

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program
CRN 12916

EDCD 656-001: Diagnosis and Treatment Planning for Mental Health Professionals
Spring 2013

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Office Hours/Location: By appointment/Krug 201D

Class Location: Robinson Hall A349– Wednesdays 4:30-7:10 p.m.

Course Description:

This course introduces students to fundamental concepts in the classification of psychopathology as well as the clinical interviewing skills necessary to apply DSM-IV-TR diagnoses to clients in a sound and ethical manner. The course incorporates an explicit focus on the role of race and culture in diagnosis and treatment. The course will introduce students to formulating treatment plans utilizing the accepted standards of care in the fields of mental health counseling, clinical and counseling psychology and psychiatry. Finally, the course will focus on clinician self-awareness as a critical dimension in accurate diagnosis and effective treatment planning. Course materials will be delivered in a variety of methods including lecture, required readings, research activities and visual media.

Course Objectives/Student Outcomes:

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

1. Use the DSM-IV-TR diagnostic decision trees for diagnosis purposes.
2. Present diagnosis in the multi-axial model outlined in the DSM.
3. Understand mental illness from a multi-cultural and multi-disciplinary perspective.
4. Conduct an efficient first interview with a client and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and presenting problem.
5. Write a treatment plan for client that includes measurable goals, objective, cultural considerations and that incorporates advocacy as an intervention.
6. Be able to write effectively about that case to convey information to other practitioners.
7. Understand the role of clinical formulation in treatment planning.
8. Have an understanding of how a clinician's personal worldview and cultural socialization might impact their approach to diagnosis and treatment planning.

Relationship to Program Goals and Professional Organization:

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 Disorder

a. Proper Diagnosis: All 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.

Professional Dispositions:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions, as well as, the C&D Professional Disposition, as posted on C&D homepage.

Professional Performance Criteria:

The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills

- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

Collaboration

- Respect for the opinion and dignity of others for all people
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

Professionalism

- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

Required Texts:

- American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4th ed, text revision). Washington, DC: Author.
- Fauman, M.A. (2002). Study guide to DSM-IV-TR. Washington, DC: American Psychiatric Publishing, Inc.
- Castillo, R. J. (1997). Culture and mental illness: A client centered approach. Boston, MA: Brooks/Cole Publishing Company.
- Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2006). The complete adult psychotherapy treatment planner. Hoboken, NJ: John Wiley & Sons, Inc.

Additional readings may be assigned and will be accessible online through electronic reserve or Blackboard.

Evaluation and Grading:

All papers are to be written according to APA guidelines, including a title page and reference page (when you have cited sources in your paper). Points may be deducted from assignments that do not adhere to APA guidelines and/or page requirements. Grammar and style will also be taken into account when they detract from the presentation or understanding of the points made.

Self-Awareness Paper- DUE 2/6/13 (10 points)

The self-awareness paper is designed to give you an opportunity to reflect on your personal experiences associated with mental illness. Please note you are being asked to write from a personal perspective. Do not respond as a counselor or future mental health professional. Please submit a 3-4 page paper outlining your personal understanding of mental illness and include the following sections:

- Definition of mental illness and how you have constructed that definition. What is this definition built on – knowledge, personal experience, myth etc.
- Early childhood experiences with mental illness and how those experiences might have shaped your personal attitudes towards or understanding of mental illness
- The impact of at least one of your reference group identities (e.g religious affiliation; racial group membership; social-economic status; sexual orientation; ethnic identity) on your understanding of, or experience with mental illness. This section is built on the assumption that we all been socialized (beliefs, values, ideas, behaviors) within our different reference group identities. For example, if you have had a strong fundamentalist Christian background, your early socialization might have included messages suggesting that psychological dysfunction could be reflective of a lack of faith. If so how might this type of message influence your personal construction of mental illness?
- Concerns or anxieties related to working with individuals who have a diagnosed mental illness

You may struggle with articulating aspects of your personal life experiences and how these dimensions of who you are might apply to your professional work as a counselor. So, for example, if you are struggling to understand the connection between your racial group membership and your attitudes toward mental illness and are unable to make any connections, please then discuss why it might be difficult for you to make these connections, what are some possible explanations.

Two Treatment Plans- DUE 3/6/13 & 5/1/13 (10 points each)

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. You will be required to complete two formal treatment

plans. Detailed instructions, case vignettes, and grading rubric will be provided. You will be given feedback on the first treatment plan, which you should incorporate when completing the second treatment plan. The second treatment plan is a C&D required performance-based assessment, which will be entered into TaskStream (see below). Continuation in the program may be contingent on satisfactory performance on this assessment.

Research Paper- DUE 3/27/13 (20 points)

Choose a disorder to research. Describe the disorder, including symptoms associated with the disorder and information regarding the development of the disorder. If the information is available, discuss any proposed changes in DSM V and your reactions to these. Then, provide a summary of recommended treatment based on current, peer-reviewed literature. These may include certain types of therapy, counseling interventions, and/or psychopharmacological treatments (NOTE: You will likely need to limit your population in order not to take on too much. For example, you may discuss treatment of depression for cancer patients or post-partum depression; anxiety disorders in children, or any disorder and the particular nuances of a cultural reference group). Regardless of how you define your population, discuss cultural implications related to diagnosis and treatment. Finally, include any resources you would recommend to clients who are dealing with this disorder. These may include books, articles, support groups, online resources, etc. This paper should be 7-8 pages in length.

Group Presentation- DUE 5/1/13 or 5/8/13 (15 points)

In your groups of four to five students, you will provide a group presentation on topics pertinent to Diagnosis, Mental Health, and Social Justice. The use of multi-media and innovative presentation styles is encouraged. The presentation should not be a lecture, however should be interactive and engaging. Examples of potential topics include Poverty and Mental Health; Managed Care, Ethics and Diagnosis; Client advocacy and mental health; Public policy and mental health. Presenters will be asked to provide a seminal article/chapter for classmates to review the week prior to their presentation. The presentation should be between 20-30 minutes in length. To prevent any potential overlap, groups are asked to submit their chosen topic, including a title and brief description by 2/27/13.

Course Exam- 4/24/13 (15 points)

There will be one in-class exam that will be cumulative. It will be open book/notes.

Class Participation (20 points)

Attendance, arriving to class on time, and actively participating in class discussions and activities are all included in the participation grade. We will be working in small groups conducting role-plays throughout the course of the semester. Within your groups, students will rotate between the following roles: counselor, client, process-observer, and note-taker. You will be responsible for preparing to role-play a client with a specific disorder 2-3 times over the course of the semester. Disorders will be assigned in advance by Dr. Douglass. As a group, you will also submit a five-axis diagnosis and proposed therapeutic interventions for the client that presented in your role-play.

This class will be highly interactive, therefore in order to get an A or A- for class participation you must attend all scheduled classes.

A = 100-97; A- = 96-94; B+ = 93-91; B = 90-87; B- = 86-84, C = 83-80; F = below 79

Late Assignments:

Late assignments will result in a point reduction.

Attendance Policy:

C&D attendance policy states that more than one unexcused absence will result in course failure. Excused absences are approved at the discretion of the instructor, but are rare and require documentation.

Course Schedule:

Date	Topics/Assignments Due	Readings
1/23/13	Introductions Review of Syllabus Introduction to Assessment & Diagnosis	
1/30/13	Introduction to DSM Treatment Planning Overview	DSM-IV-TR- Introduction (pp. xxiii-xxxv) & pp. 1-37 Study Guide- Ch. 1 Castillo- Ch. 1 Tx Planner- pp. 1-9
2/6/13	Mood Disorders DUE: Self-Awareness Paper	DSM-IV-TR- 345-428 Study Guide- Ch. 7 Castillo- Ch. 2 & 3 Tx Planner- 86-92; 171-178
2/13/13	Mood Disorders (continued) Adjustment Disorders	DSM-IV-TR- 679-683 Study Guide- Ch. 16 Castillo- 4 & 12 Tx Planner- 215-221
2/20/13	Anxiety Disorders	DSM-IV-TR- 429-484 Study Guide- Ch. 8 Castillo- Ch. 10 Tx Planner- 24-31; 187-200; 222-228
2/27/13	Somatoform Disorders Factitious Disorders Dissociative Disorders DUE: Presentation Title/Description	DSM-IV-TR- 485-533 Study Guide- Ch. 9, 10, & 11 Castillo- Ch. 11 & 13 Tx Planner- 93-96; 270-277
3/6/13	Psychotic Disorders DUE: Treatment Plan #1	DSM-IV-TR- 297-343 Study Guide- Ch. 6 Castillo- Ch. 14 Tx Planner- 238-243
3/13/13	Spring Break- NO CLASS	
3/20/13	NO CLASS due to ACA Conference in Cincinnati, OH Independent study: Work on research papers due next week	

3/27/13	Childhood Disorders V Codes DUE: Research Paper	DSM-IV-TR- 39-134; 731-742 Study Guide- Ch. 2 Castillo- Ch. 5 Tx Planner- 105-109; 62-67
4/3/13	Eating Disorders Substance Related Disorders Personality Disorders	DSM-IV-TR- 583-595; 191-295 Study Guide- Ch. 13 & 5 Castillo- Ch. 8 & 9 Tx Planner- 97-104; 46-61
4/10/13	Personality Disorders (continued)	DSM-IV-TR- 685-729 Study Guide- Ch. 17 Castillo- Ch. 6 Tx Planner- 18-23; 39-45; 81-85
4/17/13	Impulse Control Disorders Sexual and Gender Identity Disorders Sleep Disorders	DSM-IV-TR- 663-677; 535-582; 597-662 Study Guide- Ch. 15, 12, & 14 Castillo- Ch. 7 & 15 Tx Planner- 139-143; 117-125; 162-170; 256-262
4/24/13	Exam (Open book/notes)	
5/1/13	Group Presentations DUE: Treatment Plan #2	TBD by group presenters
5/8/13	Group Presentations	TBD by group presenters

***** Instructor reserves the right to modify the syllabus as needed*****

COLLEGE of EDUCATION and HUMAN DEVELOPMENT TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See<http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and

outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information, which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)