

SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION

APCE 558: Diagnosis and Treatment Planning

Spring 2025

Instructor: Danielle M. Kahlo, Ph.D.

Class Times: F (4-10), S (8-5), S (8-4)

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Office Phone: (970) 351.1021

Office Hours: By Appointment

COURSE DESCRIPTION:

This course is a study of abnormal behavior, causes, symptoms, characteristics, classifications, prevention, and treatment. It also provides an introduction to diagnosis according to the *Diagnostic and Statistical Manual of Mental Health (DSM-5-TR)*.

PREREQUISITES:

None

COURSE DATES: *Online Access* February 1 – 28, 2025

Synchronous class sessions (in-class seat time) **February 7-11 and February 21-23**
(Friday 4-10pm; Saturday 8am-5pm; Sunday 8am-4pm)

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a). Assessed via midterm and final examinations.
2. Understand theories of normal and abnormal personality development (CACREP Standard: 2.F.3.c). Assessed via midterm and final examinations and individual and small group case studies (diagnostic/treatment planning activities).
3. Theories of etiology of addictions and addictive behaviors (CACREP Standard: 2.F.3.d). Assessed via midterm and final examinations and individual and small group case studies (diagnostic/treatment planning activities).
4. Biological neurological, and physiological factors that affect human development, functioning and behavior (CACREP Standard: 2.F.3.e). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations.
5. Systemic and environmental factors that affect human development. Functioning, and behavior (CACREP Standard: 2.F.3.f). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations.

6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
7. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP Standard: 2.F.3.h). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
8. Roles and settings of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.a). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations.
9. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC Standard: 5.C.2.b). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
10. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP CMHC Standard: 5.C.2.c). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
11. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP CMHC Standard: 5.C.2.d). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
12. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP CMHC Standard: 5.C.2.e). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).
13. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC Standard: 5.C.2.f). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations, and individual and small group case studies (diagnostic/treatment planning activities).

14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC Standard: 5.C.2.h). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-5 category presentations.
15. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC Standard: 5.C.3.a). Assessed via case conceptualization and treatment plan.

COURSE CONTENT: Content for this course includes an introduction to causes, symptoms, characteristics, and classifications of abnormal behavior. Students will be introduced to diagnostic criteria, according to the DSM-5-TR for mental and emotional disorders. Students will also discuss the prevention and treatment of various mental and emotional disorders. They will understand the impact of crisis, trauma, and culture on diagnosis and the assessment of mental disorders.

Method of Instruction: Lecture, group discussion, individual and small group activities, case studies (diagnosis and treatment planning exercises), and class presentations.

Required Texts:

Gerhart, D.R. *Case Documentation in Counseling and Psychotherapy: A Theory-Informed, Competency-Based Approach* (2016). Cengage Publishing. ISBN-13: 978-1305405219

American Psychiatric Association (2022). *Diagnostic & Statistical Manual of Mental Disorders* (DSM-5-TR). American Psychiatric Association, Arlington, VA.

Jongsma, A.E., & Peterson, L.M. (2021). *The Complete Adult Psychotherapy Treatment Planner*. 6th Edition. New York: Wiley & Sons. ISBN-13: 978-1119629931.

Recommended Texts: (1) There are additional treatment planners and progress note planners for a variety of populations and clinical issues – a quick online search will provide many results, and you can select those that are of interest to you professionally. A few examples are noted here:

- (1) Jongsma, A., Peterson, L., McKinnis, W., & Bruce, T. (2019.) *The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates, Edition 5*. Wiley & Sons.
- (2) O’Leary, K., Heyman, R., & Jongsma, A. (2015). *The Couples Psychotherapy Treatment Planner, with DSM-5 Updates, 2nd Edition: Edition 2*. Wiley & Sons.
- (3) Dattilio, A.E. & Jongsma, A.E. (2015). *The Family Therapy Treatment Planner, with DSM-5 Updates, 2nd Edition: Edition 2*. Wiley & Sons.

Supplemental Materials: *It is the responsibility of the student to obtain these materials, available on the Internet, which relate to his/her/their major area of study.*

- *Colorado Board Rules and Frequently Asked Questions* of student's specialty area, e.g., marriage and family therapists, professional counselors, unlicensed psychotherapists, etc. Found on Internet at <http://www.dora.state.co.us/> On left margin of main web page, click "Division of Registrations." In center of next page find, "SELECT A PROFESSION." Select your professional area. Select "Board Rules," or "Frequently Asked Questions." Review both documents for class.
- American Counseling Association 2014 *Code of Ethics*.
- (Available through the ACA webpage.)
- ---and/or ---
- American Association of Marriage and Family Therapy 2015 *Code of Ethics*.
- (Available through the AAMFT webpage.)
- ---and/or---
- American School Counselor Association 2022 *Ethical Standards for School Counselors*. (Available through the ASCA webpage.)

Lecture Materials: Lecture materials used in class are for instructional purposes only and will not be released to the students for personal use.

COURSE REQUIREMENTS:

1. **Diagnostic Presentations:** Students will develop an overview of one of the diagnostic chapters in the DSM-5-TR and will present it during the last weekend of class. A minimum of 5-7 resources from the literature should be utilized (DSM-5-TR should be one resource). The presentation should be approximately 30 minutes in length. A formal outline or power point presentation will be submitted as well as a reference page. More specific information on this assignment will be given the first weekend of class.
2. **Case Study:** Students will be provided with a case study that *is based on the DSM-5-TR chapter that they are assigned* for Item 1 (above). They will complete a clinical intake, develop a biopsychosocial case conceptualization with DSM-5-TR diagnosis, and outline an effective treatment plan for the case including appropriate treatment modalities and format of service delivery. Students will identify empirically validated treatment interventions. A general theoretical approach will be incorporated into the case conceptualization and treatment plan and used to support the interventions selected. (CACREP II.G.5.d, CACREP II.G.3.h, & CACREP II.G.5.a). A minimum of 7-10 resources from the literature should be utilized (the DSM-5-TR can be one resource; these can have some overlap, but should not be exactly the same as, the references for the presentation) and will be submitted as a separate reference page. More specific information regarding this assignment will be presented the first weekend of class.

3. **Small Group Case Conceptualization & Treatment Planning Case Studies.** Students will be divided into small groups and provided with case studies for which they will offer a formal DSM-5-TR diagnosis and a brief biopsychosocial treatment plan. Students will identify empirically validated treatment interventions and incorporate a theoretical perspective. These will be presented during the second weekend of class.
4. **Participation:** Graduate students are expected to be responsible for regular and punctual class attendance. Because this information may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in small group activities. Please note that attendance is mandatory. Active participation is essential, and your participation grade will be evaluated in the following way:
 - **Excellent (90-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
 - **Satisfactory (70-89%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
 - **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, *sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.*

COURSE EVALUATION: Your final grade will be based on the following:

1. Presentation of Selected DSM-5-TR Chapter (30%)
2. Case Conceptualization & Treatment Plan (30%)
3. Small Group Case Conceptualization & Treatment Plans (20%)
4. Class Participation (20%)

A Note on Attendance: Attendance and meaningful engagement are critical to learning in this course; in-class time is spent on *application* of the content and the material in the assigned readings and is not an experience that can be substituted with other types of activities. Meaningful engagement means that your comments are additive to the discussion at hand and do not detract from the conversation or are not focused solely on personal issues. This class is highly collaborative in nature, thus a failure to remain meaningfully engaged potentially impacts the learning of the whole group.

Similar to counseling itself, *presence is required*. The activities that take place during the synchronous part of the class are foundational to transformational learning; therefore, this course cannot be successfully completed with significant absences.

You are expected to notify the instructor, via email, of any need to be late to class. Missing class without getting prior approval will result in an unexcused absence; *being tardy for class (more than 10 minutes late) three or more times will be counted as one unexcused absence.* Any unexcused absence may result in failing the course; at minimum, each unexcused absence will result in a deduction from your final grade: (i.e., missing one hour = one full letter grade deduction, etc.). Due to the nature and importance of applied synchronous learning, missing four hours or more of class time will result in failure of the course. If you suspect that attendance of any portion of this class may be difficult for you, then you are **STRONGLY ENCOURAGED** to take it at another time.

Inclement Weather Policy: If the university closes the campus during our scheduled class time, we will move that portion of the course to a synchronous online experience through Canvas and Zoom. Any student who is unable to access Canvas should contact me as soon as possible to make alternate arrangements.

Grades: Please see the APCE 558 Diagnosis and Treatment Planning Assessment Rubric in the “Files” page of the Canvas course, for detailed information on proficiency levels related to the knowledge learning outcomes addressed in this course. A final letter grade is based on accumulation of the above elements:

A	94-100%	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

A Note on Determining Final Grades: There is no final exam in this course, as it is focused on applied project-based learning, therefore university policies on final exams are not directly applicable. However, in the unlikely event that the university closes during our final weekend, the diagnostic activities and presentations will either be: rescheduled for an alternate weekend of the same semester; modified to occur in class during that time on Zoom; or moved to an online delivery in Canvas. Which of these outcomes is ultimately selected will be based on the unique nature and context of the university closure.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC’s Student Code of Conduct (BEAR Code).

Academic Conduct: Cheating on assignments or examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. UNC’s policies and recommendations for academic misconduct will be followed.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

No Use of Generative AI Permitted

Intellectual honesty is vital to an academic community and fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of AI composition software. AI Writing tools are not permitted for any stage of work in this class. If you use these tools, your actions would be considered academically dishonest and a violation of UNC's Academic Honesty Policy.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

APCE Professional Membership Policy: As a graduate student in a professional training program, membership in ACA is required. The faculty strongly encourage you to become a member of your regional and state professional association as well, e.g., ACES, CCA, etc.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices away during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Students can learn more here: www.unco.edu/disability-resource-center

Title IX / Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office

Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined. Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

There are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty.

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)
1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

Center for Womens and Gender Equity & Stryker Institute for Leadership Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)
2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)
928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)
1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to

the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression. If you are struggling with this class, please visit me during office hours or contact me via e-mail.

If you're not sure where to turn, the website for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury. Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

Course Schedule

Late Assignment Policy: Late assignments will lose 10 points for every 24 hours the assignment is late (e.g. an assignment that would have merited an "90" will received an "80" if submitted within 24 hours after the due date/time). Students may request an extension during the course for emergencies only, reviewed at the instructor's discretion; no extensions should be assumed or expected to be approved.

Course Schedule Outline is subject to modifications as instructor sees appropriate.

Dates	Reading Material	Assignments
Weekend One: Friday	Textbook Chapters 1-2	Diagnostic, case conceptualization and treatment planning activities
Saturday	Textbook Chapters 3-4	Diagnostic, case conceptualization and treatment planning activities
Sunday	Textbook Chapters 5-7, 15	Diagnostic, case conceptualization and treatment planning activities
Weekend Two: Friday <u>ALL Assignments</u> <u>Due by 4PM</u>	Textbook Chapters 8-14 DSM-5-TR chapters corresponding to the assigned presentations for the day.	Small group diagnostic and treatment planning exercises Class Presentations
Saturday	Textbook Chapters 8-14 DSM-5-TR chapters corresponding to the assigned presentations for the day.	Small group diagnostic and treatment planning exercises Class Presentations
Sunday	Textbook Chapters 8-14 DSM-5-TR chapters corresponding to the assigned presentations for the day.	Small group diagnostic and treatment planning exercises Class Presentations