COURSE SYLLABUS

DIVISION: TBF  PROGRAM AREA: Counselor Education
COURSE: CED 6710  DSM-5 and the Counseling Practice
SECTION: 901
COURSE #: 27861
COURSE CREDIT: 1 hr.
TERM/YEAR: Winter 2016
COURSE LOCATION: 628 Oakland Center
TIME: Saturday April 2, 2016 8:30 a.m. – 4:00 p.m.
Saturday April 9, 2016 8:30 a.m. – 4:00 p.m.

INSTRUCTORS: John Pietrofesa, Ed. D.
Professor
Counselor Education

OFFICE: College of Education, Room 321

OFFICE HOURS: Wednesday, 1:00-4:00 PM
other times by appointment
OFFICE PHONE: (313) 577-1760  FAX: 313-577-5235
E-MAIL ADDRESS: aa3222@wayne.edu

Program Secretary: LeiJuan Stewart-Walker  (313) 577-1613

Division Website: http://tbf.coe.wayne.edu/counseling
**COURSE DESCRIPTION**: (Adopted from Catalogue)

This course provides an overview of principles, procedures, and methods specific to clinical mental health issues that include: the diagnosis and treatment, crisis intervention, child abuse, sexual abuse, bereavement, stress management, infectious diseases, self-esteem, self-efficacy, conflict management, as presented in the DSM-5.

**LEARNING OUTCOMES AND GOALS:**

The major goal of the Counselor Education program is to provide an educational experience designed to help you become facilitative counselors who are reflective, innovative professionals committed and competent to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

This professional seminar is designed to provide an extension of your previous learnings concerning human behavior and to provide an overview of the application of the counseling process to DSM-5 diagnostic procedures including: the origin, theories, purpose, ethics, and techniques of counseling related to this specific topic. Upon successful completion of the course, students will be able to:

1. Understand how specific therapy procedures relate to the field of diagnosis in professional counseling.

2. Understand a historical, theoretical, and practical-how to approach to diagnosing clients utilizing DSM-5 including invaluable insights into the client’s world and the therapeutic power of specific diagnostics techniques within the context of the client-therapist relationship.

3. Understand how to use basic diagnosing techniques with clients including:
   a. simultaneously establishing and maintaining rapport while securing the information you need.
   b. selecting the most effective interview techniques.
   c. monitoring the mental status including affective, cognitive, behavioral and systemic elements.
   d. progressing in a flexible yet orderly manner in the evaluation through the different phases of the interview which are determined by the shifts of the interviewing goals.
   e. understanding how the client experiences his difficulties and inner world.
   f. understanding, if possible, what events in the client’s life might have contributed to the current difficulties.

4. Describe an individualized case conceptualization and treatment plan based on the DSM-5.
5. Understand a client’s cultural, ethnic, age, gender, religious, preference, physical disabilities, intellectual ability, sexual orientation, socioeconomic, and value differences related to diagnosis.

6. Describe the interpretation and application of the legal requirements and ethical codes related to this specific topic and the practice of professional counseling.

(See Page 9 for CACREP CMHE Standards Met).

**REQUIRED TEXT:**


**REFERENCES:**

Books:


Manuals:


**Journals:**

American Journal of Drug and Alcohol Abuse  
Behavior Research Methods and Instrumentation  
Counseling Psychologist  
Educational and Psychological Measurement  
Elementary School Guidance and Counseling  
Journal of Alcohol and Drug Education  
Journal of Counseling and Development  
Journal of Cross Cultural Counseling  
Journal of Educational Measurement  
Journal of Mental Health Counseling  
Journal of Multicultural Counseling and Development  
Measurement and Evaluation in Counseling and Development  
Michigan Journal of Counseling and Development  
School Counselor  
The Journal for Specialists in Group Work

**Journals, Articles and Dissertations:**


**ASSIGNMENTS:**

A. Attendance

<table>
<thead>
<tr>
<th>Date/Session</th>
<th>Time</th>
<th>Points</th>
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<tbody>
<tr>
<td>04/02/2016</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>04/09/2016</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>50</td>
</tr>
</tbody>
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Note: You must attend 90% of each session period in order to receive the maximum points for a session.

(10-point bonus final group exercise)
B. Short-Answer Examination

Total available points 200

Note: This assignment is designed to encourage you to become familiar with the entire DSM-V. It is a professional requirement of the course you do your own work. This assignment is not a group project.

Assignment is due April 9, 2016. Late assignments will not be accepted.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>281 – 300</td>
<td>A</td>
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<tr>
<td>270 – 280</td>
<td>A-</td>
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<tr>
<td>261 – 269</td>
<td>B+</td>
</tr>
<tr>
<td>251 – 260</td>
<td>B</td>
</tr>
<tr>
<td>240 – 250</td>
<td>B-</td>
</tr>
<tr>
<td>239 or below</td>
<td>below graduate standards</td>
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Guideline for Maximum Performance:

Spelling and grammar are important. Examination should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment. If preferred examination may be typed.

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their education experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS News:
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.
**Methods of Instruction:** A variety of methods will be used to facilitate learning in this course. Outside readings, discussion, interactive activities, guest speakers, lecture, and film will be critical to integrating, synthesizing, and understanding clinical mental health counseling. Specific emphasis will be placed on case-based approaches to instruction and learning.

**Plagiarism:** Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for words and ideas must always be given both in text and in the reference pages. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The original sentence must be substantially altered for it to be your work and citing the source is still necessary because you took the idea from another source. *Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.*

Although I do not expect that this will be a problem, any student caught cheating can expect, at minimum, serious penalties. Such penalties may include failure of the course. Further disciplinary action may result per university policy.

**CLASS POLICIES:**

1. Professionalism, participation, involvement and commitment necessary. Students are expected to attend and participate during entire seminar and all assigned in-class seminar activities. Professional counselor training knowledge and practice must be reflected in your personal disposition.

2. You are now bound by confidentiality and ethics as defined by the American Counseling Association (ACA) and Certified Rehabilitation Counselor (CRC) codes of ethics. Discussion of client session(s) during this workshop must protect the person’s identity and privacy.

3. It is considered inappropriate and unethical to obtain complementary textbooks, instructor manuals, and/or supporting materials from a publisher for a course you are enrolled in and/or for courses in a program of study you are completing.

4. Incomplete grades are not routinely given. The request for an incomplete grade must be prior to the end of the seminar. Such requests should be limited to unusual circumstances.
# SEMINAR SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Time</th>
<th>Seminar Topic</th>
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| 04/02/2016 | 8:30 a.m. – 4:00 p.m. | Introduction and Overview of Seminar & Assignments Strategies for Rapport  
Strategies to get Information:  
5 Axis Diagnosis to 1 Axis Diagnosis  
Techniques-Personality Disorders  
Steps to Make an Assessment  
Diagnostic Criteria  
Psychiatric History  
Evaluation & Assessment  
Diagnosis  
Prognosis  
Suicide Risk Assessment  
Violence Risk Assessment  
Ethic Issues and Diagnosis |
| 04/09/2016 | 8:30 a.m. – 4:00 p.m. | Developmental and Childhood Disorders  
Eating Disorders  
Mood Disorders  
Assessment – Addictions  
Dual Diagnosis  
Schizophrenia Treatment Planning  
Discussion and Closing Remarks  
Evaluations/Exams |

Films:  
1. Highlights of the DSM-5  
2. Dual Diagnosis  
3. Personality Disorders  

Depression  
Dysthymia and Major Aff. Dis.
# Content Areas and Course Schedule:
## CED 6710-DSM-5

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>04/02/2016</td>
<td>Introduction to CMHE and Overview of Seminar &amp; Assignments</td>
<td>DSM-5, Handouts</td>
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<td>8:30 a.m. – 4:00 p.m.</td>
<td>Strategies for Rapport</td>
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<td>Evaluation/Exams</td>
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Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All formal papers are to be typed.

2. Use APA format for all formal papers:
   a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other materials, a reference page must be included.
   b. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
   c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See below for specifics.

DUE DATES

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. When a due date must be revised due to a special circumstance of the student, it will be the student’s responsibility to negotiate with the professor a revised due date. Students will be held accountable to the revised due date.
ENROLLMENT/WITHDRAWAL POLICY:

Beginning in Fall, 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the 15-week terms will be adjusted proportionately.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is the University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with the religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.