

**CPSY 528: Diagnostic Appraisal and Treatment Planning
Spring 2018**

Wed 13:40 - 16:00

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LT 1142

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Course Description

This course is designed to help students develop the skill of diagnostic appraisal and treatment planning, which serves as an important building block for the clinical integration of theory, assessment, conceptualization, and treatment. Topics to be covered include intake interviewing and mental status examinations, assigning diagnoses, and writing treatment plans. Special attention will be devoted to learning how to use the DSM-5 as a guide to understand the system of psychopathology and manage clinical notes and progress. Therefore, this course is designed to help students achieve two learning goals, including: (1) gaining knowledge of DSM-5 and treatment planning, and (2) learning application of knowledge and skills to intake assessment and treatment planning.

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system, these are labeled (1) gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) learning to apply knowledge and skills to benefit others or serve the public good. The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

Course Requirements

Students are expected to have read all material for the course and engage in class discussion on the readings. Grading will be based on weekly comment paper (10%), individual presentation (20%), midterm exam (15%), final exam (25%), intake assessment report I (10%) and II (10%), and class participation (10%).

Weekly comment paper. At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students' reflection and interaction with the instructor. The instructor will address typical or important questions selected from the comment papers in the next class.

Peer teaching. Teaching is the best learning, particularly for DSM. Each student will thus take the teacher role, presenting to the whole class one of the 14 disorders covered in the second half of the course. The instructor will provide a guideline regarding the content and structure of the presentation. The instructor will also provide learning materials supplementing student's presentation.

Midterm Exam. The midterm exam will consist of multiple-choice questions focused on the content covered in readings and lectures.

Final Exam. The final exam will be cumulative of everything covered in class and will be in the same format as the midterm.

Intake Assessment Report I & II. For each report, students will write a formal intake assessment report for a given case scenario, using a guideline provided by the instructor. The report will cover at least case description, assessment and diagnoses, and treatment plan.

Late Assignment Policy: If you submit any assignment after the class start time of the due date, your assignment will be considered late. You could receive 50% of the total points if you submit your assignment within one week after the due date. After one week since the due date, your assignment will not be accepted.

Grading:

Final course grades will be assigned on the following basis:

90.0-100% = A

87.0-89.99% = B+

80.0-86.99% = B

77.0-79.99% = C+

70.0-76.99% = C

60.0-69.99% = D

<60% = F

Text & Readings

Required:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author. ISBN: 978-0890425558.

Fowler, J. C. (2012). Suicide risk assessment in clinical practice: pragmatic guidelines for imperfect assessments. *Psychotherapy, 49*(1), 81-90.

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development, 88*(3), 363-370.

Supplemental but not required:

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-118-79121-9.

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic data base. Those that are unavailable electronically will be posted on Sakai.

Course Schedule

Class	Content	Assignment Due
Jan 17	Introduction to course	
Jan 24	Diagnosis and intake assessment	DSM-5 Section I
Jan 31	Depressive and Bipolar related disorders	DSM-5 Section II corresponding chapters
Feb 7	Anxiety disorders	DSM-5 Section II corresponding chapters
Feb 14	Feeding and eating disorders	DSM-5 Section II corresponding chapters
Feb 21	Personality disorders	DSM-5 Section II corresponding chapters Intake assessment report I due (2/21)
Feb 28	Midterm exam	
Mar 7	Spring break	
Mar 14	Risk assessment	Fowler (2002), Granello (2010)
Mar 21	Neurodevelopmental disorders Schizophrenia Spectrum and Other Psychotic Disorders Elimination Disorders	DSM-5 Section II corresponding chapters
Mar 28	Trauma- and Stressor-Related Disorders Dissociative Disorders Somatic Symptom and Related Disorders	DSM-5 Section II corresponding chapters
Apr 4	Obsessive–Compulsive and Related Disorders Sleep–Wake Disorders Cognitive Disorders	DSM-5 Section II corresponding chapters

Apr 11	Paraphilic Disorders Sexual Dysfunctions Gender Dysphoria	DSM-5 Section II corresponding chapters
Apr 18	Substance-Related and Addictive Disorders Disruptive, Impulse-Control, and Conduct Disorders	DSM-5 Section II corresponding chapters Intake assessment report II due (4/18)
Apr 25	Final exam	

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination as empirically-based as possible.

DIVERSITY

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

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.

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](#).

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***.