



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A&M UNIVERSITY

Instructor	
Course Number	COUN 594
Course Title	Diagnosis and Treatment Planning
Call Number/Section	
Class Times	
Class Location	
Textbook	<p>American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. [ISBN: 0890425558]</p> <p>Reichenberg, L. W. & Seligman, L. (2016). Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders 5th Edition. Hoboken, NJ: Wiley. [ISBN: 978-1-118-79135-6]</p> <p>Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics</p> <p>CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf</p>
Office and Office Hours	
E-mail address	
Telephone number	

COURSE DESCRIPTION

The course is designed to introduce students to the concepts of psychopathology and to major diagnostic categories of the current DSM. Emphasis is placed on differential diagnosis and understanding of how cultural, biological, social, psychopharmacology and psychological factors are necessary when developing a holistic and ethical model of assessment and treatment planning.

COURSE GOAL

The primary goal of this course is to expose the student to theoretical and scientific bases on which a foundation of psychopathology can be understood. Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the etiology, the diagnostic process and nomenclature of mental and emotional disorders and apply a diagnosis to describe the symptoms and clinical presentations of clients with mental and emotional impairments
2. Demonstrates knowledge of the principles of the diagnostic process, including differential diagnosis and the use of the Diagnostic and statistical manual of mental disorders (DSM)
3. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
4. Demonstrate understanding of the general principles of differential diagnosis including mental and emotional status
5. Demonstrate an ability to recognize the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
6. Demonstrates the ability to recognize 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
7. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, referral, and prevention of mental and emotional disorders
8. Demonstrates the ability to describe appropriate, evidence-based treatment modalities and placement criteria within the continuum of care

CACREP (2016) Standards Met in COUN 594

Standard	Evaluation
2.F.5. Counseling and the Helping Relationship	
5.g. essential interviewing, counseling, and case conceptualization skills	Peer Biopsychosocial, Case Studies, Final Case Study
5.h. developmentally relevant counseling treatment or intervention plans	Case Studies, Final Case Study
5.i. development of measurable outcomes for client	Case Studies, Final Case Study
5.j. evidence-based counseling strategies and techniques for prevention and intervention	Case Studies, Diagnosis Presentation, Final Case Study

2.F.7. Assessment and Testing	
7.e. use of assessments for diagnostic and intervention planning purposes	Peer biopsychosocial history, Case Studies, Diagnosis Presentation, Final Case Study

Assignments

1. Attendance and participation
2. Case Studies- Students will complete written responses to Case Study examples. After reviewing the provided case study, students will complete a DOACLIENTMAP, as assigned.
3. Peer biopsychosocial history: Conduct biopsychosocial and CFI interviews with a peer. Develop assessment and clinical writing skills by integrating information into a biopsychosocial history.
4. Diagnosis presentation- Students will be assigned a diagnosis from the DSM and present the following information in class: diagnostic code, diagnostic features, associated features supporting diagnosis, subtypes and/or specifiers, prevalence, comorbid diagnoses, multicultural and gender-related considerations, prognosis, assessment related to the diagnosis, evidence-based treatments for the diagnosis.
5. Final case study: Select a character from a book, television program, or film to serve as the basis for a comprehensive case study. The case study will include a biopsychosocial history, mental status report, and D.O.A.C.L.I.E.N.T.M.A.P treatment plan with an expanded evidence-based justification. Students will develop a Power Point on their Final Case Study assignment.
6. Practice/Midterm Quizzes: Complete quiz consisting of multiple-choice items and diagnostic cases/ evidence-based treatment plan. There will be at least one practice quiz and additional quizzes the semester that will assist you in preparing for the midterm and the National Counselor Examination.

Grading Scale

Assignment	Points
Attendance	15
Case Studies (3)	15
Peer Biopsychosocial History/CFI	15
Diagnosis Presentation	50
Quizzes (5)	25
Midterm	50
Final Exam	50
Final Case Study	30
Total	250

Grade	Percentage
A	90%-100%
B	80%- 89%
C	70%- 79%
D	60%- 69%
F	0%- 59%

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

PROFESSIONAL ETHICAL CODES

[CRC Code of Ethics](#)

[ACA Code of Ethics](#)

Grading Turnaround Time

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as the Group Plan, then Instructors are given longer to return all submitted work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: Each assignment will be due Saturday (night) by 11:59 p.m CST.

Late Work: LATE WORK IS NOT ACCEPTED UNLESS ACCOMPANIED BY A UNIVERSITY EXCUSE, NO ACCEPTIONS. If there are unforeseen circumstances, you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

<i>DATES</i>	<i>CHAPTERS/ TOPICS</i>	<i>ASSIGNMENTS</i>	<i>CACREP</i>
<i>Jan 9-15</i>	Overview of Course Seligman, Chapter 1 DSM-5 pgs. 19-24; Appendix 817		
<i>Jan 16-22</i>	Classification and Assessment of Mental Disorders DSM-5 Section I and III;		2.F.7.e 5.D.2.f

	DSM-5 Appendix Highlights of Changes From DSM-IV to DSM-5 Glossary of Technical Terms Glossary of Cultural Concepts		
<i>Jan 23-29</i>	Psychological Disorders of Childhood Reichenberg & Seligman Chapter 2 & 12, 16; DSM-5 Neurodevelopmental Disorders, Disruptive, Impulse control, & Conduct disorders, Elimination Disorders	Quiz 1 Diagnosis Presentation	2.F.5.h 2.F.5.j
<i>Jan 30- Feb 5</i>	Depressive Disorders Biopsychosocial model of diagnosis Intake, mental status exam Reichenberg & Seligman Chapter 5; DSM-5 Depressive Disorders	Peer Biopsychosocial History Diagnosis Presentation	2.F.7.e 2.F.5.g 2.F.5.h 2.F.5.j
<i>Feb 6-12</i>	Bipolar Disorder Biopsychosocial model of diagnosis Intake, mental status exam Reichenberg & Seligman Chapter 4; DSM-5, Bipolar and Related Disorders	Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.j
<i>Feb 13-19</i>	Anxiety Disorders and Obsessive- Compulsive Disorder; DO A CLIENT MAP model	Quiz 2 Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.j

	Reichenberg & Seligman Chapter 6 & 7; DSM-5 Anxiety Disorders, Obsessive-Compulsive Disorder		
<i>Feb 20-26</i>	Trauma-and Stressor- Related Disorders, Dissociative Disorders DO A CLIENT MAP model Reichenberg & Seligman Chapter 8 & 9; DSM-5 Trauma-and Stressor- related, and Dissociative Disorder	Case Study (1) Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.j
<i>Feb 27- March 5</i>	Feeding and Eating Disorders Reichenberg & Seligman Chapter 11; DSM-5	Midterm Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.i 2.F.5.j
<i>March 6-12</i>	Personality Disorders DO A CLIENT MAP Reichenberg & Seligman Chapter 19; DSM-5 Personality Disorders	Case Study (2) Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.i 2.F.5.j
<i>March 12-19</i>	Spring Break- no class		
<i>March 20-26</i>	Substance Abuse and Addictive Disorders DO A CLIENT MAP Reichenberg & Seligman Chapter 17; DSM-5 Substance Abuse and Addictive Disorders	Quiz 4 Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.j

<i>March 27-April 2</i>	Sexual Dysfunctions, and Paraphilic Disorders DO A CLIENT MAP Reichenberg & Seligman Chapter 14, & 20; DSM-5 Sexual Dysfunctions, Paraphilic Disorder and Gender Dysphoria	Quiz 5 Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.j
<i>April 3-9</i>	Gender Dysphoria, Sleep-Wake Disorder Reichenberg & Seligman Chapters 10, 13,14; DSM-5	Case Study (3) Diagnosis Presentation	2.F.5.g 2.F.5.h 2.F.5.i 2.F.5.j
<i>April 10-16</i>	Schizophrenia Spectrum and Other Psychotic Disorders Reichenberg & Seligman Chapter 3; DSM-5	Diagnosis Presentation	2.F.5.h 2.F.5.j
<i>April 17-23</i>	Neurocognitive Disorders DO A CLIENT MAP Reichenberg & Seligman Chapter 18; DSM-5 Neurocognitive Disorders	Diagnosis Presentation	2.F.5.h 2.F.5.j
<i>April 24-April 30</i>	Somatic Symptom Reichenberg & Seligman Chapter 10; DSM-5 Neurocognitive Disorders		
<i>May 3</i>		Comprehensive Quiz Final Case Study due	

