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**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section: CNSL 5320 VC 02 - Diagnostic Assessment**

**Term:** Summer 2019

**Instructor: Jeremy Berry, PhD, LPC-S, NCC**

**Office Phone Number and WBU Email Address:** Cell: (806) 281-8400, Email: jeremy.berry@wayland.wbu.edu . **(When corresponding, you must use your Wayland email account! If you do not have one, call IT and set one up. Wayland’s email filters do not like some email addresses and I may not receive emails from other accounts like Gmail or Hotmail. I cannot be responsible for correspondence sent from other email accounts.)**

**Office Hours, Building, and Location:** Virtual: Can be reached via email or phone

**Class Meeting Time and Location:** Online

**Catalog Description**: Assessment of symptoms and recognition of ethological factors of the major psychological disorders; abnormal behavior and diagnostic system of the DSM-5.

**Prerequisite**: CNSL 5318

**Required Textbook(s) and/or Required Material(s) :American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders** **Fifth Edition: American Psychiatric Publishing: ISBN: 978-0-89042-555-8; 2013**

**Recommended Reading:**

Segal, D. L., & Hersen, M. (Eds.). (2010). Diagnostic interviewing (4th edition). New York:

Springer. ISBN: 978-1-4419-1319-7

The text is available from the publisher (Springer) by visiting their web-site at the following link:

[http://www.springer.com/psychology/psychology+general/book/978-1-4419-1319-7](http://www.springer.com/psychology/psychology%2Bgeneral/book/978-1-4419-1319-7)

**Course Outcome Competencies**: Upon completion of this course, students will be able to:

* Recognize all major disorders listed in the DSM-5.
* Recognize and diagnose the major symptoms of selected disorders.
* Use diagnostic resources to assess symptoms of all major disorders.
* Use current assessment techniques and protocols to facilitate case conceptualization and treatment planning.
* Identify the historical perspectives of behavior management.
* Be familiar with and evaluate treatments of all major disorders listed in the DSM-5.
* Be familiar with basic types and uses of psychopharmacological medications.
* Understand & discuss the various legal and ethical issues involved in the diagnosis of mental illness.

**Assignments:**

**Discussions:**

**There will be 10 Discussion Board entries – one each week, except the final week of class. Students will react with reflective essays each week on the topic posted. Each discussion reflection will be from 100-250 words in length and should incorporate the ideas from the text and other reading material. These reflections should be a summary of the ideas that you have read. These will be practical applications where students will apply their reading assignments to practical implications of counseling. Students are required to respond to at least one other student’s post each week. These responses must be substantive to receive full credit.**

**(Discussion Board = 100 total points)**

**Diagnosis and treatment planning skill development (100 pts each):**

**You will complete 3 case studies. Each is worth 100 points. “Practice makes perfect” when it comes to learning how to diagnose and treat mental disorders. One of the best ways of honing your diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms and behaviors. As such, you three separate case readings throughout the term and determine the tentative diagnosis and treatment plan for each case based on the information provided by the instructor. In addition, given that many symptoms and behaviors overlap across various mental disorders, you will also be required to list any diagnoses which should be ruled out if you had the opportunity to continue working with the individuals in the case scenarios. The following format should be used when completing these assignments:**

**• Case # - Name of case:**

**• Relevant symptoms:**

**• Tentative diagnosis:**

**• Page # in DSM-5:**

**• Diagnostic rule outs/differential diagnosis:**

**• Tentative treatment plan:**

**Each case study must contain a APA styled title page (you will lose points without). You will also need an APA style reference page (yes, you need references to justify choices you have made in each case study).**

**Exams (100 points each):**

**There are two (2) exams for this course, a midterm and final. They will be based on DSM 5 Readings. They will contain a mixture of short answer, multiple choice, true false, and fill in the blank questions. You will also be asked to analyze cases and come up with suitable diagnoses and treatment plans. Short-answer essay questions will be evaluated on the basis of their accuracy, thoroughness, and the successful application and integration of relevant course material in answering the specific questions that are posed. The exams are open-book and open-note, but must be completed individually (i.e., no consulting with your classmates – you’re on the honor system!).**

**My policy on resetting exams:** Every time I have to reset your exam I will take off 10 points. Electricity goes out, computers freeze up, students log out thinking they can resume the test later etc. No matter the reason, it will cost you 10 points. **This is why you need to make sure that you have a reliable internet connection. Home or a library is usually best. Internet cafes or other “hot spots’ are not always reliable.**

**Attendance Requirements:**

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:** **TBA**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

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| Tentative Schedule: | Subjects: | Assignments(Due by the end of the week, Sunday by 11:59pm, CST) |
| Week 1:   | Neurodevelopmental Disorders |   |
| Week 2   | Schizophrenia Spectrum & Other Psychotic Disorders |   |
| Week 3:  | Bipolar & Related Disorders | 1St Case Study |
| Week 4:   | Depressive Disorders  |   |
| Week 5:  | Anxiety Disorders | Mid Term (Will Remain Open until Jan. 14TH) |
| Week 6:  | Obsessive Compulsive Disorders |   |
| Week 7:   | Trauma and Stressor Related Disorders  | 2nd Case Study |
| Week 8:  | Dissociative Disorders |   |
| Week 9 | Personality Disorders |   |
| Week 10:   | Feeding and Eating Disorders | 3rd Case Study |
| Week 11:   | Substance Related Disorders | Final Exam |

**Additional Information:**

<http://catalog.wbu.edu>