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. Specific topics covered 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, and psychopharmacological treatment for various mental disorders.

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.

Instructional Methods

Course content will be presented in a flipped course format using multiple teaching strategies including discussion, readings, on-line presentation of material, case studies, in-class cooperative group work, and application of concepts.

Learning Outcomes

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for counseling. 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-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 relevant prep 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 relevant case study homework assignments and the final examination.*

• **CACREP Standard 2-F-5-j:** identification of 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 relevant case study assignments and examinations.*

• **CACREP Standard 5-C-2-b:** etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. *Students will demonstrate completion of this learning objective by achieving a score of 80% or higher on relevant prep checks, case studies, 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 case studies the mid-term examination, and the final examination.*

• **CACREP Standard 5-C-2-h:** understanding of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. *Students will demonstrate successfully completion of this objective by achieving a score of 80% or higher on relevant case studies and the mid-term and final 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 demonstrate successfully completion of this objective by achieving a score of 80% or higher on relevant case studies and the mid-term and final examinations.*

**Major Course Requirements**

**Preparation checks: (100 possible 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 check. Because of the class format, you are responsible to cover material that would ordinarily be covered in class so that you are prepared for in-class applications and activities.

Homework: (700 possible points). There will be eight homework assignments during this course. Each homework assignment is due by the beginning of class on the date assigned. The first homework covers general information about the DSM-5, information from the psychopharmacology text, 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, class discussion, and other materials provided on BlackBoard. All homework will be submitted via Blackboard.

Homework will not be accepted late and there will be no make-up provided; however, the lowest homework grade for each student will be dropped. While not recommended, students who fail to submit up to one homework will not be penalized. Each face-to-face class will provide opportunities for active learning relevant to the next week’s homework and/or case studies and exams. Responses to case study homework should be appropriate for the client presented in the case study rather than for a diagnosis in general.

Midterm Exam and Final Examinations: (225 possible points each). For the midterm, you will provide appropriate diagnosis and justification for five separate cases. Each case may have multiple diagnoses. For the final, you will select one of the studies provided and submit a document that addresses the questions and instructions that are shown in the contents section of Blackboard. The final exam document will be available to you by the middle of the course so that you may be thinking and perhaps working ahead. Detailed instructions will be provided in class as well as posted in BlackBoard. Both the midterm and final exams are individual projects. Group work and consultation with peers is not allowed.

Please note: For all assignments, it can and will impact grades if there is plagiarism in your work. Appropriate citation and references are required for all material, whether paraphrased, summarized, or quoted. If you use direct quotations, quotation marks and page numbers must be provided using appropriate APA styling. There is one exception, which applies to this course only: When you are justifying your diagnoses and using specific criteria outlined in the DSM, you do not have to cite the material. In this course only, it will be understood that you are taking the information directly from specific pages in the DSM 5. This exception is NOT consistent with APA style, but is reasonable in this course.

Specific rubrics for point values for individual questions on each assignment are provided in the homework, mid-term, and final evaluation documents. Any additional information regarding grading of each assignment will also be found there.

Point Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Preparation Checks</td>
<td>100 points</td>
</tr>
<tr>
<td>Homework</td>
<td>700 points</td>
</tr>
</tbody>
</table>
Mid-term Exam  225 points
Final Exam  225 points

TOTAL                                                   1250 points

Grade Distribution

A = 1125-1250  B = 1000-1124  C = 875-999  D = 750-874  F = 749 and below

Required or Recommended Readings

Textbooks

Required:


Recommended:

Supplemental readings:

The knowledge base that supports course content includes but is not limited to the following references. You will note that some references are dated – these are classic texts in the field upon which other works have frequently been based.


Cozolino, L. (2002). The neuroscience of psychotherapy: Building and rebuilding the human


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 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.

TEExES 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

**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.

Please note: saving of any homework assignments, case studies, or exam material is considered a violation of academic integrity in this class. While I understand that you may need to download homework assignments, mid-term and final exams, and case study documents to use during the course, you must delete it once this course is completed. Sharing the information with students who come after you, even though this material is regularly changed, is a form of cheating and will be dealt with as such. Losing a flash drive from which you have not deleted this information is not an excuse.

In this course, plagiarism will result in a 0 on the assignment and possibly an F in the course. It will also result in a Student Competency Evaluation as outlined in the CNEP Master’s Student Handbook.

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://academicaffairs.tamucc.edu/rules_procedures/.

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 where 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Assignments Due</th>
<th>Required Reading Prior to Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/19</td>
<td>Introduction and Orientation to Course, Healthy Human Functioning, Effective Treatment Planning, DSM 5 and How it Should be Utilized, Basics of Psychopharmacology, Controversies in medication</td>
<td>Instructor material on Bb P, O’N, &amp; T 3-75 DSM 5 Sec. 1 (*R &amp; S, 3-64)</td>
</tr>
<tr>
<td>06/06/19</td>
<td>Neurodevelopmental Disorders, Disruptive Disorders, Schizophrenia Spectrum and Other Psychotic Disorders, Justifying a Diagnosis, Differential Diagnosis definition, Prep Check 1, Homework 1</td>
<td>Preparation check 1 due (Bb) Homework 1 due on Bb DSM 31-122; 461-480 P, O’N, &amp; T, Chapter 11, see 19 (R &amp; S, Chapters 2, 3, 16)</td>
</tr>
<tr>
<td>06/11/19</td>
<td>Bipolar and Related Disorders; Depressive Disorders, Prep Check 2, Homework 2</td>
<td>Preparation check 2 due (Bb) Homework 2 due (Turnitin) DSM 5 123-188 P, O’N, &amp; T, Chapters 7 &amp; 8; see 16 &amp; 17 (R &amp; S, Chapters 4 &amp; 5)</td>
</tr>
<tr>
<td>06/13/19</td>
<td>Anxiety Disorders; Obsessive-Compulsive and Related Disorders, Take-Home Midterm Due 6/18/19 on Bb Prep Check 3, Homework 3</td>
<td>Preparation check 3 due (Bb) Homework 3 due (Turnitin) Bb material DSM 5 189-263 P, O’N, &amp; T Chapters 9 &amp; 10; see 18 (R &amp; S, Chapters 6 &amp; 7)</td>
</tr>
<tr>
<td>06/18/19</td>
<td>Feeding and Eating Disorders, Mid-Term Exam Due</td>
<td>P, O’N, &amp; T pp. 162-163 DSM 5 329-354 (R &amp; S, Chapter 11) Take-Home Mid-Term Exam Due (Turnitin)</td>
</tr>
<tr>
<td>06/20/19</td>
<td>Substance Related and Addictive Disorders, Prep Check 4, Homework 4</td>
<td>Preparation check 4 due (Bb) Homework 4 due DSM 5 481-590 P, O’N, &amp; T, Chapter 14 (R &amp; S, Chapter 17)</td>
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Rubrics

Because case studies, examinations, and preparation checks used in this course change regularly, specific rubrics are provided in case study/homework documents and examination documents posted in Blackboard. General grading information is provided below.

Preparation checks are as described in the major course requirements section of this syllabus. Point values are assigned for each question and are indicated.

Case studies and examinations are primarily case-study based. Questions to be addressed vary; however, nearly every case study and examination will include a requirement for a full diagnosis with justification for each element of the diagnosis. Students should bear in mind that the case studies/examinations are designed to develop and sharpen skills in diagnosis; thus, discussion of how a particular diagnosis is determined matters. Including other diagnoses considered may be important. The diagnosis/justification section is often the most heavily weighted section of the assignment/examination. Point values for each question are noted. Answering the question asked (rather than providing alternative information) is required, so students should read the questions carefully.

Clear writing is important; lack thereof and grammatical/technical errors may impact your grade.