**AUBURN UNIVERSITY SYLLABUS**

**Course Number:** COUN 7250

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

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

**Class Meeting:** Tuesdays 12:00pm – 2:50pm

**Class Location:** Haley Center #2228

**Office Hours:** By Appointment

**Professor:** Ashley Brown, PhD, NCC

**Email:** abb0010@auburn.edu

# Text:

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

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

# 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 through the Auburn Library Resources (you will be required to sign it with your AU User ID and Password)

**Syllabus Prepared:** Syllabus revised May 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 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  5/24/22 | Syllabus/Class Overview Introduction to DSM-5 Historical Perspectives Mental Status Exam/Clinical Interviewing | Syllabus | II.F.7.a.  V.A.2.d.  II.F.7.b.  V.A.1.e.  V.D.2.l. |
| Week 2  5/31/22 | Introduction to Differential Diagnosis  Assessments  Use of Symptom Checklists Neurodevelopment Disorders  Neurocognitive Disorders Other Mental Disorders | DSM-5:  pages 31-86  DSM-5:  pages 591-643  DSM-5:  pages 707-708  **Quiz 1 due** | II.F.7.b.  V.F.7.k.  II.F.7.l.  V.A.1.e.  V.A.1.e. |
| Week 3  6/7/22 | Schizophrenia Spectrum and Other Psychotic Disorders  Medications associated with schizophrenia  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 | DSM-5:  pages 87-122  DSM-5:  pages 715-727  **Quiz 2 due** | V.A.2.d.  V.D.2.h.  V.G.2.h  V.A.2.c. |
| Week 4  6/14/22 | Depressive Disorders  Bipolar and Related Disorders  Medications associated with Depressive disorders and Bipolar related disorders | DSM-5:  pages 155-188 DSM-5:  pages 123-154  **Quiz 3 due** | V.A.2.d  V.D.2.h.  V.G.2.h |
| Week 5  6/21/22 | Anxiety Disorders  Obsessive-Compulsive &Related Disorders  Medications associated with anxiety disorders | DSM-5:  pages 189-234  DSM-5:  pages 235-290  **Quiz 4 due** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 6  6/28/22 | Trauma & Stressor-Related Disorders  Dissociative Disorders  Medications used for trauma related disorders | DSM-5:  pages 265-290  DSM-5:  pages 291-307  **Quiz 5 due** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 7  7/5/22 | Substance Related and Addictive Disorders  Medications used for substance related and addictive disorders  Feeding and Eating Disorders Elimination Disorders | DSM-5:  pages 481-589  DSM-5:  pages 329-354  DSM-5:  pages 355-422  **Quiz 6 due** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 8  7/12/22 | Midterm | **Mid-term Exam due in Canvas by 7/15 at 11:59pm** | V.A.2.d. |
| Week 9  7/19/22 | Somatic Symptom and Related Disorders  Sleep-Wake Disorders  Sexual Dysfunctions  Gender Dysphoria  Medications commonly prescribed | DSM-5:  pages 309-327  DSM-5:  pages 361-422  DSM-5:  pages 423- 450  DSM-5:  pages 451-459  **Diagnosis Case Study Project Due by Friday, 7/22 at 11:59pm**  **Quiz 7 due** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 10  7/26/22 | Disruptive, Impulse Control and Conduct Disorders  Personality Disorders Paraphilic Disorders  Medications commonly prescribed | DSM-5:  pages 461-480  DSM-5:  pages 645-684 DSM-5:  pages 685-705  **Quiz 8 due** | V.A.2.d.  V.D.2.h.  V.G.2.h |
| Week 11  8/1/22 | Final Exam | **Final Exam due 8/3**  **by 11:59pm** |  |

# Course Requirements:

* 1. **Quizzes (100 points)**

There will be 8 reading quizzes throughout the semester. The quizzes will focus on the DSM-5 content covered in each lecture to test that the material has been read prior to class. Each quiz is due by 11:59am on Canvas prior to the start of class on dates indicated on the syllabus. Each quiz will be worth 12.5 points. Quizzes not submitted by 11:59am will result in a 0.

# Mid-term (100 points)

The midterm 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.

# 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.

# Diagnosis Case Study 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. Complete differential diagnosis project (please see the addendum for a complete description of the project requirements)

# Grading and Evaluation Procedures:

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| --- | --- | --- |
| Course Assignment | Evaluation | CACREP  Profession Standards |
| Diagnosis Case Study Project  -due Friday, 7/22 by 11:59pm | 100 | V.A.2.d.  II.F.7.k.  V.A.1.e.  V.D.2.f |
| Quizzes  -due throughout the semester | 100 | II.F.7.a.  II.F.7.b.  II.F.7.g.  V.A.2.d.  V.A.2.d.  V.A.1.e |
| Mid-term Exam  -due 7/15 by 11:59pm | 100 | II.F.7.a.  II.F.7.b.  II.F.7.g.  V.A.2.d.  V.A.2.d.  V.A.1.e |
| Final Exam  -due 8/3 by 11:59pm | 100 | II.F.7.a.  II.F.7.b.  II.F.7.g.  V.A.2.d.  V.A.2.d.  V.A.1.e |
| **Total** | **400** |  |

Total: 400 Points (100%)

All assignments are due on the announced date. Assignments are due by the *start* of class, unless otherwise indicated on the syllabus. Late assignments will be penalized for each day it is late, up to one week 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. Should a student need to miss a class, it is up to the student to communicate this with the professor.
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: It is the student’s responsibility to communicate any absences with the professor and make necessary arrangements for missed work.
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. 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 with the professor to discuss necessary accommodations within the first week of class, 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).

1. 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.
2. 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
3. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**
4. Course Communication: E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks their university account or Canvas regularly. I will respond to student e-mails within 24 hours from their initial receipt unless otherwise noted. Emails past 7:00pm CST may not be responded to until the next day. Please University e-mail (**NOT** messages through Canvas) to communicate with me in between class sessions.

# 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.

*This course syllabus is a general plan for the course. As the instructor of this course, I reserve the right to make any necessary changes to this syllabus. Deviations will be communicated to the class in a timely manner and the revised syllabus will be updated on Canvas as well.*

# Diagnosis Case Study 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. Discussion of symptoms present
5. DSM-5 diagnosis/diagnoses
6. DSM-5 diagnoses you ruled out and why
7. Identify at least 3 treatment goals (looking for effort and rationale)
8. List two questions from the Cultural Formulation Interview that would allow you to understand cultural aspects relevant to assessment/diagnosis and treatment planning
9. Discussion of at least *two* questions that would allow you to better understand client’s symptoms
10. 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.
    1. What is your client’s assessment of the presenting concerns? Does he/she believe he/she has a “mental disorder?”
    2. In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?
    3. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?
    4. 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?

*\* 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 by referencing the DSM-5 and any other relevant scholarly sources.

The grading rubric is as follows:

* Attention to presenting problem, biopsychosocial history, mental status (10 points)
* A list of symptoms present within the character (15 points)
* DSM-5 diagnosis and justification/dual diagnosis if applicable (20 points)
* At least 1 DSM-5 diagnosis you ruled out and why (5 points)
* Discussion of at least *two* questions from the Cultural Formulation Interview that would allow you to better understand client’s symptoms (5 points)
* Attention to historical-social-political-cultural issues in all of above (20 points)
* Differential diagnosis (20 points)
* 3 treatment goals identified and rationale provided (5 points)
* Incomplete or poor APA style and overall writing style can reduce your grade

# 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)* |  |

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