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

Counselors must be aware of a variety of counseling strategies and must be able to accurately diagnose clients with mental health disorders. Counselors must also effectively apply these strategies to different populations of clients, and use their knowledge, awareness, and skills in a variety of different settings.

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 prep checks, 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 is a blended course – meaning that most of the didactics for the course will occur in BlackBoard. Approximately 60-70% of the course will be delivered on-line. It is critical that you prepare for in class time by reading and completing the online assignments. In-class time will be used for application of the learned material. Because preparation for this kind of class is so important, Preparation Check assignments will be due before each class. These will consist of a brief series of objective
questions that must be completed via BlackBoard prior to class. You will be able to earn up to 10 points for each check.

**Homework:** (800 possible points). There will be eight homework assignments during this course, worth 100 points each. Each homework assignment is due by 7:00 PM on the due date on Blackboard. 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.

You may use your texts, notes, and any other reference materials you wish to complete the homework assignments. However, you are expected to work independently of each other on all work. Working together when it is not specifically allowed constitutes complicity and is a form of academic dishonesty. In addition, copying or distributing these homework assignments is a form of cheating, and will be dealt with as such. If you have received copies of homework assignments, exams, or similar materials from students who previously took the course, please shred or delete the material immediately. Using such material is also a form of complicity.

Be specific about how your case fits the diagnosis or diagnoses you are providing, and justify all your responses. Use your clinical judgment and all the information provided to answer questions based on the study. Do not simply regurgitate information you have read. Consider it in the context of the case, and respond accordingly. Page lengths for homework responses vary, however they have typically been between 5 and 10 pages (without cover page and references). Include the question before each response, and pay attention to point values – if a question is worth 25 points, you can be sure a complete response requires more information than a question worth 10 points.

All assignments must reflect graduate level presentation, including APA (6th ed.) format, correct spelling, and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

You should use APA (6th ed.) format for citations within the text of your homework for sources of your information. You should also include a reference page at the end of the assignment, even if you only use the texts. Students often do not take the time to cite appropriately, particularly when using internet sources. Major point deductions may be made for failure to appropriately cite the sources of your information. Failure to cite sources altogether is grounds for a 0 on the assignment and an F in the course. Be aware that, when using internet sources, you are responsible to find scholarly resources; thus, use only journal, professional organizations, or government internet sources.

**Midterm Exam and Final Examinations:** (250 possible points each). The midterm and final examinations for this class will be divided into two sections, a take home portion and an in-class portion. Each portion will be worth half of the total points for the exam. The take home portion
will focus on a full diagnosis and treatment plan for one or two case studies (submitted on Blackboard) and the in-class portion will focus on diagnosis basics and a short multiple answer portion. Students will be allowed to use their DSM-5 for the in-class portion but WILL NOT be allowed to use any other texts or notes.

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.

Participation: Participation during this class is essential. To receive all participation points, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Checks</td>
<td>100</td>
</tr>
<tr>
<td>Homework</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term Exam (in class and take-home)</td>
<td>250</td>
</tr>
<tr>
<td>Final Exam (in class and take-home)</td>
<td>250</td>
</tr>
<tr>
<td>Participation</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1460</strong></td>
</tr>
</tbody>
</table>

Point Allocation

A= 1460 - 1314; B=1313 - 1168; C= 1167 - 1022; D=1021 - 876; F=below 875
# Tentative Course Schedule

*Please note this schedule is flexible and may be changed at the instructor’s discretion*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Lecture, &amp; Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8/26/19    | Introduction and Orientation to Course  
Healthy Human Functioning  
Introduction to Effective Treatment Planning  
Navigating the DSM 5  
DSM 5 Assessments  
Instructor materials | DSM 5 Preface, Sec. 1  
*(Prep Checks open the next day after class and are due @ 7:00 pm by the following class day)* |
| 9/9/19     | Basics of Psychopharmacology  
Justifying a Diagnosis  
Case Conceptualization  
Integrated & Team-Based Treatment  
Ethics and Cautions in Diagnosing  
Instructor Materials  
*(Homework 1 due next week)* | P, O’N & T, 3-75  
Prep Check 1 Due |
| 9/16/19    | Neurodevelopmental Disorders  
Disruptive Disorders | DSM 31-86; 461-480  
Prep Check 2 Due  
Homework 1 Due |
| 9/23/19    | Schizophrenia Spectrum and Other Psychotic Disorders | DSM 5 87-122  
P, O’N, & T, Chap. 11  
Prep Check 3 Due  
Homework 2 Due |
| 9/30/19    | Bipolar Disorder  
Depressive Disorders | DSM 5 123-188  
P, O’N, & T, Chap. 7, 8  
Prep Check 4 Due  
Homework 3 Due |
| 10/07/19   | Anxiety Disorders  
Obsessive Compulsive Disorders | DSM 5 189-264  
P, O’N, & T, Chap. 9, 10  
Prep Check 5 Due  
Homework 4 Due |
| 10/14/19   | Trauma  
Stressor-Related Disorders | DSM 5 265-290;  
P, O’N, & T, Chap. 12  
Prep Check 6 Due  
Homework 5 Due |
| 10/21/19   | Other Conditions That May be a Focus of Clinical Attention; Conditions for Further Study | DSM 5 715-727,  
783-806  
Prep Check 7 Due  
Homework 6 Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/19</td>
<td><strong>MIDTERM</strong> Part II</td>
<td><strong>Midterm Exam</strong> Part I Due by 7:00 p.m. Part II in class</td>
</tr>
<tr>
<td>10/28/19</td>
<td>Feeding and Eating Disorders</td>
<td><strong>DSM 5 329-354; P, O’N, &amp; T, 162-163 Prep Check 8 Due</strong></td>
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<tr>
<td>11/04/19</td>
<td>Substance Related and Addictive Disorders</td>
<td><strong>DSM-5 481-590 P, O’N, &amp; T, Chap. 14 Prep Check 9 Due Homework 7 Due</strong></td>
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<tr>
<td>11/11/19</td>
<td>Personality Disorders</td>
<td><strong>DSM-5, 645-684, 761-781 P, O’N, &amp; T, Chap. 13 Prep Check 10 Due Homework 8 Due</strong></td>
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<tr>
<td>11/18/19</td>
<td>Dissociative Disorders, Somatic Symptom Disorders, Elimination Disorders, Sleep/Wake Disorders, Gender Dysphoria</td>
<td><strong>DSM 5 291-328, 355-422, 451-459 P, O’N, &amp; T, Chap. 15</strong></td>
</tr>
<tr>
<td>11/25/19</td>
<td>Sexual Dysfunctions, Paraphilic Disorders</td>
<td><strong>DSM 5 423-450, 685-705</strong></td>
</tr>
<tr>
<td>12/02/19</td>
<td><strong>Final covers 10/28 – 11/25 topics</strong> Final Exam, Part I opens 12/03/19 Bb and is due 12/09 before 7:00 p.m. Part II in class per university final exam schedule on 12/09/19</td>
<td><strong>Prepare for Final</strong></td>
</tr>
<tr>
<td>12/09/19</td>
<td><strong>Final</strong> Part II in class 7:00 –9:45</td>
<td><strong>Part I Final due on Blackboard by 7:00 pm Part II in class</strong></td>
</tr>
</tbody>
</table>
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.


**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 Policy

- Due to the nature of this course, there are no unexcused absences. If you have an unexcused absence, you will have a 10% deduction in your grade.
- Two absences will result in an administrative drop or failing grade.
- The only excused absences will be illness with a doctor’s note, or death in the family with copy of an obituary.

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

Late assignments may be turned in up to one week after the due date for a reduced letter grade. No assignments will be accepted after one week past the due date. All assignments are due by the beginning of class time on the due date.

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.