



CMHC 5700
Diagnosis & Treatment of Mental Health Disorders
Spring

Course Syllabus

1. **Instructor:** Rachel Brejcha, PhD, LPC, NCC
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Office Hours: Tuesdays and Thursdays, 1-4pm, Office hours are also available by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook: 1)** American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental health disorders (5th)*. Arlington, VA: APA. ISBN# 9780890425558.
4. **Course Description:** The purpose of this course is to introduce the DSM 5 and its utilization for mental health disorder diagnostics. Mental health disorder etiology, epidemiology, and diagnostic criteria will be addressed, as well as psychotherapeutic and pharmacological treatment modalities. Clinical considerations for mental health diagnosing, including dual diagnosis, will also be included.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.1.A) History and Philosophy of Counseling Profession and Specialty Areas	Quizzes and Final Examination
2.2.C) Multicultural and Pluralistic Characteristics Among Diverse Groups	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.3.C) Theories of Normal and Abnormal Personality Development	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.3.D) Theories and Etiology of Addictions and Addictive Behaviors	Quizzes and Final Examination
2.3.E) Biological, Neurological, and Physiological Factors that Affect Human Development/Functioning/Behavior	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.3.F) Systematic and Environmental Factors that Affect Human Development	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.3.G) Effects of Crisis, Disasters, and Trauma on Diverse Individuals Across the Lifespan	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.3.I) Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum Development and Wellness	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.B) Systems Approach to Conceptualizing Clients	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.H) Developmentally Relevant Counseling Treatment and Intervention Plans	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.I) Development of Measurable Outcomes for Clients	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.J) Evidence-Based Counseling Strategies and Techniques for Prevention and Intervention	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.L) Suicide Prevention Models and Strategies	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.5.M) Crisis Intervention, Trauma-Informed, and Community-Based Strategies	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.7.C) Procedures for Assessing Risk of Aggression or Danger to Others, Self-Harm, or Suicide	Quizzes and Final Examination
2.7.D) Procedures for Identifying Trauma	Quizzes and Final Examination

and Abuse and for Reporting Abuse	
2.7.E) Use of Assessments for Diagnostic and Intervention Planning Purposes	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.7.K) Use of Symptom Checklists, and Personality and Psychological Testing	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
2.7.L) Use of Assessment Results to Diagnose Developmental, Behavioral, and Mental Disorders	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.1.A) History and Development of Clinical Mental Health Counseling	Quizzes and Final Examination
5.1.D) Neurobiological and Medical Foundation and Etiology of Addiction and Co-Occurring Disorders	Quizzes and Final Examination
5.2.B) Etiology, Nomenclature, Treatment, Referral, and Prevention of Mental and Emotional Disorder	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.C) Mental Health Service Delivery Modalities Within the Continuum Care, such as Inpatient, Outpatient, Partial Treatment and Aftercare, and the Mental Health Counseling Service Networks	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.D) Diagnostic Process, Including Differential Diagnosis and the Use of Current Diagnostic Classification Systems, Including the DSM and ICD	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.E) Potential for Substance Use Disorders to Mimic and/or Co-Occur with a Variety of Neurological, Medical, and Psychological Disorder	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.F) Impact of Crisis and Trauma on Individuals with Mental Health Diagnoses	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.G) Impact of Biological and Neurological Mechanisms on Mental Health	Quizzes, Discussion Boards, Case Diagnostics, and Final Examination
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Quizzes and Final Examination
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Quizzes and Final Examination
5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues	Quizzes, Case Diagnostics, and Final Examination
5.3.D) Strategies for Interfacing with Integrated Behavioral Care Professionals	Quizzes, Case Diagnostics, and Final Examination

- 1) Students will acquire the knowledge, skills, and competencies for clinical diagnosis of emotional and mental health disorders, including differential and definitive diagnostics, as well as dual diagnosis.
- 2) Students will develop skills and competencies with DSM 5 utilization.
- 3) Students will acquire effective treatment plan development skills for initial clinical diagnoses, including both psychotherapeutic modalities and appropriate referrals for pharmacological modalities.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Twelve quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- A) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- B) Five case diagnostics will be required for this course. The case diagnostics will provide an opportunity to develop assessment techniques for clinical diagnosing of mental health disorders, as well as initial treatment planning. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the case diagnostic in order to maximize points earned for this assignment:

	“A” Quality Work	“B” Quality Work	Below “B” Quality Work
Diagnostic Process Summary (3 points)	A synopsis of the case study is provided. A description of the differential diagnostic process is provided, including all diagnoses ruled in and out. A definitive diagnosis is rendered, including clinical reasoning to support the chosen diagnosis.	The synopsis of the case study is not complete or incorrect. Vague depiction of the diagnostic process is provided, and the rule in/rule out context is insufficient. The clinical reasoning for the definitive diagnosis is insufficient.	No synopsis of the case study is provided beyond simple pieces of information related to the case. No evidence of the differential diagnostic process is provided. The definitive diagnosis is not supported by clinical reasoning.
Initial Treatment Plan (2 points)	A psychotherapeutic modality is identified as an initial treatment plan, given the definitive diagnosis rendered. A pharmacological modality is identified as an accompanying initial treatment plan, given the definitive diagnosis rendered.	The initial treatment plan is missing either a psychotherapeutic modality or a pharmacological modality. The modalities chosen are not indicative for the definitive diagnosis rendered.	No treatment plan is provided. A treatment plan is provided that does not align with the definitive diagnosis.
Writing Mechanics (1 point)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

- A) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students

absent at the time of administration will not be able to complete the examination without valid documentation.

9. Course Evaluation:

Twelve quizzes @ 3 points each =	36 points
Seven discussion board entries @ 2 points each =	14 points
Five case diagnostics @ 6 points each =	30 points
One final examination @ 20 points =	20 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. Extra Credit Policy: Extra credit will not be provided during this course.

11. Attendance/Valid Documentation Policy: Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances

are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
- 15. Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda & Requirements For Specific Week
Week 1	Introduction to Class, Review of Syllabus, Introduction to the DSM-5; Assessment, Treatment, and Community-Based Resources; Introduction to Psychopharmacology
Week 2	Discussion 1, Quiz 1, Discussion 2, Neurodevelopmental Disorders Diagnosis, Treatment, and Management, Neurocognitive Disorders Diagnosis, Treatment, and Management; Quiz 2, Substance-Related and Addictive Disorders Diagnosis, Treatment, and Management
Week 3	Quiz 3, Case Diagnostic 1, Discussion 3, Depressive Disorders Diagnosis, Treatment, and Management; Bipolar and Related Disorders Diagnosis, Treatment, and Management; Quiz 4, Anxiety Disorders Diagnosis, Treatment, and Management; Trauma and Stressor-Related Disorders Diagnosis, Treatment, and Management
Week 4	Quiz 5, Case Diagnostic 2, Discussion 4, Obsessive-Compulsive and Related Disorders Diagnosis, Treatment, and Management; Disruptive, Impulse-Control, and Conduct Disorders Diagnosis, Treatment, and Management; Quiz 6, Paraphilic Disorders Diagnosis, Treatment, and Management

Week 5	Quiz 7, Case Diagnostic 3, Discussion 5 , Sexual Dysfunctions Diagnosis, Treatment, and Management; Gender Dysphoria Diagnosis, Treatment, and Management; Quiz 8 , Feeding and Eating Disorders Diagnosis, Treatment, and Management; Elimination Disorders Diagnosis, Treatment, and Management; Sleep-Wake Disorders Diagnosis, Treatment, and Management
Week 6	Quiz 9, Case Diagnostic 4, Discussion 6 , Schizophrenia Spectrum and Other Psychotic Disorders Diagnosis, Treatment, and Management; Quiz 10 , Dissociative Disorders Diagnosis, Treatment, and Management; Somatic Symptom and Related Disorders Diagnosis, Treatment, and Management
Week 7	Quiz 11, Case Diagnostic 5, Discussion 7 , Personality Disorders Diagnosis, Treatment, and Management; Quiz 12 , Other Mental Disorders and Conditions of Clinical Attention; Ethical, Legal, and Social Issues of Mental Illness
Week 8	Final Examination