for free by typing the following URL into the address box of your browser: <http://get.adobe.com/reader/>). Please let Dr. Quarto know if you find any broken links in the course notes so he can fix them. : )

### **Evaluation of Coursework/Class Participation:**

#### **1. Class participation.**

#### **2. Class assignments:**

##### **a. Diagnosis and treatment planning skill development.**

**b. Diagnostic interview.**

**c. Diagnostic interview report.**

**d. Portrayal of diagnosis.**

#### 4. Exams

#### Counseling Dispositions

Students in the Professional Counseling program are required to demonstrate program Dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

#### Reasonable Accommodations for Students with Disabilities

If you have a documented disability as described by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact the MTSU Disability & Access Center, KUC 120 (898-2783) as soon as possible.

Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.