

"Reflective Professionals Building Learning Communities "

COURSE TITLE

COUN 427: Diagnostic Systems for Counseling

INSTRUCTOR INFORMATION

name
office
phone
email

COURSE DESCRIPTION

This course acquaints counselors with descriptive, research-based, and clinical knowledge that contribute to the diagnosis and treatment of mental disorders, including disorders of behavior and impulse control, mood, and anxiety as well as the various personality disorders and disorders involving loss of contact with reality. Students study the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association and the ways the manual is used in clinical practice.

PREREQUISITES

Master's degree candidacy or permission of instructor

RECOMMENDED TEXTS

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th Ed.-TR). Washington, DC: Author.

Seligman, L. (1998). Selecting effective treatments (Revised Ed.). San Francisco: Jossey-Bass.

MODE OF INSTRUCTION

Lecture/discussion, supplemented by written case studies, experiential exercises and video tapes

COURSE OBJECTIVES: (See Appendix A for table of Standards)

The objectives of the course support the College of Education Performance Standard #4 Learning Styles and #9 Assessment. (See Appendix A for table of standards.) The objectives of this course are also designed to help students acquire

1. practice in using the currently accepted nomenclature and descriptive criteria of the various mental disorders as presented in DSM-IV(R);
2. understanding of the broad categories in mental health disorders, based on similarity of criteria and treatment;
3. ability to develop a counseling perspective based on available research findings and clinical knowledge about: a) the criteria by which the disorder may be recognized, b) the characteristics of persons having the various disorders, c) the counselor behaviors and counseling modalities that are apt to be successful in each category, and d) the likely prognosis of each disorder;
4. practice in exploring the available knowledge about the diagnosis and/or treatment of a specific disorder;
5. understanding of the uses of diagnoses with minorities and persons with disabilities.

REQUIRED PROJECTS

Each student will submit a written client evaluation and a treatment paper and presentation. These assignments satisfy the performance-based assessment component of the course.

STUDENT EVALUATION

Diagnosis from written case studies	24%
Vocabulary	5%
Diagnosis from assigned video	15%
Written client evaluations	8%
Diary	8%
Treatment paper and presentation	25%
Final exam	15%

GRADING POLICY

A = 90-99

D = 60-69

B = 80-89

F = below 60

C = 70-79

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (exam, written assignments, etc.) will be analyzed and the results used to improve instruction and facilitate student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES:

Students are expected to attend all class sessions, read assigned materials, participate in class discussions and experiential exercises, submit appropriate written assignments, and take the final examination.

COURSE TOPICS AND SCHEDULE

(Chapters are from Seligman text)

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 1	Introduction	
Week 2	Developmental disorders of childhood and adolescence	Chapter: "Other Conditions"
Week 3	Cognitive disorders	Chapter: "Delirium, Dementia, and Amnesic and Other Cognitive Disorders"
Week 4	Schizophrenia and psychotic disorders	Chapter: "Schizophrenia and Other Psychotic Disorders"
Week 5	Anxiety disorders Client evaluation Video diagnosis: "On Golden Pond"	Chapter: "Anxiety Disorders"
Week 6	Mood disorders Video diagnosis: "Ordinary People"	Chapter: "Mood Disorders"
Week 7	Substance related Video diagnosis: "Drunks disorders"	Chapter: "Substance Related Disorders"
Week 8	Sexual and gender identity disorders Video diagnosis: "La Cage aux Folles"	Chapter: "Sexual and Gender Identity Disorders"
Week 9	Adjustment, eating, and sleeping disorders	Chapter: "Adjustment, Eating, and Sleeping Disorders" Client evaluation
Week 10	Dissociative disorders Video diagnosis: "The Three Faces of Eve"	Chapter: "Dissociative Disorders" Diary
Week 11	Personality disorders Video diagnosis: "The Crying Game"	Chapter: "Personality Disorders"
Week 12	Personality disorders (continued) Video diagnosis: "Fatal Attraction"	
Week 13	Physical and psychological factors Video diagnosis: "Vertigo"	Chapter: "Combination of Physical and Psychological"

Factors"

Week 14 Presentations of treatment papers

Week 15 Final examination (openbook)

BIBLIOGRAPHY

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- Fontes, L.A. (2005). *Child abuse and culture: Working with diverse families*. New York: The Guilford Press.
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Appendix A: Table of Standards

The course objectives for Diagnostic Systems are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #4 Learning Styles and #9 Assessment

CORE C.3 = Human Growth and Development

CACREP SMCFC/T =Standards for Marital, Couple, and Family Counseling/Therapy Programs

CACREP SSC= Standards for Community Counseling Programs

1. practice in using the currently accepted nomenclature and descriptive criteria of the various mental disorders as presented in DSM-IV-R;
CACREP SMCFC/T C2 CACREP SSC 4, C 5
COE Performance Standard #4 CORE C.3.2

2. understanding of the broad categories in mental health disorders, based on similarity of criteria and treatment;
CACREP SMCFC/T C2 CACREP SSC 4, C 5
COE Performance Standard#4 CORE C.3.2

3. ability to develop a counseling perspective based on available research findings and clinical knowledge about: a) the criteria by which the disorder may be recognized, b) the characteristics of persons having the various disorders, c) the counselor behaviors and counseling modalities that are apt to be successful in each category, and d) the likely prognosis of each disorder;
CACREP SMCFC/T C2 CACREP SSC 4 , C 5
COE Performance Standard #9 CORE C.3.4

4. practice in exploring the available knowledge about the diagnosis and/or treatment of a specific disorder.
CACREP SMCFC/T C2 CACREP SSC 4, C 5
COE Performance Standard #9 CORE C.3.4

5. understanding of the uses of diagnoses with minorities and persons with disabilities.

CACREP SMCFC/T C2

CACREP SSC 4, C 5

COE Performance Standard #

CORE C.3.2