

Diagnosing and Treatment Planning
CSD 5980
Spring 2019

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OFFICE HOURS: Monday: 11 A.M. – 1 P.M & 2 - 4 Wednesday: 2 to 4 P.M.
Other days: Internship site visits and by appointment.

COURSE DESCRIPTION: This course acquaints prospective counselors with descriptive, research-based, clinical knowledge that contributes to the diagnosis and treatment of mental disorders, including disorders of behavior and impulse control, mood, and anxiety as well as the various personality disorders and disorders involving loss of contact with reality. Students also become familiar with the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association and the ways the manual is used in clinical practice.

PREREQUISITES: Admission to graduate school; Abnormal Psychology. This should be on your transcript during the previous 5 years. If it does not you should retake the course or see me for further information.

HANDOUTS: Obtain and print from Desire2learn (D2L): DSM 5 vignettes

TEXTS: American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.
(This is the recommended citation format as described in the manual).

Zucherman, E. (2010). Clinician's thesaurus (7th ed.). New York, NY: Guilford Press.

On Line Resources:

The ICD-10 Classification of Mental and Behavioral Disorders, From The International Classification of Diseases, 10. (ICD 10). World Health Organization. (WHO)
ICD 11 – June 18, 2018 is available but not in wide spread use.

Substance Abuse and Mental Health Services Adm (SAMHSA). Website with free resources for education and treatment. 1-877-726-4727

National Institute for Mental Health Website

Recommended Purchase: Jongsma, Jr. & Peterson, M. (Most recent edition). The complete psychotherapy treatment planner. U.S.A. John Wiley & Sons, Inc. (A text for Practicum)

Recommended for Licensure Exam: Rosenthal, (Most recent edition). Encyclopedia of Counseling. New York: Brunner-Routledge.

COURSE OBJECTIVES: Students will....

1. Become acquainted with the neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
2. Become acquainted with the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders where applicable.
3. Become acquainted with the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM 5) and the International Classification of Diseases.
4. Become acquainted with the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
5. Become acquainted with the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral consultation.

COURSE OUTLINE AND ASSIGNMENTS

1. Please read the DSM - 5 Text section corresponding to the diagnoses for each week.
2. Please read the Zucherman sections in Chapter 3 and 12 corresponding to the diagnosis of the week. Read other chapters in Zucherman as assigned.
3. Before class each week read the vignette corresponding to the topic(s) for each week. Provide a list of the symptoms as described by the client which correspond to the diagnostic criteria. Then provide the diagnosis for each vignette.

For example:

<u>Criteria</u>		<u>Symptom – Description of Clients behaviors</u>
Insomnia	Yes:	Client reports inability to sleep at least 4 nights per week.
Flight of Ideas	Yes:	Observations of client include rapid change of subjects.
Easily fatigued	Yes:	Client reports feeling tired after little activity and seemed tired during the interview.
Difficulty Concentrating	No:	Client seemed alert during interview and reports no problems concentrating while reading or playing on his computer.

4. The National Institute for Mental Health (NIMH) website will provide the latest additional treatment modalities.

EVALUATION:

I encourage you to participate in the CEPS Spring Research Fair which will be held in Buzzard Auditorium. Date to be announced. Please let me know if you would like me to sponsor your work. This would involve making a poster presentation derived from your research paper. This is a great professional activity and resume builder.

Class Participation & Attendance Policy:

Students are expected to attend all class sessions, participate in class discussions and activities, take midterm and final examinations, and complete the written projects. Failure to comply with these recommendations will result in grade reduction. One excused absence is allowed. Please submit a 2 –3 page summary of **material missed** as well as the assigned vignettes. **Two absences will result in a grade reduction. Any anticipation of failure to meet course requirements during the semester must be discussed and arrangements made as soon as possible and prior to the end of the term.**

1. Group Activity: Each week students will individually (outside of class) review several case studies, list the symptoms, and make a diagnosis and possible treatment options. In class small group work will involve the case consultation format to determine the diagnosis. **(10 points)**

2. Research Paper (50 Points)

Submit a five to six page, (no longer, references and cover page not included) presenting the results of an exploration into the treatment of a specific disorder within the general categories focusing on outcome based research. No more than one paragraph of introductory material. Your paper should be organized around **effective types of treatment**. You do not need to include or copy the diagnostic criteria. Students should use at least ten sources from **research journals** (no magazines or brochures) and the format should follow APA guidelines (Abstract, Introduction, Use of headings, Margins, Font size = 12, Double spaced, & References). Use of secondary sources is discouraged. Summarize the recent research.

Points assigned for Research paper:

Grammar & Clarity	20
Content and organization	20
APA style	5
Use of Research	<u>5</u>
Total points	50

3. Case Study Summary/Assessment: (40 Points)

Develop a written **case summary/assessment**, a **diagnosis**, and a **treatment plan** of one of your clients. Acquire client permission.

Provide an introductory paragraph or two about your work with the client. 1. Include number of sessions and the methods or interventions used. 2. Your impressions of your work to date. 3. You will also be asked to make an informal, 3 to 5 minute presentation of your assessment.

The following headings should then be used for the case summary.

Case Study Summary/assessment:

1. Identifying information

A. Demographics, referral source, educational level, occupation, living situation.

B. Observational Data, physical appearance, affect information

2. Presenting Problem - Reason for seeking help, precipitating event, duration of the problem, current symptoms, potential danger to self or others, previous methods for alleviating the situation.

3. Previous Disorders (History of treatment and results)

4. Present Life Situation (Relationships, social and leisure activities, money management)

5. Family Background (Include family of origin, birth order, description of parents, other relationships, divorce, separations, abuse history, history of mental disorders)

6. Developmental History (Living conditions, abusive situations, educational experience, behavioral problems, sexual history, emotional, social, or economic concerns).

7. Medical History (Previous illness, hospitalizations, medications, present physician)

8. Legal History (Prior arrests, probation, DUI's, civil litigation)

9. Plan Treatment recommendations, further testing assessment, goals, referrals, etc.)

10. Sign and date

Diagnosis:

On a separate sheet of paper list the criteria for that disorder and next to each criteria **identify each symptom or behavior exhibited by the client which led to the diagnosis.**

Treatment Plan: You may use one designated by your agency, but make sure it is specific, time limited and identifies types of services.

Points assigned for Case Summary and Assessment

Case summary & Content	20 Points	
Diagnosis	5 Points	
Treatment Plan	5 Points	
Clarity and Grammar	<u>10 Points</u>	
Total		40 Points

Late papers will be deducted one point for each day past due. I suggest you buy an extra printer cartridge today because your printer will most likely run out of ink the day you print your papers.

COURSE EVALUATION

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

All assignments must be complete for a grade of A or B.

180 - 200 = A 140 - 159 = C Below 120 = F
160 - 179 = B 120 - 139 = D

Please do not use electronic devices during class time unless you have a documented medical reason for doing so. A 10 - 15 minute break will be provided each week.

ACADEMIC INTEGRITY: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details. Labs are to be treated with professional integrity. Avoid checking e-mail, social media, and other non-academic related activities.

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog