

COUN 7250
**Advanced Assessment and
Diagnosis in Counseling**

Spring, 2010

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**Department of Special Education,
Rehabilitation, and
Counseling/School Psychology**

College of Education

INSTRUCTOR INFORMATION:

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OFFICE HOURS:
**By appointment or Posted on
Request**

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 7250
 Course Title: Advanced Assessment and Diagnosis in Counseling
 Credit Hours: 3 semester hours
 Prerequisites: Departmental approval
 Corequisites: None
 Instructor: R. Pipes (2883) Office: 2084 Haley
 Email pipesrb@auburn.edu
 Office Hours By appointment or you may request posted hours
 Room Number Haley 2435

2. **Date Syllabus Prepared:** Reviewed and updated January, 2010, R. Pipes

3. **Texts or Major Resources:**

DSM IV-TR (American Psychiatric Association).

Website for PsychiatryOnline (AAPI): <http://www.psychiatryonline.com/index.aspx>
(This resource is available through the library once you sign in with your password.)

Through Auburn's Library resources, the above website includes access to the DSM IV, as well as older DSMs (interesting reading!). It also includes the APA Handbook of Differential Diagnosis and **access to cases which will be assigned**. These cases come from the APA Casebook and the APA Casebook Treatment Companion. I especially encourage you to use the Handbook of Differential Diagnosis. It contains the following chapters:

Chapter 1. [Differential Diagnosis Step by Step](#)

Chapter 2. [Differential Diagnosis by the Trees](#)

Chapter 3. [Differential Diagnosis by the Tables](#)

Chapter 4. [DSM-IV-TR® Symptom Index](#)

Appendix: [DSM-IV-TR® Classification](#)

Some of the above information is in the DSM IV but much of it is not. For example, the Differential Diagnosis by the Tables is very helpful and is not in the DSM IV. The Symptom Index provides linkages so that one can find decision trees for a wide variety of symptoms such as aggressive behavior, hallucinations, etc. Again, this information is not in the DSM IV. There are also links to a few chapters in the Textbook of Psychiatry and a few other books which are related to diagnosis and/or treatment. I encourage you to browse at length through this on-line resource.

I also recommend the NIMH website from which you can link to other NIMH webpages which contain information about various disorders. The index can be found at:

<http://www.nimh.nih.gov/health/index.shtml>

4. Course Description:

Assessment/diagnostic skills related to counseling: intake, assessment, diagnostic criteria, treatment planning, counseling interventions.

5. Course Objectives:

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

1. Understand the advantages and disadvantages of using diagnostic systems, and especially the DSM.
2. Be familiar with the diagnostic categories in the DSM, including the major characteristics of the major categories.
3. Be able to make accurate diagnoses and differential diagnoses when given sample case descriptions.
4. Be familiar with how diversity (e.g., factors such as culture, ethnicity, and gender) impacts diagnosis.
5. Be familiar with ethical issues that attend the diagnostic process.
6. Be knowledgeable about the relationship between diagnosis and treatment and the current limitations of the relationship.
7. Be familiar with some specific treatments associated with some specific diagnoses.
8. Be familiar with some of the technology resources available to assist in making, and learning about, diagnoses.

9. Be familiar with how research shapes diagnostic classifications and be aware of some evolving current research related to diagnosis.

6. Course Content and Schedule:

OUTLINE

NOTE: Cases to be read weekly are listed below through February 9. Other cases to be read for other dates will be forwarded within a week or so.

<u>Date</u>	<u>Class Focus and Assignment</u>
JAN 12	Class Organization. Blackboard. College conceptual framework. Origins of diagnosis in general and DSM in particular. Ethical issues. Cultural/value issues. Advantages and limitations of the DSM IV-TR. ICD-10. What's in the DSM IV? Uncertainty in the DSM. Multi-axial system, subtypes, and criteria for inclusion in DSM. Getting to a diagnosis. Begin learning major diagnostic categories. Looking ahead to the DSM V
JAN 19	Read pages xxx--134. Practice Reading Quiz. Disorders usually first diagnosed in Infancy/Childhood/Adolescence. Read the following cases from the on-line casebook: Daydreamer, Compulsions, Echo, No Brakes, Cartographer.
JAN 26	Read 135--181. Reading quiz. Continue discussing disorders of infancy, childhood and adolescence. Begin discussing Cognitive Disorders. Read the following cases: A dog and a gun; Traction; The Hiker.
FEB 2	Read 181-190; 679-683, 736-743; 897-903. Read an article based on the book, Crazy like us: The globalization of the American psyche. http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?pagewanted=2&emc=eta1 Reading quiz. Continue discussing Cognitive Disorders. Discuss Disorders Due to Medical Conditions; Adjustment Disorders; "V" codes; Cultural Formulations and Culture-Bound Syndromes. Read the following cases: Ataques de Nervios; Saigon Pete From Grosse Point; The Journalist With Uncertain News
FEB 9	Read 191-296. Reading quiz. Substance-Related Disorders. Read the cases: Threatening Voices; The Innkeeper

FEB 16	Read 297-344. Reading quiz. Continue discussing Substance-Related Disorders; Schizophrenia. Read cases: Late Bloomer, Emilio, and Agent Johnson
FEB 23	Read 345-428. Reading quiz. Continue discussing Schizophrenia; Mood Disorders. Submit one case by 10 a.m. on this date. You can find a recent discussion of a differential diagnosis between Bipolar Disorder and Borderline Personality Disorder at: http://www.currentpsychiatry.com/article_pages.asp?AID=8249 Read Cases: Car Salesman, I am Vishnu, and Cry Me a River
MAR 2	In-Class Case Exam. Begin discussing Anxiety Disorders.
MAR 9	Read 429-484. Reading Quiz. Anxiety. Read Cases: Still a Student, Something of Value
MAR 16	SPRING BREAK
MAR 23	Read 685-730 Reading quiz. Personality Disorders. Read Cases: Nothing Matters, Mail Sorter
MAR 30	Read 485-533. Reading quiz. Continue discussing Personality Disorders. Somatoform, Factitious, and Dissociative Disorders. Read Cases: Vertigo and Anna O. Submit second case by 10 a.m. on this date.
APR 6	In-Class Case Exam Begin discussing Eating Disorders and Impulse Disorders Not Elsewhere Classified.
APR 13	Read 583-678. Reading quiz. Eating Disorders, Sleep Disorders, Impulse Control Disorders. Read Case: Eating & Buying. Submit third case by 10 a.m. on this date.
APR 20	Read 535-582. Reading quiz. Sexual and Gender Identity Disorders. Review. Read Case: Mr. & Mrs. B
APR 27	Final Exam

7. Course Requirements /Evaluation:

a. Class Requirements

Class attendance & participation.

Reading quizzes are given most weeks. I do these at the beginning of the class period so you need to be on time or you will lose credit for that quiz. The quizzes will focus primarily on the assigned reading material for that class but there may also be questions from previously assigned reading/assignments, films, class discussion, and lecture—basically anything that happens in class or is assigned outside of class. At least some of the questions should be easy if you have read the material. You will be allowed to drop your lowest quiz.

Homework involving diagnoses—10 points each for constructing three cases. What you hand in must include the diagnosis and notes about the criteria which are and are not met, “judgment calls,” important issues in the cases, differential diagnoses, etc. Each of the three cases must include at least two diagnoses and at least one of the three cases must include a personality disorder. On the one hand, you **should not submit cases which are extremely easy to diagnose** (“textbook examples,” etc.), but on the other hand, your goal is not to “trick” the reader or leave great ambiguity. Provide ample information in the case to allow someone to make an accurate diagnosis. **Submit via email and put in the subject line: diagnosis-Case X (1, 2, 3) Submitted. You should submit the case as an attachment, but in the body of the email, please place the code word “igloo” [no quotes when you put it in there].**

Two exams in class, primarily involving diagnoses of cases. There may also be a few short-answer questions.

Final Examination in class. This exam will primarily consist of cases to be diagnosed; however, there may be some short-answer questions.

Assigned reading of no more than three articles not listed in the syllabus (interesting articles of which I become aware during the semester).

b. Grading and Evaluation

Evaluation

Homework—create and submit 3 cases (10 points each)	30 Points
First Exam	75 Points
Second Exam	100 Points
Reading Quizzes	100 Points
Final Examination	150 Points

TOTAL POSSIBLE POINTS: 455

Your grade will be calculated in the following manner: You earn points for each “activity.” For example, if you make 78% on your first exam, you earn $(.78)(75) = 58.5$

points for that exam. If you earn 85% on your second exam, you earn 85 points for that exam, etc. At the end of the semester, I add up all the points you have earned and divide by 455. The resulting percentage grade is the final grade you earn using the following scale:

Grading Scale

90-100%--A
80-89%--B
70-79%--C
60-69%--D
Below 60%--F

8. Class Policy Statements:

No makeups on quizzes or exams except for documented and university approved excuses. You will need to provide me with university documentation if you want an excused absence. **Please do not ask for exceptions.** If you are driving to campus, allow enough time to find a parking place. Circling Haley Center looking for a parking place is not an excused absence-- or excused delay in this case!

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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:

Engage in responsible and ethical professional practices

- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

The Tiger Cub (the Auburn University Student Handbook- <http://www.auburn.edu/tigercub/>) contains information on procedures to follow in the event you believe you have an academic grievance or believe that you have been discriminated against or harassed. It also contains information about the student code of conduct, including information about plagiarism. It is your responsibility to be familiar with and to follow the code of conduct in the Tiger Cub. The Office of Affirmative Action/Equal Employment Opportunity is responsible for supervision of the University's Equal Opportunity Program and for monitoring its effectiveness. This office

(<http://www.auburn.edu/administration/aaeeo/index.html>) strives “to ensure that the rights of Auburn’s employees and students are protected in accordance with Federal and State regulations and University policies.” An additional resource if you are experiencing conflict or other institutionally-related problems is the University Ombudsperson:

http://www.auburn.edu/administration/ombuds/university_ombudsperson.html

General Comments

I encourage you to make an appointment and come and talk to me if you have questions or concerns about the course or your performance in it. I am here virtually every day; you are welcome to drop by. If you would like an appointment, you can make one after class, or if you call or email me and I am not available, leave your number--I will return your call or email as promptly as possible. Please use email if you have a long-distance number. If you call me or send me an e-mail, you can expect a response from me fairly quickly (certainly no later than the next day unless I am sick or out of town which happens only rarely), or you email me or call me Friday evening or on the weekend, in which case I will return your email or call on Monday—I do not typically check email on the weekends. I also have a class on Wednesday mornings. Please do remember that on occasion the university computer system goes down and this may delay my response. Please follow-up if you don’t get a response—sometimes messages are lost in cyberspace. In any event, I appreciate follow-up reminders.

My experience with posting office hours is that they seldom meet the needs of students and that appointments tend to work much better. However, if the system I use does not meet your needs, please let me know and I will be happy to post some hours.

I encourage you to email questions to me if you are confused about the reading. If you do this during the week, this will allow me to come to class prepared to address specific issues which are confusing to you (and presumably to at least some other students as well).