



COUN 8920 | DSM | FALL 2023

PREREQUISITES

Counseling Theories (8200)

COURSE DESCRIPTION AND CONTENT AREAS

This course is designed to orient students to the stages of treatment planning and use of the DSM-5-TR as a part of the treatment process in mental health settings. The course will examine the stages of treatment planning and offer opportunities to integrate counseling theories into practice. Factors such as psychopathology/pharmacology, ethics, and human diversity are considered.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Professional Identity Standards	Assignment/Learning Activity
F.5.b. A systems approach to conceptualizing clients	Course readings and lectures: Kress, V.E. & Paylo, M.J. (2019). Treating those with mental disorders: a comprehensive approach to conceptualization and treatment (2nd ed). Upper Saddle River, NJ: Pearson, Inc.
F.5.h. Developmentally relevant counseling treatment or intervention plans	Course readings and lectures: Kress, V.E. & Paylo, M.J. (2019). Treating those with mental disorders: a comprehensive approach to conceptualization and treatment (2nd ed). Upper Saddle River, NJ: Pearson, Inc.
F.5.i. Development of measurable outcomes for clients	Course readings and lectures: Kress, V.E. & Paylo, M.J. (2019). Treating those with mental disorders: a comprehensive approach to conceptualization and treatment (2nd ed). Upper Saddle River, NJ: Pearson, Inc.
Clinical Mental Health Standards	Assignment/Learning Activity



1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	On-going throughout the semester through roleplay, readings, and lectures
2.b Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	On-going throughout the semester through roleplay, readings, and lectures
2.d. 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)	Weeks 8 – 15 Course readings: Kress, V.E. & Paylo, M.J. (2019). <i>Treating those with mental disorders: a comprehensive approach to conceptualization and treatment</i> (2nd ed). Upper Saddle River, NJ: Pearson, Inc.
2.g. Impact of biological and neurological mechanisms on mental health	On-going throughout the semester through roleplay, readings, and lectures
2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Weeks 8 – 15 Course readings: Kress, V.E. & Paylo, M.J. (2019). <i>Treating those with mental disorders: a comprehensive approach to conceptualization and treatment</i> (2nd ed). Upper Saddle River, NJ: Pearson, Inc.
3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). <i>Clinical Interviewing (6<sup>th</sup> Ed.)</i> . Hoboken, NJ: John Wiley and Sons, Inc.

## COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- F.5.b. A systems approach to conceptualizing clients
- F.5.h. Developmentally relevant counseling treatment or intervention plans
- F.5.i. Development of measurable outcomes for clients
- 1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 2.d. 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)
- 2.g. Impact of biological and neurological mechanisms on mental health
- 2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- 3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

## CACREP STATEMENT



This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8920 are included in the Standards Chart at the end of this course outline.

## COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

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### Required Text

American Psychiatric Association, (2022). *Diagnostic and statistical manual of mental disorders* (5th ed TR.). Washington, DC: American Psychiatric Publishing.

Kress, V.E. & Paylo, M.J. (2019). *Treating those with mental disorders: a comprehensive approach to conceptualization and treatment* (2nd ed). Upper Saddle River, NJ: Pearson, Inc.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing (6<sup>th</sup> Ed.)*. Hoboken, NJ: John Wiley and Sons, Inc.

2014 American Counseling Association Ethical Code:

- <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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### Recommended Text

American Psychiatric Association (2022). *Desk Reference to the Diagnostic Criteria from DSM-5-TR*. Washington, DC: American Psychiatric Association.

Jongsma, A., Peterson, M., & Bruce, T.J. (2006). *The Complete Adult Psychotherapy Treatment Planner* (4th Ed.). Hoboken, NJ: Wiley & Sons, Inc.

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## TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

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## TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)



[unohelpdesk@nebraska.edu](mailto:unohelpdesk@nebraska.edu)

402-554-4347 (HELP)

Eppley Administration Building, Room 104

Monday – Friday 8:00 to 5:00 pm

## DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

### PROJECT I: CLINICAL INTERVIEW & TREATMENT PLAN (75 POINTS)

This is a multi-faceted assignment involving the completion of 4 elements (a, b, c, d). All 4 elements of project 1 are to be turned in on the same date as assigned on the syllabus. All four elements should be contained in one “packet”.

#### **a. Video/audio recording of clinical interview role-play session. (guidelines below)**

#### **b. Clinical Interview & Related Documents:**

- i. Written Clinical Interview (“biopsychosocial”) document. (may be done in Word)
- ii. Intake Summary
- iii. iv. Individualized Treatment Plan consisting of:
  1. Diagnostic Impression (DSM-5-TR)
  2. Minimum of 2 (3 preferred) Treatment Goals & minimum 2 Treatment Objectives (3 preferred) per goal.
  3. Appropriate Signatures/Dates

#### **c. Peer Review**

- i. Strength-based peer review document (provided by instructor).
- ii. In addition to peer review for instructor, send PDF version of your peer review to your “Counselor”.

#### Guidelines:

- A) Final “Clients” are to be COUN 8920 classmates. However, students may, and are strongly encouraged to, complete practice sessions with different classmates. A vignette will be provided to each “client” and it is expected that the client will review the materials in depth in order to provide a close approximation of the presenting issues described in the vignette.
- B) **Your role as the client:**
  - i. You will be provided a vignette by the instructor that will provide parameters for your “character”. **Do not share the narrative provided to you for the role-play.** The goal is for your “counselor” to experience you



as the client, conduct a thorough clinical interview, conceptualize the case, and document the case on their own.

- ii. "Clients" are expected to engage in a thorough review of the signs and symptomology of the diagnoses and other aspects of the vignette-and to provide a more detailed character based on the parameters provided in the vignette.
- iii. **Note:** Your responsibility is to role-play a client with depth who challenges your classmate to utilize their skills and knowledge to conduct a competent clinical interview. You are NOT to create a character that is overly complex or in a current crisis situation.
- iv. Complete the peer review document and provide to your classmate (your "counselor") within 3 days of the final session so they can have current feedback on their performance.

#### Recording and Submission:

- A) Submitted clinical interview must be a clearly audible/visible audio & video recording of the entire session. Those that are not will be returned to the student and an acceptable session must be submitted. Point deductions may apply based on the late assignment policy noted in the syllabus.
- B) The session should be uploaded in Canvas.
- C) The counselor must be facing the camera and be clearly audible at all times. Best if client is also facing camera, but counselor must be facing camera in full view.
- D) The clinical interview document should be fully completed during or shortly after the recorded session. The clinical interview document must be hand-written, legible, and all appropriate signatures/dates completed.
  - a. **NOTE:** This assignment requires you to document client responses/your perceptions (i.e., mental status exam) as you conduct the intake interview. Why? While it is common to fill in some information pre and post-interview, clinical interviews require counselors to remain "present" with their clients while gathering and writing information. This assignment is designed to expose you to this scenario.
- E) The Clinical Interview, Intake Summary, SOAP note, and Treatment Plan can be completed in a word document, but must be grammar/spell-checked and signed/dated by the student.
  - a. A separate, signed/dated informed consent document must be included with your clinical interview paperwork.

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#### QUIZ (10 POINTS)

1 quiz worth 10 points will be given over the course of the semester. The quiz will align with the assigned readings and/or course readings/materials for the day the quiz is given. Students not present may take the quiz, but may gain a max of 50% of possible points.



MID-TERM EXAM (50 POINTS)

A 50-point midterm final exam will be conducted. The date of the exam will be posted on the course schedule. The exam will cover the materials assigned and discussed up until the date of the exam.

FINAL EXAM (50 POINTS)

A 50-point comprehensive final exam will be given during finals week. The date of the exam will follow the UNO final examination schedule. The exam will cover the materials assigned and discussed during the semester, with particular attention to materials following the midterm exam.

**OVERVIEW OF THE ASSIGNMENT GRADES**

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Project I	75
Quiz	10
Mid-Term	50
Final Exam	50
Participation	30
<b>Total</b>	<b>215</b>

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

**UNIVERSITY POLICIES**

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu).)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone



else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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### TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

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### CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

## GRADING POLICIES

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### GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.



You will find the Department of Counseling grade appeal policy in the Student Handbook:  
<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

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### DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

## COURSE EXPECTATIONS

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### CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

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### PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

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### GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class.





Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

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#### LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

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#### RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

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#### PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

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#### FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

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#### ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous and face-to-face, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.



2. Ongoing remote, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for small group work;
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.

\*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.