

**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 7250

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

**Credit Hours:** 3 Semester hours

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

**Meeting Day/Time:** Tuesdays 4:00- 6:50 PM

**Meeting Room:** Haley Center 2222

**Instructor:** Joseph A. Buckhalt, Ph.D.

**Email:** buckhja@auburn.edu

**Office:** Haley Center 2010/2012

**Phone:** 844-7676 (This is department office number – you can ask to leave a written message) 844-2875 ( you can leave a voice message)

**Graduate Teaching Intern**: Anne Conroy

**Email:**  [azv0012@auburn.edu](mailto:azv0012@auburn.edu)

**Text**: American Psychiatric Association. (2013). *Diagnostic and statistical*

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

**Syllabus Prepared:** January 2018

**Course Description:**

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. Evaluate (using the DSM-5) 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-5 corresponding to the topics scheduled.

Session Date Topics & Activities

1 January 16 Syllabus Review/Orientation to Course

Introduction to DSM-5

History of Mental Disorder Classification

from Antiquity to DSM-5

2 January 23 Reading Questions or Quiz 1

DSM Basics (pp. 5-25)

Other Conditions That May be a Focus of Clinical Attention (V Codes) (pp. 715-727)

Film (19 min)

Mental Status Exam/Clinical Interviewing

Differential Diagnosis

Film – Diagnostic Criteria (30 Min)

3 January 30 Reading Questions or Quiz 2

Neurodevelopmental Disorders

Film – (37 min)

Assessment Cross-Cutting Symptoms (pp. 733-737)

Cultural Formulation (pp. 749-758)

4 February 6 Reading Questions or Quiz 3

Schizophrenia Spectrum and Other Psychotic Disorders

Film – (27 min)

Bipolar and Related Disorders

Film (21 min)

Dimensions of Psychosis Symptom Severity

(pp. 742-744)

5 February 13 Reading Questions or Quiz 4

Depressive Disorders

Film (22 min)

Anxiety Disorders

Film (22 min)

Assessment – Depression/Anxiety

Final Project Topic Selection Due

6 February 20 Reading Questions or Quiz 5

Obsessive-Compulsive Disorders

Film (22 min)

Trauma and Stressor- Related Disorders

Film (21 min)

Assessment – Disability Assessment

(pp. 745-748)

7 February 27 Reading Questions or Quiz 6

Dissociative Disorders

Film (19 min)

Somatic Symptom and Related Disorders

Film (22 min)

Assessment – General Health

8 March 6 Mid-term Examination

March 13 Spring Break

9 March 20 Reading Questions or Quiz 7

Feeding and Eating Disorders

Film (20 min)

Elimination Disorders

Film (10 min)

Sleep-Wake Disorders

Film (22 min)

Assessment - Eating Disorders & Sleep

10 March 27 Reading Questions or Quiz 8

Sexual Dysfunctions

Film (22 min)

Gender Dysphoria

Film (45 min)

Assessment – Sexual Disorders

11 April 3 Reading Questions or Quiz 9

Disruptive, Impulse-Control, and Conduct Disorders

Film (18 min)

Substance-Related and Addictive Disorders

Film (33 min)

Assessment – Conduct Disorders

Assessment – Substance Disorders

12 April 10 Reading Questions or Questions or Quiz 10

Neurocognitive Disorders

Film (23 Min)

Personality Disorders

Film (25 min)

Alternative Model Personality Disorders

13 April 17 Paraphilic Disorders

Film (16 min)

Medication-Induced Disorders

Other Conditions

Film (19 min)

Conditions for Further Study (pp. 783-806)

14 April 24 Final Examination and Final Project Due

**Course Requirements:**

1. Complete 10 reading quizzes or sets of reading questions
2. Complete mid-term examination
3. Complete final examination and final project
   * The midterm and final examinations will consist of a series of written case vignettes. You will derive and justify a DSM-5 diagnosis for each client, including your reasoning and any differential diagnoses considered.
   * The final projects will be based on individual interests of each student. Students will select a topic for approval by Feb 13. Projects may consist of, for example:
     1. A literature review based on one or more diagnoses;
     2. A paper based on one or more controversial issues in diagnosis;
     3. A summary of case studies representing one or more diagnoses;
     4. A set of comprehensive treatment plans for several diagnoses;

**Grading and Evaluation Procedures:**

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

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

Mid-term Examination (100 Points)

Final Examination (100 Points)

Final Project (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 late day. 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. Cellphones, Tablets, Laptops:

Use of electronic devices during class is not allowed without permission. Under no circumstances should text messages be read or send during class. We will have a break of approximately 15 minutes roughly halfway through the class period when devices may be used. Tablets and laptops are to be used only for notetaking or for other purposes authorized by the instructor. No web browsers should be open without permission.

1. 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 AU Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> for more information on excused absences.
2. 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.
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the AU Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> 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.
4. 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, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 <https://accessibility.auburn.edu/>
5. 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.
6. 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 including content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP) and the American Psychological Association (APA). All academic content approved by CACREP and APA 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.