**COUN 7256-001**

**Advanced Assessment and Diagnosis in Counseling**

***Spring 2015***

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

**College of Education**

Instructor Information:

**Sherrionda H. Crawford, Ph.D., LPC, NCC**

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Office Hours:

**By appointment**



**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7256-001

**Course Title:** Advanced Assessment and Diagnosis

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

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

**Course Instructor:**  Sherrionda H. Crawford, PhD, LPC, NCC

**Semester/Year:** Spring 2015

            **Class/Day/Time:** HC 1218/Wednesdays/9:30-12:00

**2. Date Syllabus Prepared:** December 2014

**3. Text**(s):

 **Required:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental*

*disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

First, M. (2013). (Ed.). *DSM V Handbook of Differential Diagnosis.* Arlington, VA:

American Psychiatric Publishing.

**\*\*\*\*\*\*The DSM V Handbook of Differential Diagnosis is available through the Auburn Library Resources (you will be required to sign it with your AU User ID and Password)**

 **Recommended:**

Seligman, L. (2014). *Diagnosis and treatment planning in counseling*

(3rd Ed.), NY: Plenum.

**4. 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.

**5.** **Student Learning Outcomes:**

1. Students will be able to demonstrate the use of the DSM V in formulating a diagnosis of mental and emotional disorders. They will be able to discuss differential diagnoses with a multidisciplinary team of collaborating professionals. CMHC(6) L.1, L.2
2. Students will gain further understanding of intake interview procedures, assessment techniques and record keeping for various diagnoses.  CMHC(6) C.1, C.2
3. Students will be able to conceptualize an accurate multi-axial diagnosis of disorders and illustrate treatment plan designs for various conditions and work with various populations in varied agencies. CMHC(6) C.1, C.2. D. 1, D.2, D.5, E.1, E.2, K.1, K.2, L.1, L.2
4. Students will understand and learn to apply appropriate diagnostic and treatment procedures for different client populations, such as individuals, married couples and families. CMHC(6) K.1, K.2, L.1, L.2
5. Students know and understand the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools such as the current edition of the DSM. CMHC(6) K.1
6. Students understand the established diagnostic criteria for mental and emotional disorders, and can describe treatment modalities and placement criteria within the continuum of care.  CMHC(6) C.8, K.2
7. Students understand the effect substance use disorders co-occurring with medical and psychological disorders. CMHC(6) K.3
8. Students know and understand potential biases and relevance of commonly used diagnostic instruments and tools with the multicultural populations.  CMHC(6) K.
9. Students know and understand the appropriate use of diagnoses during crises, disasters and trauma causing events and are able to differentiate between developmentally appropriate reactions and clinical diagnoses during these times. CMHC(6) K.5,. L.3.

**6. Course Content Outline**

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| --- | --- | --- |
| Date | Topic | Assigned Reading |
| 1/21 Week 1 | Syllabus/Class OverviewIntroduction to DSM VMental Status Exam/Clinical InterviewingDifferential Diagnosis | SyllabusFirst (2013) Ch. 1-3  |
| 1/28 Week 2 | Neurodevelopment Disorders Neurocognitive DisordersV Codes **Quiz 1**  | DSM V- pages 31-86Case: 1.5 Fidgety and DistractedDSM V- pages 591-643 Case: 17.2 Agitated and Confused and 17.3 Depressed and WithdrawnDSM V- pages 715-727 |
| 2/4 Week 3 | Schizophrenia Spectrum and Other Psychotic Disorders Cultural FormulationCulture Bound Syndromes | DSM V- pages 87-122Case: 2.2 Increasingly Odd |
| 2/11 Week 4 | Schizophrenia Spectrum and Other Psychotic Disorders Continued**Quiz 2** | DSM V- pages 87-122Case: 2.6 Psychosis and Cannabis |
| 2/18 Week 5 | Depressive DisordersBipolar and Related Disorders**Quiz 3** | DSM V- pages155-188Case: 4.12 Insomnia and Physical ComplaintsDSM V- pages 123-154Case: 3.1 Emotionally Disturbed  |
| 2/25 Week 6 |  Anxiety Disorders Obsessive-Compulsive &Related DisordersTrauma & Stressor-Related Disorders**Quiz 4** |  DSM V-pages 189-290Cases: 5.5- Always on Edge,6.3- Appearance Preoccupationsand 7.2- Two Reactions to Trauma |
| 3/4 Week 7 | **Midterm** | **Mid-term Exam**  |
| 3/11 Week 8 | Dissociative DisordersSomatic Symptoms and Related Disorders**Quiz 5** | DSM V- pages 291-327Cases : 8.1- Sad and Alone and 9.2- Somatic Complaints**Diagnosis and Treatment Plan Project is Due** |
| 3/18 Week 9 | Substance Related and Addictive Disorders **Quiz 6** | DSM V- pages 481-589Case: 16.3 Addiction and 16.4 Knee pain |
| 3/25 Week 10 | **Spring Break** | **Spring Break** |
| 4/1 Week 11 | Feeding and Eating Disorders **Quiz 7** | DSM V- pages 329-354Case: 10.3 Headaches and Fatigue |
| 4/8 Week 12 | Elimination DisordersSleep-Wake DisordersGender Dysphoria**Quiz 8** |  DSM V- pages 355-422Cases: 11.1- Temper Tantrums and Somatic Complaints, 12.1- Anxious and SleepyDSM V- pages 451-459Case: 14.1 Gender Reassignment |
| 4/15 Week 13 |  Disruptive, Impulse Control and Conduct Disorders**Quiz 9** | DSM V- pages 461-480Case: 15.1 Doesn’t Know the Rules |
| 4/22 Week 14 | Personality DisordersParaphilic Disorders**Quiz 10** | DSM V- pages 645-705Cases: 18.1- Personality Conflict, 18.2- Oddly Isolated, 19.4- A Few Kinks |
| 4/29 Week 15  | **Final Exam** | **Final Exam** |
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**7. Assignments/Projects:**

**Diagnosis and Treatment Plan Project (100 pts):**

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

**Discussion Board (60 points):**

This course is being provided via distance education, however it is important that we maintain a dialogue for the content to be discussed. The purpose of the discussion board is to facilitate in depth learning and understanding of the clinical diagnoses to be covered. You will be responsible for posting 1 response per week (12 weeks) that documents your understanding of the week’s assignments or a valid question related to the reading assignments. Occasionally I will post a question or a case for your response. Each post is worth 5 points. **Simply posting I agree is unacceptable.**

**Quizzes (100 points)**

There will be 10 reading quizzes through the semester. The quizzes will focus on the assigned reading materials, as well as information contained in the PowerPoint slides. Each quiz will be worth 10 points.

**Mid-term (100 pts)**

The mid-term will consist of a series of clinical case vignettes and possibly factual information. You will be required to derive and justify a DSM V diagnosis, to include a differential diagnosis (if indicated) for each clinical case.

**Final (100 pts)**

 The final will consist of a series of clinical case vignettes and short answer essay questions. You

 will be required to derive and justify a DSM V diagnosis, to include a differential diagnosis (if

 indicated) for each clinical case.

**8. Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades

will be based upon total point accumulation in the course:

|  |  |
| --- | --- |
| Diagnosis and Treatment Plan Project  | 100 |
| Discussion Board Participation  | 60 |
| Quizzes | 100 |
| Mid-term | 100 |
| Final | 100 |
| **Total** | **460** |

**The Following Grading Scale will be used:**

90-100% =A

80-89% =B

70-79% =C

60-69% =D

Below 60% =F

***All late assignments will receive a 5% grade reduction per day.***

1. **Class Policy Statements:**
	1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each absence.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or 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 or 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
	3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited 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.
	4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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 special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	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, and 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. 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.

**Diagnosis and Treatment Plan 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. DSM-5 diagnosis/diagnoses
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?

*\*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.*

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-5, treatment manual, journal article).

The grading rubric is as follows:

* Attention to presenting problem, biopsychosocial history, mental status (20 points)
* DSM-5 diagnosis and justification (20 points)
* Treatment goals/objectives (10 points)
* Treatment plan and justification (10 points)
* Attention to historical-social-political-cultural issues in all of above (20 points)
* Differential diagnosis (20 points)
* Incomplete or poor APA style and overall writing style can reduce your grade

**Movie List**

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| --- | --- |
| *Forrest Gump-* ***Katrina Nunn*** | *The King’s Speech* |
| *One Flew Over the Cuckoo’s Nest-* ***Billy Gilbert*** | *A Beautiful Mind-* ***Erica Brown*** |
| *Radio-****Melanie Richardson*** | *The Fisher King (1991)* |
| *I am Sam*  | *Awakenings (1990)* |
| *Shutter Island* | *The Soloist* |
| *Any Day Now* | *Take Shelter (2011)* |
| *There’s Something About Mary-* ***Brooke Shepherd*** | *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)-* ***Lisa Townsend*** |
| *Silent Fall (1994)* | *Silver Linings Playbook (2012)****- Abby Jordan*** |
| *To Kill A Mockingbird-* ***Marsha Pharr*** | *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)-* ***Theresa Corley*** |
| *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)-* ***Emma Sisk*** | *Sybil (1976)* |
| *Swimming Pool (2002)* | *Frankie and Alice (2010)****- Leslie Wofford*** |
| *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)-****Carla Paradine*** |
| *Flight (2012)* | *Smashed (2012)* |
| *I’m Dancing As Fast As I Can (1982)* | *Memento (2000)-****Aimee Rogers*** |
| *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)-****Amy Dodson*** |
| *When A Man Loves A Woman (1994)* | *The Lost Weekend (1945)* |
| *Iris (2010)* | *Away From Her (2007)* |
| *A Clockwork of Orange (1971)* |  |