

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

Spring, 2013

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**Department of Special Education,
Rehabilitation, and Counseling**

College of Education

INSTRUCTOR INFORMATION:

Randolph B. Pipes, Ph.D.

Professor

2004 Haley Center

pipesrb@auburn.edu

334-844-2883

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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 (844-2883) Office: 2084 Haley
 Email pipesrb@auburn.edu
 Office Hours By appointment or you may request posted hours
 Room Number Haley 3307

2. **Date Syllabus Prepared:** January, 2013, R. Pipes

IMPORTANT NOTE: The DSM IV is currently under revision and the new DSM 5 is scheduled to be published in May of this year. Unfortunately, we cannot currently get access to the new edition.

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 though the library once you sign in with your password.

IMPORTANT: 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 psychotherapy and 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.
10. Understand the relationship between ICD 9/10 and the DSM.
11. Understand the significant changes made to construct the DSM 5 and the issues attendant to those changes.

6. Course Content and Schedule:

<u>Date</u>	<u>Class Focus and Assignment</u>
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NOTE: ALL READING ASSIGNMENTS INCLUDE POWERPOINT SLIDES AND OTHER MATERIAL POSTED TO CANVAS BY NOON TUESDAY PRIOR TO NEXT CLASS. ALL QUIZZES ARE (MAY BE) CUMULATIVE

By agreement, class will meet from 4-7 p.m. on February 11 and February 18.

JAN 14	Class Organization. The DSM 5. Origins of diagnosis in general and DSM in particular. Ethical issues. Cultural/value issues. ICD 10. Advantages and limitations of the DSM What's in the DSM Uncertainty in the DSM. Multi-axial system, subtypes, and criteria for inclusion in DSM. Getting to a diagnosis. Begin learning major diagnostic categories.
JAN 21	NO CLASS—UNIVERSITY CLOSED FOR M. L. KING HOLIDAY
JAN 28	Read (1) pages xxx—134 in the DSM; (2) Navigating Love and Autism, NYTimes, 12/26/2011, http://www.nytimes.com/2011/12/26/us/navigating-love-and-autism.html?scp=2&sq=asperger's%20syndrome&st=cse or go through AULibraries; (3) the following cases from the on-line casebook: Daydreamer, Compulsions, Echo, No Brakes, Cartographer; Practice Quiz.

- FEB 4 **Quiz.** Read: (1) 135–180 (Cognitive Disorders); 679-683, 731-734; 736-743; 897-903; (2) 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> or go through AULibraries; (3) coming changes to DSM:
http://thecarlatreport.com/free_articles/dsm-5-guide-coming-changes-free-article ; (4) DSM 5 is Guide not Bible:
<http://www.psychologytoday.com/blog/dsm5-in-distress/201212/dsm-5-is-guide-not-bible-ignore-its-ten-worst-changes> ; (5) the following cases from the Web Casebook: Ataques de Nervios; Saigon Pete From Grosse Point; The Journalist With Uncertain News; A dog and a gun; Traction; The Hiker.
- Continue discussing I/C/A chapter. Discuss Cognitive Disorders, Adjustment Disorders; “V” codes, and Cultural Formulations and Culture-Bound Syndromes.
- FEB 11 (4-7 p.m) **Quiz** Read: 191-296 (Substance-Related Disorders); (2) Cases: Threatening Voices; The Innkeeper
- FEB 18 (4-7 p.m.) **Quiz.** Read: (1) 297-344 (Psychotic Disorders—you may omit the schizophrenia subtypes reading—roughly pp. 313-316); (2) Cases: Late Bloomer, Emilio, and Agent Johnson.
- FEB 25 **Quiz.** Read: (1) 345-428 (Mood Disorders); (2) Cases: Car Salesman, I am Vishnu, and Cry Me a River.
- MAR 4 **Midterm Exam.** Begin discussing Anxiety Disorders.
- MAR 11 SPRING BREAK
- MAR 18 **Quiz.** Read: (1) 429-484 (Anxiety Disorders); (2) Cases: Still a Student, Something of Value.
- MAR 25 **Quiz.** Read: (1) 685-730 (Personality Disorders); (2) Cases: Nothing Matters, Mail Sorter.
- APR 1 **Quiz.** Read: (1) 485-533 (Somataform, Factitious, and Dissociative Disorders); (2) Cases: Virtigo and Anna O. (3)
<http://www.psychologytoday.com/blog/dsm5-in->

[distress/2012/12/mislabeling-medical-illness-mental-disorder](https://www.distress.com/2012/12/mislabeling-medical-illness-mental-disorder)
]Mislabeling Medical Illness as Mental Disorder (A. Frances)]

APR 8 **Quiz.** Read: (1) 583-678 (Eating Disorders, Sleeping Disorders, and Impulse Control Disorders; (2) Case: Eating & Buying.

APR 15 **Quiz.** Read: 535-582 (Sexual Disorders and Gender Identity Disorders); (2) Case: Mr. & Mrs. B.

Course Review.

APR 22 **Final Exam**

7. Course Requirements /Evaluation:

a. Class Requirements

Class attendance & participation.

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, material posted on Canvas, 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 (if you miss class or are too late to take the quiz this will become the quiz you drop).

Twice during the semester you need to construct a case. This is not graded but must be completed as a part of the course. During class we will often use one or two of these cases. I will discuss this more at our next class meeting, but basically I'll let you choose what diagnoses you want to highlight and we will put the case up on the board (or distribute it). What you hand in and will have ready for class 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. Typically the description of a case and the related discussion of the diagnoses will involve something like two pages single spaced, although the quality of your writing and the quality of the analysis should be your guide rather than number of pages. 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 ("X" is either 1 or 2 depending on which case you are submitting).** You should submit cases as an attachment, but in the body of the

email, place the code word “igloo” [no quotes when you put it in there]. One case must be submitted by February 25 and the second case no later than April 8. Interesting cases with more than one diagnosis are encouraged.

Midterm exam in class. This exam will primarily consist of cases to be diagnosed; however, there will also be some factual 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 about diagnosis of which I become aware during the semester).

b. Grading and Evaluation

Evaluation

Quizzes	100 Points
Midterm Exam	100 Points
Final Examination	150 Points

TOTAL POSSIBLE POINTS: 350

Your grade will be calculated in the following manner: You earn points for each requirement listed under “evaluation.” Quiz grade will be calculated by averaging all quiz grades, after removing from consideration your lowest quiz grade. If you earn 85% on your midterm exam, you earn 85 points for that exam, If you receive a grade of 88% on the final, you earn 132 points, etc. At the end of the semester, I add up all the points you have earned and divide by 350. 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! Please turn off cell phones during class.

Accommodations: Students who need special accommodations in class, as provided for by the American with Disabilities Act, should arrange a confidential meeting with the instructor as soon as possible 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.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education'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 Policy eHandbook- <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 cheating, plagiarism, etc. 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/aaceo/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. 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). I do not typically check email on the weekends. If you call me or email me Friday evening or on the weekend, I will return your email or call on Monday. 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 individual appointments work better for students. However, if the system I use does not meet your needs, please let me know and I will be happy to post some formal office hours.

I encourage you to email questions to me if you are confused about the reading. If you do this a few days before class, 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).