

# HUNTINGTON

## — UNIVERSITY —

### **Graduate Counseling Program**

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

### **CN625 Advanced Evaluation & Diagnosis of Mental and Emotional Disorders**

**Spring 2019 [7 January – 24 February] – Wednesdays, 8:00pm EST**

**Instructor:** Mandy Kellums Baraka, PhD, LCPC (IL), NCC

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### **Course Description**

This course focuses on the evaluation of mental and emotional statuses and includes the use of assessment procedures in diagnosis and treatment planning. This course includes administration and interpretation of individual and group standardized tests of mental ability, and personality and measurement. In this era of managed health care and continued emphasis on documentation and justification of mental health care, it is crucial that individuals entering the counseling field have a solid understanding of the origins and environmental factors that influence the development and evaluation of mental disorders, prevention, and diagnosis and treatment planning. This course builds on previously learned basics of assessment and psychopathology towards the implementation of related skills in clinical work.

### **Program Learning Outcomes (PLO)**

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.

6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.
9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation.

## **MACMHC Program Outcomes**

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. HELPING RELATIONSHIPS – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. GROUP WORK – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

## **Course Goals and Objectives**

As a result of this course, students will:

1. Identify methods of effectively preparing for and conducting elements of the assessment process from intake interview to providing feedback.
2. Demonstrate use of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5.C.1.c)

3. Demonstrate knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC 5.C.2.b)
4. Articulate and implement skill throughout the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM5) and the International Classification of Disease (ICD-10) (CMHC 5.C.2.d)
5. Use the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)
6. Exhibit skill in techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.3.b)
7. Describe how evaluation and diagnosis leads to appropriate goal setting and treatment planning with clients.
8. Craft a process note and treatment plan template for use in a variety of mental health treatment settings.
9. Apply principles and techniques that contribute to the integration of Christian faith and practice with mental health counseling.

## Required Course Texts and Readings

- American Psychiatric Association (2013). *Desk reference to the diagnostic criteria from DSM-5*. American Psychiatric Association. Arlington, VA: Author.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Holy Bible (*Translation of student's choice*)
- Drummond, R., Sherperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). Pearson.
- Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The Complete Adult Psychotherapy Treatment Planner* (5th ed.). Hoboken, NJ: Wiley.
- Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status exam*. East Greenwich, RI: Psych Products Press. ISBN: 978-0963382115

## Recommended Course Texts

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual for Mental Disorders* (5<sup>th</sup> Edition). Washington D.C., American Psychiatric Publishing. ISBN 978-0890425565
- Greene-McCreight, K. (2015). *Darkness is my only companion: A Christian response to mental illness*. Grand Rapids, MI: Brazos Press. (ISBN: 1587431750)
- Kilgus, M., Maxmen, J., & Ward, N. (2015). *Essential psychopathology and its treatment* (4<sup>th</sup> ed.). New York: W.W. Norton. (ISBN: 0393710645)
- McMinn, M. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Downers Grove, IL: Intervarsity Press.

## Resources Available in Moodle

- American Counseling Association (ACA; 2014). *ACA code of ethics*. Alexandria, VA: Author.

## Recommended Websites (more available on Moodle)

Anxiety Disorders Association of America – <http://www.adaa.org>

Children and Adults with Attention Deficit and Hyperactivity Disorder – <http://www.chadd.org>

Mental Health Ministries – <http://www.mentalhealthministries.net>

National Association of Mental Health (NAMI) – <http://nami.org>

National Institute of Mental Health (NIMH) – [www.nimh.nih.gov](http://www.nimh.nih.gov)

National Eating Disorders Association – <http://www.nationaleatingdisorders.org>

## Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, video, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

### 1. DISCUSSION FORUMS (DF): 6 x 5 points each = 30 points total

Discussion topics and instructions that may include questions, articles to read and evaluate, online resources to review, and/or videos to view as part of participation in the weekly discussion forum will be provided. You are expected to engage in graduate level class participation that includes regular involvement with peers through in-class discussion forums. Follow directions in each weekly discussion forum.

You will write an initial Discussion Forum Post due by 11:59pm EST the Thursday of the assigned week and will submit two responses to classmates or professor by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 250 – 300 words, unless otherwise specified. Response posts should be between 100 – 150 words each. Attachments are not permitted.

Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you “close” the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and style based on the grading rubric below.

Grading Rubric for Discussion Forums	Points Available (5)
Thoughtfulness of student's reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	1
Reflects an understanding of relevant factors that affect clinical diagnosis and treatment: Explores the etiology, diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Includes pertinent information from course texts, including the integration of the various uses of assessment from interview, mental status exam, and biopsychosocial history in treatment. (CACREP 5.C.2.d)	2
Correct use of the following: APA-style formatting including references and citations; grammar, punctuation, and error-free spelling	1

Respectful and engaging response posts to peers that adheres to word count and “closure” in the initial conversation.	<b>1</b>
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## 2. CASE STUDIES (CS) 4 x 5 points each = 20 points total

You will complete five case studies provided by the professor. These assignments will measure your ability to appropriately apply a broad range of assessment and evaluation techniques to the client in the case study. You will be asked to identify concepts and themes related to course content through real-world examples. Your professor will provide additional instructions and template during the initial class.

<b>Grading Rubric for Case Studies</b>	<b>Points Available (5)</b>
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	<b>1</b>
Reflects an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c).	<b>2</b>
Correctly identified diagnosis and formulation, including treatment goals, recommendations, and prognosis	<b>2</b>

## 3. CASE CONCEPTUALIZATION AND TREATMENT PLAN 25 points total

Students will watch a film from a selection decided upon by the instructor. You will be tasked with identifying a ‘client’ from within the film who presents with a possible mental illness. You will then analyze the client’s case and, based on the symptoms, determine the diagnostic criteria of the case and decide on an appropriate diagnosis. You will then organize a biopsychosocial formation of a case conceptualization.

Then, you will create a treatment plan for the client that includes possible treatment modalities that could be used when providing counseling services to the client. You should support the choice of treatment modality with research from course texts, lectures, discussions, and handouts that supports use of the modality.

The case conceptualization should also include areas to explore further, a differential diagnosis and questions you would want to ask the client for a rule out of the differential diagnosis, or what is not present that would rule out the differential diagnosis.

In many ways, this is an extension of the case studies from earlier in the course, but more in depth. The case conceptualization and treatment plan should be 4-6 pages in length (not counting the title page or references; no abstract is needed). Further instructions, film list, and handout template will be provided by the professor during the initial class.

<b>Grading Rubric for Case Conceptualization &amp; Treatment Plan</b>	<b>Points Available (25)</b>

Case Conceptualization Analysis of case vignette Adequately identifies all biopsychosocial aspects of a case conceptualization Demonstration of understanding and use of <i>DSM-5 (ICD-10)</i> Diagnostic Impression Offered Differential diagnosis considerations (Steps to take to rule out the differential as the diagnosis)	<b>10</b>
Treatment Plan Treatment modality and interventions identified (3 specific treatment goals and 3 specific recommendations) Conceptualization of modality adequately explained Treatment Plan offered to treat the case past the intake session Provide a clear statement about prognosis based on predictors	<b>8</b>
Writing flow or verbal expression; thorough inclusion of each required component per instructions; adheres to page length requirements – Make it clear to the reader that you understand the essentials of good case formulation.	<b>4</b>
Correct use of the following: APA format, grammar, punctuation, error-free spelling, proper citations (in-text and references)	<b>3</b>

#### 4. ASSESSMENT AND TREATMENT PLAN TOOLS 25 points total

You will craft templates for intake, progress notes, consultation with another professional, and treatment plan. These will be tools you can modify and use in the future with your own professional work. Further instructions and template examples will be provided by the professor.

<b>Grading Rubric for Assessment and Treatment Plan Tools</b>	<b>Points Available (25)</b>
Presentation: Clean, clear, and concise; The writing is fluid, concise, and thoughts are easy to understand and follow. Correct use of the following: grammar, punctuation, and error-free spelling	<b>5</b>
Demonstrates an understanding of the assigned diagnosis and techniques and interventions for prevention and treatment of a broad range of mental health issues	<b>10</b>
Covers all required content (intake, progress note, consultation note, treatment plan). Separate documents for each purpose.	<b>10</b>

## Student Performance Evaluation Criteria and Procedures

Discussion Forums (DF)	7 x 5 points each = 35 (35% of final grade)
Case Studies (CS)	4 x 5 points each = 20 (20% of final grade)
Case Conceptualization & Treatment Plan (CTP)	20 points (20% of final grade)
Assessment and Treatment Plan Tools (ATP)	25 total points (25% of final grade)

This chart identifies the CACREP objectives and course instruction and evaluation methods:

CACREP Objective	Instruction (When, How)	Evaluation Method
Demonstrate use of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5.C.1.c)	Readings, class lecture, and discussion Weeks 1 - 6	Case Conceptualization and Treatment Plan
Demonstrate knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC 5.C.2.b)	Readings, activities, and discussion in Week 2 and 7	Case Studies
Articulate and implement skill throughout the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM5) and the International Classification of Disease (ICD-10) (CMHC 5.C.2.d)	Readings, activities, and discussion in Weeks 2 and 6	Case Studies
Use the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)	Class lecture in Week 1; Readings, activities, and discussion Weeks 2 - 6	Discussion Forum
Exhibit skill in techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.3.b)	Class lecture, readings, and discussion Weeks 2-7	Case Studies

The table below maps the course assignments to the course learning objectives listed above.

	5.C.1.c	5.C.2.b	5.C.2.d	5.C.3.a	5.C.3.b
<b>DF</b>				X	
<b>CS</b>		x	x		x
<b>CTP</b>	x				

## Grading Scale

A	95 - 100% (95 - 100 points)	C	75 – 78% (75 – 78.9 points)
A-	92 – 94% (92 – 94.9 points)	C-	72 – 74% (72 – 74.9 points)
B+	89 - 91% (89 – 91.9 points)	D+	69 – 71% (69 – 71.9 points)
B	85 – 88% (85 – 88.9 points)	D	65 – 68% (65 – 68.9 points)

B-	82 – 84% (82 – 84.9 points)	D-	62 – 64% (62 – 64.9 points)
C+	79 – 81% (79 – 81.9 points)	F	61% and below (61.9 points & below)

*Final course grades of 74.9 points or less are considered “Unsatisfactory” and the course will need to be repeated.*

## **Class Policies**

**Right of Revision:** While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

**Zoom Virtual Classroom:** During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them. Following the first week, your class will meet every other week for live class.

**Work Turned in Policy:** All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

**Missed and Late Assignments Policy:** All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student’s developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

**Writing Expectations:** Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

**Formatting File Names:** When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: your last name, first name followed by the assignment name (e.g., “Rogers, Carl - Integration of Faith and Counseling Statement”). This allows your files to be downloaded by the grading instructor and prevents files from getting lost.

**Email Communication:** Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 500 – First LastName: question or comment). Email messages should include student’s first and last names in the signature. Please do not text your professor without an introduction, as your number is not saved into his/her phone and thus, may not respond without additional information.

**Attendance Policy:** Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details.

<http://my.huntington.edu>

### **Plagiarism and Cheating:**

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one’s own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

**Technology Support:** If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email [moodlehelp@huntington.edu](mailto:moodlehelp@huntington.edu) or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM EST

**Library Services:** You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

### **Disability and Accessibility:**

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at [kchafin@huntington.edu](mailto:kchafin@huntington.edu) for more information.

## CN625 – Advanced Evaluation & Diagnosis of Mental and Emotional Disorders Course Schedule

Week	Topic/Assignments	Readings/Due Dates
<b>Week One</b> <i>7 – 13</i> <i>January</i>	<b>Course Introduction</b> Course Overview & Expectations Review of Syllabus & Assignments The Assessment Process Review: Intake to Feedback; Terminology Mental Status Exam; Ethics in Assessment	Drummond, Sherperis, & Jones – 1, 17 Jongsma – pg xi - 13 Zimmerman pg 3 - 6, 138 - 157  <b>Discussion Forum</b> <i>Class One – Wednesday 9 January 8:00pm EST</i>
<b>Week Two</b> <i>14 – 20</i> <i>January</i>	<b>The Diagnostic Process</b> Differential diagnoses; Classification Systems; Etiology & Diagnostic Nomenclature in the DSM 5 and ICD 10	Drummond, Sherperis, & Jones – 2 - 7 Zimmerman pg 7 - 47  <b>Case Study 1</b> <b>Discussion Forum</b>
<b>Week Three</b> <i>21 – 27</i> <i>January</i>	<b>Biosychosocial Case Conceptualization and Treatment Planning</b> Principles; Models; Documentation Formats <b>Prevention, Intervention, and Treatment of: Bipolar Disorders; Depressive Disorders</b>	Drummond, Sherperis, & Jones – 16 Zimmerman pg 48 - 67  <b>Case Study 2</b> <b>Discussion Forum</b> <i>Class Two – Wednesday 23 January 8:00pm EST</i>
<b>Week Four</b> <i>28 January – 3 February</i>	<b>Assessment Tools in Clinical Evaluation; Evaluating Treatment Progress</b> <b>Prevention, Intervention, and Treatment of: Anxiety Disorders; Depressive Disorders</b>	Drummond, Sherperis, & Jones – 13 Zimmerman pg 68 - 88  <b>Case Study 3</b> <b>Discussion Forum</b>
<b>Week Five</b> <i>4 – 10</i> <i>February</i>	<b>Prevention, Intervention, and Treatment of: Problems of Childhood &amp; Adolescence</b>	Drummond, Sherperis, & Jones – 15 Zimmerman pg 89 - 104 <b>Case Study 4</b> <b>Discussion Forum</b> <i>Class Three – Wednesday 6 February 8:00pm EST</i>
<b>Week Six</b> <i>11 – 17</i> <i>February</i>	<b>Prevention, Intervention, and Treatment of: Problems of Personality</b> <b>Utilizing V-Codes and Family Dysfunction</b>	Zimmerman pg 105 - 137  <b>Discussion Forum</b>
<b>Week Seven</b> <i>18 – 24</i> <i>February</i>	<b>Trauma, Grief, and Abuse</b> <b>Responsible Diagnosis &amp; Treatment</b> Course Wrap up	<b>Case Conceptualization &amp; Treatment Plan</b> <b>Discussion Forum</b> <i>Class Four – Wednesday 20 February 8:00pm EST</i>

### Course References

- Craighead, W.E., Miklowitz, D. & Craighead, L.W. (2013). *Psychopathology: History, diagnosis, and empirical foundations* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley and Sons. (ISBN: 9781111810678)
- McWilliams, N. (2011). *Psychoanalytic diagnosis* (2<sup>nd</sup> ed.) Guilford Press: New York, NY.
- Meyer, J. S., & Quezner, L. F. (2013). *Psychopharmacology: Drugs, the brain, and behavior* (2<sup>nd</sup> ed). Sunderland, CT: Sinauer Associates.
- Neukrug, E. S., & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3<sup>rd</sup> ed.). Belmont, CA: Cengage. ISBN: 987128545424
- Preston, J. D. & Johnson, J. (2014). *Clinical psychopharmacology made ridiculously simple* (8<sup>th</sup> ed). Miami, FL: MedMaster Inc.
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013) *Handbook of clinical psychopharmacology for therapists* (7<sup>th</sup> ed). Oakland, CA: New Harbinger Publications.