

## PCO 6169: Diagnosis and Treatment Planning

Spring Semester 2024

Time: Mondays 10:40am – 1:40pm

Location: Psychology Building Rm 293

Instructor: Anne Q. Zhou, Ph.D.      Email: aqzhou@ufl.edu  
Office hours: Mondays 1:40pm – 2:40 pm and via zoom by appointment

### Course Description:

The purpose of this course is to provide students with the skills and knowledge needed to develop their competencies in diagnosis and treatment planning. According to the APA Competency Benchmarks in Professional Psychology, to be ready for internship you should be able to

- 1) Demonstrate basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity and apply concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity
- 2) Demonstrates basic knowledge of formulating diagnosis and case conceptualization and utilize systematic approaches of gathering data to inform clinical decision-making
- 3) Demonstrate basic knowledge of intervention strategies and implement evidence-based interventions

The primary objectives of this course are to help students:

- Form a working understanding of the categories and dimensions of psychopathology
- Learn the DSM-5 TR diagnostic criteria and treatment approaches for each of the major mental disorders
- Understand the usefulness and limitations of categorical classification systems
- Understand the impact of culture on the development, expression, and perception of psychopathology
- Understand the potential underlying and interactive bases of behavior (affective, biological, cognitive, environmental, cultural)
- Become familiar with contemporary journal, text, and online resources in the field

**Classroom Conduct and Before Class Preparation:** You will be expected to have read all assigned material *before* class so that you can participate actively in class. While you are not graded on your participation or attendance, **you are expected to actively participate in all classes and respectfully attend to any discussions/presentations/videos.**

**Attendance and Make-Up.** Requirements for the work in this course are consistent with university policies. [Click here to read the university attendance policies](#). Make-ups for assignments are only given with written documentation of an excusable absence, as defined per University of Florida policy. Barring an emergency situation, if you are aware that you will not be able to make an assignment due date, you must obtain permission from the instructor **prior**

to the due date or you will receive zero points for that assignment. Please note that **computer problems** under any circumstances will **NOT** be considered an excusable absence.

### **Course Requirements:**

#### **1. Thought Paper (15% of final grade)**

To organize your thoughts for the class, you will write brief thought papers that integrate the readings for the week. The papers should be integrative and should not focus on only one reading. At the end of the paper, you must include two questions/thoughts that came to mind when completing the readings (these may or may not flow from your thought paper). The paper and questions should be 400-500 words. **Your four lowest graded thought papers will be dropped.**

Thought papers are intended to be reactions, constructive extensions, and integrations of the readings and other material. Discuss the most provocative or interesting idea in the readings from your point of view. You can also relate an interesting idea in the current reading to something else that you have read or thought about that is relevant to the topic of your essay. You can include relevant personal experiences, **but the majority of your thought paper should focus on scholarly ideas and points.** Don't be afraid to speculate and play with the ideas. It's perfectly fine to write a critique of the reading; whether you agree or disagree with the points made by the author(s), it will be important to make your thinking process and how you arrived at your proposals and conclusions clear. If you suggest a new avenue for research, explain why this research avenue seems fruitful. Bottom line, make your points and evidence clear, and distinguish speculation from 'fact'.

#### **2. Exams (30% of final grade)**

There will be three exams during the course of the class, each worth 10% of your final grade. The exams will test your understanding and knowledge of the course material; the tests will pull from material covered in the lecture and from your required reading. Further information will be given about each exam as the exam date approaches.

#### **3. Case Conceptualization Papers (20% of final grade)**

You will complete two diagnostic case conceptualization papers, each worth 10% of your final grade. Your case conceptualization papers should provide 1) a brief summary of the presenting problem, 2) relevant symptoms and client sociodemographic history, 3) the DSM diagnosis (should be in line with the DSM-5-TR) and any relevant differential diagnoses, and 4) treatment plan. You should clearly demonstrate your thought process and provide clear and concise explanations of your rationale for each of these sections. For example, you should provide your rationale for the diagnosis you chose and, if there were any differential diagnoses, why you chose to rule them out.

#### **4. Case Study Papers (20% of final grade)**

You will complete two diagnostic case study papers, each worth 10% of your final grade. You will be given a set of diagnoses and differential diagnoses. You will need to create a mock case study of a client with symptoms that match the diagnoses. Additionally, you will need to include the client's sociodemographic history, taking care that all information included should fit the diagnoses.

## 5. Literature Review Paper (15% of final grade)

You will write a 8-10 page (title page and references do not count towards page limit), typed, double-spaced, 12-point Times New Roman, 1-inch margins, APA-styled paper that examines the recent empirical literature (within the last 10 years) on the cultural differences of the expression of a disorder or a class of disorders of your choice and what culturally adapted treatments have been developed. Given the potential limitations in the breadth of literature available, you may choose to cover multiple disorders. Your paper should provide a brief literature review that summarizes the relevant literature, critically analyze the literature, and identify deficiencies and need/direction for any future research.

## Grading System

Your final grade will be computed based upon the following:

Total Category Weights	
Exams	30%
Thought Papers	10%
Diagnostic Case Conceptualizations	20
Case Study Papers	20%
Final Paper	20%
Total	100%

Grades will be based on the following percentage:

94% - 100% = A	90% - <94% = A-	87% - <90% = B+	84% - <87% = B
80% - <84% = B-	77% - <80% = C+	74% - <77% = C	70% - <74% = C-
67% - <70% = D+	64% - <67% = D	61% - < 64% = D-	0% - < 61% = E

**Grading.** The course is grade A-E and follows UF grading policies. Please see this [link to the university grades and grading policies](#) for information on current UF grading policies for assigning grade points.

**Communication expectations.** As your instructor, I will do my best to clearly communicate all requirements of the course and course material in a timely manner. This will include announcements during in-class lectures, class wide email announcements, and postings on Canvas. In addition to attending class lectures, you are expected to check your email and Canvas regularly to receive information about the course.

**Email policy.** Email is the preferred method of communication. In the spirit of promoting healthy work-life balance, the email policy for students is as follows: I will respond to your message within 48 business (non-weekend) hours of receipt (e.g., if you send an email on Friday at 2:30pm, you may not receive a reply until Tuesday at 2:30pm). If you do not receive a reply within 48 business hours, it means that your message was **not received** and **you are expected to resend the message**. This policy means that you may not receive a response until 48 hours after receiving the message. Thus, if you need an immediate response to a question, you must send an email at least 48 hours before you need a response (e.g., do not email a question at 11:30 pm about an assignment due the next day).

When writing e-mail, please use a proper greeting and remember to include your name. **Please include the course name in the subject line of your email.** In addition, you are expected to use tone and language that is appropriate for professional correspondence. I reserve the right to provide feedback on the professionalism of your email communication for the sake of your professional development.

**Attendance and Make-Up.** Requirements for the work in this course are consistent with university policies. [Click here to read the university attendance policies](#). Make-ups for assignments are only given with written documentation of an excusable absence, as defined per University of Florida policy. Barring an emergency situation, if you are aware that you will not be able to make an assignment due date, you must obtain permission from the instructor **prior** to the due date or you will receive zero points for that assignment.

**Confidentiality is a necessity.** Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained and, as such, classes will not be recorded by the professor. Note that students are only allowed to record class lectures; please see the in-class recording section for further information. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. If you are struggling with an issue in class, please speak with me as soon as possible.

**Classroom conduct & participation.** Regular attendance and active participation are an integral part of the learning experience. To help foster a positive learning environment, please stay in class until the end. Students in this class are diverse and will arrive with different values, beliefs, and opinions. Accordingly, you are expected to listen to and interact with each other in a respectful manner. You are also expected to maintain an open mind to the differences amongst your classmates. Students may argue with others who hold opinions different from their own but must maintain respect for one another at all times. **University policy prohibits sexual harassment and discrimination on the basis of differences such as gender, ethnicity, race, sexual orientation, class, and religion.** If you engage in any harassment and discriminatory behavior you will be asked to meet with the instructor and develop an action

plan of how you can correct such behavior. If such behavior continues, disciplinary action will be taken.

**Technology.** We are all accustomed to having technology at hand, but only technology directly related to classroom activities is permitted. However, using technology for personal reasons during class time is rude, disruptive, and disrespectful to the instructor and other students. Personal reasons include working on other assignments that are not part of classroom activities, checking email, browsing social media, and other activity that is not directly related to what is currently happening in the class.

**Sexual Harassment.** Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

**Disability Accommodations.** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Online Course Evaluations.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here](#).

**Academic Integrity.** Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or by misrepresenting someone else's work as your own can result in disciplinary action.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the

University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

**Special Circumstances.** We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn to your potential in this course, **please notify the instructor at the beginning of the semester or as soon as possible.** If these factors are recognized disabilities under the ADA, you must provide appropriate documentation as soon as possible. If these factors fall outside official categories, talk to the instructor in-person as soon as possible.

### **Health and Wellness Resources:**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

### **Academic Resources:**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*[Career Connections Center](#):* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*[Library Support](#):* Various ways to receive assistance with respect to using the libraries or finding resources.

*[Teaching Center](#):* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*[Writing Studio](#):* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

### **Required Readings:**

Readings will be available on Canvas in advance of the relevant week. **All reading materials will be provided to you and can be accessed on Canvas, you do not need to purchase any of the readings.** Readings will be uploaded at least one week prior to the class meeting they will be discussed on Canvas.

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### **Course schedule (Subject to change):**

#### **Week 1: 01/08/23**

- Course Overview and Introduction
- Syllabus Review

#### **Week 2: 01/15/23**

**No Class**

#### **Week 3: 01/22/23**

DSM History and Classification of Disorders  
Clinical Interview, Diagnosis, Treatment Planning  
Cultural Considerations

#### **Week 4: 01/29/23**

Depressive Disorders  
Bipolar and Related Disorders

#### **Week 5: 02/05/23**

Anxiety Disorders  
Obsessive-Compulsive and Related Disorders  
**DUE: Case Conceptualization Paper #1**

#### **Week 6: 02/12/23**

Trauma- and Stressor-Related Disorders  
Dissociative Disorders

#### **Week 7: 02/19/23**

Substance-Related and Addictive Disorders  
**Exam #1**

#### **Week 8: 02/26/23**

Schizophrenia Spectrum and Other Psychotic Disorder  
Elimination Disorders  
**DUE: Case Study Paper #1**

#### **Week 9: 03/04/23**

Neurodevelopmental Disorders  
Disruptive, Impulse-Control, and Conduct Disorders

#### **Week 10: 03/11/23**

**SPRING BREAK**

#### **Week 11: 03/18/23**

Personality Disorder



<b>Week 12: 03/25/23</b>	Feeding and Eating Disorders <b>Exam #2</b>
<b>Week 13: 04/01/23</b>	Gender Dysphoria Sleep-Wake Disorders <b>DUE: Case Study Paper #2</b>
<b>Week 14: 04/8/23</b>	Sexual Dysfunctions Paraphilic Disorders
<b>Week 15: 04/15/23</b>	Neurocognitive Disorders Somatic Symptom and Related Disorders <b>DUE: Case Conceptualization Paper #2</b>
<b>Week 16: 04/22/23</b>	<b>Exam #3</b>

**\*\*\*FINAL PAPER DUE 04/29/2023 @ 10:40am\*\*\***