

**Portland State University
Department of Special and Counselor Education
Counseling 585
Diagnosis and Treatment Planning
Spring Term, 2011**

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Graduate School of Education (GSE) Vision Statement:

Preparing professionals to meet our diverse communities' lifelong educational and counseling needs.

GSE Goals and Purposes:

1. Diversity and inclusiveness.
2. Research-based practices and professional standards.
3. Impacting learning and development.
4. Evidence-informed decision making.

Course Description:

First in a sequence of two courses introducing students to the diagnosis and treatment of psychiatric disorders as outlined in the current Diagnostic and Statistical Manual of Mental Disorders. Emphasis on diagnostic reasoning, basic map and thinking process embedded in the current Manual. Use of decision trees to arrive at accurate diagnoses. Overview of conditions covered in the Manual.

Course Prerequisite

- (1) Graduate standing in Counselor Education or related field. Students with post-baccalaureate standing may be admitted to the course with instructor permission.
- (2) Satisfactory completion of COUN 541 (Introduction to Counseling) and COUN 510 Abnormal Personalities, or equivalents.

Course Objectives:

- (1) To familiarize students with the Diagnostic and Statistical Manual of the American Psychiatric Association.
- (2) To learn basic diagnostic categories
- (3) To process emotional/cognitive and behavior symptoms clinically and diagnostically with an eye towards appropriate treatment procedures.
- (4) To survey the neurophysiologic causation in mental illness.

- (5) Discuss client intake, assessment, treatment planning, discharge, and follow-up procedures.
- (6) Describe the multiaxial DSMIV- TR diagnostic system.
- (7) Understand the importance of good documentation of client contact, including progress notes, mid treatment case conferences and termination summaries.
- (8) Utilize decision trees for differential diagnosis.
- (9) Identify the limitations of the DSMIV- TR and avoid misapplication of the diagnostic system.
- (10) To become familiar with proposed changes in DSM 5

CACREP Essential Practices Addressed in This Course

Identifies and uses a variety of assessment instruments.

Develops ethical clinical practice.

Identifies, adapts, develops and designs intervention strategies.

Identifies client needs in family, work and community contexts.

Accommodates for cultural and linguistic diversity.

Uses and updates research and knowledge to enhance professional practice.

TSPC Initial License Competencies Addressed

Candidates:

Assist staff to understand the needs of all students

Demonstrate ethical standards and knowledge of legal frameworks unique to counseling

Collaborate with Social service Agencies providing services to students and families

Demonstrate effective counseling techniques for individuals and small groups.

Course Requirements:

1. Required readings will be assigned weekly for each topic to be covered and should be completed prior to the prescribed class meeting. Additional optional readings will also be available to supplement the required readings.
2. DSM-4 TR is based on the theory of differential diagnosis and differential treatment. We will review those treatments as part of the process of learning DSM-4TR protocols.
3. There will be a midterm exam and a final exam during final exams week.

Required Reading:

Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR Fourth Edition (Text Revision) (Paperback) by [American Psychiatric Association](http://www.psych.org/) . American Psychiatric Publishing, Inc.; 4th edition (June 2000)

DSM 5 <http://www.psych.org/>

Practice Guidelines of the American Psychiatric Association:

http://www.psych.org/MainMenu/PsychiatricPractice/PracticeGuidelines_1.aspx

Class Process:

Classes will include lectures, case studies, and reports on different treatment methods.

Accommodations:

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports.

Course Grading:

1. Mid-term Exam 30%
2. Final Exam 50%
3. Attendance, participation, case studies 20%

Point-to-grade conversion:

A+ = 100 pts. A = 94-99 pts. A- = 88-93 pts.
B+ = 83-87 pts. B = 78-82 pts. B- = 73-77 pts.
C+ = 68-72 pts. C = < 68 pts.

PROGRAM POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture). Do not ask for special considerations regarding unexcused absences, etc.

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth by the American Counseling Association (ACA; <http://www.counseling.org/resources/ethics.htm>). Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

Finally, please review “Proscribed Student Conduct Code” (# 577-031-0136) by PSU.

Class Outline

March 29, 2011 Introduction
 DSM-4 TR
 History of diagnosis and treatment
 Read DSM-4, pgs. xi – xxxvii , 1-27

<http://www.nytimes.com/2010/02/10/health/10psych.html?pagewanted=print>

April 5, Age associated behaviors
 Read pages 39 - 135

 Psychosis
 Read pages 297 - 345

April 12, Substance related Disorders
 Read Pgs 191- 297
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_5.aspx

April 19, Mood disorders
 Read pgs 345- 429
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_7.aspx

April 26 Mood Disorders- part 2
http://www.psychiatryonline.com/pracGuide/pracGuideTopic_8.aspx

May 3 MID-TERM EXAM

May 10 Anxiety Disorders
Somatoform Disorders
Factitious Disorders
Read pgs. 429 – 513
Case Studies

http://www.psychiatryonline.com/pracGuide/pracGuideTopic_11.aspx

May 17 Dissociative Disorders
Sexual and Gender Identity Disorders
Eating Disorders
Sleep Disorders
Impulse Control Disorders
Read 519 – 663
Case Studies

May 23 Personality Disorders
Read pgs 685 – 730
Case Studies

http://www.psychiatryonline.com/pracGuide/pracGuideTopic_13.aspx

May 31 Adjustment Disorders
V-codes
Case studies
Summery
Read pages 679 – 684 & 731 – 741

June7, 2009

FINAL EXAM

Group and/or topics for reports.

May 13

Anxiety Disorders
Panic attack
Agoraphobia
GAD
Phobia
PTSD

May 20

Somatoform Disorders
Factitious Disorders
Dissociative Disorders

May 27

Sexual and Gender Identity Disorders
Sexual Desire disorders
Sexual arousal disorders
Misc.

Paraphillias

Exhibitionism
Sado-masochism
Voyeurism
Pedophilia

Eating Disorders
Sleep Disorders
Impulse control disorders

IED
Kleptomania
Pyromania
Gambling
Disregulated use of Porn.

Personality Disorders

Cluster A
Cluster B
Cluster C