**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 7250

**Course Title:** Advanced Assessment and Diagnosis in Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7320, COUN 7100 or 7950

**Meeting Day/Time:** Wednesdays 12:00 p.m. – 2:50 p.m.

**Meeting Room:** Haley 2438

**Instructor:** Han Na Suh, Ph.D., hzs0091@auburn.edu, (334) 844 - 7606

**Office:** 2060Haley Center

**Office Hours:** By appointment

**Syllabus Prepared & Revised:** January 2018; January 2019; August 2019

**Required Text:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

\*\* Required reading articles for each week are included in the course content. Additional readings may be assigned.

**Recommended Text:**

American Psychiatric Association (2013). *DSM-5 Handbook of Differential Diagnosis*. Arlington, VA: American Psychiatric Publishing.

American Psychiatric Association (2013). *DSM-5 Clinical Cases*. Arlington, VA: American Psychiatric Publishing.

**Course Description:**

Assessment and diagnosis as it applies to the counseling process. This includes but is not limited to: diagnostic criteria, bias in diagnosis, cultural issues in diagnosis, assessment in the diagnostic process, and treatment planning.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Apply assessment procedures for diagnosis and treatment planning in counseling;
2. Address issues and theories related to abnormal psychology and behavior;
3. Identify and apply ethical and legal guidelines pertaining to diagnosis;
4. Identify the criteria and components of specific diagnostic categories;
5. Understand the role of assessment and proper use of appropriate measurements for diagnosis in the counseling process;
6. Evaluate client’s mental state with consideration of all aspects, such as biological, environmental, psychosocial, and cultural attributes;
7. Identify the cultural, gender, economic, or ethnic factors that influence assessment, diagnosis, and treatment planning;
8. Describe the influence of the developmental process on assessment and diagnosis;
9. Integrate assessment and diagnostic information into treatment planning for counseling.

**Course Content:**

**Students should read the sections of the DSM-5 corresponding to the topics scheduled, prior to coming into class**

**Weekly Reading**

\*\*\*Additional readings may be assigned as needed.

Week 1

Pomeroy, E. C., & Anderson, K. (2013). The DSM-5 has arrived. *Social Work, 58*, 3, 197-200.

Week 3

Cole, M. A., Muir, J. J., Gans, J. J., Shin, L. M., D'Esposito, M., Harel, B. T., & Schembri, A. (2015). Simultaneous treatment of neurocognitive and psychiatric symptoms in veterans with post-traumatic stress disorder and history of mild traumatic brain injury: A pilot study of mindfulness-based stress reduction. *Military medicine*, *180*, 9, 956-963.

Morgan, P. L., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2014). Racial/ethnic disparities in ADHD diagnosis by kindergarten entry. *Journal of Child Psychology and Psychiatry*, *55*, 8, 905-913.

Week 4

Charzynska, K., Kucharska, K., & Mortimer, A. (2015). Does employment promote the process of recovery from schizophrenia? A review of the existing evidence. *International Journal of Occupational Medicine and Environmental Health*, *28*, 3, 407-418. .

Subramanian, K., Sarkar, S., & Kattimani, S. (2017). Bipolar disorder in Asia: Illness course and contributing factors. *Asian Journal of Psychiatry*, *29*, 16-29.

Week 5

Gesicki P., & Nelson-Becker, H. (2018). Remission from Depression in the DSM: Moving from Rehtoric to Restoration. *Clinical Social Work Journal, 46*, 220-227.

Levine, D. S., Himle, J. A., Taylor, R. J., Abelson, J. M., Matusko, N., Muroff, J., & Jackson, J. (2013). Panic disorder among African Americans, Caribbean blacks and non-Hispanic whites. *Social Psychiatry and Psychiatric Epidemiology*, *48*, 5, 711-723.

Week 6

Chavira, D. A., Garrido, H., Bagnarello, M., Azzam, A., Reus, V. I., & Mathews, C. A. (2008). A comparative study of obsessive‐compulsive disorder in Costa Rica and the United States. *Depression and Anxiety*, *25*, 7, 609-619.

Weiss, B. J., Garvert, D. W., & Cloitre, M. (2015). PTSD and trauma‐related difficulties in sexual minority women: The impact of perceived social support. *Journal of Traumatic Stress*, *28*, 6, 563-571.

Week 7

Delmonte, R., Lucchetti, G., Moreira-Almeida, A., & Farias, M. (2016). Can the DSM-5 differentiate between nonpathological possession and dissociative identity disorder? A case study from an Afro-Brazilian religion. Journal of Trauma & Dissociation, 17, 3, 322-337.

So, J. K. (2008). Somatization as cultural idiom of distress: rethinking mind and body in a multicultural society. *Counselling Psychology Quarterly*, *21*, 2, 167-174.

Week 9

Arkell, J., & Robinson, P. (2008). A pilot case series using qualitative and quantitative methods: biological, psychological and social outcome in severe and enduring eating disorder (anorexia nervosa). *International Journal of Eating Disorders*, *41*, 7, 650-656.

Week 10

Abel (2014). Hormone treatment of children and adolescents with gender dysphoria: An ethical analysis. LGBT Bioethics: Visibility, Disparities, and Dialogue, special report, *Hastings Center Report, 44*, 5, 23-27.

Puszczyk, M., & Czajeczny, D. (2017). Gender dysphoria and gender variance in children–diagnostic and therapeutic controversies. *Archives of Psychiatry and Psychotherapy*, *19*, 3, 34-42.

Week 11

Croff, R. L., Rieckmann, T. R., & Spence, J. D. (2014). Provider and state perspectives on implementing cultural-based models of care for American Indian and Alaska Native patients with substance use disorders. *The Journal of Behavioral Health Services & Research*, *41*, 1, 64-79.

Week 12

Winsper, C., Lereya, S. T., Marwaha, S., Thompson, A., Eyden, J., & Singh, S. P. (2016). The aetiological and psychopathological validity of borderline personality disorder in youth: a systematic review and meta-analysis. *Clinical psychology review*, *44*, 13-24.

**Course Requirements:**

1. Quiz: Complete 10 quizzes – Not open book (100 pts)
2. Complete mid-term examination (50 pts)
3. Complete final examination (100 pts)
   * Bring your DSM-5.
   * The midterm and final examinations will consist of some multi-choice questions and a series of written case vignettes. As for case vignettes, you will derive and justify a DSM-5 diagnosis for each client, including your diagnostic reasoning, differential diagnoses, cultural considerations, and treatment plan considered as the best choice.
4. Complete final presentation project (80 pts)
   * The final project will be group presentation, based on assigned identities during the first week of the semester. Students will select a case for approval by 10/2. Presentations need to consist of the following components:
     1. A case vignette, including assigned identity (10 pts);
     2. Describe the diagnosis of the disorder with reasoning, along with the differential diagnosis (10 pts);
     3. Discuss on one or more controversial issues, regarding the assigned cultural issues, such as how that may complicate the diagnosis and treatment planning (20 pts);
     4. Discuss on how to appropriately address the above issue in the assessment and diagnosis process (10 pts);
     5. A set of comprehensive and culturally appropriate treatment plans and/or methods for the diagnoses; may include culturally validated assessment instruments and/or methods (20 pts);
     6. Any challenges that you expect to see when *presenting* the diagnosis and treatment plan *to the client* in the session (e.g., cultural background) and how you will resolve this issue (10 pts);
   * You should include the following note at the beginning and end of your presentation (You do not need to read this part during presentation):

**ETHICS NOTE** It is Unethical to Diagnose or Offer a Clinical assessment of someone in the public arena without a) Clinically Informed txt and/or Assessment of the person, and b) Informed consent to share results of that assessment from said person. This exercise is class-based and meant to mimic assessment and diagnosis on real-life clients. This presentation is not based on confirmed personal details and should not be considered an accurate assessment or diagnosis of the public figure within.

1. Reflection paper (20 pts)
   * A maximum 3-pages reflection papers will be submitted individually.

**Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Quiz (100 pts)

Mid-term Examination (50 pts)

Final Examination (100 pts)

Final Project (80 pts)

Reflection Paper (20pts)

Total: 350 Points (100%)

All assignments are due on the announced date, at the *start* of class. Late assignments will be penalized 5% for each late day. Exceptions to this policy will only be given in cases of medical or personal emergencies.

The following grading scale will be used:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

**Class Policy Statements:**

1. Attendance: **Attendance is required** – students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. Any unexcused absences will result with 5 points deduction in the total grade points. Also, students will not be permitted to make-up Quizzes as a result of unexcused absences.
2. Cellphones, Tablets, Laptops:

**Use of electronic devices during class is not allowed without permission.** Under no circumstances should text messages be read or sent during class. Tablets and laptops are to be used only for notetaking or for other purposes. No web browsers should be open without permission.

1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor **in advance** of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences but in no case shall notification **occur more than one week after** the absence. Appropriate documentation for all excused absences is required. Please see the AU Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> for more information on excused absences.
2. Make-Up Policy: Arrangement to make-up a missed major examination (e.g., mid-term exam) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the examination period begins.
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the AU Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
4. Disability Accommodations: Students who need accommodations are asked to *electronically submit their approved accommodations through AU Access and to* *arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately*. To set up this meeting, please contact me by e-mail. If you have not established accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 <https://accessibility.auburn.edu/>
5. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**Justification for Graduate Credit:**

This course includes advanced content including content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP) and the American Psychological Association (APA). All academic content approved by CACREP and APA is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Weekly Schedule**

**\*\*\* Students should read the sections of the DSM-5 corresponding to the topics scheduled, prior to coming into class.**

**\*\*\* Schedules are subject to change, based on learning needs.**

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| **Weeks** | **Topics** | **Quiz/Assignments** | **Readings** |
| Week 1  (8/21) | Syllabus Review DSM Basics Differential Diagnosis |  | Pomeroy & Anderson (2013) |
| Week 2  (8/28) | V-Codes  Mental State Exam  Cultural Formulation  Ethical/Legal Guidelines | Quiz 1 |  |
| Week 3  (9/4) | Neurodevelopmental Disorders Neurocognitive Disorders | Quiz 2 | Morgan et al. (2014) Cole et al. (2015) |
| Week 4  (9/11) | Schizophrenia Spectrum and Other Psychotic Disorders Bipolar and Related Disorders | Quiz 3 | Charzynska et al. (2015) Subramanian et al. (2017) |
| Week 5  (9/18) | Depressive Disorders Anxiety Disorders | Quiz 4 | Geisicki & Nelson-Becker (2018) Levine et al. (2013) |
| Week 6  (9/25) | Obsessive-Compulsive Disorders Trauma and Stressor-Related Disorders | Quiz 5 | Chavira et al. (2008) Weiss et al. (2015) |
| Week 7  (10/2) | Dissociative Disorders Somatic Symptoms and Related Disorders | Quiz 6 | Delmonte et al. (2016) So (2008) |
| Week 8  (10/9) | Midterm Exam | Midterm Exam |  |
| Week 9  (10/16) | Feeding and Eating Disorders Elimination Disorders  Sleep-Wake Disorders | Quiz 7 | Arkell & Robinson (2008) |
| Week 10 (10/23) | Sexual Dysfunction Gender Dysphoria | Quiz 8 | Abel (2014) Puszczyk & Czajeczny (2017) |
| Week 11  (10/30) | Disruptive, Impulse-Control, and Conduct Disorder Substance-Related and Addictive Disorders | Quiz 9 | Croff et al (2014) |
| Week 12  (11/6) | Personality Disorders Paraphilic Disorders Alternative DSM-5 Model for Personality Disorders | Quiz 10 | Winsper et al. (2016) |
| Week 13  (11/13) | Presentation (1) (2) (3) | Presentations |  |
| Week 14  (11/20) | Presentation (4) (5) (6) | Presentations |  |
| Week 15  (11/27) | Thanksgiving Week | No Class |  |
| Week 16 (12/4) | Final Exam | Final Exam |  |