**AUBURN UNIVERSITY SYLLABUS**

**Course Number:** COUN 7250 DE

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

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

**Class Meeting:** Asynchronous

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

**Professor:** Lindsay Portela, PhD, LPC, NCC

**Email:** lkp0004@auburn.edu

# Text(s)

**Required:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

# Recommended:

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

# \*\*The DSM-5 Handbook of Differential Diagnosis is available as a free resource through the Auburn Library Resources (you will be required to sign it with your AU User ID and Password)\*\*

**Syllabus Prepared:** Syllabus revised August 2022

# 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 (CAFREP II.F.7.b)
3. Identify and apply ethical and legal guidelines pertaining to diagnosis (CACREP II.7.g.)
4. 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.A.2.d)
5. Use of symptom checklists, and personality and psychological testing (CACREP

II.F.7. k)

1. Use of assessment results to diagnose developmental, behavioral and mental disorders (CACREP II.F.7.l)
2. Psychological tests and assessments specific to clinical mental health counseling (CACREP V.A.1.e)
3. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

(CACREP V.D.2.h)

1. Common medications that affect learning, behavior and mood in children and adolescents (CACREP V.G.2.h)
2. 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* (CACREP V.D.2.f.)

# Course Requirements

**Quizzes (100 points)**

There will be 10 reading quizzes throughout the semester. The quizzes will focus on the DSM-5 content covered in each lecture to ensure that the material has been **read prior to lecture**. The quiz will open when the quiz before it closes, so you have a full week to take the quiz prior to the start of the following quiz. Each quiz is due by 11:59 PM CST on Canvas prior to the date and time indicated on the syllabus. Each quiz will be worth 10 points. Quizzes not submitted by 11:59am will result in a 0. Please note WILL NOT need or use class lecture videos on the quizzes – the quizzes align with your reading requirement therefore will be due before the lecture for that content is posted. These are open book.

**Group Discussions/Case Studies (50 points)**

Each week we will get hands on practice through the use of case studies. Students will be given time to work through the case study on their own while filling out a worksheet and then students will break into small groups to work on a case conceptualization and analyze the case study further. Each group will select a different speaker each meeting to summarize the groups discussion with the whole class. The case study sessions are the best way to prepare for the Midterm and Final Exam. Students will be awarded 5 points for their participation. 3 points will be awarded for the original post, full points given for completeness and accurate responses. The remaining 2 points will come from your response to a classmates post, you must either respond to one of their questions or provide a response to their conclusion of a diagnosis.

# 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. You will have one week to complete the midterm. These will be open note/open book but must be completed **individually**.

# 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. You will have one week to complete the final. These will be open note/open book but must be completed **individually**.

# Diagnosis Case Study Project (100 pts):

Students will select a character from a movie or TV show to serve as the basis for a comprehensive case study. See the addendum 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 in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

1. Quizzes 100 points
2. Group Discussions/Case Studies 50 points
3. Midterm Exam 100 points
4. Final Exam 100 points
5. Diagnosis Case Study Project 100 points

Total: 450 points

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

# Course Content:

Please note: This schedule is subject to change. Students should read the sections of the DSM-V corresponding to the topics scheduled.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Assigned Reading** | **CACREP**  **Standards** |
| Week 1  August 17th | Syllabus/Class Overview | Syllabus | II.F.7.a.  V.A.2.d.  II.F.7.b.  V.A.1.e.  V.D.2.l. |
| Week 2  8/22 – 8/28 | Introduction to DSM-5  Historical Perspectives  Mental Status Exam/  Clinical Interviewing  Assessments  Use of Symptom Checklists |  | II.F.7.b.  V.F.7.k. |
| Week 3  8/29 – 9/4 | Intro to Differential Diagnosis  Neurodevelopment Disorders (p. 35 – 99)  Neurocognitive Disorders Other Mental Disorders (p. 667 – 732) | **Quiz 1 & Discussion Post 1**  **due Friday**  **Reply to Discussion Post 1 due Monday** | II.F.7.l.  V.A.1.e.  V.A.1.e |
| Week 4 \*  9/5 – 9/11 | Schizophrenia Spectrum and Other  Psychotic Disorders (p. 101 – 138) | **Quiz 2 & Discussion Post 2**  **due Friday**  **Reply to Discussion Post 2 due Monday** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 5  9/12 – 9/18 | Depressive Disorders (p. 177 – 214)  Bipolar and Related Disorders (p. 139 – 175) | **Quiz 3 & Discussion Post 3**  **due Friday**  **Reply to Discussion Post 3 due Monday** | V.A.2.d  V.D.2.h.  V.G.2.h |
| Week 6  9/19 – 9/25 | Anxiety Disorders (p. 215 – 261)  Obsessive-Compulsive &Related Disorders (p. 263 – 294) | **Quiz 4 & Discussion Post 4**  **due Friday**  **Reply to Discussion Post 4 due Monday** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 7  9/26 – 10/2 | Trauma & Stressor-Related Disorders (p. 295 – 328)  Dissociative Disorders (p. 329 – 348)  Somatic Symptom and Related Disorders (p. 349 – 370) | **Quiz 5 & Discussion Post 5**  **due Friday**  **Reply to Discussion Post 5 due Monday** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 8\*  10/3 – 10/9 | Feeding and Eating Disorders (p. 371 – 397)  Elimination Disorders (p. 399 – 405) | **Quiz 6 Discussion Post 6**  **due Friday**  **Reply to Discussion Post 6 due Monday** |  |
| Week 9  10/10 – 10/16 | **Midterm Exam** | **Midterm Exam**  **due in Canvas by**  **10/ at 11:59pm** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 10  10/17 – 10/23 | Substance Related and Addictive Disorders (p.543 – 665) | **Quiz 7 & Discussion Post 7**  **due Friday**  **Reply to Discussion Post 7 due Monday** | V.A.2.d. |
| Week 11  10/24 – 10/30 | Disruptive, Impulse Control and Conduct Disorders (p.  521 – 541) | **Quiz 8 & Discussion Post 8**  **due Friday**  **Reply to Discussion Post 8 due Monday** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 12 \*  10/31 – 11/6 | Sleep-Wake Disorders (p. 407 – 476)  Sexual Dysfunctions (p. 477 – 509)  Gender Dysphoria (p. 511 – 520) | **Quiz 9 Discussion Post 9**  **due Friday**  **Reply to Discussion Post 9 due Monday** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 13  11/7 – 11/13 | Personality Disorders (p. 733 – 778)  Paraphilic Disorders (p. 779 – 801) | **Quiz 10 & Discussion Post 10**  **due Friday**  **Reply to Discussion Post 10 due Monday** |  |
| Week 14  11/14 – 11/20 | Cultural Formulation Culture Bound Syndromes  Ethical and legal aspects of diagnosis  Other Conditions that may be a focus of clinical attention  Review of differential diagnosis | **Diagnosis Case**  **Study Project**  **Due by Sunday,**  **11/13 at 11:59pm** |  |
| Week 15  11/21 – 11/27 | **Thanksgiving Week**  **NO CLASS** |  |  |
| Week 16  11/28 – 12/4 | **Final Exam**  12/2 – classes end | **Final Exam due** |  |

# Class Policy Statements

1. Attendance: This is an online course so there are no in person class meetings, however it is very important that you keep up with the work throughout the semester. Lectures for the week will be posted to the Canvas site Fridays.
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. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.
3. Readings and participation: Students are expected to have completed the assigned reading prior to watching the lecture.
4. 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.
5. Course Assignments: Course assignments are due on the dates specified on the syllabus. 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.
6. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only if/when instructed. **University e-mail (NOT messages through Canvas)** will be the primary avenue of communication with the instructor in between class sessions.
7. 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.

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

**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.

# 

# 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 during office hours 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 content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). 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 in class or via email.

**COVID-19**

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**If I am unable to teach the course:** If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Attendance:** Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Appendix

# Diagnosis Case Study Project

Students will select a character from a movie (the list will be provided) 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/diagnoses
6. DSM-5 diagnoses you ruled out and why
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. I am interested in 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 get you started and guide you in this section.
    1. What is your client’s assessment of the presenting concerns? Does he/she believe he/she has 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 gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?
    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.

**The grading rubric is as follows:**

* Attention to presenting problem, biopsychosocial history, mental status (10 points)
* A list of symptoms present within the character (15 points)
* DSM-5 diagnosis and justification/dual diagnosis if applicable (20 points)
* At least 1 DSM-5 diagnosis you ruled out and why (5 points)
* Discussion of at least *two* questions from the Cultural Formulation Interview that would allow you to better understand client’s symptoms (5 points)
* Attention to historical-social-political-cultural issues in all of above (20 points)
* Differential Diagnosis (20 points)
* 3 treatment goals identified and rationale provided (5 points)
* Incomplete or poor APA style and overall writing style can reduce your grade

# Movie List

|  |  |
| --- | --- |
| *Forrest Gump* | *The King’s Speech* |
| *One Flew Over the Cuckoo’s Nest* | *A Beautiful Mind* |
| *Radio* | *The Fisher King (1991)* |
| *I am Sam* | *Awakenings (1990)* |
| *Shutter Island* | *The Soloist* |
| *Any Day Now* | *Take Shelter (2011)* |
| *There’s Something About Mary* | *Black Swan (2010)* |
| *Adam (2009)* | *He Loves me, He Loves Me Not (2002, France)* |
| *Breaking and Entering (2006)* | *The Beaver (2011)* |
| *Rain Man* | *It’s a Wonderful Life (1946)* |
| *Silent Fall (1994)* | *Silver Linings Playbook (2012)* |
| *To Kill A Mockingbird* | *Mr. Jones* |
| *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?* |
| *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)* | *What About Bob? (1991)* |
| *When A Man Loves A Woman (1994)* | *The Lost Weekend (1945)* |
| *Iris (2010)* | *Away From Her (2007)* |
| *A Clockwork of Orange (1971)* |  |

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