COUN 635 Conceptualization, Diagnosis, and Treatment Planning

Instructor
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Cell: 206-605-5995

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Zoom Personal Meeting Room (office hours)
Meeting ID: 729 529 5026
Password: counseling

Office Location
Howarth 327

Virtual Office Hours
Monday 9:00 a.m.
Wednesday 3:00 p.m.

Class Meeting Time
Wednesdays, 6:00-9:00

Course Description
Understanding the various forms and degrees of mental illness and impairment is a crucial skill for counselors in all work settings. COUN 635 is intended for students who have little or no background in abnormal psychology to assist them in diagnosing patterns of abnormal behavior and selecting the best intervention strategies. Our framework for study is the Diagnostic and Statistical Manual of the American Psychiatric Association from which the “common language” spoken by mental health professionals is derived.

Methods of Instruction
Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work. Please note that Spring 2021 classes will be held virtually, due to continued risk with the Coronavirus pandemic.

Course Objectives
This course addresses the following program goal: Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.

Students will begin to develop a working knowledge of the areas identified on the course schedule that follows. They will demonstrate the ability to apply that knowledge in simulated clinical situations and access new information about these rapidly changing topics.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings/Assignments before next class</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| **Week 1** | • Course Introduction  
• Introduction to Case Conceptualization, Diagnosis, Treatment Planning (CCDTP)  
• Introduction to DSM and ICD-10  
• Ethical Issues in DSM-5 (legislation)  
• Case consult group assignments | • **Read**: DSM pp. 5-24, 715-727  
• **Read**: Preston et al., chapter 1, 2  
• **Watch Video**: *Hidden Pictures* (available in Canvas “pages” tab) | F.3.c  
F.3.e  
C.1.c  
C.2.b  
C.2.d  
C.2.i  
C.3.a |
| **Week 2** | • **Consult group discussion**: Hidden Pictures (sociocultural variables and stigma)  
• **Lecture**: Z- and T-codes; mental status exam; cross-cutting symptom measures; Continuum of Care; Intro to psychopharmacology  
• **Practice case conceptualization**:  
  o Postpartum Sadness | • **Read**: DSM pp. 309-328, 709-714  
• **Download and review**: DSM assessments (available in Canvas modules)  
• **Start CC-D-TP #1** | F.3.f  
C.1.e  
C.2.c  
C.2.g  
C.2.h  
C.2.j  
C.3.a |
| **Week 3** | • **Lecture**: Medical and Somatic Conditions; Neurocognitive and Sleep-Wake disorders  
• **Video**: *Somatic Symptoms and Related Disorders*  
• **Practice case conceptualization**:  
  o Abdominal Pain | • **Complete CC-D-TP #1**: *Ariadne’s Thread*: The Dance of Nayana pp. 353-385 (due 2/10)  
• **Read**: DSM pp. 87-122, 123-188 |  |
| **Week 4** | • **Case Review**: The Dance of Nayana  
• **Lecture**: Mood and Psychosis  
• **Video**: *Schizophrenia and Other Psychotic Disorders*  
• **Practice case conceptualization**:  
  o Private Plane | • **Read**: DSM pp. 265-308 |  |
| **Week 5** | • **Lecture**: Trauma, Stressor, Adjustment, and Dissociative Disorders  
• **Video**: *Trauma-Related Disorders - or – Developmental Trauma Disorder*  
• **Practice Case Conceptualization**:  
  o Dangerous Behaviors | • **Read**: Preston, chapters 7-8, 11-12, 16-19  
• **Start CC-D-TP #2** | F.3.g  
C.2.f |
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</thead>
</table>
| Week 6     | **Lecture**: Medications for Mood, Psychosis, and Trauma-related Disorders  
**Practice case conceptualization**:  
  - Suicidal Preoccupation  
  - Feedback Jamboard | **Complete CC-D-TP #2**:  
*Ariadne’s Thread*: As I Walked Out the Streets of Laredo pp.304-352 (due 3/3)  
**Read**: DSM pp. 189-264                                                                                                                                                                           |                  |
| Week 7     | **Case Review**: As I Walked Out the Streets of Laredo  
**Lecture**: Anxiety and OCD  
**Video**: Anxiety Disorders  
**Video**: Obsessive Compulsive Disorders | **Read**: DSM pp. 461-480                                                                                                                                                                                                                   |                  |
| Week 8     | **Lecture**: Disruptive and Impulsive Disorders  
**Video**: Impulse and Conduct Disorders  
**Practice case conceptualization**:  
  - Moody and Irritable | **Read**: Preston, chapters 9-10                                                                                                                                                                                                                                                                      |                  |
| Week 9     | **Lecture**: Medications for Anxiety, Disruptive, and Impulsive Behavior  
**Practice case conceptualization**:  
  - Adolescent Shyness | **Complete CC-D-TP #3**:  
*Ariadne’s Thread*: The Many Chambered Heart pp. 198-246 (due 3/24)  
**Read**: DSM pp.645-684  
**Read**: Preston, Chapter 13                                                                                                                                                               |                  |
| Week 10    | **Case Review**: The Many Chambered Heart  
**Lecture**: Personality Disorders  
**Video**: Personality Disorders | **Read**: DSM pp. 329-354                                                                                                                                                                                                                   |                  |
| Week 11    | **Lecture**: Eating Disorders  
**Video**: Eating Disorders  
**Practice case conceptualization**:  
  - Drifting Below the Growth Curve | **Read**: DSM pp. 481-590  
**Read**: Preston, Chapter 14  
**School Counseling** – SUD (reading TBA)                                                                                                                                                       |                  |
| Week 12    | **Lecture**: Substance Use Disorders; signs/symptoms of SUD in children  
**Video**: Addictive Disorders  
**Practice case conceptualization**:  
  - Knee Pain  
  - Feedback Jamboard | **Complete CC-D-TP #4**:  
*Ariadne’s Thread*: Truth is a Razor pp. 159-197 (due 4/21)  
**Read**: Preston, chapter 23  
**Read**: DSM pp. 31-86  
**School Counseling** – at-risk students (reading TBA)                                                                                                                                               | F.3.d            |
| Week 13    | **NO CLASS – SPRING RECESS**                                                                                                         |                                                                                                                                                                                                                                           | C.1.d            |
|            |                                                                                                                                    |                                                                                                                                                                                                                                           | C.2.e            |
|            |                                                                                                                                    |                                                                                                                                                                                                                                           | G.2.i            |
### Readings/Assignments before next class

<table>
<thead>
<tr>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>• <strong>Case Review</strong>: Truth is a Razor</td>
<td>G.2.g G.2.h</td>
</tr>
<tr>
<td></td>
<td>• <strong>Lecture</strong>: Neurodevelopmental Disorders; Child and Adolescent Psychopharmacology; impact of common meds on learning and behavior</td>
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<tr>
<td></td>
<td>• <strong>Video</strong>: Neurodevelopmental Disorders</td>
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<tr>
<td></td>
<td>• <strong>Read</strong>: DSM pp. 423-450, 451-460</td>
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<tr>
<td></td>
<td>• <strong>School counseling</strong> – impact of meds on learning/behavior (reading TBA)</td>
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<tr>
<td>Week 15</td>
<td>• <strong>Lecture</strong>: Sexual Dysfunctions; Gender Dysphoria</td>
<td>C.2.d</td>
</tr>
<tr>
<td>Week 16</td>
<td>• <strong>Case Review</strong>: Final CC-D-TP and Celebration!</td>
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<td></td>
<td>• <strong>Complete final exam CC-D-TP (due 5/5; KPI artifact)</strong></td>
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</table>

### CACREP Standards addressed in this class

#### Human Growth and Development

<table>
<thead>
<tr>
<th>F.3.c</th>
<th>Theories of normal and abnormal personality development</th>
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</thead>
<tbody>
<tr>
<td>F.3.d</td>
<td>theories and etiology of addictions and addictive behaviors</td>
</tr>
<tr>
<td>F.3.e</td>
<td>biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
</tr>
<tr>
<td>F.3.f</td>
<td>systemic and environmental factors that affect human development, functioning, and behavior</td>
</tr>
<tr>
<td>F.3.g</td>
<td>effects of crisis, disasters, and trauma on diverse individuals across the lifespan</td>
</tr>
</tbody>
</table>

#### Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>C.1.c</th>
<th>Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1.d</td>
<td>neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
</tr>
<tr>
<td>C.1.e</td>
<td>Psychological tests and assessments specific to clinical mental health counseling</td>
</tr>
<tr>
<td>C.2.b</td>
<td>etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
</tr>
<tr>
<td>C.2.c</td>
<td>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</td>
</tr>
<tr>
<td>C.2.d*</td>
<td><strong>diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> and the <em>International Classification of Diseases (ICD)</em></strong></td>
</tr>
<tr>
<td>C.2.e</td>
<td>potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
</tr>
<tr>
<td>C.2.f</td>
<td>impact of crisis and trauma on individuals with mental health diagnoses</td>
</tr>
<tr>
<td>C.2.g</td>
<td>impact of biological and neurological mechanisms on mental health</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>C.2.h</td>
<td>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
</tr>
<tr>
<td>C.2.i</td>
<td>legislation and government policy relevant to clinical mental health counseling</td>
</tr>
<tr>
<td>C.2.j</td>
<td>cultural factors relevant to clinical mental health counseling</td>
</tr>
<tr>
<td>C.3.a</td>
<td>intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
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</tbody>
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<table>
<thead>
<tr>
<th>G.2.g</th>
<th>characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</th>
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</thead>
<tbody>
<tr>
<td>G.2.h</td>
<td>common medications that affect learning, behavior, and mood in children and adolescents</td>
</tr>
<tr>
<td>G.2.i</td>
<td>signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</td>
</tr>
</tbody>
</table>

*Key Performance Indicator*

**Key Performance Indicators**

In COUN 635, the KPI 5.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)*” is assessed in the Psychopathology Final. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.
## Assignment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>CC-D-TP: The Dance of Nayana</td>
</tr>
<tr>
<td>Week 6</td>
<td>CC-D-TP: As I Walked Out the Streets of Laredo</td>
</tr>
<tr>
<td>Week 10</td>
<td>CC-D-TP: The Many Chambered Heart</td>
</tr>
<tr>
<td>Week 12</td>
<td>CC-D-TP: Truth is a Razor</td>
</tr>
<tr>
<td>Week 16</td>
<td>CC-D-TP: Final exam (Case will be provided by instructor in week 14)</td>
</tr>
</tbody>
</table>

## Requirements and Evaluation

### Case Conceptualization, Diagnosis, and Treatment Plan (CC-D-TP)

Students will practice case conceptualization, differential diagnosis, and treatment planning for a series of case studies. Instructor feedback will be provided for each graded case study prior to students beginning the next case study, to slowly build student competence and confidence.

These case studies span individuals across the lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. For each case study, students will complete the Case Conceptualization, Diagnosis, and Treatment Planning Worksheet. To complete this worksheet, students will need to review the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Students will also need to plan treatment modalities and evaluate placement criteria within the continuum of care.

Students are expected to complete all cases in the series. These assignments will be graded on pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and initial interventions, transference and counter-transference, and legal/ethical considerations.

### CC-D-TP Grading Rubric

<table>
<thead>
<tr>
<th>Components/ Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertinent Elements and Social/Cultural Factors</td>
<td>Assessment of presenting concerns is inappropriate. Does not describe the social environment and cultural background of the client.</td>
<td>Assessment of presenting concerns is unclear or incomplete. Reiterates the social environment and cultural background verbatim, without any analysis.</td>
<td>Assessment of presenting concerns is concise and complete. Analyzes how the client’s social environment and cultural background help explain presenting symptoms.</td>
</tr>
<tr>
<td>Primary Diagnosis and Clinical Hypothesis</td>
<td>Primary provisional diagnosis is either not identified or is incorrect.</td>
<td>Primary provisional diagnosis is identified, though is unclear and difficult to evaluate.</td>
<td>Provisional primary diagnosis is correctly identified, clearly stated, and supported by symptom criteria. Provides rule-outs.</td>
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<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Theoretical Approach and Initial Interventions</td>
<td>Description of theory and interventions is missing, inaccurate, or inappropriate.</td>
<td>Description of theory and interventions is unclear, or no explanation is provided for how theory and interventions will address the primary diagnosis.</td>
<td>Theory is described clearly and accurately. Initial interventions are consistent with theory. An explanation is provided for how theory and interventions will address the primary diagnosis.</td>
</tr>
<tr>
<td>Transference and Counter-Transference</td>
<td>Demonstrates a lack of awareness or insight for potential transference and counter-transference between counselor and client.</td>
<td>Minimally identifies potential transference and counter-transference dynamics, or only identifies one of these. Transference or counter-transference is grounded in presentation only, not the counselor and client’s personal history. Self-awareness is unclear.</td>
<td>Identifies 1) transference grounded in the client’s personal history and the counselor’s presentation, 2) counter-transference grounded in the counselor’s personal history and client’s presentation.</td>
</tr>
<tr>
<td>Legal and Ethical Considerations</td>
<td>Interprets ethical and legal obligations incorrectly</td>
<td>Interpretation of ethical and legal obligations is unclear, or incomplete</td>
<td>Interprets ethical and legal obligations accurately and completely</td>
</tr>
</tbody>
</table>

**Grading Note:** If you receive a below standard rating, you may be asked to resubmit your paper. I may ask that you meet with me to go over my feedback even if I do not require that you submit a revision.

Please submit your report electronically through the Canvas assignments tab. Name your document as follows: **lastname_CCDTP 1, 2, 3 or 4.**

It is expected that students take responsibility for timely completion of written work. It is the student's responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor. Laboratory sessions, small group discussions and general participation, are as important as class lectures. They provide valuable professional experience and opportunities to demonstrate awareness of the impact of one’s behavior on others. Regular attendance and on-time arrival ensures optimal participation. The above variables will be considered when grading.
Final Exam

The final exam will consist of a CC-D-TP based on a case provided by the instructor during week 15. Please follow the same guidelines that were used in the description of the CC-D-TP assignments above.

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-D-TP 1: Dance of Nayana</td>
<td>Week 4</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>CC-D-TP 2: As I Walked Out the Streets of Laredo</td>
<td>Week 6</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>CC-D-TP 3: The Many Chambered Heart</td>
<td>Week 10</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>CC-D-TP 4: Truth is a Razor</td>
<td>Week 12</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>CC-D-TP 5: Final Exam</td>
<td>Week 16</td>
<td>20%</td>
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</tbody>
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Required Texts


UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students’ capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university’s graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”
Classroom Emergency Response Guidance

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.
Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.