

Spring 2002

## CE 650 Syllabus: Diagnosis and Treatment Planning

Thomas L. Diana  
*Winona State University*

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

---

### Recommended Citation

Diana, Thomas L., "CE 650 Syllabus: Diagnosis and Treatment Planning" (2002). *Counselor Education Syllabi*. 315.

<https://openriver.winona.edu/counseloreducationsyllabi/315>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact [klarson@winona.edu](mailto:klarson@winona.edu).

## COURSE SYLLABUS

### DIAGNOSIS AND TREATMENT PLANNING

CE650

Thomas L. Diana, Ph.D., L.P.

Rochester Office: EA212

Phone: 292-5126

Email: [tdiana@VAX2.winona.msus.edu](mailto:tdiana@VAX2.winona.msus.edu), [tomdiana@means.net](mailto:tomdiana@means.net)

Office Hours: Tuesdays 1-3

Wednesdays 1-5

Thursdays 1-5

Winona Contact: Family Service of Winona (Mondays 10-5, Thursdays 10-12)

#### TEXTS:

Seligman, L. (1996). *Diagnosis and treatment planning*. New York: Plenum Press.

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.). Washington, D.C.: American Psychiatric Press.

#### COURSE OBJECTIVES:

Understand the classification system used in the diagnosis of mental disorders.

Understand the diagnostic criteria for each of the categories of mental disorders.

Gain familiarity with interview and testing techniques used to determine diagnoses.

Demonstrate the ability to make differential diagnoses.

Demonstrate the ability to formulate an effective treatment plan for the various mental disorders.

#### COURSE REQUIREMENTS:

Complete all readings prior to the class in which the topic will be discussed.

Regularly attend and participate in class discussion and projects. Specific projects will include role-playing diagnostic interviews.

Complete scheduled assignments. These will include diagnoses and treatment plans based on brief case summaries, written mental status examinations, and other projects as determined by the professor.

Complete three tests on the course material presented or discussed. These tests will cover the general course material. They will also involve short answers to case summaries or demonstrations.

COURSE OUTLINE:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/25	Introduction/Overview	Be there
9/1	Counselors' Roles/Diagnostic Systems	Ch.1-3
9/8	Assessment Techniques	Ch.4
9/15	The Interview	Ch.5
9/22	Treatment Planning	Ch.6-9
9/29	Disorders Usually First Diagnosed in Infancy, Childhood, and Adolescence	DSM-IV (relevant chapters) Exam #1
10/6	Delirium, Dementia, Amnesic and Other Cognitive Disorders/Mental Disorders...Medical Conditions	
10/13	Substance-Related Disorders	
10/20	Schizophrenia and Other Psychotic Disorders	
10/27	Mood Disorders	Exam #2
11/3	Anxiety Disorders/Dissociative Disorders	
11/10	Somatoform Disorders/Fictitious Disorders	
11/17	Eating Disorders/Sleep Disorders	
11/24	Impulse Control Disorders/Adjustment Disorders	
12/1	Personality Disorders	
12/8	Summary	Chap.10-11, Exam #3

### GRADING AND EVALUATION:

Each exam will constitute 25% of the final grade. Class assignments and projects will account for the remaining 25%. Total possible points = 400.

Students scoring 90% or above on all exams and projects will receive an A in the course. Those scoring 80-90% will receive a B. Scores below 80% will receive a C.