

COUN 515: Clinical Skills for Mental Health Counselors Fall 2021

Instructors: Dr. Leedom

Days/Time: Thursday, 4:00-6:30pm

Room: Online Zoom

Contact Information: Instructor Emails and Canvas

Offices: Bates Hall **Office hours:** By appointment

Join Zoom Meeting

<https://bridgeport.zoom.us/j/96685852211>

Course Description: This course is an in-depth study of the course, prognosis, and cultural differences of mental disorders. An in-depth study of the Diagnostic and Statistical Manual (DSM) approach to diagnosing mental disorders will be given with an emphasis on treatment planning, report writing, and diagnosing mental disorders.

Required Text:

1) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

2) Jongsma, Arthur E., Jr., 1943-. (1999). *The complete adult psychotherapy treatment planner*. New York :Wiley,

Course Objectives: As the result of this course, through satisfactory performance, students will demonstrate the following:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP.II.F.2.a.)
2. Essential interviewing, counseling, and case conceptualization skills (CACREP.II.F.5.g.)
3. Suicide prevention models and strategies (CACREP.II.F.5.1.)
4. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP.II.F.5.m.)
5. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP.II.F.7.a.)
6. Use of assessments for diagnostic and intervention planning purposes (CACREP.II.F.7.e.)
7. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP.II.F.7.m.)

8. Identification of evidence-based counseling practices (CACREP.II.F.8.b.)
9. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP.V.C.2.b.)
10. 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 (ICD) (CACREP.V.C.2.d.)

Professional Standards Addressed:

UB Learning Outcomes	CACREP 2016 Standards	Curriculum Experience	Outcome Assessment
Make diagnostic discriminations regarding mental disorders as differentiated by the DSM-5	II.F.7.m. V.C.2.d.	<ul style="list-style-type: none"> • Students will engage with weekly readings, didactic lecture that outline diagnostic process in accordance with the DSM-5 • Students will complete written and video case vignettes, and role play activities that center around the diagnosis of mental disorders 	<ul style="list-style-type: none"> • Exam • Quiz • Case Conceptualization Rubric
Conduct an intake interview/mental health history	II.F.5.g. II.F.7.e.	<ul style="list-style-type: none"> • Students will be exposed to the intake interview/mental health history process through didactic lecture and role-play activities 	<ul style="list-style-type: none"> • Quiz
Recall historical perspectives on diagnosis	II.F.7.a.	<ul style="list-style-type: none"> • Students will be introduced to the history of mental illness diagnoses through weekly readings and didactic lecture 	<ul style="list-style-type: none"> • Exam
Evaluate situational dilemmas that require specific and definite intervention	II.F.5.l. II.F.5.m. II.F.8.b. V.C.2.b.	<ul style="list-style-type: none"> • Students will complete video and written case vignettes that focus on common dilemmas and resultant interventions • Students will take part in role-play exercises that simulate the processes of diagnosis and intervention 	<ul style="list-style-type: none"> • Quiz • Exam

Describe the implications of diagnosis with multicultural and special populations	II.F.2.a. II.F.7.m.	<ul style="list-style-type: none"> • Students will complete video/written case vignettes and role-play exercises that consider the multicultural factors of diagnosis • Students will complete video/written case vignettes and role-play exercises that simulate the diagnoses of underrepresented or special populations 	<ul style="list-style-type: none"> • Journal Article Presentation • Research Paper • Case Study Homework • Exam
---	------------------------	--	---

MAKE-UP PROCEDURE

- **The material for assignments is online please do them on time.**
- To make up tests or out of class assignments, students will need valid documentation (i.e. doctor's note, legal/court papers, funeral announcements)

Excused absence: An excused absence requires that a student provide written request to his/her faculty member. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- **Religious Holidays:** must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted;
- **Known Medical or Legal Reason for Student:** must be requested in writing at least three (3) days before the absence. Documentation may be required by the faculty member. Ex post facto notice is not accepted;
- **Death in Immediate Family:** includes death of significant other, child, mother, father, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence;
- **Medical:** unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member; or
- **Miscellaneous Extenuating Circumstances:** unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member.

Any missed assignment or examination must be made up within one week of the excused absence. If the student fails to timely do so, s/he shall receive an automatic grade of zero for the missed work.

Unexcused Absence: An unexcused absence is defined as follows:

- An absence which, in the faculty member's discretion, does not qualify as excused absence (as defined above); or
- Any instance where a student arrives to class more than 15 minutes late to class or leaves class more than 15) minutes early. It is the student's responsibility to confirm with the faculty member that s/he has been marked present.

LATE ASSIGNMENTS

- Late assignments will be at a cost!
- 5 points will be deducted from the total value of the assignment every day past the due date.
- **After three days, the student will receive no credit for the assignment.**

CLASS CONTACT HOURS: The federal government and NEASC both define credit hours and contact hours in the following ways:

- 1) This class meets for two and a half hours each week for approximately fifteen weeks for one semester. This means that we have approximately 36 hours of direct contact time, either in the face-to-face classroom or direct faculty instruction.
- (2) An additional 6 hours of assignments outside of class is required for this 3 credit course. Outside academic activities include laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

CHEATING AND PLAIGERISM: The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior, and commits to upholding these standards. These principals guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

In addition to the guidelines outlined in the Key to UB and the Catalog of University of Bridgeport, note that student that are found to be responsible for plagiarism may be separated from the counseling program immediately.

Minimally, university policy calls for the following:

1st offense – fail the assignment

2nd offense – fail the class

3rd offense – separation from school

A record of student plagiarism cases in the Provost's Office in order to determine 1 – 3 offenses.

Plagiarism is the use of information (words, sentences, and/or ideas and even the structure of sentences and/or ideas) from another source that is not properly credited. Plagiarism is a form of academic dishonesty with disciplinary actions ranging from a reduced grade for the assignment or course to expulsion.

WHAT TO CITE: “You must cite someone else’s words you quote, words you summarize, words you paraphrase, idea (interpretation, opinion, conclusion), data, graph, photograph, drawing, table of information, experiment, example, unique concept, apt phrase, expression of common knowledge, solution to a problem, speech, video source (film, TV program), [and] the structure or sequencing of facts, ideas. or arguments.” (Harris, 2002, p. 18).

Harris. R. (2002). Anti-Plagiarism Strategies for Research Papers [online].

<http://www.virtualsalt.com/antiplag.htm> [accessed 02.04.13]

DISABILITY ACCOMODATION AND PROCEDURE POLICY: The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. All accommodations are determined on an individual basis. To receive services or accommodations, students are advised to provide appropriate documentation well in advance of the beginning of the semester, preferably at least two months prior to the beginning of each academic semester. While every effort will be made to arrange accommodations in a timely fashion, failure to provide sufficient advance notice may impede delivery service. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at 203-576-4454 or email accessibilityservices@bridgeport.edu.

Students who have not yet addressed and need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If there is a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me through email. I aim to work collaboratively with students and UB Student Accessibility Services in order to ensure students are learning in an environment conducive for their success.

ASSIGNMENTS

Weekly Quizzes starting Week 2: 65 pts each (845 pts)

Quizzes will be given throughout the semester. Quizzes will reflect readings from the DSM-5 text and other assigned readings. Quizzes will be online and open book, but you are expected to thoroughly read the DSM not just answer questions.

Final Examination (155 pts)

SCHEDULE

DATE	TOPICS	READINGS & ASSIGNMENTS DUE	2016 CACREP Standards
Week 1	Syllabus History of DSM	Introduction to the Class -Intro to The DSM-5 - Reflection on DSM Debate (see Canvas Discussion)	II.F.7.a.
Week 2	Clinical Assessment	Readings Posted to Canvas Quiz	II.F.7.a.
Week 3	Anxiety DO -Separation Anxiety DO -Social Anxiety DO -Panic DO -Generalized Anxiety DO	Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.l. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b.
Week 4	Depressive DO -Disruptive Mood Dysregulation DO -Major Depressive DO -Persistent Depressive DO -Premenstrual Dysphoric DO -Substance/ Medication-Induced DO	DSM Section on Depression Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.l. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 5	Bipolar and Related DO -Bipolar I DO -Bipolar II DO -Cyclothymic DO	DSM Section on Bipolar disorder Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.g. II.F.5.l. II.F.5.m. II.F.7.a. II.F.7.e. II.F.7.m. II.F.8.b. V.C.2.b.
Week 6	Trauma-and Stress-Related DO -Reactive Attachment DO -Disinhibited Social Engagement DO -PTSD -Acute Stress DO -Adjustment DO	DSM Section on Trauma Disorders and Dissociation Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.l. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b.
Week 7	Obsessive-Compulsive DO -Obsessive Compulsive DO -Body Dysmorphic DO -Hoarding DO -Trichotillomania DO	DSM Section on OCD Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.l. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 8	Schizophrenia and Psychotic Disorders	DSM Section on Psychosis Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.l. II.F.5.m.

			II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 9 and 10	Personality Disorders	DSM Section on Personality Disorders Readings Posted to Canvas Quiz (2)	II.F.2.a. II.F.5.1. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 11	Somatic Symptom and Related DO -Somatic Symptom DO -Illness Anxiety DO -Conversion DO -Factitious DO Sexual Disorders Feeding and Eating DO -Anorexia Nervosa -Bulimia Nervosa -Binge Eating DO	DSM Section on somatoform and eating disorders Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.1. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b.
Week 12,13	Evaluating Children Externalizing Disorders of Childhood ADHD ODD CD	DSM Sections Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.1. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 15	Reactive Attachment DO Autism	DSM Sections Readings Posted to Canvas Quiz	II.F.2.a. II.F.5.1. II.F.5.m. II.F.7.a. II.F.7.m. II.F.8.b. V.C.2.b. V.C.2.d.
Week 16	Final		
<i>Be informed, this syllabus is subject to change at the discretion of the Professor</i>			