

Niagara University
Spring 2009 – EDU 670
Differential Diagnosis and Treatment Planning

Instructor: Ted J. Andrews, Ph.D., M.D.

Day/Time: Thursday 7:15-10:00pm

Place: 127 Academic Complex

Prerequisites: EDU 655 (Lifespan Development and Behavior)

EDU 657 (Assessment in Counseling)

Text: Diagnosis and Treatment Planning in Counseling, Third Edition
Linda Seligman

Course Description

Students will acquire skills in mental health differential diagnosis through classroom instruction, independent reading, and group activities. Upon completion of this class, students will be able to integrate data obtained from the initial clinical interview, relevant histories, and psychological/personality testing into a comprehensive report culminating in treatment recommendations. Special attention will be given to the development and implementation of individualized and data based treatment plans.

CACREP Standards

EDU 670 incorporates the knowledge, skills, dispositions, and ethical standards as set forth by the American Counseling Association (ACA) and adopted by Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP in its 2001 standards outlines 8 core areas of expertise for school counselors. These areas require candidates to develop knowledge, skills and dispositions in the areas of:

1. Professional identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Course Goals

- 1) Students will learn the six basic steps of differential diagnosis in mental health as described by First, Frances, and Pincus (2002) in the DSM-IV-TR Handbook of Differential Diagnosis
- 2) Students will develop an understanding of the role and function of the DSM in mental health diagnosis and treatment planning with an emphasis on diagnostic reliability and validity
- 3) Students will explore the relationship between theoretical orientation and diagnosis in mental health
- 4) Students will develop a thorough understanding of the biopsychosocial model of health and illness as first described by American psychiatrist George Engel in 1977
- 5) Students will review relevant research on the etiology of various psychiatric disorders with special attention given to research integrating psychosocial and biological etiologies
- 6) Students will be able to define Evidence-Based Medicine (EBM) as it relates to the practice of mental health, identify the parts of a well-built clinical question, identify EBM searching strategies, and identify key issues that help determine the validity of the results of a study
- 7) Students will learn effective clinical communication skills which will enable them to convey their diagnostic findings and clinical impressions to their allied colleagues in clinical psychology and psychiatry/medicine

Attendance Policy

Regular attendance is important for success in that the majority of testable material will come from lecture, not the text. There are many topics in the assigned text which will not be covered and therefore not tested. Similarly, there are several areas that will be covered in lecture that are not presented in the text. Any student missing an exam for a legitimate reason can take a make-up exam, once. Any student missing more than one exam will receive a zero for the second missed exam. Make-up exams will be short-answer essay.

Lecture Notes

I will post my power points on Blackboard the day after the lecture. I use the power points as an outline and will add information during the lecture – this added information is testable.

Grading

Mid-Term Exam – 30 one point MCQs =	30 points
Final Exam – 30 one point MCQs =	30 points
Student Paper/Presentation* =	<u>40 points</u> (20/paper and 20/presentation)
	100 points

*Students will be given a grading criteria sheet one week before the first student presentation

93.5-100%= A	74.9-77%= C+
89.9-93 %= A-	71.5-74= C
84.9-89%= B+	68.5-71= C-
81.5-84 % = B	64.9-68= D
78-81 % = B-	<65% = F

Academic Honesty

The University policy on academic honesty as described in the Niagara University Catalogue will be adhered to in this class. The catalogue provides definitions of *cheating* and *plagiarism* and specifies the procedure to be followed when such instances are discovered. Any student in violation of this policy will receive a grade of “F” on the exam or assignment for which they are caught cheating or plagiarizing. Also, a report of the incident will be given to the student’s chairperson and dean, a copy of which is retained in the student’s file.

Student Paper and Presentation

Each student will pick a psychiatric diagnosis described in the DSM-IV-TR and write a paper including the following: 1) overview of the disorder, 2) epidemiology of the disorder, 3) differential diagnosis, and 4) treatment options. Emphasis should be given to differential diagnosis including a discussion of what signs and symptoms distinguish between the differentials, and to treatment options. With respect to treatment options students should focus on empirical treatments shown to be effective in the management of the disorder of interest. Papers should be 5-7 double spaced pages. Papers should be written in APA format. Each student will give an oral presentation of his/her paper in class. Presentations should be made with Power Point and last about 20 minutes.

Course Calendar/Agenda

- 1/15 -Introduction
 - Course Overview
- Patient History
 - Importance
 - CC, HPI, PMH, PSH, Medication, Allergies, PPH, FH, SH
- Mental Status Examination (MSE)
 - Attention/Concentration, Memory, Sensorium, Thought Process/Content
- 1/22 -Clinical Interview
 - Definition, Characteristics, Types, Interview v. Conversation

- Mini-Mental State Examination (MMSE)
- 1/29 -Development of Student Presentations
 - APA Style
 - Research Strategies
- 2/5 -Psychological Assessment
 - Types of Tests, Psychometric Properties
 - Structured Diagnostic Interviews
- Differential Diagnosis
 - Definition, Process
- DSM-IV-TR
 - History, Theoretical Orientation, Evolution
- 2/12 -Disorders in Infancy, Childhood, and Adolescence
 - MR, LD, PDD, ADHD
 - Assessment
 - Treatment
- 2/19 -Delirium, Dementia, Amnesic and other Cognitive Disorders
 - Delirium v. Dementia
 - Assessment
 - Treatment
- Schizophrenia and other Psychotic Disorders
 - Assessment
 - Treatment
- 2/26 -Mood Disorders
 - Major Depression, Dysthymia, Bipolar Disorders
 - Assessment
 - Treatment
- Anxiety Disorders
 - Generalized Anxiety, OCD, Panic Disorder, Specific Phobias
 - Assessment
 - Treatment
- 3/5 **Winter Recess – NO CLASS**
- 3/12 -Report Writing
 - Purpose, Audience, Elements
 - Group Exercise – Report Writing*
- Multicultural Counseling
- Trauma and Crisis/Chronic Mental Disorders
- 3/19 **Mid-Term Exam**
 - Behavior Therapy
 - Cognitive Therapy
 - Rational Emotive Behavior Therapy
- 3/26 -Psychopharmacology
 - Basic Overview
 - Role of Non-Prescribing Mental Health Professionals
- Note: 3/27 is Last Day for Course Withdrawal w/o Permission**
- 4/2 -Eclectic and Integrated Models of Counseling
 - Reality Therapy

- Solution Focused Brief Therapy
- Group Exercise MSE/MMSE*
- 4/9 **Easter Recess – NO CLASS**
- 4/16 -Professional Issues: Mental Health Counseling, School Psychology, Clinical Psychology, and Psychiatry
Group Exercise – Professional Issues
- 4/23 -Student Presentations
- 4/30 -Student Presentations
- 5/7 **Final Exam**