

CPSY 528:
Diagnostic Appraisal and Treatment Planning
Spring 2011
Thursdays 4:15-6:45 pm
Corboy Law Center - Room 325
Carolyn A. Mildner, Ph.D.
Office: 1033 Lewis Towers
312.915.6679
cmildne@Luc.edu
Office hours: 2 pm- 4 pm Th and by appt.

Course Objectives:

This course is designed to help students develop skills necessary for clinical work. Topics to be covered include intake interviewing, conducting social and behavioral interviews, completing mental status examinations, assigning diagnoses, writing treatment plans, and formulating treatment recommendations. Special attention will be devoted to learning how to use the DSM-IV TR as a guide to clinical conceptualization and understanding psychopathology. In addition, the course will examine assessment strategies during a crisis and/or disaster.

At the conclusion of this course, it is anticipated that students will be able to:

1. Obtain clinically useful information from clients through diagnostic interviews.
2. Assign 5-Axis diagnoses for adult and child clients.
3. Formulate an accurate conceptualization of the client.
4. Design effective treatment plans, while considering cultural diversity.
5. Differentiate between psychological disorders.
6. Present clinical information orally and in written format.
7. Understand appropriate use of diagnosis during a crisis, disaster, or other traumatic event.

Required Texts:

Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision.
American Psychiatric Association.

Jongsma, Arthur E. & Peterson, L. Mark (2006). The complete adult psychotherapy treatment planner, fourth edition. John Wiley & Sons, Inc. *

*(The planner for child/adolescent can be purchased in lieu of the adult planner).

Willer, Jan (2008). The beginning psychotherapist's companion. Rowman & Littlefield, Inc.

Recommended Texts

Spitzer, R. et al. DSM-IV Case Book, 4th Edition, Text Revision

Course Requirements:

Intake Report: You will pair off and conduct mock intake interviews with a classmate. You are asked to make up a presenting problem for which you will be “seeking services”. You may rely on your clinical experiences, but make sure to protect the confidentiality of any current or past clients! You will have 30 minutes to conduct the intake interview. Written reports will be due at the beginning of class on Feb 10th. (CF 6,8)

Brief Reports: This is a group project. Your group is responsible for identifying either an empirically supported treatment or current treatment of choice for one mental disorder. You are to prepare a 2-4 page summary of a treatment approach for the disorder that will be distributed to the rest of the class and will then aid in writing of your treatment plans. You must use APA style, including references. As a group, you will lead a discussion about the treatment approaches and cultural considerations for each treatment. Due April 7 and April 14 is group discussion. (CF 1, 4)

Treatment plans: You will be required to devise a treatment plan for a client you may have worked with or a client assigned to you. Information regarding the treatment of various disorders should be obtained from current psychological literature (e.g., Empirically Supported Treatments). You may use current web sites, psychology databases, and psychological journals to aid you in recommending effective treatment for your case. Your treatment plan should include a summary of client’s history and presenting problem, diagnosis, and treatment recommendations. You must provide references to support this assignment. Due April 28. (CF 5)

Final exam: The final will consist of a case vignette, diagnosis, conceptualization, and a treatment plan based on your own theoretical orientation. Due May 5.

Attendance: Regular attendance is strongly recommended and is expected, as classroom participation is 15% of your final grade. Missing class will result in point deductions.

Grade Evaluation

Intake Report:	15 points
Brief Report:	15 points
Treatment Plans:	25 points
Final Exam:	30 points
Participation:	15 points
Total:	100 Points

Brief Reports Due –Post on blackboard and review all for next class

- April 14 Brief Reports Discussion
Review case examples
- April 21 NO CLASS- Easter Break
- April 28 Review Case Examples/Vignettes
Treatment plans due
- May 5 Final exam due

DISORDERS FOR BRIEF REPORTS:

ADHD	_____	_____
Conduct Disorder	_____	_____
Eating Disorders	_____	_____
Major Depressive Disorder	_____	_____
Bipolar Disorder	_____	_____
OCD	_____	_____
GAD	_____	_____
Schizophrenia	_____	_____
Borderline PD	_____	_____
PTSD	_____	_____

Questions for class discussion of Brief Reports:

- 1) What makes this evidenced based treatment successful for your chosen disorder?
- 2) What are the limitations of this treatment?
- 3) What are the cultural considerations?

School of Education’s Conceptual Framework:

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion,

exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Conceptual Framework Standards

- CF1:** Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF2:** Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF3:** Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4:** Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5:** Candidates demonstrate technological knowledge and skills which enhance education.
- CF6:** Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF7:** Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
- CF8:** Candidates apply ethical principles in professional decision-making.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>