

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

PSYC 375 – ASSESSMENT, DIAGNOSING, AND TREATMENT PLANNING

Prepared By: Jennifer Waite, LMSW, CASAC, M.Ed, HS-BCP

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES
MARCH 2015**

- A. **TITLE:** Assessment, Diagnosing, and Treatment Planning
- B. **COURSE NUMBER:** PSYC 375
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:** Students examine the process and skills needed for assessment, diagnosing, and treatment planning of substance abuse/dependence and co-occurring disorders. Students explore motivational techniques and current best practices used in the field of addiction treatment and behavioral health.
- I. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): SSCI 181 and HUSV 281 and PSYC 225 and PSYC 275 or permission of instructor
b. Co-requisite(s): None
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
1. Describe the symptoms of abuse/dependence for each substance classification.	2. Crit. Thinking 3. Prof. Competence
2. Explain the DSM-5 diagnostic codes and criteria for substance abuse and dependence.	2. Crit. Thinking 3. Prof. Competence
3. Demonstrate skills in information gathering and treatment planning.	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Interpersonal
4. Analyze information to determine diagnosis, level of care and referral.	2. Crit. Thinking 3. Prof. Competence
5. Defend assessment and diagnosis of clientele to justify level of care.	1. Communication 2. Crit. Thinking 3. Prof. Competence
6. Prepare clinical documentation in correct format as per industry standard for electronic filing.	1. Communication 2. Crit. Thinking 3. Prof. Competence

K. **TEXTS:**

Morrison, J. (2014). *The first interview. Fourth Edition.* New York, NY: Guilford Press.

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, D.C., 2014.

Perkinson, R., & Jongsma, A. (2013). *The addiction treatment planner*. New York: John Wiley & Sons. Inc.

L. REFERENCES:

Carlet, D.J. (2012). *The psychiatric interview: A practical guide (3rd Ed.)* Philadelphia: Lippincott Williams & Wilkins.

Cormier, L.S., Nurius, P.S. & Osborn, C.J. (2013) *Interviewing and change strategies for helpers (7th Ed.)*. Belmont, CA: Brooks/Cole.

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York: Guilford Press.

M. EQUIPMENT: Technology-Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: To be determined by instructor

- Exams
- Quizzes
- Papers
- Participation
- Projects

P. DETAILED COURSE OUTLINE:

- I. Initial Interviewing
 - A. Openings and Introductions
 - B. Developing Rapport
 - C. Managing Early Interview Behaviors
 - D. Transitioning within Interview

- II. Getting the Facts
 - A. Interviewing about Feelings
 - B. Addiction/Other Compulsions
 - C. Personal and Social Histories
 - D. Sensitive Topics

- III. Other Areas of Consideration
 - A. Mental Status Exam
 - B. Signs and Symptoms
 - C. Closing the Interview

- IV. Adjuncts to the Interview
 - A. Interviewing Family/Informants
 - B. Meeting Resistance
 - C. Challenging Patient Behaviors

- V. Diagnostic Skills
 - A. Understanding the DSM-5
 - B. Matching Symptoms with Criteria
 - C. Understanding Global Functioning Scale
 - D. Sharing Findings and Recommendations with Clients
 - E. Communicating Findings with Other Professionals

- VI. Treatment Planning
 - A. Writing Behavioral Objectives
 - B. Matching Therapeutic Interventions to Goals
 - C. Treatment Plan Reviews/Revisions

Q. LABORATORY OUTLINE: NA