

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING**

**COURSE PREFIX: CNS**

**COURSE NUMBER: 676**

**CREDIT HOURS: 3**

**I. TITLE:** Clinical Diagnosis & Treatment Planning

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course is designed to prepare students in the knowledge and understanding of human behavior and methods in assessment of personality and mental status.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

A. Students will gain knowledge of (based on CACREP Standards, 2009):

1. Diagnostic criteria of psychiatric disorders and methodology utilized in the Diagnostic and Statistical Manual of Mental Disorders 5 and IV –TR (Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2).
2. Sources of psychological assessment (Section II: G.5.d., G.7.b.; Section III CMHC: D2, G2, H1, H2, H3, K1, K4; SC: D3, D4, H5; SC: D4)
3. Basic psychopharmacological interventions for psychological disorders (Section II, G.5.c, G.7.b.; Section III CMHC: C2, G2, G3).
4. Ethical and legal issues regarding diagnosis (Section II: G.1.j.; Section III CMHC: D2; Section III SC: A2).
5. Research on best practices/evidenced based treatments (Section II: G.8.e.; Section III CMHC: K1, K2, K4)
6. Major indicators of mental impairment Section II: G.3.e.; Section III CMHC: C2, C7, G1, K3; SC: D3)
7. Wellness/developmental model as distinct from medical model (Section II: G.3.d., G.5.a.; Section III CMHC: C2, G1)
8. Principles of risk assessment (Section II G.7.b.; Section III CMHC D6; SC: D4).

B. Students will develop skills to:

1. Correctly diagnose clients' mental disorders in classroom case studies and related course assignments (Section II: G.5.c.; Section III CMHC: G1, G2, H1, H2, H3, K1, K2, L1, L2; SC: D3, D4, G2).
2. Demonstrate knowledge of commonly used psychotropic medications (Section II: G.5.c.; Section III CMHC: C2, G3).
3. Demonstrate a basic knowledge and understanding of writing psychological evaluations using mental status exam and psychosocial history when formulating a treatment plan for clients (Section II: G.5.c., G.7.b.; Section III CMHC: C2, C7, D2, G1, G2, H1, H2, K1, K2, K3, L1; SC: D3, D4).
4. Be familiar with the age, race, cultural and gender assessment issues (Section II: G.3.b., G.3.d., G.3.f., G.7.b.; Section III CMHC: D2, E2, G1, K4; SC: D3, D4)
5. Demonstrate the ability to create treatment plans consistent with DSM 5 and DSM-IV,TR criteria (Section II: G.5.c.; Section III CMHC: G1, H2 ; Section III SC: G2)
6. Be able to present research on best practices/evidenced based treatment (Section II: G.7.b., G.8.e.; Section III CMHC: K1, K2, K4; SC: D3)

7. Conduct risk assessments and identify the impacts of crisis, disaster, and other trauma causing events. (Section II: G.3.d., G.5.c.; Section III CMHC: G1, L1; SC: D4)

**The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).**

#### **IV. CONTENT OUTLINE:**

- A. Introduction to Diagnosis
- B. Treatment Planning and Case Documentation
- C. Mental Status Exam
- D. Psychosocial History
- E. Competency-Based Assessments
- F. Multi axial system
- G. Disorders of Infancy
- H. Cognitive Disorders: Dementia and Delirium
- I. Substance Related Disorders
- J. Schizophrenia and Other Psychotic Disorders
- K. Mood Disorders
- L. Anxiety Disorders
- M. Somatoform, Factitious, and Malingering Disorders
- N. Dissociation
- O. Personality Disorders
- P. Eating Disorders

#### **V. INSTRUCTIONAL ACTIVITIES:**

Instructional Activities will include lecture, case studies, professional articles, video-tape presentations, guest lectures, and in class participation.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

#### **VII. TEXT AND RESOURCES:**

##### A. Text:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> ed.). Washington, D.C: American Psychiatric Press.

Gray, S. W. (2011). *Competency-based assessments in mental health counseling: Cases and practical applications*. Hoboken, N. J.: Wiley.

##### B. Other Required Selections:

Instructor assigned readings (e.g., journal articles)

##### C. Recommended Texts:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*. (4<sup>th</sup> ed., rev). Washington, D.C: American Psychiatric Press.

D. References:

American Counseling Association. (2005). *ACA Code of Ethics 2005*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Braun, S. A., & Cox, J. A. (2005). Managed mental health care: intentional misdiagnosis of mental disorders. *Journal of Counseling & Development*, 83, 425-433.

Dougherty, J. L. (2005). Ethics in case conceptualization and diagnosis: incorporating a medical model into the developmental counseling tradition. *Counseling and Values*, 49, 132-49.

Herson, M., Turner, S. M., & Beidel, D. C. (Eds.). (2007). *Adult psychopathology and diagnosis*. Hoboken, NJ: Wiley & Sons, Inc.

Ingram, B. L. (2006). *Clinical case formulations: matching the integrative treatment plan to the client*. Hoboken, NJ: Wiley & Sons, Inc.

Ivey, A. E., & Ivey, M. B. (1998). Reframing DSM-IV: positive strategies from developing counseling therapy. *Journal of Counseling & Development*, 76, 334-349.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Grades: Total of **100** points possible

A = 91-100	91%
B = 81- 90	81%
C = 71- 80	71%

A. Diagnosis Belief Paper	50 points
B. Assessment Role Plays	15 points
C. Risk Assessment Role Plays	15 points
D. DSM 5 Paper	20 points
E. Case Study One	50 points
F. Case Study Two	50 points
G. Case Study Three	50 points
H. Pop Culture Paper	100 points
I. Attendance and Participation	<u>100 points</u>

Total 450 points

- 1) **Intake Interview, Mental Status Evaluation, and Biopsychosocial Assessment Role Plays** (CACREP Section II: G.5.c., G.7.b.; Section III CMHC G2, H2). During class, students will role play/practice conducting initial intake sessions, mental status examinations and biopsychosocial assessments relevant to their particular setting (i.e., school or agency).
- 2) **Risk Assessment Role Plays** (CACREP Section II G.5.c., Section III CMHC: D6; SC: D4). Student will role play/practice conducting risk assessments with peers. Student will demonstrate knowledge of how to conduct a risk assessment and policies/procedures for documenting and following up after assessment.
- 3) **Diagnosis Belief Paper (50 points)**. (CACREP Section II: G.1.b., G.1.j., G.3.b, Section III CMHC: D6; SC: D4) Write a 4-6 page paper, not including title page, abstract, and references, describing your personal beliefs about the purpose, roles, benefits and biases, and dangers of diagnosis. In addition, describe any ethical issues that may arise when diagnosing clients. Describe how you believe the client's developmental level may impact diagnosis. Lastly describe your thoughts/concerns regarding conducting risk assessments. This assignment will be completed in APA (sixth edition) style.
- 4) **DSM-5 Paper (20 points)** – (CACREP Section II: G1b; Section III CMHC: A2, C9, K2; SC: A2) Research and write a 3 page paper about the current issues with the DSM V. Based on your research what changes can we expect? What are some of the current issues being presented? What is your opinion about these changes? Is there a diagnosis that should be included or excluded in this new version?
- 5) **Case Study Assignments (Three at 50 points each, total, 150 points)**. (CACREP Section II: G.1.j.; Section III CMHC: A2, C2, C4, C7, D1, D2, D6, G1, G3, H1, J2, K1, K2, K3, K4, L1, L2, SC: D4) Write a 5-6 page paper, not including title page, abstract, references, or treatment plan, addressing:
  1. Justify why this individual would be diagnosed with having a mental illness.
  2. Identify the specific substance related disorder and explain why.
  3. Why would this be considered this particular diagnosis and not something else?
  4. Describe any co-occurring issues and/or medical issues that might mimic a diagnosis.
  5. Conduct a risk assessment. Describe how you would assess for suicidal or homicidal ideation.
  6. Address any cultural considerations that may be necessary to assess in relation to diagnosis
  7. Identify any ethical considerations that need to be addressed.
  8. Complete all 5 axes.
  9. Identify the assessment instruments utilized to assess client case study (MSE, biopsychosocial assessment, symptom inventories etc.)
  10. Determine if there would be a need for any psychopharmacological medications and discuss why or why not.

11. Is there a need for referral and if so to where?
12. Complete a 30 day treatment plan identify measurable outcomes for interventions and treatment goals.

This assignment will be completed in APA (sixth edition) style.

- 6) Pop Culture Paper (100 points)** (CACREP Section II: G.1.j.; Section III CMHC: A2, C2, C7, D1, D2, D6, G1, G3, H1, J2, K1, K2, K3, K4, L1, L2, SC: D4) Write a 4 page paper on a pop culture icon, celebrity, prominent news-worthy figure that you believe may warrant a clinical diagnosis. You may be as creative as you like (i.e. provide additional informational and observational data based on a clinical interview you conducted with this person). The paper must include a diagnosis, signs and symptoms of the diagnosis, developmental concerns, and a sound rationale supporting the diagnosis. Include a description of the risk assessment you would complete with this client and the level of risk he/she is currently at. In addition, include any ethical/cultural concerns that might be present and a treatment plan for working with this client.

This assignment will be completed in APA (sixth edition) style.

*In Class Participation:* Students are expected to attend all classes and participate in class activities and discussions. If a student is in the borderline between two grades at the end of the semester, attendance and participation in class activities can be the reason for the instructor to give the student the higher grade.

Additional notes on assignments:

- A. For each paper be ready to have a class discussion about the subject matter.
- B. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.
- C. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
- D. All assignments will be posted to Canvas, unless otherwise stated in the syllabus or in class. When uploaded assignments save in the following format **pender\_rebecca\_nameofassignment**.
- E. *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. If you have difficulty turning in your assignment on time, contact the instructor PRIOR to the due date of the assignment. Otherwise, points will be taken off for the assignment being late.

#### **IX. ATTENDANCE POLICY:**

This course adheres to the attendance policy published in the current MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

#### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and series necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155.

**Course Specifics for CNS 676 (Spring 2014)**

**Instructor:** Rebecca Pender, Ph.D., LPC (IL), AMFT (IL), NCC  
**Telephone:** Office: (270) 809-6905  
**Office:** Alexander Hall, Room 3220  
**E-Mail:** [rpender@murraystate.edu](mailto:rpender@murraystate.edu)

**Office Hours:** Monday 11-3  
 Tuesday 11-1  
 Wednesday 1-5  
 Thursday 12-2

**Meeting Days:** Tuesday  
**Meeting Times:** 5:00 PM – 8:00 PM  
**Location:** Murray: BB 101; Madisonville: John H. Gray 108

**CACREP Counseling Program Specifics for CNS 676**

<b>Clinical Mental Health Counseling Objectives</b>		<b>Assessment</b>
Foundations A2	Understands the history, philosophy, and trends in clinical mental health counseling	Readings, Discussion, DSM 5 Paper
Prevention & Intervention C2	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Readings, Discussion, Case Studies, Pop Culture Paper
Prevention & Intervention C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Readings, Discussion, Case Studies, Pop Culture Paper
Prevention & Intervention C9	Understands professional issues relevant to the practice of clinical mental health counseling.	Readings, Discussion, DSM 5 Paper
Prevention & Intervention D1	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Readings, Discussion, Case Studies, Pop Culture Paper
Prevention & Intervention	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis,	Readings, Discussion, Case Studies, Pop Culture Paper

D2	treatment, referral, and prevention of mental and emotional disorders.	
Counseling, Prevention, & Intervention D6	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Readings, Discussion, Risk Assessment Role Plays, Diagnosis Belief Paper
Assessment G1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Readings, Discussion, Case Studies, Pop Culture Paper, DSM 5 Paper
Assessment G2	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	Readings, Discussion, Case Studies, Pop Culture Paper
Assessment G3	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	Readings, Discussion, Case Studies, Pop Culture Paper
Assessment H1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Readings, Discussion, Case Studies, Pop Culture Paper
Assessment H2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Readings, Discussion, Assessment Role Plays
Diagnosis K1	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis K2	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis K3	Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis K4	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis K5	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Readings, Discussion, Case Studies
Diagnosis L1	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis L2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Readings, Discussion, Case Studies, Pop Culture Paper
Diagnosis L3	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Readings, Discussion, Case Studies, Pop Culture Paper
<b>School Counseling Objectives</b>		<b>Assessment</b>
Foundations A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	Readings, Discussion, DSM 5 Paper
Prevention &	Designs and implements prevention and intervention plans	Readings, Discussion, Case



Intervention D3	related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Studies, Pop Culture Paper
Prevention & Intervention D4	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Readings, Discussion, Case Studies, Pop Culture Paper, Risk Assessment Role Plays, Diagnosis Belief Paper
Assessment G1	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Readings, Discussion, Case Studies, Pop Culture Paper
Assessment G2	Knows signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	Readings, Discussion, Case Studies, Pop Culture Paper

### COURSE SCHEDULE AND ASSIGNMENTS fix titles

Date	Topic	Assignments/ Readings Due	CACREP Standard(s)
1/14/13	Introduction to Diagnosis <b>Meet via ITV (BB 101, JHG 108)</b>		CACREP Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
1/21/13	Treatment Planning and Case Documentation, Mental Status Examination, Psychosocial History <b>Section 1 Meet in Murray AL</b>	Assigned Readings <b>Diagnosis Belief Paper Due</b> <b>Assessment Role Plays</b> <b>Risk Assessment Role Plays</b>	CACREP Section II: G.1.b., G.1.j., G.3.b, G.5.c., G.7.b.,Section III CMHC: D6, G1, H2 SC: D4
1/28/13	Risk Assessment <b>Section 2 Meet in Madisonville</b>	Assigned Readings <b>Assessment Role Plays</b> <b>Risk Assessment Role Plays</b>	CACREP Section II G.5.c., Section III CMHC: D6, H2; SC: D4
2/4/13	Introduction to Competency-Based Assessment	Gray: Chapter One	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
2/11/13	Formulating the Competency-Based Assessment: The Basics Using the Multi Axil System	Gray: Chapter Two <b>DSM 5 Paper</b>	CACREP Section II: G1b; Section III CMHC: A2, C9, K2; SC: A2
2/18/13	Disorders in Infancy <b>Section 1 Meet in Murray AL</b>	Gray: Chapter Three	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
2/25/13	Cognitive Disorders: Delirium and Dementia <b>Section 2 Meet in Madisonville</b>	Gray: Chapter Four	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
3/4/13	Substance Related Disorders	Gray: Chapter Five <b>Case Study One Due</b>	CACREP Section II: G.1.j., G.3.f, G.7.f.; Section III CMHC: A2, C2, C7, D2, G1, G2, G3, H1, K1, K2, K3, K4, L1, L2, SC: A2, D3, D4, G1, G2

3/11/13	Schizophrenia and Other Psychotic Disorders	Gray: Chapter Six	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
3/18/13	Spring Break		
3/25/13	Mood Disorders Anxiety Disorders <b>Section 1 Meet in Murray AL</b>	Gray: Chapter Seven and Eight <b>Case Study Two Due</b>	CACREP Section II: G.1.j., G.3.f, G.7.f.; Section III CMHC: A2, C2, C7, D2, G1, G2, G3, H1, K1, K2, K3, K4, L1, L2, SC: A2, D3, D4, G1, G2
4/1/13	Somatoform, Factitious, and Malingering Disorders <b>Section 2 Meet in Madisonville</b>	Gray: Chapter Nine	CACREP Section II: G.1.j., G.3.f, G.7.f.; Section III CMHC: A2, C2, C7, D2, G1, G2, G3, H1, K1, K2, K3, K4, L1, L2, SC: A2, D3, D4, G1, G2
4/8/13	Dissociative Disorders	Gray: Chapter Ten	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
4/15/13	Personality Disorders <b>Section 1 Meet in Murray AL</b> Course Wrap-up, Evaluations	Gray: Chapter Twelve <b>Case Study Three Due</b>	CACREP Section II: G.1.j., G.3.f, G.7.f.; Section III CMHC: A2, C2, C7, D2, G1, G2, G3, H1, K1, K2, K3, K4, L1, L2, SC: A2, D3, D4, G1, G2
4/22/13	Eating Disorders Personality Disorders Course Wrap-up, Evaluations <b>Section 2 Meet in Madisonville</b>	Gray: Chapter Eleven	Section II: G.5.d.; Section III CMHC: C2, E2, G1, G2, K2, K4, L1, L2, L3; SC: D3, G1, G2
4/29/13		<b>Pop Culture Paper Due</b>	CACREP Section II: G.1.j., G.3.f, G.7.f.; Section III CMHC: A2, C2, C7, D2, G1, G2, G3, H1, K1, K2, K3, K4, L1, L2, SC: A2, D3, D4, G1, G2

**Assessment Role Play Rubric 15 points (Assessed through observation)**

<b>CACREP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>	<b>Score</b>
<b>Section II Helping Relationships: G.5.c.; Assessment: G.7.b.; Section III Assessment: G2, H2</b>	Student demonstrates a thorough understanding of how to conduct a MSE. = 5	Student demonstrates an understanding of how to conduct a MSE. =3	Student partially demonstrates an understanding of how to conduct a MSE. =1	Student fails to demonstrate a thorough understanding of how to conduct a MSE, =0	
<b>Section II Helping Relationships: G.5.c.; Assessment: G.7.b.; Section III Assessment: G2, H2</b>	Student demonstrates a thorough understanding of how to conduct a biopsychosocial assessment. =5	Student demonstrates an understanding of how to conduct a biopsychosocial assessment. =3	Student partially demonstrates an understanding of how to conduct a biopsychosocial assessment=1	Student fails to demonstrate a thorough understanding of how to conduct biopsychosocial assessment=0	
<b>Section II Helping Relationships: G.5.c.; Assessment: G.7.b.; Section III Assessment: G2, H2</b>	Student demonstrates a thorough understanding of how to conduct a symptoms assessment. =5	Student demonstrates an understanding of how to conduct a symptoms assessment. =3	Student partially demonstrates an understanding of how to conduct a symptoms assessment= 1	Student fails to demonstrate a thorough understanding of how to conduct symptoms assessment =0	
<b>Total Points Possible: 15</b>					<b>/15</b>

**Risk Assessment Role Play Rubric 15 points (Assessed through observation)**

<b>CACREP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>	<b>Score</b>
<b>Section II Helping Relationships: G.5.c.</b>	Student demonstrates a thorough understanding of how to conduct risk assessments (process, documentation, and follow-up) = 7.5	Student demonstrates a thorough understanding of how to conduct risk assessments (process, documentation, and follow-up) =5.5	Student demonstrates a thorough understanding of how to conduct risk assessments (process, documentation, and follow-up) =3.5	Student demonstrates a thorough understanding of how to conduct risk assessments (process, documentation, and follow-up) =0	
<b>Section III Counseling, Prevention, Intervention CMHC: D6; SC: D4</b>	Student demonstrates how to conduct, document and follow up on a risk assessment. = 7.5	Student demonstrates how to conduct, document and follow up on a risk assessment. = 5.5	Student demonstrates how to conduct, document and follow up on a risk assessment. =3.5	Student demonstrates how to conduct, document and follow up on a risk assessment. =0	
<b>Total Points Possible: 15</b>					<b>/15</b>

### Diagnosis Belief Paper Rubric (50 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Section II Professional Orientation and Ethical Practice: G.1.b.</b>	Describes a thorough understanding of personal beliefs regarding diagnosis. = 10	Describes the understanding of personal beliefs regarding diagnosis. =7	Partially Describes the understanding of personal beliefs regarding diagnosis. =4	Fails to address Describes the understanding of personal beliefs regarding diagnosis. =0	
<b>Section II Professional Orientation and Ethical Practice: G.1.j.</b>	Thoroughly describes the ethical implications of diagnosis in counseling. = 10	Describes the ethical implications of diagnosis in counseling. = 7	Partially describes the ethical implications of diagnosis in counseling. =4	Fails to describe the ethical implication of diagnosis in counseling. = 0	
<b>Section II Human Growth and Development: G.3.b.</b>	Fully describes how the client's developmental level may impact diagnosis and treatment planning. = 10	Describes how the client's developmental level may impact diagnosis and treatment planning. = 7	Partially describes how the client's developmental level may impact diagnosis and treatment planning. = 4	Fails to describe how the client's developmental level may impact diagnosis and treatment planning. = 0	
<b>Section III CMHC Counseling, Prevention, Intervention: D6 SC: D4</b>	Fully describes the importance and dangers of assessment and diagnosis in counseling and feelings/thoughts regarding conducting risk assessments. = 10	Fully describes the importance and dangers of assessment and diagnosis in counseling and feelings/thoughts regarding conducting risk assessments. =7	Fully describes the importance and dangers of assessment and diagnosis in counseling and feelings/thoughts regarding conducting risk assessments. =4	Fully describes the importance and dangers of assessment and diagnosis in counseling and feelings/thoughts regarding conducting risk assessments. =0	
<b>Professional Writing</b>	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
<b>Total Points Possible: 50</b>					<b>/50</b>

## Diagnosis Case Study Rubric (50 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Section II Professional Orientation and Ethical Practice: G.1.j.</b>	Fully describes any ethical considerations pertaining to diagnosis and treatment planning. =5	Describes any ethical considerations pertaining to diagnosis and treatment planning. =3	Partially describes any ethical considerations pertaining to diagnosis and treatment planning. =1	Fails to describe any ethical considerations pertaining to diagnosis and treatment planning. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: C2</b>	Student thoroughly utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =5	Student utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =3	Student partially utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =1	Student fails to utilize the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: C7; Section III CMHC Assessment: G2; Section III CMHC Diagnosis: K1</b>	Thoroughly identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =5	Partially identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =3	Partially identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =1	Fails to identify the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D1; Section III CMHC Diagnosis: K2, L1, L2</b>	Student thoroughly utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =5	Student utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =3	Student partially utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =1	Student fails to utilize and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D2; Section III CMHC Diagnosis: K4</b>	Student thoroughly addresses multicultural concerns related to case conceptualization, diagnosis, and treatment of mental disorders. =5	Student addresses multicultural concerns related to case conceptualization, diagnosis, and treatment of mental disorders. =3	Student partially addresses multicultural concerns related to case conceptualization, diagnosis, and treatment of mental disorders. =1	Student fails to address multicultural concerns related to case conceptualization, diagnosis, and treatment of mental disorders. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D6; SC: D4</b>	Student thoroughly identifies the risk assessment procedures followed for case study. =5	Student identifies the risk assessment procedures followed for case study. =3	Student partially identifies the risk assessment procedures followed for case study. =1	Student fails to identify the risk assessment procedures followed for case study. =0	
<b>Section III CMHC Assessment: G1; Section III CMHC</b>	Student thoroughly identifies the models of assessment, case	Student identifies the models of assessment, case conceptualization	Student partially identifies the models of assessment, case	Student fails to identify the models of assessment, case	

<b>Assessment: H1</b>	conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =5	and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =3	conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =1	conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =0	
<b>Section III CMHC Assessment: G3</b>	Student thoroughly identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =5	Student identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =3	Student partially identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =1	Student failed to identify psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =0	
<b>Section III CMHC Research and Evaluation: J2</b>	Student thoroughly develops measurable outcomes for interventions and treatment goals in treatment plan. = 5	Student develops measurable outcomes for interventions and treatment goals in treatment plan. = 3	Student partially develops measurable outcomes for interventions and treatment goals in treatment plan. = 1	Student fails to develop measurable outcomes for interventions and treatment goals in treatment plan. = 0	
<b>Professional Writing</b>	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 5	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 3	Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	
<b>Total Points Possible: 50</b>					<b>/50</b>

### DSM 5 Paper Rubric (20 points)

<b>CACREP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>	<b>Score</b>
<b>Section II Professional Orientation and Ethical Practice: G.1.b. Section III CMHC Foundations: A2 SC Foundations: A2</b>	Fully describes any ethical considerations pertaining to the DSM 5 and diagnosis. = 5	Describes any ethical considerations pertaining to the DSM 5 diagnosis and treatment planning. = 3	Partially describes any ethical considerations pertaining to the DSM 5 and diagnosis and treatment planning. = 2	Fails to describe any ethical considerations pertaining to the DSM 5 and treatment planning. = 0	
<b>Section III CMHC: Counseling, Prevention, Intervention: C9; Diagnosis: K2</b>	Thoroughly describes current research related to the DSM 5 and any current concerns related to the DSM 5. Thoroughly describes diagnosis that should be added/deleted from the DSM 5 = 10	Describes current research related to the DSM 5 and any current concerns related to the DSM 5. Describes diagnosis that should be added/deleted from the DSM 5 = 7	Partially describes current research related to the DSM 5 and any current concerns related to the DSM 5. partially describes diagnosis that should be added/deleted from the DSM 5 = 4	Fails to describe current research related to the DSM 5 and any current concerns related to the DSM 5. Fails to describe diagnosis that should be added/deleted from the DSM 5. =0	

<b>Professional Writing</b>	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 5	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 3	Writing mostly does not demonstrate APA format. = 2	Inappropriate writing and missing APA formatting. = 0	
<b>Total Points Possible: 20</b>					<b>/20</b>

### Pop Culture Paper Rubric

<b>CACREP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>	<b>Score</b>
<b>Section II Professional Orientation and Ethical Practice: G.1.j.</b>	Fully describes any ethical considerations pertaining to diagnosis and treatment planning. =10	Describes any ethical considerations pertaining to diagnosis and treatment planning. =7	Partially describes any ethical considerations pertaining to diagnosis and treatment planning. =4	Fails to describe any ethical considerations pertaining to diagnosis and treatment planning. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: C2</b>	Student thoroughly utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =10	Student utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =7	Student partially utilizes the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =4	Student fails to utilize the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: C7; Section III CMHC Assessment: G2; Section III CMHC Diagnosis: K1</b>	Thoroughly identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =10	Partially identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =7	Partially identifies the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =4	Fails to identify the documentation formats of biopsychosocial case conceptualization and treatment planning and how he/she would utilize them in the case study. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D1; Section III CMHC Diagnosis: K2, L1, L2</b>	Student thoroughly utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =10	Student utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =7	Student partially utilizes and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =4	Student fails to utilize and practices diagnosis, treatment, and referral of mental disorders including use of the multiaxial system. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D2;</b>	Student thoroughly addresses multicultural concerns related to case conceptualization,	Student addresses multicultural concerns related to case conceptualization,	Student partially addresses multicultural concerns related to case conceptualization,	Student fails to address multicultural concerns related to case conceptualization,	

<b>Section III CMHC Diagnosis: K4</b>	diagnosis, and treatment of mental disorders. =10	diagnosis, and treatment of mental disorders. =7	diagnosis, and treatment of mental disorders. =4	diagnosis, and treatment of mental disorders. =0	
<b>Section III CMHC Counseling, Prevention, Intervention: D6; SC: D4</b>	Student thoroughly identifies the risk assessment procedures followed for case study. =10	Student identifies the risk assessment procedures followed for case study. =7	Student partially identifies the risk assessment procedures followed for case study. =4	Student fails to identify the risk assessment procedures followed for case study. =0	
<b>Section III CMHC Assessment: G1; Section III CMHC Assessment: H1</b>	Student thoroughly identifies the models of assessment, case conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =10	Student identifies the models of assessment, case conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =7	Student partially identifies the models of assessment, case conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =4	Student fails to identify the models of assessment, case conceptualization and concepts of psychopathology leading to diagnoses and appropriate treatment planning. =0	
<b>Section III CMHC Assessment: G3</b>	Student thoroughly identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =10	Student identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =7	Student partially identifies psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =4	Student failed to identify psychopharmacological medications that would be appropriate for client diagnosis and any necessary referrals. =0	
<b>Section III CMHC Research and Evaluation: J2</b>	Student thoroughly develops measurable outcomes for interventions and treatment goals in treatment plan. = 10	Student develops measurable outcomes for interventions and treatment goals in treatment plan. = 7	Student partially develops measurable outcomes for interventions and treatment goals in treatment plan. = 4	Student fails to develop measurable outcomes for interventions and treatment goals in treatment plan. = 0	
<b>Professional Writing</b>	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, spelling, citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
<b>Total Points Possible: 100</b>					<b>/100</b>