GEORGE MASON UNIVERSITY  
Graduate School of Education

Diagnosis and Treatment Planning for Mental Health Professionals  
EDCD 656 Section 001  
Spring 2004

Instructor: Dr. Dana B. Couch-Davis  
Class Date & Time: Thursday (7:20 PM to 10:00PM)  
Class Location: Enterprise Hall 279  
Contact Information & Campus Hours:  
Office Location: Robinson A 326  
E-mail: d.couch-davis@worldnet.att.net  
Office Hours: Thursday 6:15PM to 7:00PM

COURSE DESCRIPTION  
Diagnosis and Treatment Planning introduces the student to the knowledge base in psychopathology as well as the clinical interviewing skills necessary to apply DSM-IV-TR diagnoses to clients in a sound and ethical manner. It will introduce students to formulating treatment plans utilizing the accepted standards of care in the fields of mental health counseling, clinical psychology and psychiatry.

STUDENT OUTCOMES  
At the conclusion of this course, students should be able to:

1. Use the DSM-IV-TR Diagnostic Trees for diagnosis purposes;  
2. Present diagnosis in the axis model presented in the DSM;  
3. Write a treatment plan for client that includes measurable goals, objectives, and has an element of diversity;  
4. Be able to effectively write about the case to convey information to other practitioners;  
5. Understand the role of clinical formulation in treatment planning;  
6. Have a comprehensive understanding of personality disorders and the role they play in diagnosis and treatment planning;  
7. How to conduct an efficient first interview with a client and gather the necessary information for the initial formulation of a treatment plan and a comprehensive understanding of the client and the presenting problem.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS  
The syllabi of all courses taught at the University are designed to meet the specifications of a Specialty Professional Association. The professional association used for the development of this course is from the American Counseling Association (ACA). The Code of Ethics and Standards of Care for ACA delineates ethical practice and the following section demonstrates the basis for this course.

Section E. Evaluation, Assessment, and Interpretation  
E.5. Proper Diagnosis of Mental Disorders
a. **Proper Diagnosis:** Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g. locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used (See A.3.a. and C.5.c).

b. **Cultural Sensitivity.** Counselors recognize that culture affects the manner in which client’s problems are defined. Client’s socioeconomic and cultural experience is considered when diagnosing mental disorders.

**TEXTS AND READINGS**


**COURSE REQUIREMENTS**

A. **Written Treatment Plan**
   Students will take a vignette given them by the instructor and prepare a treatment plan. This treatment plan will include measurable goals and objectives. An important element of this treatment plan is making sure the plan recognizes and honors the diversity of the client.

B. **Disorders of Personality Papers**
   This grade will consist of three (3) papers. Each paper will take the personality disorders in a cluster and compare and contrast the disorders in that particular grouping. Papers will be no longer than five (5) pages in length.

C. **Research Paper**
   To complete this assignment, the student will select a category of mental disorder and research treatment for that disorder within a counseling theory selected by the student. The paper will be written according to the APA Style Manual.

D. **Mid-Term Examination**
   The Mid-Term Examination will consist of multiple choice questions.

E. **Final Examination**
   The final examination will be a cumulative examination written in the format of the Examination for Clinical Counselor Practice (ECCP) given by the National Board for Certified Counselors for the Certified Clinical Mental Health Counselors Examination.

F. **Case Write-up**
   Each student will conduct a “First Interview” with a mock client. The client may be a friend or family member. The information given by the pseudo client may be information that is factual or fiction.

Students will be provided more information regarding various subjective assignments including the criteria that will be utilized for grading purposes.
Each assignment subjective assignment will be evaluated based on the grading criteria associated with the assignment. The instructor will prepare an Evaluation Rubric that will be used to evaluate the assignment. A copy of the completed Evaluation Rubric will be returned with the assignment to the student.

Students will be given, prior to the start of the subjective assignment, the grading criteria the instructor will use in evaluating the assignment.

EVALUATION SCHEMA

Evaluation of course requirements will include elements of organization, the ability of the student to synthesize information, and apply appropriate insights from the material. Written assignments must demonstrate a writing ability commensurate of a graduate student. While there may be many criteria for writing at the graduate level, at a minimum all written assignments must demonstrate proper spelling; appropriate punctuation; complete sentences; verb/subject agreement; pronoun/antecedent agreement; and writing that is concise and clear.

All written work should be completed on a typewriter or a word processor. Remember, errors are YOUR errors. Please proofread your assignments carefully. Have someone else proofread your work if you are not confident of your own ability to catch errors.

Maximum points will be awarded on subjective assignments if the student exceeds the criteria. Lesser amounts of points will be awarded based on if the student meets the criteria, minimally meets the criteria or fails to meet the criteria.

Grading Scales:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>95-98</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>85-89</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>70-74</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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</tbody>
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1. Class participation: 10%
2. Written Treatment Plan: 20%
3. Personality Papers (3): 20%
4. Research Paper: 15%
5. Case Write-up: 10%
6. Mid-Term Examination: 10%
7. Final Examination: 15%

TOTAL: 100%

LATE ASSIGNMENTS

Assignments turned in late will be accepted. The grade for any assignment turned in late will be reduced one letter grade. Assignments are due at the beginning of the class session. Assignments should be completed prior to the start of class.

COMPILATION OF ASSIGNMENTS

Written assignments should not be submitted to the instructor in folders, binders, or any other type of

COURSE SCHEDULE
Class Meeting #1 January 22, 2004
- Review of syllabus and assignments
- Introduction to diagnosis and treatment planning
- History and background of the Diagnostic and Statistical Manual
- The Diagnostic Interview
- Diagnostic axis model
- Conceptual and Clinical Foundations of Personality Disorders
- Issues, Principles, and Classification
- Historical, Modern, and Contemporary Foundations of Personality Disorders

Reading Assignment:
Millon & Davis: pages 3-131
DSM-IV-TR: pages Appendix A; Appendix C; Appendix D

Class Meeting #2 January 29, 2004
- Origins, Sequences, and Outcomes of Personality Disorders
- Domains, Validity, and Instruments of Personality Disorders
- Planning, Modalities, and Integration of Personality Disorders

Reading Assignment:
Millon & Davis: pages 133-213

Class Meeting #3 February 5, 2004
- **Cluster A Personality Disorder Paper Due**
- Beginning the initial interview
- Information gathering in the first interview
- Developing rapport in the early interviews
- History and Chief Complaint of current symptoms

Reading Assignment:
Morrison: pages 1-54

Class Meeting #4 February 12, 2004
- Eliciting affect in the interview
- Developing personal and social history
- Handling sensitive subjects with the client
- Mental Status Examinations

Reading Assignment:
Morrison: pages 55-164

Class Meeting #5 February 19, 2004
- **Topic for Research Paper Due**
- **Cluster B Personality Disorder Paper Due**
- Areas of Clinical Emphasis
- Ending the initial interview
- Gathering information from others
- Handling the resistant client effectively
- Issues with the difficult client
Reading Assignment:
Morrison: pages 165-241

Class Meeting #6     February 26, 2004
  • **Cluster C Personality Disorder Paper Due**
  • Evaluation of the client and recommendations
  • Sharing your findings with other professionals
  • Review for Mid-Term Examination

Reading Assignment:
None

Class Meeting #7     March 4, 2004
  • Mid-Term Examination

Reading Assignment:
None

**Spring Recess (No class)**     March 11, 2004

Class Meeting #8     March 18, 2004
  • **Case Write-up Due**
  • Adjustment Disorders
  • Factitious Disorders
  • Impulse Controlled Disorders Not Elsewhere Classified
  • Dissociative Disorders

Reading Assignment:
DSM-IV-TR:  p. 679-684; 513-518; 663-678; 518-534

Class Meeting #9     March 25, 2004
  • Anxiety Disorders
  • Sexual and Gender Identity Disorders
  • Sleep Disorders

Reading Assignment:
DSM-IV-TR:  p. 429-484; 535-582; 597-662

Class Meeting #10     April 1, 2004
  • Substance Related Disorders
  • Mental Disorders Due to a General Medical Condition Not Elsewhere Classified

Reading Assignment:
DSM-IV-TR:  p. 191-296; 181-190

Class Meeting #11     April 8, 2004
  • **Treatment Plan Due**
  • Mood Disorders
  • Somatoform Disorders

Reading Assignment:
DSM-IV-TR:  p. 345-428; 485-512

Class Meeting #12     April 15, 2004
  • **Research Paper Due**
  • Disorders usually first diagnosed in infancy, childhood, or adolescence
  • Delirium, Dementia, and Amnestic and Other Cognitive Disorders
Reading Assignment:
DSM-IV-TR: p. 39-134; 135-180

Class Meeting #13     April 22, 2004
• Schizophrenia and other Psychotic Disorders
• Criteria Sets for Axes presented for further study
• Other conditions that may be a focus of clinical attention
• Additional Codes

Reading Assignment:
DSM-IV-TR: p. 297-344; Appendix B; p. 711-743

Class Meeting #14     April 29, 2004
• Review for Final Examination

Reading Assignment:
None

FINAL EXAMINATION     May 6, 2004

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.
Personality Disorder Papers
EDCD 656: Diagnosis and Treatment Planning for Mental Health Professionals

Personality Disorders are divided by the Diagnostic and Statistical Manual of Mental Disorders, 4th edition text revision, into three (3) clusters. The purpose of the clustering is illustrative of the descriptive similarities.

The clusters are indicated by the first three letters of the alphabet.

In the first cluster individuals with one of these personality types often appear odd, or eccentric. The personality disorders in Cluster A are:

- Paranoid Personality Type
- Schizoid Personality Type
- Schizotypal Personality Type

The personality disorders in the second group are individuals who often appear dramatic, emotional, or erratic. The personality disorders in Cluster B are:

- Antisocial Personality Disorder
- Borderline Personality Disorder
- Histrionic Personality Disorder
- Narcissistic Personality Disorder

Individuals with personality disorders in the third grouping often appear anxious or fearful. The personality disorders in Cluster C are:

- Avoidant Personality Disorder
- Dependent Personality Disorder
- Obsessive-Compulsive Personality Disorder

The student will completed three papers comparing and contrasting the personality disorders in each cluster. This paper does not have to adhere to the APA Style Manual. You will utilize your readings on the personality disorders in each cluster from the Millon and Davis text. You may compare and contrast the disorders any way you please. This may be in the form of a chart, a written paper, or whatever creative means you choose to utilize. You are limited to five (5) pages on each cluster for this assignment.

Evaluation Schema: The instructor will evaluate each of the papers based on the following criteria:
- Ability of the student to compare and contrast the personality disorders in each clusters; (45 points)
• Organization of the paper so that it is readable, understandable, and conveys to the instructor the student’s understanding of the personality disorders in the cluster; (30 points)
• The student demonstrates a graduate ability to present the information in a concise manner. This includes spelling and grammar considerations. (25 points)

Research Paper

EDCD 656: Diagnosis and Treatment Planning for Mental Health Professionals

The Diagnostic and Statistical Manual of Mental Disorders, 4th edition text revision, has numerous disorders on which a research paper can be written. Since counselors deal with a variety of the mental disorders, you will not be limited to the disorder that you can write about.

The research paper should be between 25-30 pages, excluding references, and written in adherence to the APA style manual. The paper should examine various aspects of the disorder that you select to research. These features should include:
• History of the disorder in the clinical literature and the DSM;
• Symptoms associated with the disorder;
• Information regarding the development of the disorder;
• Psychopharmacological treatment of the disorder;
• Non-psychopharmacological treatment of the disorder.

The student should not be constrained by the above criteria. It is important for the student to demonstrate the ability to fully research the selected topic completely and present the information in a concise and readable manner.

The instructor will be looking for the following information as he reads each assignment:
• The student demonstrates a thorough and comprehensive understanding of the mental disorder; (30 points)
• The Research Paper adheres to the APA Style Manual; (10 points)
• The paper is written in a professional manner demonstrating an ability of the student to write at the graduate level; (10 points)
• The student has demonstrated careful attention to grammar and spelling in the preparation of the paper; (10 points)
• The student demonstrates, through the bibliographic references, a thorough research of the appropriate literature on the disorder; (15 points)
• The student addresses the five (5) criteria listed in the assignment for the disorder;
• The student demonstrates creativity in incorporating information into the paper; (20 points)
• The paper is presented in an organized manner that is easy for the instructor to read and comprehend. (5 points)
Written Treatment Plan

EDCD 656: Diagnosis and Treatment Planning for Mental Health Professionals

An essential element of this course is the ability of the student to be able to formulate and plan for the treatment of the client. In keeping with the inclusion of diversity into all courses at the university, the student will be required to consider cultural considerations in formulating and presenting the treatment plan. The instructor will provide a Case Vignette to the class from which they may formulate the treatment plan.

Some of the considerations the student should make in formulating the treatment plan for the client are the culture, ethnicity, sexual orientation, family considerations, and gender of the client. It is also important that the student consider the implications of mental health intervention for the client based on the foregoing considerations.

There are many components of treatment that must be included in the treatment plan. The instructor will discuss these during the class session on Treatment Planning.

Treatment Plans will not be graded on adherence to the APA Style Manual. The following criteria will be evaluated by the instructor in grading the assignment:

- Identification of symptoms of the disorder presented by the client; (15 points)
- History of the client’s chief complaint; (20 points)
- Axis diagnosis of the client; (10 points)
- Identification of strengths and weaknesses of the client; (10 points)
- Inclusion of treatment goals (long-term and short-term) that are measurable and take into consideration the diversity of the client; (30 points)
- Identification of treatment orientation that will be used by the counselors; (5 points)
- Type(s) of treatment the client will participate in; (5 points)
- Discharge criteria. (5 points)

Treatment plans do not have to be typed. The instructor will accept neat and legible handwritten treatment plans.

Case Write-Up

EDCD 656: Diagnosis and Treatment Planning for Mental Health Professionals

Each student will ask a friend or family member to allow them to do an intake interview with that person. The client selected by the student may provide either factual or fictional information.
This assignment **does not** have to meet the APA Style manual, but it should be presented in a logical, understandable, and concise manner. The instructor should be able to understand the issues presented by the client from reading the write-up.

Elements of the write-up that will be scored by the instructor should include:

- Identifying data (10 points)
- Chief Complaint (10 points)
- Informants (5 points)
- History of the Present Illness (15 points)
- Personal and Social History (15 points)
- Past Medical History (5 points)
- Family History (10 points)
- Mental Status Examination (5 points)
- Diagnostic Impression (15 points)
- Formulation (10 points)
  - Summary
  - Differential
  - Best Diagnosis
  - Contributing Factors
  - Further Information Needed
  - Treatment Plan
  - Prognosis