

CPSY 528 Diagnostic Appraisal & Treatment Planning (Spring 2017)

Class time: Wednesdays 4:15-6:45pm, School of Communications, Room 014

Instructor: Corey Steele, Ph.D.

Office hours: By appointment

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Course Objectives:

This course is designed to help students develop skills necessary for clinical work. Topics to be covered include intake interviewing and mental status examinations, assigning diagnoses, writing treatment plans, and formulating treatment recommendations. Special attention will be devoted to learning how to use the DSM-5 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. Formulate an accurate conceptualization of the client.
3. Design effective treatment plans, while considering cultural diversity.
4. Differentiate between psychological disorders.
5. Present clinical information orally and in written format.

In order to accomplish these goals, lectures are supplemental to the readings; that is, it is presumed that you will have read the assigned readings, and that you will actively participate in the subsequent lecture with questions and/or comments.

IDEA Objectives for Course Evaluation:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

The Loyola University School of Education's Conceptual Framework :

(CF)—**Social Action through Education:** As a professional counselor, school counselor or counseling psychologist you can be a vehicle for justice in whatever 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.

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 help facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Readings:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (DSM-5). Author. ISBN: 978-0890425558. Price: \$111.98 (Amazon).

Seligman, L. & Reichenberg, L. W. (2014). Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0-470-88900-8. Price: \$58.75 (Amazon).

Additional Readings (accessed via LUC Library or posted on Sakai):

Barkat, J. (2013). Review of "Our age of anxiety." *The Chronicle of Higher Education*, April 8, 2013.

Martin LA, Neighbors HW, Griffith DM (2013). The experience of symptoms of depression in men vs women: Analysis of the National Comorbidity Survey Replication. *JAMA Psychiatry*, 70(10), 1100-1106.

Payne, J. S. (2012). Influence of race and symptom expression on clinicians' depressive disorder identification in African American men. *Journal of the Society for Social Work and Research*, 3(3), 162-167.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Course Activities and Requirements

1. Attendance is required. Each unexcused absence greater than one will result in a drop of one semil-etter in a student's final grade.
2. Midterm exam (40% of grade). The midterm will likely contain multiple-choice & short essay questions. Make-up exams will not be given except in the case of medical emergency. If you must be absent on the day of an exam, make arrangements ahead of time to take the exam early.
3. Final exam (50% of grade).
4. Case diagnosis & treatment plan write-up (10% of grade). Late papers will be penalized 20% for each day late. Details TBA.

Grading:

Final course grades will be assigned on the following basis: 94.0-100% = A 90.0-93.99% = A- 88.0-89.99% = B+ 84.0-87.99% = B 80.0-83.99% = B- 70.0-79.99% = C <70% = F

Course Outline & Reading Assignments*

1/18: Introduction

1/25: Using the DSM-5 & Intro to Treatment planning **(S&R) Chapter 1**

2/5: Neurodevelopmental Disorders **DSM-5 & (S&R) Chapter 2**

2/12: Depressive Disorders **DSM-5, (S&R) Chapter 4, Martin (2013)**

2/19: Anxiety Disorders **DSM-5, (S&R) Chapter 5, Barkat (2013)**

2/26: PTSD **DSM-5**

3/1: Midterm Exam

3/8: No Class: Spring Break

3/15: Personality Disorders **DSM-5, (S&R) Chapter 8**

3/22: Intake Interviews & Mental Status Exams **TBA & Culturally Informed Interviews Payne (2012)**

3/29: More on Treatment Planning **TBA**

4/5: Eating Disorders **DSM-5**

4/12: Schizophrenia & other psychotic disorders **DSM-5, (S&R) Chapter 9**

4/19: Delirium, Dementia & other Cognitive Disorders **DSM 5**

4/26: TBA Treatment Plan Due

5/3: Final Exam

** Course topics & reading assignments are subject to change depending on progress of class. Student is responsible for any changes announced in class*

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be*

available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.