

Argosy University-San Francisco Bay Area
Diagnosis and Treatment Planning
C7458
Fall I Semester 2009

Program: Ed.D. in Counseling Psychology, Blended Program

Instructor: Lesleigh Franklin, Ph.D.

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Office Hours: Arranged by appointment

Class Hours: Online Instruction:

On Campus Meetings: 9/19/20 & 10/17/18

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Session I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Required texts:

1) DSM-IV-TR in Action, Author: Dziegielewski, Sophia

Publisher: John Wiley & Sons, Inc., 2002

ISBN: 0-471-41441-7

2) Diagnostic and Statistical Manual of Mental Disorders, Fourth

Edition, Text Revision: DSM-IV-TR. Publisher: American Psychiatric Association, 2000

ISBN: 0-89042-024-6 (hardcover) or 0-89042-025-4 (soft cover)

3) Disorders of Personality, DSM-IV and Beyond, 2nd Edition.

Author: Millon, Theodore

Publisher: John Wiley & Sons, Inc., 1996

ISBN: 047101186X

Course Description:

This is a graduate course designed to give a comprehensive overview of psychological assessment, diagnosis, and treatment planning. Disorders will be examined for etiology, symptomatology, and prognosis, giving particular attention to differential diagnostic considerations and co-morbidity. This course will focus on treatment formulation and

planning to meet the specific needs of the individual, relying on pertinent research, theory, and an understanding of the client's own context. Treatment planning and professional practice will address crisis intervention, short-term goals, and long-term goals in the various treatment settings. Effective communication and collaboration with other professional providers will be addressed as they pertain to comprehensive treatment management. The various levels of clinical intervention and scope of practice will be discussed as they pertain to socio-culturally diverse populations, children and adolescents, aging adults, and individuals with physical illness.

Course Objectives:

Upon completion of this course students should be able to:

- 1) Have an understanding of the symptoms, etiology, and diagnostic criteria for major Axis I and Axis II disorders.
- 2) Demonstrate familiarity and facility in using the DSM-IV-TR.
- 3) Understand differential diagnostic criteria and co-morbidity.
- 4) Understand the various biological, social, developmental, cultural, systemic, and psychodynamic factors that contribute to psychological problems.
- 5) Demonstrate familiarity with the various theoretical approaches and research evidence to treatment planning.
- 6) Understand special diagnostic and treatment considerations for diverse populations, children and adolescents, aging individuals, and people with physical illness.

Program Outcomes: Doctor of Education in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
 - b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
 - c. Solicit and utilize feedback to build and maintain interpersonal relationships.
- Competency 2:** Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Pedagogy:

This course will be taught in a weekend classroom setting that includes lecture, video, and student discussion. Students are required to complete the readings assigned for that month prior to the class period. Students should bring their copy of the required texts to each class. Classes will meet from 9:00AM to 6:00pm Saturday, and Sunday. Attendance in its entirety is mandatory for each class.

In addition to the two weekend classes there will be a weekly on-line component, which includes the readings and written review of assigned materials, including personal reactions to weekly reading assignments. These reviews will be sent to the instructor each week via "Embanet-Interlearn", no later than 5:00PM Sunday of each week.

Students will write three short papers. One paper will address the issues of Cross Cultural Assesment, the second paper will address Axis I disorders and the third paper will address an Axis II disorder. Papers 2 and 3 will include a vignette describing the context and symptoms of the disorder, assessment strategy, differential diagnostic considerations, and five-axis diagnosis. Each these two papers will also include a treatment plan that addresses the particular needs of the client. Students will make an oral presentation of two of these papers in class (one on each weekend).

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade

A = 90+ Student actively participated in discussions in **>80%** of class sessions; **nearly all** comments were **thought provoking and incorporated material from the assigned readings**

B = 80 – 89 Student actively participated in discussions in **>80%** of class sessions; **most** of the comments were thought provoking and incorporated material from the assigned readings

C = 70 – 79 Student participated in discussions in **>70%** of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = <70 Student participated in **<70%** of class sessions; comments/questions did not demonstrate an understanding of course topics, or **student did not participate** in class discussions.

Criteria for Class Presentation

Grade

A = 90+ Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids provided to the instructor and classmates

B = 80 – 89 Presentation is well organized and provides **adequate** coverage of the topic area

C = 70 – 79 Coverage of material is marginal; presentation is slightly disorganized

F = <70 Presentation is **disorganized** and does not provide adequate coverage of the topic area, or presentation was **not completed** by student.

Criteria for Three Papers

Grade

A = 90+ Paper is in appropriate APA format, well thought out and provides excellent Coverage of material

B = 80 – 89 Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate

C = 70 – 79 Insufficient number of references provided AND **limited** coverage

F = <70 Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of **plagiarism**, or paper not submitted

Grading

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

69 below F

Grading Percentage

35% Weekly Summary/Reaction Papers

15% Class Participation

35% Three Assessment/Diagnosis and Treatment Plan Papers

15% Class Presentation

All assignments must be completed to receive a passing grade for the course

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog.

Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin,"

(www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request. Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.