COURSE SYLLABUS

DIVISION: TBF                     PROGRAM AREA: Counselor Education
COURSE: CED 6710 DSM-V and the Counseling Practice
SECTION: 28470
COURSE CREDIT: 1 hr.
TERM/YEAR: Winter 2014
COURSE LOCATION: 628 Oakland Center

TIME: Saturday April 5, 2014 8:30 a.m. – 4:00 p.m.
      Saturday April 12, 2014 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:** (From Catalog)

An overview of principles, procedures, and methods specific to a critical contemporary issue including: Diagnosis and treatment, crisis intervention, child abuse, sexual abuse, bereavement, stress management, infectious diseases, self-esteem, self-efficacy, conflict management, etc.

**COURSE OBJECTIVES:**

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 basic abnormalities in human behavior and to provide an overview of the application of the counseling process to DSM-V diagnostic procedures including: the origin, theories, purpose, ethics, and techniques of counseling related to this specific topic. Employing various class, individual and group activities, the specific objectives for this course include:

1. To provide a basic understanding of how specific therapy procedures relate to the field of diagnosis in professional counseling.

2. To provide a historical, theoretical, and practical-how to approach to diagnosing clients utilizing DSM-V 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. 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. How to formulate an individualized case conceptualization and treatment plan based on your findings.
5. To increase students’ sensitivity and awareness of cultural, ethnic, age, gender, religious, preference, physical disabilities, intellectual ability, sexual orientation, socioeconomic, and value differences related to this specific topic.

6. To encourage continued development of professional writing skills which reflect expressive and critical reactions to class readings, lectures, and activities.

7. To increase students’ knowledge of the interpretation and application of the legal requirements and ethical codes related to this specific topic and the practice of professional counseling.

8. To encourage continued development of professional practice relevant to this specific topic.

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>04/05/2014</td>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>04/12/2014</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**

| Points 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 12, 2014. 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>
</tr>
<tr>
<td>270 – 280</td>
<td>A-</td>
</tr>
<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/quiz 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.
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.

NOTES
# SEMINAR SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Time</th>
<th>Seminar Topic</th>
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<tbody>
<tr>
<td>04/05/2014</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>Introduction and Overview of Seminar &amp; 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 &amp; Assessment Diagnosis Prognosis Suicide Risk Assessment Violence Risk Assessment Assessment – Addictions Dual Diagnosis</td>
</tr>
<tr>
<td>04/12/2014</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>Developmental and Childhood Disorders Eating Disorders Mood Disorders Schizophrenia Treatment Planning Discussion and Closing Remarks Evaluations/Exams</td>
</tr>
</tbody>
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Films: 1. Highlights of the DSM-V  
2. Dual Diagnosis  
3. Personality Disorders

Depression  
Dysthymia and Major Aff. Dis.