CPSY 528 Diagnostic Appraisal & Treatment Planning (Spring 2014)

Class time: Thursdays 4:15-6:45pm
Instructor: Michael Gaubatz, Ph.D.
Office hours: After class or by appointment
Phone: (312) 329-6677; e-mail: mgaubatz@luc.edu

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.
6. Understand appropriate use of diagnosis during a crisis, disaster, or other traumatic event.

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:

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

The Loyola University School of Education’s Conceptual Framework:

Professionalism in the Service of Social Justice CF2: 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.

Standards and Assessments:

Conceptual Framework Standard CF1: Candidates demonstrate and understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Technology:

In this course you will use technology to aid you in communicating and locating resources. LUC email will provide a convenient way for us to communicate with one another in between class meetings and key course material will be posted on Sakai. You will be able to locate journal articles elucidating course topics 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.

Laptops/web-connected media:

Please do not surf the web or link with emails/messaging or other social media during this class. Computers must be closed during class discussions and films.

Readings:


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


Recommended Readings for Students Interested in C&A Settings:

Course Activities and Requirements

1. Attendance is required. Each unexcused absence greater than one will result in a drop of one semi-letter (i.e., A→A-; B+→B) 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. A two-part final exam (50% of grade). Part I of the final exam will likely contain multiple-choice and short essay questions; Part II of the final exam will cover case diagnosis and/or treatment planning and may include written and/or filmed case vignettes. Make-up exams will not be given except in the case of medical emergency.

4. Case diagnosis & treatment plan writeup (10% of grade). Late papers will be penalized 20% for each day late. A case outline with diagnostic summary and treatment planning overview, including evidence-based practices discussion. 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*

1/16: Culturally sensitive diagnosis and treatment planning.

Readings: Seligman & Reichenberg (S&R) 2 + DSM-5 (incl. pages 749-754).

1/30: ADHD + Disruptive, Impulse-Control, & Conduct DO’s.
Readings: S&R 2 + DSM-5.

2/6: Mood Disorders.

2/13: Mood Disorders (continued) + Anxiety Disorders

2/20: Anxiety Disorders (continued) + Adjustment Disorders/PTSD
Readings: S&R 3&5 + DSM-5.

2/27: Midterm exam

3/6: Spring Break 😊

3/13: Substance Use Disorders
Readings: S&R 6 + DSM-5.

3/20: Personality Disorders
Readings: S&R 8+ DSM-5.

3/27: Delirium, Dementia and other Cognitive Disorders
Readings: S&R 7 + DSM-5.

4/3: Schizophrenia & other psychotic disorders
Readings: S&R 9 + DSM-5.

4/10: Sexual Dysfunctions & Paraphilias

4/17: Easter break 😊

4/24: Mental Status Exams/Intakes + Final exam review.

Finals week: Final exam, Parts I & II
Due: Case diagnosis and treatment plan manuscript.

*Course topics & reading assignments are subject to change depending on progress of class. Student is responsible for any changes announced in class.
Loyola University Chicago/SOE Policies:

**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](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](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/](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/](http://webapps.luc.edu/biasreporting/)

**Loyola Counseling/Counseling Psychology Dispositions Evaluation:**

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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found as listed below and on the rubric posted in LiveText for this course.
Dispositions Assessment Rubric (see LiveText):

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<tr>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tr>
<td><strong>Fairness</strong></td>
<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</td>
<td>Candidate demonstrates knowledge of multicultural issues in counseling.</td>
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<tr>
<td><strong>IL-LUC-DISP.2</strong></td>
<td>Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
<td>Candidate has the ability to respond to others in a multi-culturally competent manner.</td>
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<tr>
<td><strong>All Students Can Learn</strong></td>
<td>Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development. All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.</td>
<td>Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth. Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.</td>
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