Course Title:
Diagnosis in Human Relations Counseling

Course Number:
HR 5483-101

Course Description:
This course examines the issue of diagnosis from the perspective of the counseling professional trained in Human Relations. The focus is on developing skills needed to make an accurate diagnosis according to the standards of the American Psychiatric Association. In addition, we discuss many related issues, such as multiculturalism and social justice, which are of concern when considering diagnosis.

Class Dates, Location and Hours:
Dates: February 3-5 & 10-12, 2012
Location: National Weather Center, 120 David L. Boren Boulevard, Norman, Oklahoma.
1st weekend, room 3910; 2nd weekend, room 1313
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 5, 2012

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map/. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Ginger Welch, Ph.D.
Mailing Address: Department of Human Relations
PHSC #701
University of Oklahoma
Norman, OK 73019
Telephone Number: (405) 325-1756
Fax Number: (405) 325-4402
E-mail Address: gingerwelch@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

5. The following articles are required and should also be obtained in full text from the OU Library website [http://libraries.ou.edu](http://libraries.ou.edu):

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Course Objectives:**

By completing this course, the student should be able to:
1. name and apply diagnostic criteria for a variety of diagnoses
2. discuss the limitations of DSM-IV-TR criteria, including gender and cultural issues
3. critically review scientific data available for certain diagnoses.

**Assignments, Grading and Due Dates:**

Always bring the *DSM-IV-TR* to class. All papers must conform to American Psychological Association style. Correct grammar, spelling and other mechanics are especially important. Approximately 25% of the grade for written assignments is based upon organization, grammar, and other aspects of presentation.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Grade</th>
<th>Due on D2L</th>
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<tbody>
<tr>
<td>Clinical Interview Paper/Interview/Intake Form</td>
<td>20%</td>
<td>Before 1st class</td>
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<tr>
<td>DSM-IV TR Diagnostic Category Descriptions</td>
<td>10%</td>
<td>Before 1st class</td>
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<tr>
<td>Formal Assessment I</td>
<td>20%</td>
<td>1st Sunday—in class</td>
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<tr>
<td>Formal Assessment II</td>
<td>20%</td>
<td>2nd Sunday—in class</td>
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<tr>
<td>Literature Review and Presentation</td>
<td>20%</td>
<td>As assigned</td>
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<tr>
<td>Perfect Attendance</td>
<td>10%</td>
<td>N/A</td>
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**Literature Review and Presentation:**

For one class topic, you will gather and review a minimum of three scientific articles related to the diagnostic topic for the class session. For example, when we discuss diagnostic issues related to schizophrenia, you should provide three articles about this diagnosis. You will present these to the class, and provide a written handout with APA style references and abstracts to each class member. You will
present your information in a 20-30 minute presentation which must include current research on treatment issues, etiology, and evidence of bias or controversy for the diagnosis.

Grading Rubric for Literature Review and Presentation:

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<tr>
<th>Criteria</th>
<th>90% or more</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50% or less</th>
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<td>Three current scientific articles</td>
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<td>Related to topic</td>
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<td>Presented to class</td>
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<td>Written handout for class</td>
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<td>APA style references and abstracts</td>
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<td>20-30 minutes</td>
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<td>Treatment issues</td>
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<td>Etiology</td>
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<td>Bias or controversy</td>
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**Formal Assessments (taken each Sunday) (50 points EACH):**

The midterm and final exams will be comprehensive in nature and will cover the theories, assessments, and diagnoses covered in class and in your texts and lectures.

**Clinical Interview Paper:**

Read the three articles about clinical interviewing which are listed in the syllabus. In a paper of at least 6 pages, discuss your ideas about how to conduct an effective gender and culturally appropriate interview that will yield necessary clinical information. Discuss how you chose to include or exclude certain questions or topics, and your basis for those decisions. Cite the articles and at least two other professional sources of your choosing. In an additional 3-4 pages, create an intake questionnaire based on your ideas. **Due first class session. Value: 20%** **NOTE: You must submit your paper via D2L and also bring a hard copy of your questionnaire to class for a classmate to complete.**

**DSM IV TR Diagnostic Category Descriptions:**

The *DSM-IV-TR* contains 17 general diagnostic categories (for example, “Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence.”) Each chapter then contains descriptions and diagnostic criteria for a number of specific disorders.

For each of the 17 general categories, write a brief (two or three sentences) description of the nature of conditions in the category. Add another sentence or two with any demographic or statistical material you feel is especially relevant, based on a careful reading of the introductory material to the chapter.

These brief descriptions must be written in your own words. Using the exact words of the text will be considered to be plagiarism and will be dealt with according to the university’s code regarding academic misconduct. **Due first class session. Value: 10%**

**Tentative Course Schedule:**

Students should come to class prepared for the following content on Weekend One. Please note that several of you will be presenting on Sunday of Weekend One, so be sure to allow ample time Saturday night/Sunday morning to prepare your presentations.

<table>
<thead>
<tr>
<th>Weekend One:</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Friday night</td>
<td>Assign Presentations; Getting to Know the DSM-IV-TR; Diagnostic Interviewing: Theory and Practice</td>
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<tr>
<td>Saturday</td>
<td>Disorders first diagnosed in childhood (Parritz &amp; Troy book); Sleep Disorders; Eating Disorders</td>
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<tr>
<td>Sunday</td>
<td>Disorders first diagnosed in childhood (Parritz &amp; Troy); Presentations; Assessment</td>
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</table>
Grading:

This is a letter-graded course: A, B, C, D, or F. A grade of A indicates a score of 90% or higher; a B, 80 to 89%; and so on. A grade of A indicates superior work; a grade of B indicates that the work is satisfactory for the graduate level; a grade of C is technically a pass, but indicates that the work is not up to graduate standard.

NOTICE: Late work will be penalized 5 percentage points per day.

Attendance: Perfect attendance in this compressed format course is mandatory. Any student missing one hour or more of cumulative class time will fail to receive the 10% point allotment for perfect attendance, regardless of the reason for the absence.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Ginger L. Welch, Ph.D.

Education

- Ph.D. Oklahoma State University. Major: Counseling Psychology (APA-accredited).
  Internship: Missouri Health Sciences Psychology Consortium-Department of Veterans Affairs and Rusk Rehabilitation Center, Columbia, MO
- B.S. Oklahoma State University. Major: Early Childhood Education. Minor: English

Current Positions

- August 2010 – present Assistant Professor, University of Oklahoma, Department of Human Relations
- December 2010 – present Adjunct Professor, Liberal Studies, University of Oklahoma
- May 2011-present Clinical Associate Professor, Pediatrics, University of Oklahoma Health Sciences Center

Frequently Taught Advanced Programs Courses

- HR 5453 Career Counseling
- HR 5003 Theoretical Foundations of H R
- HR 5463 Counseling Skills
- HR 5453 Ethical Issues in H R Counseling
- HR 5433 Group Counseling
- HR 5483 Diagnosis in HR Counseling

Major Areas of Teaching and Research Interest

- Prevention of Child Maltreatment
- Educational Issues related to Sickle Cell Disease
- Early Childhood Education
- Fatal Child Neglect

Representative Publications and Presentations


Representative Honors and Awards Received

- 2008-09 Elected President to the Board for the Oklahoma Chapter of the American Professional Society on the Abuse of Children
• 2005 Recipient of the Bravo Award for outstanding service to the OUHSC, Department of Pediatrics
• 2001 Recipient of the James Leonard Prince Memorial Scholarship
• 1998 Volunteer of the Year, Stillwater Domestic Violence Services
• Honor Societies: Phi Kappa Phi, Kappa Omicron Nu, Phi Upsilon Omicron

Major Professional Affiliations

• American Psychological Association
  o APA Division 17: Counseling Psychology
  o APA Division 53: Child Clinical and Adolescent Psychology
  o APA Division 54: Pediatric Psychology
• American Professional Society on the Abuse of Children
• National Association for the Education of Young Children