

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUN 667

CLINICAL DIAGNOSIS AND TREATMENT PLANNING

COURSE DESCRIPTION

Students become knowledgeable of the principles and practice of clinical diagnosis and the development of treatment plans using the current edition of the Diagnostic and Statistical Manual. Emphasis is also placed on mental status, substance use, and risk assessment. Consideration is given to ethical, dimensional, relational, multicultural, and systemic issues important in diagnosis and treatment planning.

RATIONALE

The Department of Counselor Education and Family Studies is committed to preparing students who can adequately meet the demands of a world that is becoming more and more impaired by sin, dysfunction, and pathology. We desire students who can interview, evaluate, and treat clients professionally, effectively, and ethically without violating their biblical worldview and in a way that integrates that worldview into their work. The intent of this course is to prepare students for the pragmatics of their clinical work in practicum and internship environments. Christian counselors should be competent in all areas of clinical work regardless of the setting in which they work. Being able to conduct an appropriate, professional, and clinically sound interview is the basis of all counseling. Based upon the data obtained in the interview counselors must be able accurately diagnose and plan a course of treatment for clients, essential skills for all counselors.

Method of Instruction: This 8-week course is delivered in an online format, with *Blackboard*® as the primary instructional delivery method. Students complete one module per week over the duration of the course.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)

- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Integrate course readings and class lectures with clinical case studies according to principles of the diagnostic process using DSM-5 and other diagnostic tools, with special consideration given to differential diagnosis, potential for co-occurrence, and multicultural issues (Program Learning Outcomes 1). A.6, C.2, D.2, D.5, G.1, K.1, L.1, & L. 2
- B. Utilize appropriate DSM-5 criteria when applying clinical interviewing skills to assess and treat identified disorders in an ethical and legal manner, with consideration given to multicultural issues and the potential for co-occurrence (Program Learning Outcomes 1, 4, & 5). B.1, C.2, D.2, D.5, G.1, H.1, H.2, K.2, & K.4
- C. Analyze clinical cases for co-occurring substance use disorders, other psychological disorders, and potential medical issues in an ethical and legal manner. A.6, B.1, G.4, H.3, & K.3
- D. Evaluate cases portraying crisis and traumatic events using various diagnostic tools to differentiate between diagnosis of mental disorders and developmentally appropriate reactions, with consideration given to multicultural issues. C.6, D.2, D.5, H.1, K.5, & L.3
- E. Analyze cases using methods of screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. D.6, G.4, H.3, & K.3
- F. Conduct a psychosocial history to identify, describe different treatment modalities and placement across the continuum of care with ethical and legal considerations (Program Learning Outcomes 1, 4, & 5). B.1, D.1, H.2, H.4, & I.3
- G. Conduct clinical interviews to gain experience with various semi-structured and structured interviews, screening instruments, mental status examinations, and symptom inventories, with survey of various psychoeducational and personality assessment methods. G.2
- H. Analyze, evaluate, and synthesize client data from a biopsychosocialspiritual perspective into a professional report that includes psychosocial history, diagnosis, case conceptualization, and treatment planning. C.2, C.7, G.1, G.2, H.2, H.4, I.3, K.1, K.2, & K.3

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes

The student will complete required reading and viewing of video presentations in the appropriate module/week according to the Course Schedule.

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 350–400 words and demonstrate course-related knowledge, including at least 2 citations from the reading/lecture materials. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 150–250 words and include at least 1 citation from course materials or outside materials. Each reply to a classmate's thread must provide 1 strength and 1 area of change found in another classmate's thread. If the student cites a scholarly source not included in this course's content, he/she must utilize current APA format for citation and list the reference at the bottom of the post.

D. Diagnosis Assignments (2)

The student will read and analyze 2 case studies. Each case study assignment will include identification of key issues and diagnosis of mental disorders, co-occurring disorders, and other conditions that may be a focus of clinical attention. The student will use the provided template to complete each assignment. Sections I.–III. should be 3–4 pages.

E. Treatment Plan Assignment

The student will read and analyze 1 case study. The assignment will include: identification of key issues, diagnosis of mental disorders, co-occurring disorders, and other conditions that may be a focus of clinical attention and development of 1 Problem, Goal, Objective, Intervention sequence. The student will use the provided template to complete the assignment. Sections I.–III. should be 3–4 pages, with an additional page for the treatment plan sequence.

F. Case Study Assignment

A full case study will be used as the foundation for writing up the assessment of mental status, substance use, other possible addictive issues, and risk. Also included will be written sections of case formulation, diagnostic impressions, and treatment planning. The student will use the provided template to complete the assignment. Sections I.–III. should be 3–4 pages, with additional pages for the full treatment plan.

G. Final Exam

The examination will include 4 case studies with which students will complete a diagnosis and provide a rationale. The student will also pick 1 of the case studies and write a treatment plan. Since the exam is application-oriented, you may use your DSM and other resources, but may not consult with another person for help. The exam will be made available at the beginning of Module/Week 7. There is no time-limit for the exam, other than the due date of Friday of Week 8.

The purpose of the exam is to evaluate each student’s ability to analyze, evaluate, and synthesize client data and then apply the diagnostic criteria to a series of case studies in order to arrive at an accurate DSM diagnosis. Moreover, it evaluates the student’s ability to create appropriate treatment plans that are relevant to and adequately address a client’s diagnosis. This assignment partially meets Learning Outcomes E & F.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts each)	200
Diagnosis Assignments (2 at 75 pts each)	150
Treatment Plan Assignment	150
Case Study Assignment	200
Final Exam (Module 8)	300
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

D. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse, or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

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Textbooks: APA, *DSM-5* (2013).

Jongsma et al., *The Complete Adult Psychotherapy Treatment Planner* (2014).

Sommers-Flanagan & Sommers-Flanagan, *Clinical Interviewing* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	APA: Section I SF: ch. 1-3 4 presentations 1 article 1 website	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	APA: Bipolar Disorders; Depressive Disorders SF: ch. 8 1 presentation	Diagnosis Assignment 1	75
3	APA: Schizophrenia Spectrum Disorders; Anxiety Disorders; Obsessive-Compulsive Disorders SF: ch. 9-10; pp. 451-456 3 presentations 1 article 1 PDF	DB Forum 2	50
4	APA: Trauma-Related Disorders; Dissociative Disorders; Somatic Symptom Disorders SF: ch. 4-6 1 presentation 1 PDF	Diagnosis Assignment 2	75
5	APA: Substance-Related Disorders; Personality Disorders J: pp. 1-13 SF: ch. 7, 11 2 presentations 1 article	Treatment Plan Assignment	150

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
6	APA: Feeding & Eating Disorders; Sexual Dysfunctions; Gender Dysphoria; Paraphilias J: pp. 169-179 SF: ch. 14 1 article	DB Forum 3	50
7	APA: Disruptive Disorders; Neurocognitive Disorders SF: ch. 12 1 presentation	DB Forum 4 Case Study Assignment	50 200
8	SF: ch. 15 2 presentations 1 article	Final Exam	300
TOTAL			1010

SF = Sommers-Flanagan; J = Jongsma et al.; DB = Discussion Board

Review appropriate topics in Jongsma et al. during the module/week in which they occur. Read the DSM-5 material for familiarization, not memorization; it is a manual to be used regularly.

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.