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### COUN 615.01: Diagnosis and Treatment Planning in Counseling

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# COUN 615 – Diagnosis and Treatment Planning in Counseling

Department of Counseling  
University of Montana  
Spring 2021

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Phone: (406) 540-2779

**Office Hours:** by appointment

**Class Time:** Wednesdays 2:00-4:50 PM

**Class Location:** Gallagher Business Building (GBB) Room 123

## **Required texts:**

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)*. Pearson Higher Ed.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)*. Arlington, VA: American Psychiatric Publishing.

## **Recommended text:**

Seligman, L., & Reichenberg, L. W. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5<sup>th</sup> Ed)*. John Wiley & Sons.

Robinson, David, J. (2016). *The mental status exam explained (3<sup>rd</sup> ed.)*. Rapid Psychler Press.

## **Course description:**

This course examines the diagnostic categories of the current edition of the Diagnostic and Statistical Manual, 5th edition (DSM-5) as well as appropriate treatment planning of mental and emotional disorders. Biological, psychological, social and environmental factors implicated in vulnerability and resilience to these disorders will be examined. Emphasis is given to the principles and practices that relate to psychopathology, DSM diagnosis, etiology and assessment, interviewing, systematic treatment planning, and short- and long-term interventions. Use of diagnosis for third-party payer reimbursement will also be covered.

## **Goals of the course:**

1. To recognize the utility and limitations of the structure of the DSM-5 for mental health practice.
2. Describe accepted principles and practices of the diagnostic process, including differential diagnoses and the use of current diagnostic tools, such as the current edition of the DSM.

3. Concisely articulate the etiology, the diagnostic process and nomenclature, treatment, and referral of mental and emotional disorders.
4. Incorporate the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
5. To look more deeply at human behavior, including understanding the effects of trauma, poverty, racism, developmental crises, disability, addiction, and situational and environmental factors that affect both normal and abnormal behavior.
6. Incorporate multicultural competencies of clinical mental health counseling involving case conceptualization, diagnosis, treatment, and referral of mental and emotional disorders.
7. Describe the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
8. Demonstrate integration of information from multiple sources to formulate diagnosis and treatment plans.

### **CACREP 2016 STUDENT LEARNING OBJECTIVES:**

- 1) 1c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 2) 2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 3) 2d. 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)
- 4) 2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 5) 2f. impact of crisis and trauma on individual with mental health diagnoses
- 6) 2g. impact of biological and neurological mechanisms on mental health
- 7) 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 8) 3b. techniques and interventions for prevention and treatment of a broad range of mental health issues

### **Teaching Philosophy:**

I find that interacting with concepts and ideas in different ways increases our abilities to assimilate information into our lives in authentic ways. This approach honors our different learning styles and individual differences. Creating meaning as well as having ownership and responsibility over your learning are integral parts of my teaching philosophy. Relationships with students are of principle importance to me. As such, I will seek feedback along the way as to how the course is progressing for you and welcome such feedback at any time.

### **Teaching Methods:**

1. Lecture and discussion
2. In-class experiential activities
3. Student presentations
4. Diagnostic interview recording
5. Quizzes

### **Health and Safety Precautions:**

UM social distancing guidelines and COVID-19 health precautions will be followed throughout the semester. Mask use is required within the classroom. Students are expected to clean their personal workspace upon arrival and before leaving the classroom. Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. Class attendance will be recorded. Drinking liquids and eating food is discouraged within the classroom. Please stay at home if you feel sick or display COVID-19 symptoms. Up-to-Date COVID-19 Information from the University of Montana. UM Coronavirus Website: <https://www.umt.edu/coronavirus>

### **Disability accommodations:**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to develop the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so as needed to verify your disability and to coordinate your reasonable modifications. For more information, visit the [Disability Services](http://life.umt.edu/dss) website [<http://life.umt.edu/dss>].

### **Academic integrity:**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/AS/APSA/index.cfm/page/1321>.

### **Grading and Assignments:**

**1. Attendance: [10 points]**

Your attendance and participation in this course are essential for your ability to learn diagnosis and treatment planning. As such, absences will be penalized by 2 points per class session missed beyond one excused absence. An absence is defined as missing more than 30 minutes of any given class session. These points will be lost if you are more than 30 minutes tardy, leave more than 30 minutes early, or miss the entire class session.

**2. Quizzes: [40 points]**

*CACREP Standards 2e, 2d*  
*KPI 5.C.3.a*

To demonstrate your understanding of course concepts and assigned readings, you will take four quizzes (worth 10 points each). Each quiz will be a case study where you will have to provide rationale for a chosen diagnosis and treatment plan. All quizzes will be completed in class, are open book and focused on your use of differential diagnostic steps and observations necessary to formulate a formal diagnosis.

**3. Diagnostic Interview & Treatment Plan: [20 points]**

*CACREP Standards 1c, 2d, 2f, 2g, 3a*

*KPI 5.C.1.c*

For this assignment, you will work in pairs to conduct a mental status exam and record a 20-minute diagnostic interview with another student in the class serving as the client with one (or more) DSM-5 disorder(s). The client/actor should role-play an accurate portrayal of a constellation of symptoms associated with a diagnosis you have learned about in class. Each pair will record one video (via CORS or Zoom) to be turned in. Each student must complete a corresponding diagnostic interview report and treatment plan using the provided template (on Moodle) that includes the following:

1. Demographics
2. Reason for referral/presenting concerns
3. Biopsychosocial history
4. Mental status exam
5. Symptoms & associated emotional/behavioral problems
6. Diagnosis
7. Treatment plan (using best practices or evidence-based treatment approaches obtained from places such as SAMHSA's National Registry of Evidence-based Programs and Practices website, Society of Clinical Psychology Research-Supported Psychological Treatments website, Evidence-Based Behavioral Practice website, Effective Child Therapy website, textbooks, journal articles, etc.)

This report is an opportunity for students to demonstrate formal writing skills as well as their clinical knowledge. For full points reports must follow the provided template, use 3<sup>rd</sup> person past tense language, and contain evidence of each student's theoretical orientation. Please use Microsoft Word and turn in on Moodle.

**4. Literature review and presentation: [30 points]**

*CACREP Standards 1c, 2b, 2d, 2f, 2g, 3b*

*KPI 2.F.8.a, 5.C.3.b*

For this assignment you will choose a diagnostic category as a topic for a literature review and class presentation. This will be a different diagnosis than the one used in the other assignment. For those categories that include a wide variety of diagnoses (e.g., mood disorders), you will need to choose a specific disorder(s) within the category (e.g., bipolar I).

The following is required for this assignment:

- Conduct a brief literature review focusing on recent research related to the diagnosis and/or treatment of the disorder you have chosen (at least 4 double-spaced pages, not including the cover page and references). This literature review must include a minimum of 3 peer-reviewed journal article references; additional references are also acceptable. Papers should follow APA format, be in Microsoft Word format and submitted

electronically on Moodle. This paper is due the day of your presentation. (10 pts)

- Provide a 30-minute presentation to the class that includes the following (20 pts):
  - The etiology, diagnostic process and treatment of this disorder.
  - Biopsychosocial conceptualization of the disorder informed by your developing theoretical orientation(s).
  - Treatment planning for this disorder and evidence-based practices. If there are treatments that are not yet evidence-based (and some are not), include this for your presentation and discussion.
  - Include at least one visual from the online, creative, or media arts that brings the diagnostic category to life. This could be a scene from a movie, YouTube clip, a TED Talk, or something else. Be selective about using a video with professional content. Avoid choosing something that mocks, glamourizes or sensationalizes the disorder. Please keep this portion of your presentation no longer than 10 mins.

**Grading System: Total points: 100**

A = 93%+	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%
B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = Below 60

**Tentative Course Schedule:**

Below is a schedule of topics, readings and assignments/activities. This is subject to change based on the availability of guest speakers and student needs.

\*Note: you are not required or expected to read the entire DSM chapters each week. The page numbers listed below are for your reference. You should be familiar with how to use the DSM and skim through it each week to look at classifications for each disorder we are learning about in class.

DATE	TOPIC	READINGS	ACTIVITIES and ASSIGNMENTS
Week 1: 1/13	WELCOME! <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Personal and Course Goal Setting</li> <li>• Beginning dialogue about diagnosis / Role of the counselor</li> <li>• Rationale and history of diagnosis</li> </ul>		
Week 2: 1/20	Overview of DSM-5 Overview of Developing Effective Treatment Plans	<b>Kress &amp; Paylo:</b> Chapter 1	

		<p><b>DSM-5:</b> Preface xli-xliv, Introduction 3-17; Use of the manual 19-24</p> <p><b>Recommended: Seligman &amp; Reichenberg:</b> Ch. 1: Intro to Treatment Planning</p>	
Week 3: 1/27	<p>Systems, culture &amp; ethics of diagnosis Mental status exam review</p>	<p><b>Kress &amp; Paylo:</b> Chapter 2</p> <p><b>Recommended:</b> Robinson (2016)</p>	
Week 4: 2/3	<p>Mood disorders</p> <p>Presentations: Erik</p> <hr/>	<p><b>DSM-5</b> Bipolar Disorders (Starts on page 123)</p> <p>Depressive Disorders (Starts on page 155)</p> <p><b>Kress &amp; Paylo:</b> Chapter 4</p>	
Week 5: 2/10	<p>Anxiety disorders</p> <p>Presentations: Kelsey &amp; Austin</p> <hr/>	<p><b>DSM-5</b> Anxiety Disorders (Starts on page 189)</p> <p><b>Kress &amp; Paylo:</b> Chapter 5</p>	<b>Quiz 1</b>
Week 6: 2/17	<p>Obsessive Compulsive and Related Disorders</p> <p>Presentations: Robin &amp; Kristen</p> <hr/>	<p><b>DSM-5</b> Obsessive Compulsive and Related Disorders (Starts on page 235)</p> <p><b>Kress &amp; Paylo:</b> Chapter 6</p>	
Week 7: 2/24	<p>Trauma and Stressor Related Disorders</p> <p>Presentations: Allison &amp; Sadie</p> <hr/>	<p><b>DSM-5</b> Trauma and Stressor Related Disorders (Starts on page 265)</p> <p><b>Kress &amp; Paylo:</b> Chapter 7</p>	
Week 8: 3/3	<p>Substance Related and Addictive Disorders</p> <p>Presentations: Annie &amp; Clara</p> <hr/>	<p><b>DSM-5</b> Substance Related and Addictive Disorders (Starts on page 481)</p> <p><b>Kress &amp; Paylo:</b> Chapter 8</p>	<b>Quiz 2</b>

Week 9: 3/10	Personality Disorders  Presentations: Tessa & Nathan <hr/>	<b>DSM-5</b> Personality Disorders (Starts on page 645)  <b>Kress &amp; Paylo:</b> Chapter 9	
Week 10: 3/17	Schizophrenia Spectrum and other Psychotic Disorders  Presentations: <hr/>	<b>DSM-5</b> Schizophrenia Spectrum and other Psychotic Disorders (Starts on page 87)  <b>Kress &amp; Paylo:</b> Chapter 10	
Week 11: 3/24	Feeding and Eating Disorders  Presentations: Rachel & Dennis <hr/>	<b>DSM</b> Feeding and Eating Disorders (Starts on page 329)  <b>Kress &amp; Paylo:</b> Chapter 11	<b>Quiz 3</b>
Week 12: 3/31	Disruptive, Impulse- Control, Conduct, and Elimination Disorders  Presentations: Aimee <hr/>	<b>DSM-5</b> Disruptive, Impulse- Control, Conduct, and Elimination Disorders (Starts on page 461)  <b>Kress &amp; Paylo:</b> Chapter 12	
Week 13: 4/7	Attention-related neuro- cognitive disorders  Dissociative Disorders  Presentations: Amanda <hr/>	<b>DSM-5</b> Attention-related neuro-cognitive disorders  <b>Kress &amp; Paylo:</b> Chapter 13 & 14	<b>Diagnostic Interview &amp; Treatment Plan due</b>
Week 14: 4/14	Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria  Presentations: Jess	<b>DSM-5</b> Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria  <b>Kress &amp; Paylo:</b> Chapter 15	<b>Quiz 4</b>



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Week 15: 4/21	V-codes Diagnosis & 3 <sup>rd</sup> party payer reimbursement Wrap-up and evaluations	<b>DSM Other Conditions That May Be a Focus of Clinical Attention</b> (Starts on page 715)	
Week 16: 4/28	Finals Week: TBD		