

PLYMOUTH STATE UNIVERSITY  
UNIVERSITY SYSTEM OF NEW HAMPSHIRE  
COLLEGE OF GRADUATE STUDIES

**CO 5790.01 Assessment, Diagnosis, and Treatment Planning**

Class Meetings are held online via Zoom from 6:30-9pm on the following dates:  
August 27, September 3, 10, 17, 24, October 1, 8, 15, 22, 29, November 5, 12, 19. There will be  
three online modules via Moodle on November 26, December 3, and December 10.

Instructor: Ryan Aquilina, MS, LCMHC

Office Phone: N/A

Office Location: N/A

Cell Phone: 603.455.2933

Office Hours: By appointment only.

Email: rsrogers04@plymouth.edu

**COURSE DESCRIPTION:**

This course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning. Diversity considerations and current models of evidence-based practice will be emphasized.

**REQUIRED TEXT:**

American Psychiatric Association. (2013). *The Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> Ed.). Arlington, VA: Author.

American Psychiatric Association. (2013). *Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: Author.

Kress, V. E. & Paylo, M.J. (2019). *Treating Those With Mental Disorders: A Comprehensive Approach To Case Conceptualization And Treatment* (2<sup>nd</sup> Ed.). New York: Pearson Education.

**CONTENT AREAS – MAJOR TOPICS COVERED BY THIS CLASS**

Intervention planning	Diagnosis
Assessment and Testing	Differential Diagnosis
Documentation	
Biopsychosocial History	

This class is in a lecture format. We will use a variety of instructional materials in class, including presentations, case studies, diagnostic aids, and assessment examples.

**ASSIGNMENTS:**

**Attendance and Participation**

Your attendance and participation is vital to your learning experiences and those of your peers in this course. An excused absence from class can be granted due to severe illness or emergency circumstances, but you will need to contact me as soon as possible to make up the course content you missed. Full participation in course activities and class discussions is also critical, and a lack of participation can also impact your grade. Class participation will be via Zoom lectures on a

weekly basis and participation in the discussion boards at the end of the class when we move to a fully online format.

Expectations for discussion boards (with the exception of the one due after the first class) are as follows:

- I will be posting recorded lectures on November 26, December 3, and December 10.
- Within the week **after** the recording is posted, I would like for you to write an original post reflecting on the content of the video, and reply to the posts of two peers.
- All posts will be due by the following Wednesday at 11:59pm after the video is posted.
- For the very first post (for the week that the class starts), you will only be expected to create an original post.

### **App/Podcast Review**

There are SO many great podcasts and apps out there that can be (and often are) beneficial to our clients! I would like for you to find a mental health-related app or podcast and discuss it in a 3-4 page paper. I want to know:

- If you are reviewing an app, what does it do? If you are reviewing a podcast, what are some of the topics of discussion that might be relevant to your future clients, and why?
- Would you recommend this app/podcast to future clients? If so, what would you hope the benefit would be for them? What specific issues that clients may present with would be helped by recommending it? If you would not recommend it, why not?
- I will be sharing your ideas (as well as adding to a few of my own!) **and** giving you credit for it in my final recorded lecture! 😊

**This paper is due September 10, 2020 by class time.**

### **Case Conceptualization Paper**

You will choose a fictional character from film, television, or literature and use the DSM-5 to diagnose their presenting symptoms. I encourage you to be creative! You should plan for this paper to be approximately 10-12 pages, outlining your full case conceptualization. In this paper, I would like for you to tell me:

- Demographic information (age, expressed gender, location, etc.)
- Presenting symptoms
- Diagnosis and rationale
- Safety issues and how you might address them
- Any other issues that may not be related to the diagnosis, but are still relevant to the case conceptualization (e.g., substance abuse, intimate partner violence)
- Potential treatment goals (each with 2-4 objectives)
- Intervention ideas (there can be multiple if that is warranted based on the symptoms and the treatment plan)

**This paper will be due October 1, 2020 by class time.**

### **Intake and Treatment Plan**

We will review the biopsychosocial interview in class, and you will be expected to pair up with a classmate, give them a full biopsychosocial interview, and create a treatment plan outside of class time. This includes:

- An intake interview
- A safety assessment
- A mental status examination
- A treatment planning session

I would like for you to write a paper about your case conceptualization about this client, including:

- Demographic information
- The presenting problem and diagnosis
- Any salient issues that may not be related to the diagnosis, but may impact treatment and are relevant to the case conceptualization
- Treatment goals and why the goals chosen are relevant to the intervention
- Reflection of your experience of going through this assignment

The person that you will be doing this assignment with will role play a client in the population in which you intend to work in the future; you will not be given this information ahead of time, but your partner will be given information on their diagnosis and demographic information, as well as any salient information that will be relevant for you as you conceptualize their case.

**This paper will be due by December 2 at 11:59pm.**

### **STUDENT EVALUATION:**

Case Conceptualization Paper	30 Points
Intake and Treatment Plan Paper	30 Points
App/Podcast Review	20 Points
Attendance/Participation	20 Points
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Total	100 points

**COURSE CALENDAR**

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS / ASSIGNMENTS</b>
Class 1 08/27/2020	Introduction, Syllabus, and Course Review  Review of Biopsychosocial Assessment	Course Syllabus  Moodle Resource
Class 2 09/03/2020	Developing Effective Treatment Plans  Safety-Related Clinical Issues and Treatment Planning	Chapter 1  Chapter 3
Class 3 09/10/2020	Real World Treatment Planning: Systems, Culture, and Ethics	Chapter 2  <b>App/Podcast review due by class time</b>
Class 4 09/17/2020	Depressive, Bipolar, and Related Disorders  Depression and Bipolar Assessments	Chapter 4
Class 5 09/24/2020	Anxiety Disorders  Obsessive-Compulsive and Related Disorders  Anxiety and OCD Assessments	Chapter 5  Chapter 6
Class 6 10/01/2020	Schizophrenia and Other Psychotic Disorders	Chapter 10  <b>Fictional Character Case Conceptualization Paper Due by class time</b>
Class 7 10/08/2020	Intake Demonstration	No reading required, unless you would like to review the intake document!

Class 8 10/15/2020	Disruptive, Impulse Control, Conduct, and Elimination Disorders  ADHD Assessments and Behavioral Interventions	Chapter 12
Class 9 10/22/2020	Trauma-Related Disorders  Trauma Assessments	Chapter 7
Class 10 10/29/2020	Dissociative Disorders and Somatic Symptom and Related Disorders  Dissociation Assessments	Chapter 14
Class 11 11/05/2020	Personality Disorders	Chapter 9
Class 12 11/12/2020	Neurodevelopmental and Neurocognitive Disorders  Mental Status Examinations	Chapter 13
Class 13 11/19/2020	Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Chapter 15
Class 14 (Online)	Substance-Related and Addictive Disorders  SUD Assessments	Chapter 8 (Moodle Posts due by December 2 at 11:59)

Class 15 (Online)	Feeding and Eating Disorders	Chapter 11 (Moodle Posts due by December 9 at 11:59)
Class 16 (Online)	Treatment Interventions Discussion	Moodle Posts due by December 16 at 11:59

## **KNOWLEDGE AND SKILL COURSE OBJECTIVES**

Course objectives are aligned with CACREP standards for clinical mental health counseling.

### *Standards Reviewed and Assessed*

#### **Core - Counseling and Helping Relationships**

Developmentally relevant counseling treatment or intervention plans (2.F.5.h)

Development of measurable outcomes for clients (2.F.5.i)

#### **Core - Assessment and Testing**

Use of assessments for diagnostic and intervention planning purposes (2.F.7.e)

Use of assessment results to diagnose developmental, behavioral, and mental disorders (2.F.7.1)

#### **CMHC Program Standards**

Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.C.1.c)

Psychological tests and assessments specific to Clinical Mental Health Counseling (5.C.1.c)

Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD (5.C.2.d)

Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.3.a)

## **PLYMOUTH STATE UNIVERSITY POLICIES**

### **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit [http://www.plymouth.edu/registrar/policies/academic\\_standing](http://www.plymouth.edu/registrar/policies/academic_standing) for more information on University policies and procedures regarding academic integrity. (From page 10 of the College of Graduate Studies 2011-2012 Catalog). Please review APA guidelines on what constitutes plagiarism.

### **ADA Statement**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the Disability Services Office (DSO) in Plymouth Academic Support Services located in the Lamson Learning Commons (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will

only be considered for students who have registered with DSO. If you have a Letter of Accommodation for this course from DSO, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

### **Inclement Weather**

Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

### **Sensitive Material**

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

## **COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY POLICIES**

Plymouth State University's Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

**Communications:** Prompt and professional communication between students and professors is important and valued in the CESP department. To that end, it is your responsibility to regularly check your PSU email account. As stated in the CESP handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

**Student Monitoring:** A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and



interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

**Student Responsibilities in Monitoring Peer Professional Competency:** As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in the CESP student handbook to guide you in ethically dealing with these situations.

**Moodle Assistance:** For students who need help navigating Moodle, please see the introductory video on this page: <https://www.plymouth.edu/webapp/help/wiki/Category:StudentMoodle2>. Then read the short articles at the links at the bottom of that page. At the top this page, there are buttons that have drop down menus to various online learning topics. The "Moodle" button has more help articles. You may also call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

**Late Assignments:** Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. *If an assignment is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.*

**Computers and Cell Phones Use in the Classroom:** Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, and student presentations, they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate. It is inappropriate to read, receive, or sending text messages during class meetings.

**Writing:** APA formatting is required for all papers unless otherwise indicated. APA review materials are available on the course Moodle page. Page length requirements for papers do not include the title page and reference page. I will review any paper for APA formatting errors, content, or both before the due date if given enough time to do so. At least 3-4 days is requested, and feedback will be given on a first-come / first-served basis. The paper does not need to be complete for an APA review.

**Assignments will be accepted via Moodle upload or email only, unless I have specified otherwise.** Accepted formats for papers are MS Word and PDF. WordPerfect files and Text files are not acceptable. If you do not have a word processing program, I recommend LibreOffice, which is a free word processor (much like MS Word) that works on both PC and Mac. It can be downloaded at [www.libreoffice.org](http://www.libreoffice.org)

**Assignment File Names:** Please title the file name for each of your submitted writing assignments and recordings with your last name first, then the name of the assignment. Examples for each assignment are as follows using my last name.  
Group Design Project: Aquilina Rationale, Aquilina Format, Aquilina Curriculum.  
Experiential Group Reaction Paper: Aquilina Group Reaction Paper

**GRADING SCALE:**

A	96 – 100 %	B	83 – 86 %	C	73 – 76 %
A-	90 – 95 %	B-	80 – 82 %	C-	70 – 72 %
B+	87 – 89 %	C+	77 – 79 %	F	00 – 70%

**CACREP Standards Addressed**

CACREP Standard/Goal	Methods of Delivery	Assessment
2.F.5.h - developmentally relevant counseling treatment or intervention plans	Class lectures, breakout room practice	
2.F.5.i - development of measurable outcomes for clients	Class lectures	Final Assessment Paper
2.F.7.e - use of assessments for diagnostic and intervention planning purposes	Class lectures	Final Assessment Paper
2.F.7.1 - use of assessment results to diagnose developmental, behavioral, and mental disorders	Case studies, class lectures	Final Assessment Paper
5.C.1.c - principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Class lectures	
5.C.1.e - psychological tests and assessments specific to clinical mental health counseling	Class lectures, breakout room practice	Final assessment paper
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)	Class lectures, large group practice	Final exam, Final Assessment Paper, Fictional Character Paper
5.C.3.a - intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Class lectures, breakout room practice	Final Assessment Paper
5.C.3.b - techniques and interventions for prevention and treatment of a broad range of mental health issues (Key Performance Indicator)	Class lectures	Final Assessment Paper, Fictional Character Paper

### **Course Bibliography**

American Psychiatric Association. (2013). *The Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> Ed.). Arlington, VA: Author.

American Psychiatric Association. (2013). *Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: Author.

Kress, V. E. & Paylo, M.J. (2019). *Treating Those With Mental Disorders: A Comprehensive Approach To Case Conceptualization And Treatment* (2<sup>nd</sup> Ed.). New York: Pearson Education.