

**Niagara University**  
**Department of Educational Leadership & Counseling**  
**Spring 2004**

**EDU 670: Differential Diagnosis and Treatment Planning**

Mondays 4:20 –7:05

Ned Engel, Ed.D., Ph.D., ABPP

DUNL 234

Office hours: M: 3-4, T: 3-6, W: 2-4

[nengel@niagara.edu](mailto:nengel@niagara.edu)

Room: O'Shea Hall, Presidential Suite

Phone: 286-7385

**Course Description:**

The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) Text Revision is the primary tool mental health clinicians use to diagnose psychopathology in their clients. Students will receive continuous practice on how to use the DSM to formulate and complete an assessment, accurately diagnose clients, and prepare a comprehensive treatment plan.

**Number of Credit Hours: 3**

**Council for the Accreditation for Counseling and Related Educational Programs (CACREP)**

Niagara University's counseling program adheres to CACREP's Eight Core Areas. EDU 670 adheres to the Eight Core Areas by:

1. Professional Identity: Addressed in EDU 670
2. Social and Cultural Diversity: Addressed in EDU 670
3. Human Growth & Development: addressed in EDU 670
4. Career Development: Not addressed in EDU 670
5. Helping Relationships: Addressed in EDU 670
6. Group Work: Not addressed in EDU 670
7. Assessment: Addressed in EDU 670
8. Research & Program Evaluation: Not addressed in EDU 670

CACREP Core Areas not addressed in EDU 670 are addressed in other course work.

Also, School Psychology students are also required to take EDU 670 and the course meets standards put forth by the National Association for School Psychologists (NASP)

**Required Texts:**

\**Counseling Treatment for Children and Adolescents with DSM-IV-TR Disorders*, by Robert Erk –Prentice Hall, 2004

\**Creative Strategies for School Problems*, by Michael Durrant –Norton, 1995

\**Diagnostic and Statistical Manual of Mental Disorders*, 4<sup>th</sup> ed. Rev. American Psychiatric Association, 1994, Washington, DC

**Additional Required Readings:**

\*Will be posted onelectronic reserve through Blackboard

**A. Course Objectives:**

Candidates will:

- 1) Apply theories, models and methods of assessment of mental status to the identification of psychopathological behavior based upon the DSM-IV through
  - a. Analysis of case studies
  - b. Analysis of simulations/role-plays/fictional characters
  
- 2) Incorporate and use appropriate intake interviews, social histories and psychiatric/psychological diagnostic data in the assessment, and intervention processes as demonstrated by integrating psychiatric and psychological reports in case study analysis
  
- 3) Develop and implement appropriate treatment programs through applying the principles and practices of understanding etiology, diagnosis and treatment of mental/emotional disorders and dysfunctional behaviors through:
  - a. Written psychological reports
  - b. Written treatment plan –with modification in intervention strategies as needed
  
  - c. Written case notes –with recognition of crucial elements of client care/management including referring for other services, report and record keeping and consultation.
  
- 4) Apply the various theories of psychotherapy as appropriate to specific psychological disorders based upon the DSM-IV and Required Readings as demonstrated by:
  - a. Tests based upon the DSM-IV HANDBOOK
  - b. Inclass projects based upon the DSM-IV HANDBOOK and cases
  
- 5) Demonstrate the process of assessing, initiating, maintaining, coordinating and terminating therapy with mentally and emotionally disordered clients through:
  - a. Final integrative case study
  - b. Final test on texts/notes

**B. Methods of Instruction:**

Classes will include an instructional period and a lab portion. Teaching methods are designed to

meet a variety of learning styles, and will include methods such as lecture, large group discussion, small group activities, and case analysis.

Text assignments will be read by the student on a weekly basis. A comprehensive final will assess knowledge gained from text.

Class time will be designed to integrate and apply the theoretical concepts described in the text.

The class will be a seminar using case studies, simulations, role-plays, etc. as focal points to apply the theories.

### **C. Course Outline and Assignments**

#### **Date**

**Jan. 12: Introduction, explanation** of course, expectations

Assessment & Diagnosis: The Developmental Perspective and **Its Implications on Adolescents.**

#### **Assignment:**

\* Print out Glossary on electronic reserve

\* Review treatment planning website

\* For the next class, read:

Chapters 1 and 2 of *Counseling Treatment for Children*, **Erk**

*DSM-IV and the Part 200 Regulations*

On electronic reserve: *DSM-IV in Action*. Read "Documentation and the Multiaxial Diagnostic Assessment," by Dziegielewski

On electronic reserve: *Diagnosis and Prognosis*, by Maxmen and Ward. Read Chapter 3

**Jan. 19: No Class**. Martin Luther King Day

**Jan. 26: Understanding** the Development of Psychopathology in Children in Children

Assignment: For next class, read Ch 3, *Counseling Treatment for Children*, Eric.

**Feb. 2: Adjustment Disorders in Children and Adolescents**

Assignment: For next class, read Ch 4, *Counseling Treatment for Children*, Erk.

**Feb. 9: Attention Deficit/Hyperactivity Disorder in Children and Adolescents**

**\*\*Due: 1 Case Study**

**Assignment: For next class, read Ch 5, Counseling Treatment for Children, Erk.**

**Feb. 16: Disruptive Behavior Disorders: Conduct Disorders and Oppositional Defiant Disorder**

**Assignment: For next class, read Ch 6, Counseling Treatment for Children, Erk.**

**Feb. 23:** Anxiety Disorders in Children and Adolescents

**Assignment:** For next class, read Ch 7, *Counseling Treatment for Children*, Erk.

**March 1:** Mood Disorders in Children and Adolescents

**\*\*Due:** 2<sup>nd</sup> Case Study

**Assignment:** For next class, read Ch 8, *Counseling Treatment for Children*, Erk.

**March 8: No Class** . Winter Recess

**March 15:** Substance Related Disorders

**Assignment:** For next class, read Ch 9, *Counseling Treatment for Children*, Erk.

**March 22:** Adolescents and Eating Disorders

**Assignment:** For next class, read Ch 10, *Counseling Treatment for Children*, Erk.

On electronic reserve: read “Sample Case History –Sherlock Holmes,” Maxmen and Ward

**March 29:** Effective Treatment Planning –Treatment Planning Guidelines for Children and Adolescents

**\*\*Due:** Fictional Case

**Assignment:** For next class, read Ch 11, *Counseling Treatment for Children*, Eric.

**April 5: No Class** .Passover

**April 12: No Class** –Easter Recess

**April 19:** Case Studies in Treatment Planning

**\*\* Due:** Turn in Integrative Portfolio

**Assignment:** For next class read on electronic reserve:

“Assessing Psychopathology: A Narrative Approach,” Goncaives

“Child and Adolescent Diagnosis: The need for a model-based approach,” Doucette

**April 26:** Rethinking the DSM –Discussing alternative ways of conceptualizing problems

**May 3: Last class –**Final** Integrative Portfolio Presented in Class in the form of a Case Conference**

**Evaluation Process:**

A portfolio will be developed for the course with above outcomes demonstrated systematically through portfolio entries. An example of a portfolio outline, with estimated grading percentages, is as follows:

30% Demonstrate skills in relating differential diagnosis to appropriate treatment planning for specific disorders through handling of sample cases presented by the Instructor. You will be graded on your accuracy and thoroughness of your presentation. See attached writing rubrics.

20% You will do a “fictional case” of some popular child/adolescent star or famous story character. For example: You can choose from: Mackenzie Philips, Dana Plato, Drew Barrymore, Michael Jackson, Brooke Shields, Gary Coleman, Macaulay Culkin, Tom Sawyer, Huck Finn, Rusty Hammer, Danny Bonaduce, Shirley Temple, Britney Spears, etc. Your report should include background information as well as DSM codes. You should Do A Client Map. That is: Diagnosis, Objectives of Treatment, Assessment (for example neurological or personality tests), Clinical characteristics, Location of Treatment, Interventions to be used, Emphasis of treatment (for example, level of directiveness; level of supportiveness; cognitive, behavioral, or affective emphasis) Numbers (that is the number of people in treatment: individual, family, or group) Timing (frequency, pacing, duration), Medications needed, Adjunct services, Prognosis. Your written report will be graded according to the attached presentation rubric.

10% Attendance. This semester goes very fast. You will receive 7.69 points for each class if you are here. For example if you miss one class grade equals 92.28).

20% Demonstrate skills in communicating differential diagnosis and treatment planning through examples of psychological reports and case notes. You will be graded according to the attached writing rubric.

20% Case Conference Presentation: The last class will be devoted to a model staff meeting, with each person doing a case presentation of approximately 15 minutes, with only brief periods for discussion of each. In the briefcase conference you present (with identifying information removed) only the essential information to illustrate the issue. You may use the fictional case that you used earlier in the term, or make up a new case. The case should be realistic. Select a condition that we have covered in the course. Your objective is to demonstrate good practice and pinpoint something that professionals need to think about. You will be graded according to the presentation rubric.

**Course Evaluation:**

Each assignment in the course will be graded using the following two rubrics. Your work will be graded fairly, only in comparison to the criteria found on the rubrics. Course performance will be evaluated on the basis of combining individual grades from the assignments described above. Your final grade for this course will be based on the following scale:

- 90—100 A
- 87—89 B+
- 84—86 B
- 80—83 B-
- 77—79 C+
- 74—76 C
- 70—73 C-
- 67—69
- 64—66 D
- 60—63 D Belo**
- 60 Fail

**Academic Integrity:** I commit myself to do everything in my power to provide a stimulating learning environment. You, however, must be equally committed to this **goal** by resisting the temptation to use the work of others and by informing me of any compromise to the fairness of the environment. Cheating is considered to be a serious offense and if prevention attempts fail and cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

**Attendance Policy:** Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after the lecture has begun. Again, you

are responsible for determining the weather conditions and planning appropriately to arrive on time.

**Student Disclosure: Note:** Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.

**Rubric for Presentations**

<b>Rating Content</b>	<b>Unacceptable 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Outstanding 4</b>
Clarity and accuracy of presentation	Unclear; inaccurate; rambling	Presentation is understandab	Presentation is easy to understand;	Articulate presentation

		le; contains few errors	no errors	
Presentation	Confusing; unclear	Adequate communication	Clear communication	Excellent communication; compelling arguments
Accuracy	Several missing items or inaccurately identified items	Few inaccurately identified items	No inaccurately identified items	Items accurately identified and explained
Summarization and reflection	No summarization or reflection	Simple summarization	Summarization and reflection	Insightful summarization and reflection

4

## Rubric for Written Assignments

Section		Score	
	<b>1</b>	<b>2</b>	<b>3</b>
Sentence Structure	Incorrect and inappropriate sentence structure	Mostly correct structure throughout submission	Almost completely correct structure throughout paper
Mechanics (punctuation, capitalization, and spelling)	Serious errors	Some errors	Very few or no errors

<b>Development of Topic</b>	Adequate, but <b>not</b> enough description <b>or</b> explanation	Good but not enough development <b>of</b> the particular topic	Clear, concise information presented in professional manner
Organization	Paper disorganized, no clear outline	Good, but may not include important segments of professional writing	Good; outline clear, easy to follow, opening paragraph defines the premise
<b>Word Choice</b>	Immature, inadequate	Good, but could be more professional	Appropriate choice of professional, technical vocabulary