**AUBURN UNIVERSITY SYLLABUS**

**Course Number:** COUN 7250

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

**Credit Hours:** 3 Semester credit hours/Graded

**Class Meeting:** Thursdays 4:00pm – 6:50pm

**Class Location:** Haley Center Room 3182

**Office Hours:** By Appointment/via Zoom

**Professor:** Lindsay Portela, PhD, LPC, NCC

**Email:** lkp0004@auburn.edu

# Text(s)

**Required:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

# Recommended:

First, M. (2013). (Ed.). *DSM-5 Handbook of Differential Diagnosis.* Arlington, VA: American Psychiatric Publishing.

# \*\*The DSM-5 Handbook of Differential Diagnosis is available as a free resource through the Auburn Library Resources (you will be required to sign it with your AU User ID and Password)\*\*

**Syllabus Prepared:** Syllabus revised August 2022

# 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.

# CACREP objectives/student learning outcomes:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a)
2. Methods of effectively preparing for and conducting initial assessments (CAFREP II.F.7.b)
3. Identify and apply ethical and legal guidelines pertaining to diagnosis (CACREP II.7.g.)
4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD) (CACREP V.A.2.d)
5. Use of symptom checklists, and personality and psychological testing (CACREP

II.F.7. k)

1. Use of assessment results to diagnose developmental, behavioral and mental disorders (CACREP II.F.7.l)
2. Psychological tests and assessments specific to clinical mental health counseling (CACREP V.A.1.e)
3. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

(CACREP V.D.2.h)

1. Common medications that affect learning, behavior and mood in children and adolescents (CACREP V.G.2.h)
2. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and *Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases* (CACREP V.D.2.f.)

# Course Requirements

**Quizzes (80 points)**

There will be 8 reading quizzes throughout the semester. The quizzes will focus on the DSM-5 content covered in each lecture to ensure that the material has been **read prior to class**. The quiz will open at the conclusion of class the week prior, so you have a full week to take the quiz prior to the start of the following class. Each quiz is due by 3:59 PM CST on Canvas prior to the start of class on dates indicated on the syllabus. Each quiz will be worth 10 points. Quizzes not submitted by 3:59 PM CST will result in a 0. Please note you **WILL NOT** need or use class lecture videos on the quizzes – the quizzes align with your reading requirement therefore will be due before the lecture for that content is posted. These are open book.

**Group Discussions/Case Studies (80 points)**

Each week beginning week 4, we will get hands on practice through the use of case studies. Students will be given time to work through the case study on their own while filling out a worksheet and then students will break into small groups to work on a case conceptualization and analyze the case study further. Each group will select a different speaker each meeting to summarize the groups discussion with the whole class. The case study sessions are the best way to prepare for the Midterm and Final Exam. Students will be awarded **up to** 10 points for their participation.

# Mid-term (100 points)

The midterm will consist of a series of clinical case vignettes. You will derive and justify a DSM-5 diagnosis for each client, including your reasoning and any differential diagnoses considered. You will have one week to complete the midterm. These will be open note/open book but must be completed **individually**.

# Final (100 pts)

The final will consist of a series of clinical case vignettes. You will be required to derive and justify a DSM-5 diagnosis, to include a differential diagnosis (if indicated) and/or dual diagnoses for each clinical case. You will have one week to complete the final. These will be open note/open book but must be completed **individually**.

# Diagnosis Case Study Project (100 pts):

Students will select a character from a movie or TV show to serve as the basis for a comprehensive case study. See the addendum at the end of syllabus for a complete description.

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

1. Quizzes 100 points
2. Group Discussions/Case Studies 50 points
3. Midterm Exam 100 points
4. Final Exam 100 points
5. Diagnosis Case Study Project 100 points

Total: 450 points

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

# Course Content:

Please note: This schedule is subject to change. Students should read the sections of the DSM-V corresponding to the topics scheduled.

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Assigned Reading** | **CACREP**  **Standards** |
| Week 1  1/11 | Syllabus/Course Overview  Introduction to DSM-5 | Syllabus | II.F.7.a.  V.A.2.d.  II.F.7.b.  V.A.1.e.  V.D.2.l. |
| Week 2  1/18 | Historical Perspectives  Mental Status Exam/  Clinical Interviewing |  | II.F.7.b.  V.F.7.k. |
| Week 3  1/25 | Intro to Differential Diagnosis  Neurodevelopment Disorders (p. 35 – 99)  Neurocognitive Disorders Other Mental Disorders (p. 667 – 732) |  | II.F.7.l.  V.A.1.e.  V.A.1.e |
| Week 4  2/1 | Schizophrenia Spectrum and Other  Psychotic Disorders (p. 101 – 138)  Case Study | **Quiz 1 due by 3:59 PM CST** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 5  2/8 | Depressive Disorders (p. 177 – 214)  Bipolar and Related Disorders (p. 139 – 175)  Case Study | **Quiz 2 due by 3:59 PM CST** | V.A.2.d  V.D.2.h.  V.G.2.h |
| Week 6  2/15 | Anxiety Disorders (p. 215 – 261)  Obsessive-Compulsive &Related Disorders (p. 263 – 294)  Case Study | **Quiz 3 due by 3:59 PM CST** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 7  2/22 | Trauma & Stressor-Related Disorders (p. 295 – 328)  Dissociative Disorders (p. 329 – 348)  Personality Disorders (p. 733 – 778) SE  Case Study | **Quiz 4 due by 3:59 PM CST** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 8  2/29 | MIDTERM  DUE 3/3 by 11:59 PM CST |  |  |
| Week 9  3/7 | SPRING BREAK |  | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 10  3/14 | Substance Related and Addictive Disorders (p.543 – 665)  Case Study | **Quiz 5 due by**  **3:59 PM CST** | V.A.2.d. |
| Week 11  3/21 | Disruptive, Impulse Control and Conduct Disorders (p.  521 – 541)  Case Study | **Quiz 6 due by**  **3:59 PM CST** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 12  3/28\* | Trauma & Stressor-Related Disorders (p. 295 – 328)  Dissociative Disorders (p. 329 – 348)  Personality Disorders (p. 733 – 778)  Case Study | **Quiz 7 due by 3:59 PM CST** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 13  4/4 | Sexual Dysfunctions (p. 477 – 509)  Gender Dysphoria (p. 511 – 520)  Paraphilic Disorders (p. 779 – 801) SE  Somatic Symptom and Related Disorders (p. 349 – 370)  SE  Case Study | **Quiz 8 due by**  **3:59 PM CST** |  |
| Week 14  4/11 | Feeding and Eating Disorders (p. 371 – 397)  Elimination Disorders (p. 399 – 405)  Sleep-Wake Disorders (p. 407 – 476)  Case Study |  |  |
| Week 15  4/18 | Cultural Formulation Culture Bound Syndromes  Ethical and legal aspects of diagnosis  Other Conditions that may be a focus of clinical attention  Review of differential diagnosis  Case Study | **Diagnosis Case**  **Study Project**  **Due by Sunday,**  **4/21 at 11:59pm** |  |
| Week 16  4/25 | **Final Exam**  **Due 4/28 by 11:59 PM CST** |  |  |

# \*4/26 – classes end

# Class Policy Statements

1. Attendance: This is an online course so there are no in person class meetings, however it is very important that you keep up with the work throughout the semester. Lectures for the week will be posted to the Canvas site Monday mornings.
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 University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.
3. Readings and participation: Students are expected to have completed the assigned reading prior to watching the lecture.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) 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 circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Course Assignments: Course assignments are due on the dates specified on the syllabus. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
6. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
7. 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.

1. 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

1. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
2. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
3. Demonstrate respect for peers and faculty
4. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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.

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# Students with Disabilities Statement:

# 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. If you have a conflict with my office hours an alternative time can be arranged. 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).

# 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.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**COVID-19**

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**If I am unable to teach the course:** If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Attendance:** Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

cate that additional information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students should support rationale by referencing the DSM-5 and any other relevant scholarly sources.

**COUN 7250 Advanced Assessment and Diagnosis**

**Diagnosis and Assessment Case: Final Case Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating** | **Diagnosis and Assessment Skills** | **Exceeds Expectations**  **(Full credit)** | **Meets Expectations**  **(Full-partial credit)** | **Does not Meet Expectations**  **(Minimal credit)** |
|  | Summary of background information and intake | Able to identify and integrate intake information into providing a strong rationale for diagnosis decision-making | Provides a summary of the primary intake areas that correspond to diagnostic decision-making. | Unable to integrate intake information into the rationale for the diagnostic decision- making |
|  | Applies knowledge of testing and diagnosis to assessment process | Able to identify appropriate assessment tools required for this diagnosis. This includes a strong justification for the use of the assessment tool(s) or procedures | Provides a summary of the appropriate assessment tools and procedures required for this diagnosis. This includes providing support for the assessment recommendation | Unable to provide or limited rationale for the appropriate assessment tools and procedures for this diagnosis. |
|  | Identification of specific criteria and descriptors | Able to integrate intake, assessment and presenting information into a strong presentation of critical criteria and diagnostic descriptors | Provides a summary of intake, assessment and presenting information to support identification of critical criteria and diagnostic descriptors | Unable to provide intake, assessment and presenting information to support identification of critical criteria and diagnostic descriptors |
|  | Principal Diagnosis and Differential Diagnosis Rationale | Integration of all supporting information to provide a detailed and strong rationale for the Principal Diagnosis and Differential Diagnostic Rationale. This should include identifying significant culture, gender and other diagnostic issues | Integration of supporting information to provide a rationale for the Principal Diagnosis and Differential Diagnostic Rationale. This should include identifying significant culture, gender and other diagnostic issues | Unable to integrate supporting information to provide a rationale for the Principal Diagnosis and Differential Diagnostic Rationale, and not adequately addressing significant culture, gender and other diagnostic issues |
|  | Identify potential treatment recommendations | Provides a strong and well supported discussion of recommended treatment and therapy recommendations, based on empirical research. | Discusses recommended treatment and therapy recommendations, based on empirical research. | Unable to provide empirically supported recommendations for treatment or therapy. |
| **Overall Rating**:  **Feedback**: | | | | | |

**Diagnosis Case Study Project – Final Case Study (50 pts):**

Students will select a character from a movie (see list below) to serve as the basis for a comprehensive case study.

Please address the following components:

**Assessment and Intake:** Identify critical background and intake information that will provide the foundation for your diagnostic process. You are also asked to identify assessment tools including assessment measures that would be considered as part of the process of diagnosis in this case.

**Diagnostic Considerations:** This discussion should focus on any diagnostic considerations that may help you make a differential diagnosis, rule in or out a diagnosis or consider a dual diagnosis. This may include cultural, gender, or other components of the diagnostic process.

**Principal Diagnosis and Rationale:** Outline you full diagnosis (and if appropriate dual diagnosis). Using the diagnostic considerations discuss briefly your rationale and justification (based on presenting information and intake) for the diagnosis you have outlined.

**Potential Treatment Recommendations:** You are asked to develop a brief summary (2-3 pages APA format, and 1-2 pages of references) of the recommended and empirically supported treatment options for your primary diagnosis. This may include psychopharmacological, group and individual counseling, specific theoretical models, and other treatment modalities. As outlined in the module, this should also include strengths and limitations of these approaches.

# Movie List

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| --- | --- |
| *Forrest Gump* | *The King’s Speech* |
| *One Flew Over the Cuckoo’s Nest* | *A Beautiful Mind* |
| *Radio* | *The Fisher King (1991)* |
| *I am Sam* | *Awakenings (1990)* |
| *Shutter Island* | *The Soloist* |
| *Any Day Now* | *Take Shelter (2011)* |
| *There’s Something About Mary* | *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)* |
| *Silent Fall (1994)* | *Silver Linings Playbook (2012)* |
| *To Kill A Mockingbird* | *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)* |
| *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)* | *Sybil (1976)* |
| *Swimming Pool (2002)* | *Frankie and Alice (2010)* |
| *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)* |
| *Flight (2012)* | *Smashed (2012)* |
| *I’m Dancing As Fast As I Can (1982)* | *Memento (2000)* |
| *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)* |
| *When A Man Loves A Woman (1994)* | *The Lost Weekend (1945)* |
| *Iris (2010)* | *Away From Her (2007)* |
| *A Clockwork of Orange (1971)* |  |

\*Students may request to do additional characters, but this request must be communicated **and** approved by the professor\*