

Eastern Illinois University  
**REVISED COURSE PROPOSAL**  
**CSD 5980**  
**Clinical Diagnosis and Treatment Planning**

Please check one:  New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5980
2. Diag and Tx Plan
3. Clinical Diagnosis and Treatment Planning
4. 3-0-3
5. Term(s) to be offered:  Fall     Spring     Summer     On demand
6. Initial term of offering: Fall     Spring     Summer    Year: 2013
7. Course description:

This course will acquaint students with descriptive, research-based clinical knowledge that contributes to the diagnosis and treatment of mental disorders. Students will also become familiar with the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM) of the American Psychiatric Association and its use in clinical practice.

8. Registration restrictions:
  - a. Identify any equivalent courses None.
  - b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530 and an undergraduate abnormal psychology course within the last 5 years.
  - c. Who can waive the prerequisite(s)?
 

No one     Chair     Instructor     Advisor     Other (Please specify)
  - d. Co-requisites: none
  - e. Repeat status:     Course may not be repeated.
  - f. Degree, college, major(s), level, or class 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.
  - g. Degree, college, major(s), level, or class to be excluded from the course, if any: None
9. Special course attributes: None
10. Grading methods (check all that apply):  Standard letter     C/NC     Audit     ABC/NC

**11. Instructional delivery method:** (Check all that apply.)

- lecture  
  lab  
  lecture/lab combined  
  independent study/research  
 internship  
  performance  
  practicum or clinical  
  study abroad  
 Internet  
  hybrid  
  other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

Students will:

- a. examine and discuss the currently accepted nomenclature and descriptive criteria of the various mental disorders as presented in the latest version of the DSM.
- b. examine and discuss the latest treatment modalities for mental disorders.
- c. examine and discuss a counseling perspective based on available research findings and clinical knowledge about 1) the criteria by which the disorder may be recognized, 2) the characteristics of persons having the various disorders, 3) the counselor behaviors and counseling modalities that are apt to be successful in each category, and 4) the prognosis or likely future course the disorders.
- d. examine and discuss psychotherapy and environmental factors as they affect both normal and abnormal behavior. The effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, and family status will be considered.
- e. examine and discuss the potential for substance use disorders which coexist with medical and/or psychological disorders.

**If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. Students will examine and discuss the currently accepted nomenclature and descriptive criteria of the various mental disorders as presented in the latest version of the DSM.	<b>Group Activity; Learning Assessment I and II; Research Paper; Case Summary; Cultural Paper</b>
b. Students will examine and discuss the latest treatment modalities for mental disorders.	<b>Group Activity; Learning Assessment I and II; Research Paper or Case Summary; Cultural Paper</b>
c. Students will examine and discuss a counseling perspective based on available research findings and clinical knowledge about 1) the criteria by which the disorder may be recognized, 2) the characteristics of persons having the various disorders, 3) the counselor	<b>Group Activity; Learning Assessment I and II; Research Paper or Case Summary; Cultural Paper</b>

behaviors and counseling modalities that are apt to be successful in each category, and 4) the prognosis or likely future course the disorders.	
d. Students will examine and discuss psychotherapy and environmental factors as they affect both normal and abnormal behavior. The effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, and family status will be considered.	<b>Group Activity; Learning Assessment I and II; Research Paper or Case Summary; Cultural Paper</b>
e. Students will examine and discuss the potential for substance use disorders which coexist with medical and/or psychological disorders.	<b>Group Activity; Learning Assessment I and II; Research Paper or Case Summary; Cultural Paper</b>

- **Group Activity:** Each week students will individually (outside of class) review several case studies, list the symptoms, and make a diagnosis and possible treatment options. In class small group work will involve the case consultation format to determine the diagnosis. **(Complete or Incomplete)**
- **Research Paper (60 Points):** Students will submit an 8-10 page paper presenting the results of an exploration into the treatment of a specific disorder within the general categories.
- **Case Summary/Assessment: (40 Points):** Develop a written case summary/assessment, a diagnosis, and a treatment plan of one of your clients. Acquire client permission. Provide an introductory paragraph or two about your work with the client. Include number of sessions, and your impressions of your work to date. You will also be asked to make an informal, 3 to 5 minute report of your assessment.
- **Cultural Paper: (40 Points):** Students will submit a five-page paper (references and cover page not included) presenting a specific diagnosis including information about how culture might affect their diagnostic decision.
- **Learning Assessment 1 and 2 (50 points each):** Students will be given an exam over selected material using multiple choice and short answer.

**3. Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Group Activity	Complete/Incomplete
Research Paper	60 points
Case Study	40 points
Cultural Paper	40 points
Learning Assessment I	50 points
Learning Assessment II	<u>50 points</u>
Total	240 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:  
N/A
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:  
N/A
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.  
NA

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

**Outline of the Course: 15 weeks of 150 minutes in class meetings.**

<b>Week</b>	<b>Lecture Topic</b>
1	Overview of the Course Introduction to DSM
2	Substance Disorders
3	Schizophrenia and Psychotic Disorders
4	Depressive Disorders
5	Anxiety Disorders
6	Somatoform and Factitious Disorders
7	Learning Assessment I
8	Personality disorders
9	Dissociative Disorders and Sexual Issues
10	Cognitive disorders
11	Infancy, Childhood, and Adolescence
12	Sleep Disorders, V Codes, Adjustment Disorders, and Impulse-Control Disorders
13	Cultural Considerations
14	Eating Disorders
15	Learning Assessment II
16	Review Learning Assessment

#### **PART IV: PURPOSE AND NEED**

**1. Explain the department's rationale for developing and proposing the course.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. None at graduate level.
- b. Revised course only.

**4. Impact on Program(s):**

Required for graduate students admitted to the M.S. in Counseling in the Department of Counseling and Student Development.

#### **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Dr. Gloria Leitschuh

**2. Additional costs to students:**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.). (Revised). Washington D.C.: Author.

Zucherman, E. (2010). *Clinician's Thesaurus* (7<sup>th</sup> ed.). New York, NY: Guilford Press.

#### **PART VI: COMMUNITY COLLEGE TRANSFER**

N/A

**PART VII: APPROVALS**

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

**Student  
Success  
Center**  
<http://www.eiu.edu/~success/>  
**581-6696**



free, confidential services  
**counseling  
center**  
EASTERN ILLINOIS UNIVERSITY  
<http://www.eiu.edu/~counsctr/>  
**581-3413**

**Career  
Services**  
<http://www.eiu.edu/~careers/>  
**581-2412**

**Disability  
Services**  
<http://www.eiu.edu/~disabty/>  
**581-6583**