

TENNESSEE TECH UNIVERSITY
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
COUN 7600 DIAGNOSIS AND TREATMENT

TUESDAYS, 1:00-3:50PM, FARR 308, 3 HOURS, FALL 2021

INSTRUCTOR INFORMATION

Instructor's Name: Tony Michael, Ph.D., LPC-MHSP, ACS, RPT-S, NCC

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Co-Instructor's Name: Brittney Phillips, MA, LPC-MHSP

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OFFICE HOURS

BY APPOINTMENT

COURSE INFORMATION

Welcome to Diagnosis and Treatment! We are excited to work with you all this semester. Our hope is that this course will assist you in your professional development and competence as a Scholar-Practitioner.

TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



PREREQUISITES (IF APPLICABLE)

Permission of director of doctoral studies.

TEXTS AND REFERENCES

Required:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Tk20 assessment system. [Link to Tk20](#)

Tk20 data assessment program. TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: <https://tntech.tk20.com>

Supplemental Text:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Diagnostic Tabs (index tabs for the DSM-5; <http://diagnostictabs.com/>)
- First, M. B. (2013). *DSM-5 handbook of differential diagnosis*. Washington, DC: American Psychiatric Association.
- Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley and Sons, Inc.
- Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner*. Hoboken, NJ: John Wiley and Sons, Inc.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2013). *Clinical Interviewing*. Hoboken, NJ: Wiley

Assigned Readings:

- All assigned reading are outlined on the Course Calendar of this syllabus.

Additional Assigned Readings:

- Any additional readings will be available in electric format on iLearn.

COURSE DESCRIPTION

COUN7600. Diagnosis and Treatment. Focus on diagnosis, etiology, treatment options and the assessment of mental disorders.

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

Standards	Content/Reading	Formative Assessment	Summative Assessment
CMHC 5.C.2.b. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	DSM-5 Reichenberg & Seligman Chs. 1- 20	Class Discussions, Quizzes, etc.	I DO A CLIENT MAP
CMHC 5.C.2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	DSM-5 Reichenberg & Seligman Chs. 1- 20	Class Discussions, Quizzes, etc.	I DO A CLIENT MAP
CMHC 5.C.2.e Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	DSM-5 Reichenberg & Seligman pp. 417-460	Class Discussions, Quizzes, etc.	I DO A CLIENT MAP
CMHC 5.C.2.g Understands impact of biological and neurobiological mechanisms on mental health.	DSM-5 Reichenberg & Seligman Chs. 1- 20	Class Discussions, Quizzes, etc.	I DO A CLIENT MAP
CMHC 5.C.2.h Understands classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	DSM-5 Reichenberg & Seligman Chs. 1- 20	Class Discussions, Quizzes, etc.	I DO A CLIENT MAP

MAJOR TEACHING METHODS

Lectures, demonstrations, discussion, reading, or written assignments

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

ILearn, laptop, etc.

TOPICS TO BE COVERED

1. Introduction to Effective Treatment Planning
2. Cultural Formation Interview – Impact of cultural background.
3. Neurodevelopmental Disorders
4. Schizophrenia Spectrum and Other Psychotic Disorders
5. Bipolar and Related Disorders
6. Depressive Disorders
7. Anxiety Disorders
8. Obsessive-Compulsive and Related Disorders
9. Trauma- and Stressor-Related Disorders
10. Dissociative Disorders
11. Somatic Symptom and Related Disorders
12. Feeding and Eating Disorders
13. Elimination Disorders
14. Sleep-Wake Disorders
15. Sexual Dysfunctions
16. Gender Dysphoria
17. Disruptive, Impulse Control, and Conduct Disorders
18. Substance-Related and Addictive Disorders
19. Neurocognitive Disorders
20. Personality Disorders
21. Paraphilic Disorders

GRADING AND EVALUATION PROCEDURES

GRADING SCALE

Letter Grade	Grade Range
A	100-93
B	92-85
C	84-77
D	76-70
F	69 and below

Category	Assignment	Percentage	Overall Category Weight
Formative	Quizzes	20%	70%
	Midterm Exam	20%	
	Final Exam	30%	

Summative	<i>I DO A CLIENT MAP</i> Presentation	20%	30%
Total		100%	

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

A) READING ASSIGNMENTS

Students are expected to complete all reading assignments per the Course Schedule.

B) QUIZZES

Students will complete online quizzes on the associated content from the DSM-5 and *Selecting Effective Treatments* textbook. These quizzes will assess your knowledge of the related diagnoses and treatments. See the course calendar for more details. Quizzes must be taken individually without the help or assistance of another individual.

C) MIDTERM EXAM

Students will be required to complete a midterm exam that will test their knowledge of the content that has been examined up to that point in our class. More details about the midterm exam will be discussed in class. Exams must be taken individually without the help or assistance of another individual.

D) FINAL EXAM

Students will take a final exam that will ask questions from content that has been covered throughout the semester. More details about the final exam will be discussed in class. Exams must be taken individually without the help or assistance of another individual.

E) *I DO A CLIENT MAP* PRESENTATION

During the course of the semester, students will select a character from a movie or television show on whom they will present to the class for 10-15 minutes. Using the *I DO-A-CLIENT-MAP* outline in the text, students will propose a treatment plan for their client through a PowerPoint presentation. Remember that all clinicians do not arrive at the same diagnostic conclusion; however, you must provide support for any diagnosis that you assign to your client. Be sure to list the criteria that are met, and provide justification for your diagnostic decisions.

Students will share segments of the movie that they consider critical to their diagnostic decision with the class and make the presentation as they were at a staffing meeting in an agency setting.

Students should notify the instructor of their movie choices in advance to avoid duplication of efforts. Here are some guidelines:

In addition to the *I DO A CLIENT MAP*, students should consider the following questions as they formulate their presentation:

1. Note important identifying information regarding this client in terms of age, ethnicity, gender, and other contextual, demographic, and/or descriptive data. You do not need to make up information for this section if it is unknown, but you can use inferences. For example, you may not know the character's exact age, but you can infer that he is in his 20's. Also, you may be able to find character information online at sources like www.imdb.com.
2. Provide an overview of your client (the character). You do not need to provide the entire synopsis of the movie. I am interested in the character, not the movie. State your client's assessment of the presenting concerns (how would he or she describe what they are experiencing?)
3. Apply the diagnostic system to this client and develop a generic (i.e., atheoretical) treatment/intervention plan. Your diagnosis must be congruent with the behavioral patterns/symptoms displayed by your client. What evidence do you have to support your diagnosis?
4. How might the client's gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan? What historical/social/political/cultural/religious issues do you need to consider in applying this diagnosis?
5. What are the client's strengths and how can they be utilized in the counseling process/treatment plan?
6. Identify Long and Short Term Goals: The goals should be linked to the diagnosis and the needs of the client.
7. Specific Considerations for Treatment: This includes length of treatment, motivation, previous treatment, consideration of social supports, compliance with treatment, severity or nature of disorder, cultural variables, and previous treatment that may have a significant impact on the counseling process.
8. What additional services (besides counseling) might be beneficial for this client?

***If you have any problems with assignments and/or due dates, please contact me prior to the due date so possible accommodations may be made if necessary.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

ATTENDANCE POLICY

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from students. Should a student miss more than one (1) class, then the student will be dropped from the course and receive a failing grade at the instructor's discretion. As arriving late or leaving early is a disruption to the entire class, I would ask that all students inform the class members and me should leaving early or arriving late for class be necessary. Habitually leaving early or arriving late will result in failure of the course.

CLASS PARTICIPATION

Participation in class is essential to the value of the learning experience within this course. A student's grade may be affected negatively by low participation. In particular, the instructor will evaluate students' participation on the basis of the following criteria.

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID-19 UNIVERSITY PROTOCOLS

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:

- 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

ADDITIONAL RESOURCES

TECHNICAL HELP

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the CITL's Learner Success Resource page.

TUTORING

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject as well as writing, test prep, study skills, resumes, etc. Appointments are scheduled. Please see the Learning Center website for more information.

HEALTH AND WELLNESS

COUNSELING CENTER

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the Counseling Center website.

HEALTH SERVICES

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the Health Services website to learn more.