RPSE 830 Clinical Rehabilitation Counseling – Diagnosis & Treatment Planning

(Course Listing: RPSE 660 Diagnosis & Treatment Planning)

Class Time: 2:25 p.m. – 5:25 p.m.
Location: 1080 Grainger Hall

Instructor: Susan Wiegmann, Ph.D.
1000 Bascom Mall, Room 411 Education Building
wiegmann@wisc.edu
Office hours: By appointment

Teaching Assistant: Muna Bhattarai, M.A., MNS
1000 Bascom Mall, Room 439 Education Building
mbhattarai2@wisc.edu
Office hours: By appointment

Number of credits: 3

Course Designations and Attributes: None.

Instructional Mode: Face to Face.

How credit hours are met by course: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include class meetings, readings, and the listed, weekly, out of class assignments.

Course Description: Diagnostic assessment and planning of treatment, interventions and services in clinical rehabilitation counseling, including career and work-related assessments and interventions and also advocacy.

Requisites: Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education graduate program.

Course Objectives:
This course is mandated in curriculum requirements for the Licensed Professional Counselor (LPC) credential in the State of Wisconsin and addresses a number of curriculum standards specified by the Council on Accreditation of Counseling and Related Educational Program (CACREP), which is the accrediting body for our master’s degree program in rehabilitation counseling.
Learning Outcomes:

This course is designed to enable students to:

1. Identify strategies to advocate for individuals with disabilities at the individual, group, institutional, and societal levels to:
   a. Promote opportunity and access
   b. Improve the quality of life for individuals with disabilities
   c. Remove potential barriers to the provision of access to services.
2. Recognize when disability occurs in tandem with other social justice issues (e.g., poverty, homelessness, trauma) and provide appropriate support to address these issues.
3. Conduct diagnostic interviews and mental status examinations and use different classification systems such as the DSM, ICD, ICF for diagnostic purposes.
4. Conduct an effective intake interview and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and the presenting problem.
5. Use and interpret the results of symptom inventories and psychoeducational and personality assessments.
6. Formulate biopsychosocial histories and apply them to writing a treatment plan for a client that includes measurable goals, objectives, cultural considerations, and that includes advocacy as an intervention.
7. Identify the role of clinical formulation in treatment planning and document biopsychosocial case conceptualizations.
8. Develop comprehensive assessments in vocational rehabilitation and apply assessment results for consumers’ career planning.
9. Conduct a job analysis and design worksite accommodations.
10. Conduct transferable skills analysis and assessment of work readiness.

The course addresses the following CACREP standards:

CACREP Professional Counseling Identity Curriculum Standards

2.F.7. Assessment and Testing

   e. use of assessment for diagnostic and intervention planning purposes
   j. use of environmental assessments and systematic behavioral observations
   k. use of symptom checklists and personality and psychological testing
   l. use of assessment results to diagnose developmental, behavioral, and mental disorders

CACREP Specialty Area of Clinical Rehabilitation Counseling Curriculum Standards

5.D.1. Foundations

   d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   g. screening and assessment instruments that are reliable and valid for individuals with disabilities
5.D.2. Contextual Dimensions

f. 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)
l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate referral and consultation
n. transferable skills, functional assessment, and work related supports for achieving and maintaining meaningful employment for people with disabilities

5.D.3. Practice

a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
b. career and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
c. strategies to advocate for persons with disabilities
d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

Textbook and Readings:

Students are responsible for all reading assignments. The textbook is available for purchase through the University Book Store or other sources. The textbook is also available on reserve at MERIT Library. Additional readings for the course can be found on the Canvas website.


Course Format and Methods of Instruction:

Class meetings are a time for synthesis and application of readings, knowledge, and prior experiences. The course will rely on using lecture, small and large group discussions, and activities that will reinforce the skillset required for this course. Each of you brings a unique background of experience and perspectives on the material presented in this course. Please share these experiences and reactions with the instructors and the other class members. Students are encouraged to play an active role in the organization and facilitation of the course.

Your participation is critical to your learning, to the learning of your peers, and to the success of the course. Attendance and participation will be important factors in evaluating your performance in this course.
Course Assignments:

**Class attendance & participation**: Students are expected to attend all class periods unless you have received prior approval to be absent from the instructor. The instructor reserves the right to give an out of class assignment to make up for in-class work missed (due the following week). Class procedures will include a significant amount of large group discussion and small group activities. Your full participation is required in all in-class activities in order to facilitate your own learning and the learning of other students in the class.

**Weekly reflection papers**: Students are expected to complete 4 reflection papers throughout the term in response to a reflection question(s) which relates to the course content in the areas of advocacy, diagnosis, and treatment planning. Reflection questions will be posted on Canvas on Friday evenings and are due beginning of class the following Thursday. Students are expected to answer the question(s) completely, and the paper has to be double-spaced, no more than two pages, and must use APA style format.

**Small group diagnostic exercise**: In-class activities will be conducted pertaining to the material covered in class for that week in the form of small group activities. These assignments will be completed in class on the assigned day and are intended to facilitate the application of material learned in class and to enable critical thinking skills while working with clients. The small group activities will require completion of a complete diagnostic assessment, treatment plan, and documentation. Students will be assigned to groups, and a case vignette will be presented to each group by the instructors in class on September 26. Over the subsequent classes, students will work on the diagnosis and treatment planning process (conduct an intake, arrive at a diagnostic formulation, decide on assessments to use, conceptualize the case and develop a treatment plan with measurable goals and planned interventions, and finally on how they would document the case to present to an interdisciplinary team). The groups will present their cases in the beginning of class on November 14 and November 21. Details on presentations and the grading rubric will be provided on Canvas, and students are encouraged to discuss these with the instructors.

**Case Study from Practicum Site**: To facilitate the application of content learned in class, students are requested to choose a client from their practicum site and write a case study incorporating the content covered in class from all the weekly lectures and discussions that are deemed applicable. Detailed instructions for writing the case studies will be provided to you as we go along the lectures, and in sufficient time for you to conceptualize and work through the case. The cases would need to be approved by the instructor (by October 10) so please plan on arranging for in-person meetings to discuss this segment of the requirement. **The case study is due on December 12, 2019.**

Course Requirements:

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<td>4 Weekly Reflection Papers</td>
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<td>Small Group Diagnostic Exercise</td>
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Evaluation and Grading:

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* Students performing at this level should establish a contact with the instructor to discuss a plan for improvement.

Late Assignments: All written assignments are due before the start of class on the day they are due. Late assignments will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter unless there are extenuating circumstances.

Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform us of their need for instructional accommodations by the end of the third day of class, or as soon as possible after a disability has been incurred or recognized. We will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. The McBurney Disability Resource Center website provides additional information: http://www.mcburney.wisc.edu.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to https://conduct.students.wisc.edu/academic-integrity/.
Course Schedule and Reading Assignments

Module 1: Planning and Implementing Advocacy Strategies

September 5  Introduction and overview for the course Advocating for people with disabilities & interfacing with medical and allied health professionals, including interdisciplinary treatment teams


September 12 Consulting with and educating employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations


ADA National Network. (2016). *Postsecondary institutions and students with disabilities.*


Module 2: Applications of Assessment in Diagnosis and Treatment Planning in Rehabilitation Counseling

September 19 Introduction to the biopsychosocial model of case conceptualization

Schwitzer & Rubin text - Chapter 1


**Due: Reflection Paper # 1**

**September 26 Diagnostic classification systems: The DSM, ICD, ICF.**

Schwitzer & Rubin text – Chapter 2


**October 3 Assessment procedures: Clinical interviews, brief assessments, & biopsychosocial histories; Psychopharmacological medications: Classifications, indications, and contraindications**

Schwitzer & Rubin text - Chapter 3


Chapter 13 - Brief instruments for treatment planning, monitoring, and outcome assessment (pp. 653-670).


Chapter 7 – Conducting an interview assessment with clients (pp. 215-250).
October 10  
**Assessment procedures: The role of standardized assessment in diagnosis and treatment planning**


Chapter 4 - The use of assessment in diagnosis and treatment planning (pp. 97-126).


**Due: Reflection Paper # 2**

October 17  
**Assessment procedures: Applications of positive psychology constructs in assessment and treatment planning**


October 24  
**Case conceptualization, treatment, and service planning**

Schwitzer & Rubin text – Chapters 3 & 4 (with selected case illustrations)


Chapter 6 - The nature and importance of treatment planning (pp. 161-190).

October 31  
**Principles, models, and documentation formats of biopsychosocial case conceptualization**

Chapter 11 - Documentation, report writing, and record keeping in counseling (pp. 325-354).


**Module 3: Applications of Career and Work-Related Assessments and Intervention Planning**

November 7 **Assessment in vocational rehabilitation (e.g., functional assessment and systematic behavior assessment)**


Chapter 2 - Observing and recording behavior (pp. 19-42).

**Due: Reflection Paper # 3**

November 14 **Job readiness and job planning (e.g., transferable skills, job matching)**


November 21 **Job analysis and assessment for worksite modifications and accommodations**


**Due: Reflection Paper # 4**

November 28 Thanksgiving – No Class
December 5  

Applications of work-related supports for achieving and maintaining meaningful employment for people with disabilities


Please note that this syllabus is subject to change with notice.