TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5381 PSYCHODIAGNOSIS AND TREATMENT STRATEGIES

Instructor: Catherine Cueva, Ph.D., LPC
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Semester: Spring 2019
Class Date: Tuesday
Class Time: 7:00-9:20
Class Location: ECDC 219C

Course Description

CNEP 5381: Psychodiagnosis and Treatment Strategies (3 SCH). Covers types of human distress, as described in the Diagnostic and Statistical Manual of Mental Disorders, including the development of tools for the understanding and critical appraisal of abnormal human behavior across the life-span. Strategies and techniques for working with clients in a variety of settings are considered.

Rationale

Helping professionals (counselors, teachers, ministers, mental-health workers, and social workers) must be aware of a variety of counseling strategies and must be able to effectively apply these strategies to different populations of clients in a variety of different settings. Knowledge, awareness, and skills are all necessary to be able to be effective in ‘helping’ roles.

Course Topics

Major topics to be considered include:

- Historical perspectives of mental health conceptualization
- Introduction to modern classification systems (DSM & ICD) of mental illnesses
- Formal and informal assessment strategies used in diagnosing mental illnesses
- Case conceptualization and treatment planning
- Identifying evidence-based practices
- Implementing effective counseling strategies when working with clients
- Psychopharmacological treatment for various mental disorders

Learning Objectives

This course is designed to meet 2016 CACREP entry-level core curriculum area standards (Section 2) for counseling and specialty area standards (Section 5). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of and able to integrate into practice the following:

- CACREP Standard 2-F-3-h: a general framework for understanding differing abilities and strategies for differentiated interventions [Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations]
• **CACREP Standard 2-F-5-f:** counselor characteristics and behaviors that influence the counseling process *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 2-F-5-h:** developmentally relevant counseling treatment or intervention plans *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 2-F-5-i:** development of measurable outcomes for clients *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 2-F-5-j:** evidence-based counseling strategies and techniques for prevention and intervention *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 2-F-8-b:** identification of evidence-based counseling practices *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 5-C-1-c:** principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 5-C-1-d:** neurobiological and medical foundation and etiology of addiction and co-occurring disorders *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 5-C-2-b:** etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*

• **CACREP Standard 5-C-2-d:** diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) *Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations*
• **CACREP Standard 5-C-2-g:** impact of biological and neurological mechanisms on mental health *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations]*

• **CACREP Standard 5-C-2-h:** classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations]*

• **CACREP Standard 5-F-2-d:** diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations]*

• **CACREP Standard 5-G-2-h:** common medications that affect learning, behavior, and mood in children and adolescents *[Students will successfully complete this learning objective by achieving a score of 80% or higher on the preparation checks, case study homework assignments, and course examinations]*

**Major Course Requirements**

1) **Preparation Checks (100 points)**

This class integrates the use of BlackBoard distance learning technology to deliver course content and evaluate preparedness for each class meeting. PowerPoints, videos, and other material will be posted there. For us to make good use of the time in class, it is critical that you prepare by reading assignments and otherwise getting yourself ready to participate in active learning within the class time. You will be able to use in-class time for application of the material, getting feedback from peers and from me, and working on case studies. Because preparation for this kind of class is so important, Preparation Checks will be used for each class. These will consist of a brief series of objective questions that must be completed via BlackBoard prior to class. Preparation checks will generally cover broad material rather than very detailed material, and hints may be provided in the posted material for some subject matter. You will be able to earn up to 10 points for each preparation check.

2) **Homework Assignments (800 points)**

There will be eight homework assignments during this course. Each homework assignment is due at the beginning of class on the date assigned. See the course schedule later in this syllabus for details and due dates. Note that due dates and the venue for submission are also found on the course schedule. The first homework covers general information about the DSM, information from the psychopharmacology text, information from the DSM from the chapters listed in the
course syllabus, and general information from BlackBoard for the first class. All subsequent homework assignments are case studies covering material in the DSM, the psychopharmacology text, lecture and other information posted on BlackBoard, and class discussion. All homework case studies may have multiple diagnoses; however, you are only responsible for those diagnoses that have been assigned up to the due date for the homework. The primary diagnosis for homework assignments will always be from the chapters covered in the previous class session. See separate document for details and due dates. All homework will be submitted via Turnitin. Homework assignments must be completed individually. Working together on any assignments outside of class is prohibited.

Point values for each question are noted on the homework. Students are encouraged to note point values of questions. Questions with high point values should reasonably be expected to require excellent coverage of the material for full credit, including attention to all parts of a question. Homework assignments 2-8 (100 points each) are primarily case studies. Specific directions for each case study, along with point values for each element, are provided in the Homework document posted on BlackBoard. Responses should be appropriate for the client presented in the case study rather than for a diagnosis in general. Bullet or outline presentation of material is preferred where appropriate.

**Note:** Homework will not be accepted late and there will be no make-up provided; however, students’ lowest homework grade will be dropped. While not recommended, students who fail to submit up to one homework will not be penalized.

3) Examinations (450 points)

Students will complete a midterm and final examination in this course. For the midterm, you will be asked to provide an appropriate diagnosis and justification for five separate cases. Each case may represent a client with multiple diagnoses present. For the final, you will select one of the case studies provided and submit a document addressing the questions and instructions shown in the contents section of Blackboard. You will be provided a choice of case studies to use as the basis for your examination. Cases will be drawn from any diagnostic category covered since the beginning of class for each exam. Detailed instructions for the Mid-term and Final Exams will be found on the documents posted in BlackBoard by mid-semester. In addition to the point structure outlined, up to 30 points may be deducted for writing style, APA 6th edition adherence, bibliography, and other writing issues. Students may lose additional points for serious citation issues within the body of the paper. Both examinations are individual projects; group work and consultation with peers is not allowed.

**Point Allocation**

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<th>Points</th>
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<td>Preparation Checks</td>
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<td>Homework Assignments</td>
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<tr>
<td>Midterm Examination</td>
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<td>Final Examination</td>
<td>225</td>
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<td><strong>TOTAL</strong></td>
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4
Grade Distribution

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<tr>
<td>1215-1350</td>
<td>1080-1214</td>
<td>945-1079</td>
<td>810-944</td>
<td>Below 810</td>
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Required or Recommended Readings

**Textbook:**


**Note:** The latter half of the course will require you to integrate theories of counseling into your conceptualizations of case studies - it is recommended that retain your theories text.

**Recommended or supplemental readings:**


**Play Therapy**


**State Adopted Proficiencies for School Counselors**

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.
School Counselor Standard II: Learner-Centered Skills
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

School Counselor Standard III: Learner-Centered Process
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners
The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

TExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Course Policies

Attendance and Participation

Like any class, this class may be considered a rather large group. As in any group, commitment—as reflected by attendance and active participation—is vital. Because of the strong experiential component (role play, group exercises, etc.) in this class, your attendance is important not only for your own learning but for the learning of others and for class spirit. Therefore, in order to receive points, you must both attend and participate (i.e., talk, contribute to group activities) in class discussions about readings and in other activities. This will require that you read assigned material prior to the class period in which the reading is discussed. More than two unexcused absences will result in loss of one letter grade for the course, a third unexcused absence will
result in non-credit for the course. Missing more than 30 minutes of any class meeting constitutes an absence.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and must negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities if you should have to miss class. As a policy, all assignments are to be turned in by the beginning of class on the due day. I do not accept any late work that is not accompanied by documentation (e.g. medical professional, computer technician report, etc.); however, I will accept incomplete work and score what work has been completed.

**Extra Credit**

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and Plagiarism**

**TAMUCC Graduate Catalogue (please refer to current version)**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
• Lowering of grade on work in question
• Assigning grade of “F” to work in question
• Assigning grade of “F” for course
• Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed
to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be
modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Tentative Course Schedule (Spring 2019)**

A. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Assignments Due</th>
<th>Course Reading</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Introduction and Orientation to Course Healthy Human Functioning</td>
<td>Instructor material</td>
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<tr>
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<td>Introduction to Effective Treatment Planning DMS 5 and How it Should be Utilized</td>
<td>DMS 5 Sec. 1</td>
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<td>Jan 22</td>
<td>Basics of Psychopharmacology Justifying a Diagnosis Case Conceptualization</td>
<td>P, O’N &amp; T</td>
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<td>Integrated &amp; Team-Based Treatment Planning</td>
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<tr>
<td>Jan 29</td>
<td>Neurodevelopmental and Disruptive Disorders Preparation check 1 due Homework 1 due</td>
<td>DMS 31-86; 461-480</td>
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<td>P, O’N, &amp; T</td>
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<td>Feb 5</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders Preparation check 2 due Homework 2 due</td>
<td>DMS 5 87-122</td>
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<td>Bipolar and Depressive Disorders Preparation check 3 due Homework 3 due</td>
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<td>Anxiety Disorders and Obsessive Compulsive Disorders Preparation check 4 due Homework 4 due</td>
<td>DMS 5 189-264</td>
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<td>Trauma and Stressor-Related Disorders Preparation check 5 due Homework 5 due</td>
<td>DMS 5 265-290; 806</td>
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<td>P, O’N, &amp; T</td>
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<td>March 5</td>
<td>Other Conditions That May be a Focus of Clinical Attention; Conditions for Further Study</td>
<td>DMS 5 715-727, 783-806</td>
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<tr>
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<td>Preparation check 6 due Homework 6 due Midterm exam opens</td>
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<td>March 19</td>
<td>Feeding and Eating Disorders Take Home Mid-term Examination Due</td>
<td>DMS 5 329-354;</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Preparation</td>
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<td>March 26</td>
<td>Substance Related and Addictive Disorders</td>
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<td>April 2</td>
<td>Personality Disorders</td>
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<tr>
<td>April 9</td>
<td>Dissociative Disorders; Somatic Symptom Disorders; Elimination Disorders; Sleep/Wake Disorders; Gender Dysphoria</td>
<td>9 due</td>
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<td>April 16</td>
<td>Sexual Dysfunctions; Paraphilia Disorders</td>
<td>10 due</td>
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Diagnosis

Levels of Consideration

- Biological
- Psychological
- Social

Conceptualizing Etiology

- Brain systems affected:
  - Neurotransmitters that are Involved:

Moderating Variables

- Theory-based interventions:
  - Relational strengths:

Mitigating Factors

- Medications:
  - Outcomes targeted by interventions:

Social factors affecting the disorder:

Community resources available: