



## Diagnosis and Mental Health Counseling

The University of Toledo  
 College of Health and Human Services  
 School of Intervention & Wellness  
 COUN (6/7)240-001  
 4 Credit Hours

**Instructor:** Madeline Clark, PhD, LPC (VA), NCC, ACS (she/they)

**Office Hours:** By appointment via WebEx

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**Term:** Summer 2021

**Class Location:** HH3420

**Times:** 4:00- 8:10p

\*office located on occupied Maskwahki-asa-hina (Fox), Peoria, Bodewadmiakiwen (Potawatomi), and Miami territories (<https://native-land.ca/>)

### COURSE/CATALOG DESCRIPTION

Study of the signs, symptoms, etiology, and psychodynamics of various mental and emotional disorders based on the most current edition of the *Diagnostic and Statistical Manual for Mental Disorders* (DSM). This course will include the study of a framework for making differential diagnoses in counseling practice. The framework will include diagnostic criteria for behavioral, mental, emotional, personality, and substance use disorders. Also included will be a consideration of assessment techniques and appropriate treatments. Studies will be based on the most current edition of the *Diagnostic and Statistical Manual for Mental Disorders* (DSM) and other appropriate nosological methodologies for diagnosis.

### COURSE OVERVIEW

The material in this course is designed to meet requirements for Ohio Administrative Code 4757-7-03(A)(3) which states that persons seeking training for a PCC must have a graduate course in the diagnosis of mental and emotional disorders. The content and objectives for this course also meet all or in part the 2016 Council on Accreditation of Counseling and Related Educational Programs (CACREP) 2016 curriculum standards (see table below).

### TEACHING STRATEGIES

This course will be focused on seminar-style learning and dissemination of information. Attendance and engagement in this course are critical to student mastery. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, activities, and course participation.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high-speed Internet connection with latest versions of Microsoft

Internet Explorer, Chrome, Firefox, and/or Safari are recommended. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

### PREREQUISITES

Enrollment in a master's or doctoral degree program in counselor education.

### REQUIRED TEXTS AND MATERIALS

- 1) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM- 5*. Washington, D.C.: American Psychiatric Association. ISBN: 9780890425558
- 2) Jongsma, A. E. & Peterson, L. M., & Bruce, T. J. (2006). *The complete adult psychotherapy treatment planners (5<sup>th</sup> ed.)*. Hoboken, NJ: Wiley. ISBN: 9781118067864

### CACREP STANDARDS ADDRESSED

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will understand and apply theories of normal and abnormal personality development.	F.3.c. theories of normal and abnormal personality development;	Class 12 and Class 12 Readings (DSM 5 Personality Disorders, DSM 5 Alternative Personality Models, Treatment Planner, Personality Concerns); Personality Disorder Handouts; personality disorder matching activity.	1) Case Studies
Students will understand and apply theories and etiology of addictions and addictive behaviors.	F.3.d. theories and etiology of addictions and addictive behaviors;	Class 9 and Class 9 Readings (DSM 5 Addictive Disorder, Treatment Planner, Substance Use); Substance Use Handouts	1) Case Studies
Students will be able to utilize a general framework for understanding differing abilities and strategies for differentiated interventions.	F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions;	Class 1, Assessment Measures Introduction; Class 2 Neurodevelopmental Disorders; Class 11 Assessment Measures (pt. 2).	1) Case Studies 2) Biopsychosocial Project
Students will be able to create developmentally relevant counseling treatment or intervention plans.	F.5.h. developmentally relevant counseling treatment or intervention plans;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies 2) Biopsychosocial Project
Students will understand and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	C.1.c principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies 2) Biopsychosocial Project
Students will understand and apply	C.1.d. neurobiological and medical foundation	Class 9 and Class 9 Readings (DSM 5	1) Case Studies

neurobiological and medical foundation and etiology of addiction and co-occurring disorders.	and etiology of addiction and co-occurring disorders;	Addictive Disorder, Treatment Planner, Substance Use); Substance Use Handouts	
Students will understand and apply the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.	C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;	Classes 2 – 13, in class case study/treatment planning assignments	1) Case Studies 2) Biopsychosocial Project
Students will understand and apply mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.	C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies 2) Biopsychosocial Project
Students will be able to successfully utilize diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD);	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies 2) Biopsychosocial Project
Students will understand and apply classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies 2) Biopsychosocial Project
Students will be understand and utilize an intake interview, mental status evaluation, biopsychosocial history, mental health history, and	C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Biopsychosocial Project

psychological assessment for treatment planning and caseload management.			
Students will be able to identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.	G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders;	Classes 2 – 13, in class case study/treatment planning assignments.	1) Case Studies

## ASSESSMENT OF STUDENT LEARNING

Student learning outcomes will be assessed using the following assignment(s):

1. Students will complete five (5) **Case Studies** (12 points each). Case studies and case study forms are provided on blackboard. **Case studies are due 6/2, 6/16, 6/30, 7/14, and 7/28 by 11:59pm on BB.** See the *Case Study Form* on blackboard and the sample treatment plan in your text. Students will:
  - a. Evaluate a fictional client case
  - b. Provide clinical evaluations of client risk with descriptions to justify clinical choice.
  - c. Select client need for referral (for legal, medical, or case management services, etc.).
  - d. Level of treatment recommendations with justifications for choice.
  - e. Diagnostic impressions to include diagnos(i/e)s and justifications for any and all diagnoses selected.
  - f. A treatment plan to include diagnostic definitions, three treatment goals, three objectives, and three interventions **per** objective (9 interventions in total).
  
2. Students will submit a **Comprehensive Biopsychosocial Diagnostic Assessment and Treatment Plan** of a fictional character of their choosing. **This assignment worth 40 points and is due by 11:59pm on 8/4.** The diagnostic assessment and treatment plan will be based off of a fictional client assessment and must include the following:
  - a. A biopsychosocial history including a mental health history.
  - b. An assessment of current functioning including psychological assessment(s), mental status examination using the Mini-Mental Status Exam or equivalent tool, and a functional analysis.
  - c. Formal screens for (at a minimum) substance abuse, aggression, and suicidal ideation and/or intent, and other mental health co-morbidities as appropriate per client presentation.
  - d. A diagnostic evaluation using criteria from the current edition of the DSM that reflects and is supported by the client's clinical presentation (outlining diagnostic criteria met and why).
  - e. A section on differential diagnosis that describes diagnoses that were considered before determination of final diagnoses (to include diagnostic criteria met and not met and why).
  - f. Multicultural considerations relevant to diagnosis, treatment, referral, and prevention for this client.
  - g. Evidence-based treatment plan specifying what the literature or practice guidelines identify as appropriate counseling approaches for treatment and/or prevention and appropriate level of care within the treatment continuum of care.
    - Include three scholarly citations to support interventions (beyond the treatment planner)
  - h. A treatment plan that evaluates the need for referral for legal, educational, medical and/or other social services. If referring for medication, include potential benefits of medication, risks, and/or side effects associated with medication.
  - i. A treatment plan which indicates the appropriate level of care for client on the continuum of care.

- j. A comprehensive treatment plan to include three treatment goals, three short term objectives, and three interventions per objectives (nine interventions total as completed in case study assignments).
- k. APA 7 student format to include a cover page, header, appropriate font & spacing (no abstract needed). Please include references (e.g., DSM, treatment planner, other scholarly sources).

### Comprehensive Biopsychosocial Diagnostic Assessment and Treatment Plan Rubric

Domain	Value
Detailed and complete biopsychosocial history with mental health history components.	/5
Assessment of current functioning using MMSE or equivalent (with functional analysis).	/5
Screens for substance use/addiction, aggression, suicidality, homicidality, and other co-morbidities as appropriate.	/4
A diagnostic evaluation of the client supported by DSM-5 criteria and justifications.	/5
A section on differential diagnoses with appropriate DSM codes and criteria met and unmet.	/5
Multicultural considerations relevant to client, diagnosis, treatment, etc.	/5
Evidence-based treatment plan that includes: <ul style="list-style-type: none"> <li>- Appropriate level of care within the continuum of care.</li> <li>- Need for referral for medication and/or other outside services (case management, etc.).</li> <li>- 3 Long term goals, 3 short term objectives, and 3 interventions per objective (9 total).</li> <li>- 3 scholarly citations</li> </ul>	/10
Appropriate APA format.	/1
<b>TOTAL</b>	<b>/40</b>

### COURSE AND INSTITUTIONAL POLICIES

#### Policy on late or unfinished assignments:

Late assignments are not accepted without prior consultation with the instructor. **IMPORTANT:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university.

**The University of Toledo's Missed Class Policy:** Please be sure to review the University's missed class policy.

**Accommodation of student needs:** Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

**Course Changes:** The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

#### Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

#### Academic Dishonesty

All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

### Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

### GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment.

Assignments/Assessments	Total Points
Case Studies (5 @ 12 points each)	60
Biopsychosocial Diagnostic Assessment and Treatment Plan	40
<b>Total</b>	<b>100</b>

Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered.

The grading scale for this course is as follows:

<b>A</b>	95+	<b>C</b>	73-76.9
<b>A-</b>	90-94.9	<b>C-</b>	70-72.9
<b>B+</b>	87-89.9	<b>D+</b>	67-69.9
<b>B</b>	83-86.9	<b>D</b>	63-66.9
<b>B-</b>	80-82.9	<b>D-</b>	60-62.9
<b>C+</b>	77-79.9	<b>F</b>	<59.9

### AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

### GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

## PROFESSIONAL DISCLOSURE STATEMENT

**Madeline Clark, PhD, LPC (Virginia), NCC, ACS (she/they)** is an associate professor, program director, and doctoral program coordinator of Counselor Education at the University of Toledo. She earned her PhD in Counselor Education and Supervision in 2016, a MEd in Clinical Mental Health Counseling in 2013, and her BS in Sociology in 2009, all from Old Dominion University in Norfolk, Virginia. Dr. Clark's centers her research on poverty and social class issues in counseling and has over 30 publications in professional counseling journals such as the *Journal of Counseling and Development*, *Career Development Quarterly*, *Counselor Education and Supervision*, and *Counseling Outcome Research and Evaluation* among other outlets and book chapters in multiple texts. Dr. Clark has presented over 50 times at local, state, national, and international conferences. She has won multiple awards including the American Counseling Association (ACA) *Research Best Practices Award*, Ohio Counseling Association (OCA) *Herman J. Peters Award*, the OCA *Research and Writing Award*, the OCA *Professional Leadership Award*, the Association for Assessment and Research in Counseling *Donald Hood Research Award*, and the North Central Association for Counselor Education and Supervision (NCACES) *Diversity Award*. Dr. Clark is the President-Elect of the Association of Assessment and Research in Counseling (AARC). In her spare time, Dr. Clark enjoys CrossFit, Olympic weightlifting, her pets, too many television shows, and spending time with her partner Victor.

### Course Outline

Week	Date	Topic
1	5/19	<p>Review Syllabus &amp; Assignments</p> <p><b>Topic:</b> The History of Diagnosis, The Cultural Context of Diagnosis &amp; Importance of Assessment and Measures in Diagnosis and Treatment Planning</p> <p><b>Reading:</b> DSM-5 pp. 5-25, 733-759; TP pp. 1-7c (intro)</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C2j, 5C3a</i></p>
2	5/26	<p><b>Topic:</b> Neurodevelopmental Disorders &amp; Neurocognitive Disorders</p> <p><b>Readings:</b> DSM-5 pp. 31-86, 591-643</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>
3	6/2	<p><b>Case Study 1 Due</b></p> <p><b>Topic:</b> Depressive Disorders &amp; Bipolar Related Disorders</p> <p><b>Readings:</b> DSM-5 pp. 155- 235, 123- 154</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>
4	6/9	<p><b>Topic:</b> Anxiety Disorders &amp; Obsessive-Compulsive and Related Disorders &amp; Somatic Symptom and Related Disorders</p> <p><b>Readings:</b> DSM-5 pp. 189-264, 309-327</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>
5	6/16	<p><b>Case Study 2 Due</b></p> <p><b>Topic:</b> Schizophrenia Spectrum &amp; Other Psychotic Disorders</p> <p><b>Readings:</b> DSM-5 pp. 87- 123</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>

Week	Date	Topic
6	6/23	<p><b>Topic:</b> Trauma and Stressor Related Disorders &amp; Dissociative Disorders</p> <p><b>Readings:</b> DSM-5 pp. 265-308</p> <p><i>Standard 5C1a, e, 5C2b-d, f, 5C3a</i></p>
7	6/30	<p><b>Case Study 3 Due</b></p> <p><b>Topic:</b> Substance Related &amp; Addictive Disorders</p> <p><b>Readings:</b> DSM-5 pp. 481- 591</p> <p><i>Standard 5C1a, d, e, 5C2b-e, 5C3a</i></p>
8	7/7	<b>No Class ☺</b>
9	7/14	<p><b>Case Study 4 Due</b></p> <p><b>Topic:</b> Disruptive, Impulse-Control, and Conduct Disorders &amp; Feeding and Eating Disorders</p> <p><b>Readings:</b> DSM-5 pp. 461-480, 329-361</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>
10	7/21	<p><b>Topic:</b> Personality Disorders &amp; Alternative Personality Models</p> <p><b>Readings:</b> DSM-5 pp. 645-684, 761-781</p> <p><i>Standard 5C1a, e, 5C2b-d, 5C3a</i></p>
11	7/28	<p><b>Case Study 5 Due</b></p> <p><b>Topic:</b> Sexual Dysfunctions &amp; Gender Dysphoria, &amp; Paraphilic Disorders &amp; Other Mental Disorders, Medication Induced Movement Disorders and Other Adverse Effects of Medication, &amp; Other Conditions that May be a Focus of Clinical Attention (V-Codes)</p> <p><b>Readings:</b> DSM-5 pp. 423-450, 707-732</p>
12	8/4	<p><b>Comprehensive Biopsychosocial Diagnostic Assessment and Treatment Plan Due by 11:59pm on BB</b></p> <p><i>Standard 5C3a</i></p>

**\*\*The above schedule and procedures are subject to change at the discretion of the instructor.**