

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Fall 2021

**Course Number:** COUN 7250-D01

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

**Credit Hours:** 3 Semester credit hours/Graded

**Prerequisites:** None

**Corequisites:** None

**Class Meeting:** Asynchronous, Recommended 1-hour weekly synchronous Zoom meeting

Wednesdays 4:00pm – 5:00pm CST

**Class Location:** Zoom link: <https://auburn.zoom.us/j/89593954403>

**Office Hours:** By Appointment/via Zoom

**Professor:** Nancy E. Thacker, PhD, NCC

**Email:** net0013@auburn.edu

**Syllabus Prepared:** Syllabus revised August 2021

# Text(s)

**Required:**

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

Kress, V. E., & Paylo, M. J. (2019). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.). Pearson.

\*\*The Kress & Paylo text is available as an All-Access e-text via Copia in Canvas. Further instructions to access or opt out of the e-text are provided on Canvas.\*\*

# Recommended:

# (These are resources to consider for your future practice, they are not required for our course.)

Dailey, S. F., Gill, C. S., Karl, S. L., & Barrio Minton, C. A. (2014). *DSM-5 learning companion for counselors*. Wiley.

First, M. (Ed.). (2013). *DSM-5 handbook of differential diagnosis.* American Psychiatric Publishing.

 \*\*Available through the Auburn Library (you will be required to sign it with your AU User ID and password)\*\*

Morrison, J. (2016). *Diagnosis made easier: Principles and techniques for mental health clinicians* (2nd ed.). Guilford Press.

# Course Description:

Process of 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.

# CACREP Objectives/Student Learning Outcomes:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a)
2. Methods of effectively preparing for and conducting initial assessments (CACREP II.F.7.b)
3. Use of assessment for diagnostic and intervention planning purposes (CACREP II.F.7.e)
4. Use of assessment results to diagnose developmental, behavioral and mental disorders (CACREP II.F.7.l)
5. 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) (CACREP V.C.2.d; V.D.2.f)

Specialty Area – Clinical Mental Health Counseling

1. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP V.C.2.b)
2. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c)
3. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP V.C.2.h.)

Specialty Area – School Counseling

1. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP V.G.2.g.)
2. Common medications that affect learning, behavior, and mood in children and adolescents (CACREP V.G.2.h.)

Specialty Area – Clinical Rehabilitation Counseling

1. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP V.D.2.l)

# Course Requirements

* 1. **Quizzes (100 points)**

There will be 10 reading quizzes throughout the semester administered via Canvas. The quizzes will focus on the DSM-5 content covered each week. The quiz will open at the conclusion of class the week prior, so you have a week to take the quiz prior to the start of the following class. quiz is due by 4pm CST on dates indicated on the course schedule below. Each quiz will be worth 10 points. The quizzes will be open book and timed (45 minutes).

* 1. **Case Conceptualizations (100 points)**

Students will complete four case conceptualization assignments (25 points each) throughout the semester (see Canvas for worksheet template and further instructions). During the live Zoom class period on the dates the assignment is due, students will have an opportunity to join peers in small groups to discuss the case and edit their worksheets collectively. The case conceptualizations are due by 6pm on the date indicated in the course schedule, to allow students who attend the live Zoom meeting to edit their case accordingly.

# Mid-term (100 points)

The midterm will consist of a series of clinical case vignettes. You will derive and justify a DSM-5 diagnosis for each client, including your reasoning and any differential diagnoses considered.

# Final (100 pts)

The final will consist of a series of clinical case vignettes. You will be required to derive and justify a DSM-5 diagnosis, to include a differential diagnosis (if indicated) and/or dual diagnoses for each clinical case.

# Diagnosis Case Study Project (100 pts):

Students will select a character from a movie (the list is provided in Appendix A) to serve as the basis for a comprehensive case study. See Appendix A at the end of syllabus for a complete description.

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements for information about excused absences and making up assignments.

**Student Evaluation Grading Scale**

1. Quizzes 100 points A 90-100%
2. Case Conceptualizations 100 points B 80-89%
3. Midterm Exam 100 points C 70-79%
4. Final Exam 100 points D 60-69%
5. Diagnosis Case Study Project 100 points F Below 60%

 Total: 500 points

# Class Policy Statements

1. Attendance: Students are expected to engage *either* weekly Zoom class meetings *or* discussion boards via Canvas. Attendance will be taken each week either via Zoom class meetings or through discussion posts. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a grade deduction from the student’s overall grade for missed participation and engagement in class exercises that work to meet learning outcomes**.
2. 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. Please see [University Policies](https://sites.auburn.edu/admin/universitypolicies/default.aspx%20for) more information on excused absences.
3. Participation in Live Zoom Meetings/Discussions: Students will have the option to *either* join a 1-hour, live Zoom meeting *or* complete a discussion board on Canvas weekly. The instructor recommends joining the live Zoom meeting. Students are expected to review lecture materials and complete assigned reading *in advance* of each Zoom meeting *or* discussion board assignment.
4. Zoom Policy: During Zoom meetings, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. The instructor reserves the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
5. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) 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 circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
6. Course Assignments: Course assignments are due on the dates specified by the start of class time. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
7. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas. University e-mail will be the primary avenue of communication with the instructor in between class sessions.
8. Course contingency: If normal class 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.

1. 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
1. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
2. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
3. Demonstrate respect for peers and faculty
4. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training
5. Online Learning Community. In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person as well as a learner. In so, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience. **Please do not use personal messaging or texting during live Zoom meetings.** Though challenging in our virtual format, please work to be as present in mind and body as possible with your peers and instructor during our brief time together.

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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.

**Graduate Writing Expectations:**

Students are expected to submit graduate level writing in proper format throughout the graduate program. Please reference <https://apastyle.apa.org/> for APA 7th ed. writing format, and visit the Miller Writing Center for support <http://auburn.edu/academic/provost/university-writing/miller-writing-center/>.

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# Students with Disabilities Statement:

# Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with the instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# Justification for Graduate Credit:

This course includes advanced counseling content. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP 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.

# SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible via email and/or Canvas.

# Course Schedule

\**All assignments are due by 4pm CST on the date indicated, unless otherwise noted*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Assigned Reading** | **Assignments Due** | **CACREP****Standards** |
| Week 18/18 | Syllabus/Class Overview  | Syllabus | **Week 1 Discussion Board on Canvas** |  |
| Week 28/25**\*No Zoom Meeting** | * Introduction to DSM-5
* Historical Perspectives
* Ethical and legal aspects of diagnosis
 | DSM-5 pages 5-24Dailey et al., (2014), pp. 16-28Kress & Paylo Ch. 2 | **Week 2 Discussion Board on Canvas** | II.F.7.a.II.F.7.lV.C.2.d; V.D.2.f |
| Week 39/1 | * Mental Status Exam/Clinical Interviewing
* Assessments
* Use of Symptom Checklists
 | DSM-5 pages 733-748Polanski & Hinkle (2000), pdf on CanvasKress & PayloCh. 1 |  | II.F.7.bII.F.7.eV.G.2.g |
| Week 49/8  | * Intro to Differential Diagnosis
* Neurodevelopment Disorders
* Neurocognitive Disorders Other Mental Disorders
 | DSM-5 pages 31-86, 591-643Kress & Paylo Ch. 13 | **Quiz 1** | II.F.7.l.V.C.2.bV.C.2.d; V.D.2.f |
| Week 5 9/15 | * Schizophrenia Spectrum and Other Psychotic Disorders
* Medications associated with schizophrenia
 | DSM-5 pages 87-122Kress & Paylo Ch. 10 | **Quiz 2****#1 Case Conceptualization due by 6pm** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.hV.C.1.cII.F.7.e |
| Week 69/22 | * Depressive Disorders
* Bipolar and Related Disorders
* Medications associated with Depressive and Bipolar related disorders
 | DSM-5 pages 155-188, 123-154Kress & Paylo Ch. 4 | **Quiz 3** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.h |
| Week 7 9/29 | * Anxiety Disorders
* Obsessive-Compulsive &Related Disorders
* Medications associated with anxiety disorders
 | DSM-5 pages 189-234, 235-264Kress & Paylo Ch. 5 & 6 | **Quiz 4****#2 Case Conceptualization****due by 6pm** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.hII.F.7.eV.C.1.c |
| Week 810/6**\*No Class** | **MIDTERM EXAM** | **Midterm Exam due in Canvas**  | II.F.7.a., II.F.7.b., II.F.7.e., II.F.7.l., V.C.1.c., V.C.2.b V.C.2.d; V.D.2.f., V.C.2.h; V.D.2.l., V.G.2.h |
| Week 910/13 | * Trauma & Stressor-Related Disorders
* Dissociative Disorders
* Medications used for trauma related disorders
 | DSM-5 pages 265-290, 291-307 Kress & Paylo Ch. 7 & Ch. 14 p. 462-472 | **Quiz 5** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.h |
| Week 1010/20 | * Substance Related and Addictive Disorders
* Medications used for substance related and addictive disorders
 | DSM-5 pages 481-589Kress & Paylo Ch. 8 | **Quiz 6****#3 Case Conceptualization****due by 6pm** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.hII.F.7.eV.C.1.c |
| Week 11 10/27 | * Feeding and Eating Disorders
* Elimination Disorders
 | DSM-5 pages 329-354,355-422Kress & Paylo Ch. 11 &Ch. 12 p. 407-417 | **Quiz 7** | V.C.2.b V.C.2.d; V.D.2.f |
| Week 12 11/3 | * Somatic Symptom and Related Disorders
* Sleep-Wake Disorders
* Sexual Dysfunctions
* Gender Dysphoria
* Medications commonly prescribed
 | DSM-5 pages 309-327, 361-422, 423-450, 451-459Kress & Paylo Ch. 14 p. 473-488Ch. 15 p. 492-508, 512-516 | **Quiz 8****#4 Case Conceptualization****due by 6pm** | II.F.7.lV.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.hII.F.7.eV.C.1.c |
| Week 13 11/10 | * Disruptive, Impulse Control and Conduct Disorders
 | DSM-5 pages 461-480Kress & Paylo Ch. 12 p. 386-407 | **Quiz 9** | V.C.2.bV.C.2.d; V.D.2.fV.C.2.h; V.D.2.lV.G.2.h |
| Week 14 11/17 | * Personality Disorders, Paraphilic Disorders
* Medications commonly prescribed
 | DSM-5 pages 645-684, 685-705Kress & Paylo Ch. 9 &Ch.15 p. 509-512 | **Quiz 10** | V.C.2.bII.F.7.lV.C.2.h; V.D.2.lV.G.2.h |
| Week 15 **\*No Class**  | **Thanksgiving Break** |
| Week 16 12/1 | * Cultural Formulation Culture Bound Syndromes
* Other Conditions that may be a focus of clinical attention
 | DSM-5 pages 715-727, and 749-759 | **Diagnosis Case Study Project Due**  | V.C.2.bII.F.7.lV.C.1.cII.F.7.e |
| **Final Exam due in Canvas by****Wednesday, 12/8 by 4pm** | II.F.7.a., II.F.7.b., II.F.7.e., II.F.7.l., V.C.1.c., V.C.2.b V.C.2.d; V.D.2.f., V.C.2.h; V.D.2.l., V.G.2.h |

Please note: This schedule is subject to change. Students will be notified of any changes with proper notice via email and/or Canvas.

**Appendix A - Diagnosis Case Study Project**

Students will select a character from a movie (a list is provided below) to serve as the basis for a comprehensive case study. Students will use what they know of this character to construct:

1. Presenting problem
2. Biopsychosocial history
3. Mental status report
4. Discussion of symptoms present
5. DSM-5 diagnosis/es
6. Differential diagnosis/es (provide *at least one* DSM-5 diagnosis you ruled out and indicate rationale)
7. Identify at least 3 treatment goals (looking for effort and rationale)
8. List *two* questions from the Cultural Formulation Interview that would allow you to understand cultural aspects relevant to assessment/diagnosis and treatment planning
9. Discussion of at least *two* questions that would allow you to better understand client’s symptoms
10. Differential diagnosis – This section is an opportunity for you to offer challenges to the diagnosis you proposed in “4” above. Discuss any alternative explanations of the client’s symptoms, especially those that do not fit in the medical model/DSM philosophy. The following are questions may guide you in this section.
	1. What is your client’s assessment of the presenting concerns? Do they believe they have a “mental disorder?”
	2. In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?
	3. How might the client’s cultural background affect his or her diagnosis and treatment plan? Consider multiple identities (i.e., race, ethnicity, gender, sexual orientation).
	4. What historical-social-political-cultural-familial-religious issues do you need to consider before applying this diagnosis and developing the treatment plan? Are there any alternative explanations for the client’s behavior, taking into account these contextual factors?

*\* Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines.*

All data included in the report must be written using professional language, based on evidence provided in the media source, and supported with a sound clinical rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate that additional information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students should support rationale by referencing the DSM-5 and any other relevant scholarly sources.

See Canvas for a rubric assessing the above elements.

# Movie List

|  |  |
| --- | --- |
| *Forrest Gump (1994)*  | *The King’s Speech (2010)*  |
| *One Flew Over the Cuckoo’s Nest (1975)*  | *A Beautiful Mind (2001)*  |
| *Radio (2003)*  | *The Fisher King (1991)* |
| *I am Sam (2001)*  | *Awakenings (1990)* |
| *Shutter Island (2010)* | *The Soloist (2009)*  |
| *Any Day Now (2012)*  | *Take Shelter (2011)* |
| *There’s Something About Mary (1998)*  | *Black Swan (2010)* |
| *Adam (2009)* | *He Loves me, He Loves Me Not (2002, France)* |
| *Breaking and Entering (2006)* | *The Beaver (2011)* |
| *Rain Man (1988)*  | *It’s a Wonderful Life (1946)* |
| *Silent Fall (1994)* | *Silver Linings Playbook (2012)* |
| *To Kill A Mockingbird (1962)*  | *Mr. Jones (2019)*  |
| *Thumbsucker (2005)* | *Running with Scissors (2006)* |
| *Michael Clayton (2007)* | *Boy Interrupted (2009)* |
| *House of Sand and Fog (2003)* | *The Hours (2002)* |
| *Dead Poets Society (1989)* | *The Aviator (2004)* |
| *Matchstick Men (2003)* | *As Good As It Gets (1997)* |
| *Somethings Gotta Give (2003)* | *Panic Room (2002)* |
| *Kissing Jessica Stein (2002)* | *The Dryland (2010)* |
| *The Manchurian Candidate (2004)* | *The Upside of Anger (2005)* |
| *The Three Faces of Eve (1957)* | *What About Bob? (1991)*  |
| *Psycho (1960)* | *Sybil (1976)* |
| *Swimming Pool (2002)* | *Frankie and Alice (2010)* |
| *Nurse Betty (2000)* | *Insomnia (2002)* |
| *Lost In Translation (2003)* | *Girl Interrupted (1999)* |
| *What’s Eating Gilbert Grape? (1993)* | *Boys Don’t Cry (1999)* |
| *Soldier’s Girl (2003)* | *We Need to Talk About Kevin (2012)* |
| *My First Mister (2001)* | *Little Miss Sunshine (2006)* |
| *Flight (2012)* | *Smashed (2012)* |
| *I’m Dancing As Fast As I Can (1982)* | *Memento (2000)* |
| *The Notebook (2004)* | *No Country For Old Men (2007)* |
| *Lakeview Terrance (2009)* | *Reign Over Me (2007)* |
| *Blue Jasmine (2013)* | *Leap Year (2010)* |
| *Kill Bill (2003; 2004)* | *The Shining (1980)*  |
| *When A Man Loves A Woman (1994)* | *The Lost Weekend (1945)* |
| *Iris (2010)* | *Away From Her (2007)* |
| *A Clockwork of Orange (1971)* |  *Harry Potter series (2001-2011)* |
| *Hunger Games series (2012-2015)* |  *Lion (2016)* |
| *Royal Tenenbaums (2001)*  |  *It’s Kind of a Funny Story (2010)* |
| *Perks of Being a Wallflower (2012)*  |  *Black Swan (2010)*  |

\*You may request to do additional characters, but this request must be communicated **and** approved by the professor\*