

# Eastern Illinois University

## Revised Course Proposal

### **Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5980
3. Short title: Diagnose and Treatment
4. Long title: Diagnosing and Treatment Planning
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2019
8. **Catalog course description:** This course acquaints prospective counselors with descriptive, research-based, clinical knowledge that contributes to the diagnosis and treatment of mental disorders. Students also become familiar with the current International Classification of Diseases (ICD) 10, World Health Organization and the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association and the ways the manuals are used in clinical practice.
9. **Course attributes:**  
General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:  
\_\_\_\_\_
- Mode(s) of Delivery:**  
☒ Face to Face ☐ Online ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction
11. Course(s) to be deleted from the catalog once this course is approved. None.
12. Equivalent course(s): None.  
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. Prerequisite(s): CSD 5500, 5510, 5520, 5530, and Abnormal Psychology  
a. Can prerequisite be taken concurrently? ☐ Yes ☒ No  
b. Minimum grade required for the prerequisite course(s)? B for CSD 5530.  
c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No  
d. Who may waive prerequisite(s)?  
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Students who have not been admitted to the CSD Program

16. Repeat status: x May not be repeated    \_\_\_ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: \_\_\_

18. Grading methods: x Standard    \_\_\_ CR/NC    \_\_\_ Audit    \_\_\_ ABC/NC

**19. Special grading provisions:**

\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students: None.**

Supplemental Materials or Software \_\_\_\_\_

Course Fee \_\_\_ No \_\_\_ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.

\_\_\_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. x Course is required for the major(s) of Counseling and Student Development

\_\_\_ Course is required for the minor(s) of \_\_\_\_\_

\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_

\_\_\_ Course is used as an elective

2. **Rationale for proposal:** To meet the current CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

**4. General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: n/a

Instruction: n/a

Integrity: n/a

Interaction: n/a

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

- a. CSD 5980, Diagnosing and Treatment Planning

**2. Catalog description**

This course acquaints prospective counselors with descriptive, research-based, clinical knowledge that contributes to the diagnosis and treatment of mental disorders. Students also become familiar with the current International Classification of Diseases (ICD) 10, World Health Organization and the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association and the ways the manuals are used in clinical practice.

**3. Learning objectives.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Become acquainted with the neurobiological and medical foundation and etiology of addiction and co-occurring disorders	1, 2, 3
b) Become acquainted with the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders where applicable.	1, 2, 3

c) Become acquainted with the 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	1, 2, 3
d) Become acquainted with the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	1, 2, 3
e) Become acquainted with the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral consultation.	1, 2, 3

#### 4. Course materials.

- American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.
- Zucherman, E. (2010). Clinician's thesaurus (7<sup>th</sup> ed.). New York, NY: Guilford Press.
- Internet Website: International Classification of Diseases 10, World Health Organization. Substance Abuse and Mental Health Services Adm (SAMHSA). Website with free resources for education and treatment.

#### 5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
1	Overview of course Introduction to dsm And icd 10	150 minutes	D – xli-25 Z – 1-25
2	Substance-related & addictive disorders, co- occurring disorders	150 minutes	D 481
3	Depressive disorders Bipolar and related disorders & disruptive Mood Dysregulation	150 minutes	D-155 D-123 Z Part 1
4	Anxiety Disorders Specific & Social Phobia, Panic Disorder Agoraphobia, GAD Gender Dysphoric Disorder	150 minutes	D- 189 D- 451
5	Obsessive-Compulsive & Related OCD, Body Dysmorphic, Hoarding, Trichotillomania, Excoriation	150 minutes	D-235

6	Trauma and Stress Related PTSD, Acute Stress, Adjustment Dissociative Disorders	150 minutes	D-235 D - 291 Research Paper Due
7	Learning Assessment 1	150 minutes	
8	Personality Disorders- all	150 minutes	<u>D- 645</u> <u>Z Part II</u>
9	Schizophrenia Spectrum- All & other psychotic disorders	150 minutes	D-87
10	Feeding and eating disorders Avoidant, Anorexia, Bulimia, Binge Sleep wake disorders Insomnia, hypersomnia, narcolepsy circadian rhythm sleep-wake	150 minutes	D-329 D-361 Z-Part II
11	Neurodevelopmental disorders Autism spectrum, ADHD, social communication Disruptive, impulse-control and conduct disorders Odd, Conduct, Intermittent Explosive Disorder- Children Antisocial PD, Pyromania, Kleptomania Depressive Disorders Disruptive Mood Dysregulation-Children	150 minutes	D-31 D-461 D-466 D-156 Case Study Due
12	Disruptive, Impulse-control, and conduct disorders Intermittent explosive disorder- adults Other conditions that may be a focus of clinical attention Z, V, and T codes Paraphilic disorders Pedophilic disorders	150 minutes	D-461 D-466 D-715 D-715 D-697
13	Neo-cognitive disorders Delirium and Alzheimer's Disease Somatic Symptom Illness Anxiety Disorder Factitious Disorder	150 minutes	D- 591-614 D-315 D-324

14	Case Study Summary Presentations	150 minutes	
15	Presentations	150 minutes	
16	Learning Assessment II		

## 6. Assignments and evaluation, including weights for final course grade.

Research Paper - 50

Learning Assessment I – 50

Case Study - 40

Case Presentation - C/I

Learning Assessment II- 50

Group Work – Vignettes- 10

Total Points - 200

- a. Research Paper: Students will submit a five to six page paper presenting the results of an exploration into the treatment of a specific disorder within the general categories. Students should use at least ten sources from research journals and follow APA guidelines.
- b. Learning Assessment I and II: Students will have two learning assessments, and will be tested over the assigned readings and lecture material.
- c. Case Study: Students will develop a written **case summary/assessment**, a **diagnosis**, and a **treatment plan** of one of their clients, acquire client permission, and provide an introductory paragraph or two about their work with the client. They will include the number of sessions, and impressions of their work to date.
- d. Case Presentation: Students will be asked to make an informal, 3 to 5 minute report of their case study.
- e. Group Work: Each week students will individually (outside of class) review several case studies, list the symptoms, and make a diagnosis and possible treatment options. Considerations for medication will be discussed in class where appropriate. In class small group work will involve the case consultation format to determine the diagnosis.

## 7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Research Paper	Course objectives a.,b.,c.,d.,e.
Learning Assessment I and II	Course objectives a.,b.,c.,d.,e.
Case Study	Course objectives a.,b.,c.,d.,e.
Case Presentation	Course objectives a.,b.,c.,d.,e.
Group Work – Vignettes	Course objectives a.,b.,c.,d.,e.

**Date approved by the department or school: 2/14/18**

**Date approved by the college curriculum committee: 2/26/18**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:        CGS:**