
Coun 628 Advanced Diagnosis & Treatment Planning

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3 Semester Hours, Fall 2010

Wednesdays, 1:30-4:10

Office Hours by Appointment

COURSE DESCRIPTION:

The primary focus of Advanced Diagnosis and Treatment Planning is on the supervision of the student's practical work in assessment, diagnosis, and intervention.. Designed for the beginning to intermediate intern, this course enters the student into intensive group supervision with regard to diagnostics, the counseling relationship, counseling theory and style, and advanced skill training. Emphasis will be upon developing a conceptual framework that enlightens treatment, and is consistent with diagnosis and the student counselor's theory of personality development and change.

COURSE OBJECTIVES:

1. The student will use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CMHC.D.1)
2. The student will demonstrate an advanced understanding of the organization and use of the DSM IV-TR multi axial system as a tool for informing sound diagnosis. (CMHC.G.1; CMHC.K.1 & 2; CMHC.L.1)
3. The student will develop case conceptualizations, and individualized treatment plans including both short and long-term goals. (CMHC.G.2; CMHC.L.2 & 3)
4. The student will implement empirically-supported therapeutic approaches for the treatment of specific mental disorders and issues. (II.G.8.e)
5. The student will integrate theories of counseling and elements of personal style into case conceptualizations, treatment plans, and session interventions. (II.G.5.d)
6. The student will identify ethical issues involved in assessment and diagnosis and apply an ethical problem solving model to determine an appropriate course of action in specific cases. (II.G.7.g; CMHC.A.2; CMHC.B.1)
7. The student will assess mentally disordered behavior with an awareness of the role of culture, gender, sexual orientation, and other diversity factors in the diagnosis, treatment planning, intervention, and brief, intermediate, and long-term approaches. (II.G.2; CMHC.D.2; CMHC.H.1)
8. The student will apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches. (II.G.5.e & f; CMHC.F.3)
9. The student will communicate diagnostic material to the client and other professionals in a manner that respects client dignity.
10. The student will understand the management of mental health services and programs, including areas such as administration, finance, and accountability. (CMHC.A.8)

11. The student will develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (CMHC.J.2)

COURSE FORMAT:

This course will meet Wednesdays from 1:30-4:10. The class is experiential in nature, and will emphasize practice aimed toward the integration of advanced diagnostic skills and related strategies of treatment. Emphasis will be placed on supervision of the student's clinical work with regard to developing awareness on the student's part of the importance of the individual's counseling theory and style in the context of the implementation of treatment strategies.

RESOURCES:

1. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders, Text Revision (DSM-IV-TR)*, required.
2. Seligman, L. and Reichenberg, L. (2007) *A comprehensive, systematic guide to treating mental disorders*, required.
3. Morrison, J. (2007) *Diagnosis made easier: principles and techniques for mental health clinicians*, optional.

COURSE INSTRUCTIONS

Attendance

This class is experiential and requires that students participate in all class sessions. Students should notify the professors if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professors prior to the class that will be missed.

DSM-IV-TR Workshop: Diagnostic and Treatment Strategies (50%)

Following an initial review of the diagnostic categories in the DSM-IV, including mental status assessments, the five axes, and the V codes, the next six weeks of the semester will be devoted to the establishment and maintenance of a counseling "practice" of the student's choice/calling. Students will create a practice for themselves, perhaps where they anticipate going immediately upon graduation, or perhaps a "some day" dream practice. As students establish the practice, they should include as many details as possible. Where will it be? How many hours will you work per week? Will you practice alone or in a group. If you choose a group practice, who will comprise the group? What type of clients will you serve? What type of colleagues will you have? What type of supervision will you seek out? What will office look like — what kind of furnishings, location, etc.? What will you charge? What other kinds of professional activities will you be involved in? How will your profession impact the personal life you envision for yourself? What will be the challenges in such a practice, and what will be the advantages?

Following the construction of a practice, each week the student will receive from the instructors a list of the clients (appropriate to the practice, of course) who will be seen that week. It will be up

to the student to assess, diagnose, and plan an intervention strategy for each client, and to handle the challenges implicit in sharing the ongoing journey of that client's life (as presented to the student periodically in an updated fashion by the professors). In addition, the student may be given problem-solving scenarios involving professional colleagues, supervisors, issues and ethics, etc., relevant to the particular practice.

As each student and the instructors "work" with the client each week, exchanging records (the student) and "challenges" (the instructor), the student will achieve a sense and a feel for the ongoing work of counseling, with all its gifts and limitations.

APPLIED PRACTICE Workshop: Integration of Counselor Style, Theory, Technique (50%)

Students will submit a paper in APA style that reflects on their personal and professional identity, theoretical perspective, meta-theoretical therapy approaches, growth edges, and vision. Relevant readings, articles, previous academic work, personal reflections, experiential encounters, can all be combined into the text of this paper, offering the student the opportunity to weave the various themes of learning and growth during their training. There are no requirements regarding length; the paper is due October 20, and copies should be prepared for each member of the class and the instructors.

The remainder of in-class work will be devoted to the experiential demonstration of what the paper describes. Intensive role play work will allow the student to receive supervision and feedback from both instructors and students regarding their practice counseling work, particularly with regard to the integration of their counseling style, theory, and technique.

Since both workshops in this course seek to offer the student an intensive large group supervision experience with regard to diagnostics, the counseling relationship, counseling theory and style, and advanced skill training, the concept of grading is less relevant. Attendance and motivated participation in all classes will earn the student an A.

Academic Honesty

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem with this course, please make an appointment to speak with us during our office hours or with the Coordinator of Student Disability Support Service in the Academic Support Center, Hartzler Library, Third Floor, 432-4233.

ADVANCED DIAGNOSIS & TREATMENT PLANNING

Counseling 628
Course Calendar, Fall 2010

September 1	Introduction
September 8	DSM IV Workshop: Diagnostic & Intervention Strategies
September 15	DSM IV Workshop: Diagnostic & Intervention Strategies
September 22	DSM IV Workshop: Diagnostic & Intervention Strategies
September 29	DSM IV Workshop: Diagnostic & Intervention Strategies
October 6	DSM IV Workshop: Diagnostic & Intervention Strategies
October 13	DSM IV Workshop: Diagnostic & Intervention Strategies
October 20	Counseling Styles and Theories
	<i>Happy Fall Break!</i>
October 27	Integration of Counseling Styles and Theories and
November 3	Integration of Style, Theory, and Technique
November 10	Integration of Style, Theory, and Technique
November 17	Integration of Style, Theory, and Technique
November 24	<i>Happy Thanksgiving!</i>
December 1	Feedback
December 8	Feedback
December 15	Issues, Ethics, Professional Concerns