**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 7250

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

**Credit Hours:** 3 Semester hours (Lecture 3)

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

**Schedule:** Mondays, 4:00-6:50 PM

January 9, 2013 – May 3, 2013

**Instructor:** Starla Dallesasse, Ph.D.

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**Telephone:** 334-727-0550, X5441

**Text**: American Psychiatric Association. (2000). *Diagnostic and statistical*

*manual of mental disorders* (4th ed., text rev.). Washington, DC:

American Psychiatric Association.

**Syllabus Prepared:** Syllabus prepared in December 2012

**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.

**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. Define the role of assessment and diagnosis in the counseling process;
3. Address issues and theories related to abnormal psychology and behavior;
4. Identify and apply ethical and legal guidelines pertaining to diagnosis;
5. Identify the criteria and components of specific diagnostic categories;
6. Define and use multiaxial evaluation (DSM-IV TR) with consideration of all aspects of the individual’s biological, environmental, psychosocial, cultural, ethnic, racial, and physical attributes;
7. Discuss the reliability and validity factors that contribute to assessment and diagnosis;
8. Identify the cultural, gender, economic, or ethnic factors that influence assessment, diagnosis, and treatment planning;
9. Describe the influence of the developmental process on assessment and diagnosis;
10. Integrate assessment and diagnostic information into treatment planning for counseling.

**Course Content:**

Please note: This schedule is subject to change. Students should read the sections of the

DSM-IV-TR corresponding to the topics scheduled.

Session Date Topics & Activities

1 January 14 Syllabus Review/Orientation to Course

 Introduction to DSM-IV-TR

 Transition to DSM-5

 January 21 No Class - Holiday

2 January 28 Mental Status Exam/Clinical Interviewing

 Differential Diagnosis

3 February 4 Reading Quiz

 Disorders Usually First Diagnosed in Infancy,

 Childhood, or Adolescence

 Delirium, Dementia, Amnestic, and Other Cognitive

 Disorders

4 February 11 Reading Quiz

 Mental Disorders Due to a GMC

 Substance-Related Disorders

5 February 18 Reading Quiz

 Schizophrenia and Other Psychotic Disorders

6 February 25 Midterm Examination

7 March 4 Reading Quiz

 Mood Disorders

 March 11 No Class – Spring Break

8 March 18 Reading Quiz

 Anxiety Disorders

9 March 25 Reading Quiz

 Somatoform Disorders

 Factitious Disorders

 Dissociative Disorders

10 April 1 Reading Quiz

 Sexual and Gender Identity Disorders

 Eating Disorders

Session Date Topics & Activities

11 April 8 Differential Diagnosis Project Due

 Reading Quiz

 Sleep Disorders

 Impulse-Control Disorders

 Adjustment Disorders

12 April 15 Reading Quiz

 Personality Disorders

13 April 22 Reading Quiz

 Outline for Cultural Formulation and Glossary of

 Culture-Bound Syndromes

16 April 29 Final Exam

**Course Requirements:**

1. Complete 10 reading quizzes
2. Complete midterm and final examinations
	* The midterm and final examinations will consist of a series of video and printed case vignettes. You will derive and justify a 5-axis DSM-IV-TR diagnosis for each client including your reasoning and any differential diagnoses considered
3. Complete differential diagnosis project (please see the addendum for a complete description of the project requirements)

**Grading and Evaluation Procedures:**

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

 Reading Quizzes (10 worth 10 Points Each, 100 Points)

Midterm Examination (100 Points)

Differential Diagnosis Project (100 Points)

Final Examination (100 Points)

 Total: 400 Points (100%)

All assignments are due on the announced date. Assignments are due at the *start* of class. Late assignments will be penalized 5% for each day it is late. 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. Students will not be permitted to make-up Reading Quizzes as a result of unexcused absences.
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 the *Tiger Cub* for more information on excused absences.
3. 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 final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.
5. 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 through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. 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.
7. 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 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.

**Differential Diagnosis Project – Due April 8, 2013**

Students will select a character from a book, television program, or film 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. DSM-IV-TR multiaxial diagnosis and justification for each axis
5. Treatment goals and objectives
6. Evidence-based treatment plan and justification
7. 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.

a. What is your client’s assessment of the presenting concerns? Does he/she believe he/she has a “mental disorder?”

b. In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?

c. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?

d. 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?

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 for treatment plan choices by incorporating data from at least six scholarly sources (e.g., DSM-IV-TR, treatment manual, journal article).

Students are welcome to format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) as they would in a professional setting. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines.

The grading rubric is as follows:

* Attention to presenting problem, biopsychosocial history, mental status (14 points)
* DSM-IV-TR diagnosis and justification (12 points)
* Treatment goals/objectives (10 points)
* Treatment plan and justification (6 points)
* Attention to historical-social-political-cultural issues in all of above (6 points)
* Differential diagnosis (12 points)
* Incomplete or poor APA style and overall writing style can reduce your grade