



DIAGNOSTICS IN COUNSELING: COUN 5021
Spring Semester

I. Contact Information

Instructor: Thomas Foster, Ph.D.
Phone Number: 318-342-1298
Email Address: tfoster@ulm.edu
Office Location: Virtual
Office Hours: Upon request

Preferred mode of communication with professor: email
Preferred mode of communication with other students:
Credit hours: 3

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

II. Course Description

This course is designed to provide a study of theories of abnormal personality development across the life span. Issues relevant to cultural, gender, and ethnic differences will be examined. The focus of inquiry will be the development of an understanding of individual behavior. Implications of theory for diagnosis and treatment will be examined.

III. Rationale

This course is designed to teach students to diagnose and treat maladaptive behavior patterns. Psychopharmacology, traditional diagnostic categories, and the assessment and treatment of major mental health issues will be covered. Contemporary clinical issues relevant to differences in culture, gender, ethnicity, race, nationality, age, and sexual orientation will be examined.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Assess, diagnose, and develop a treatment plan.
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Objectives

Program Objective related to CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn diagnostic content and skills in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP 5.C. CMHC

Students will demonstrate *content* knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.G and CMHC 5.C.

Standards

Core

classification, effects, and indications of commonly prescribed psychopharmacological	3.E.18
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diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11
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procedures to identify substance use, addictions, and co-occurring conditions	3.G.12
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procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16
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procedures for using assessment results for referral and consultation	3.G.17
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CMHC

etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1
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Performance Evaluation: Criteria and Procedures

Class Discussion Board (50pts.)

Each week students will discuss the readings and lectures in the Coffee Shop Discussion Board. Pull out some things from the weekly readings, lectures, or activities each week you want to talk more about, have questions about, or want to contest. At a minimum, post about:

- How these things relate to you on a personal level (please disclose appropriately)
- How these things will make you a better clinical mental health, school, addiction, or marriage/couple/family counselor
- Think about how these readings will make you a more informed diagnostician in your practice.

Students will respond to at least two others' posts each week to receive full credit. Posts and responses to others' posts are due the Friday of each week by 11:59pmCST.

Students will no longer have the option to provide a written narrative in the Coffee Shop Discussion Board, this semester students will have the option to attend the Live Discussion Board on Mondays at 10amCT or submit a video post through Flipgrid. The Flipgrid link is found by clicking on the Coffee Shop Discussion Board in each week's module.

Students who choose to post a video in Flipgrid may do so as a monologue or dialogue with others. Students who choose to submit a monologue must provide a 3-4 minute post reviewing, reflecting upon, and critiquing the material from the week and respond to at least two others' video posts for that week. These responses should push the conversation forward by asking challenging questions and/or bringing new ideas to the conversation.

Students who want to post a dialogue must record their discussion on Zoom and upload the discussion to a post in Flipgrid for others to view. Students who choose this option do not have to respond to others' posts for that week. Please put the names of all of the students in the dialogue in the subject line.

Students are free to change their formats week to week.

Mid-Term Exam (100 pts)

The mid-term exam has two-parts that will consist of all of the content related to the first part of the semester. The first part contains questions that will test your content knowledge (multiple choice, true false, and fill in the blank) related to diagnosis, psychopathology,

psychopharmacology, and treatment. The second part of the exam will test your applied diagnostic skills and analytic skills.

Final Exam (100 pts) KPI

The final exam will be cumulative of everything covered in class and serves as a key performance indicator for several of the CACREP assessment standards. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.G. Assessment and Diagnostic Processes. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

Diagnostic Assessment Project (100 pts)

This semester you will construct an assessment form that will help you make an informed diagnosis when conducting a clinical intake. You may make this form paper-based or computer-based. Ideally, this form could be used on an I-Pad during an assessment. 25% of your points will be deducted for every day this project is late.

Students in the CMHC track should include the following disorders:

- Adult Anxiety Disorders
- Adult Depressive Disorders
- Bipolar and related disorders
- OCD and related disorders
- Adult Trauma and related disorders
- Adult Eating Disorders
- Dissociative Disorders
- Somatic and related disorders, General Criteria for Substance Use Disorders
- Personality Disorders Cluster B
- Autism Spectrum Disorder
- ADHD
- Do not include Other Specified, Unspecified, or disorders related to AMC or a substance.

Students in the School Counseling track should include the following disorders:

All disorders in the Neurodevelopmental Disorder chapter

- Disruptive, Impulse Control, and Conduct Disorder
- Childhood Trauma disorders and PTSD
- Childhood and adolescent Eating Disorders
- Childhood Anxiety Disorders
- Childhood Depressive Disorders
- Do not include Other Specified, Unspecified, or disorders related to AMC or a substance.

Practicum Orientation (50pts)

Students will participate in the Practicum orientation to help prepare them to begin the Practicum for the summer. Check the dates for this orientation in Moodle.

Professional Association Participation for Extra Credit (30pts)

Are you interested in earning some extra points for class and engaging more in professional counseling associations? You have the option to earn 30 extra points for class if you attend a webinar directly from the ACA or branch/divisions of counseling associations that are recognized by ACA. This webinar must be related to a specific diagnosis in which you are interested or the diagnostic assessment process. Once you attend the webinar, send me a screenshot of registration and provide 3-4 minute video summary of the webinar in Coffee Shop Discussion Board during the week you attend. The summary must review the content of the webinar and please relate it to the content of the class.

Grading Scale

90% to 100% = A

89% to 80% = B

79% - 70% = C

69% - 60% = D

Below 60% =

Class Policies and Procedures

Required Textbooks

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text revised). Washington, DC: Author.

Recommended Textbooks

Durand, V. M., & Barlow, D. H. (2020). *Essentials of abnormal psychology*. Belmont, CA: Wadsworth. ISBN: 978-0-495-59982-1; \$161.38

Ingersoll, E. R., & Rak, C. F. (2015). *Psychopharmacology for the mental health professions* (2nd ed.). Boston, MA: Cengage.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

VIII. ADDITIONAL UNIVERSITY INFORMATION – ONLINE COURSES

You are required to logon to Moodle at least two times a week and complete all assignments and exams as scheduled by the due date. **There will be no make-up assignments. No exceptions will be made**

without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>). *Due to the structure and nature of this class your participation is essential. You are required to participate in all forum discussions and activities. You cannot make an A in this course if you do not participate each week.*

- A. Attendance is taken each week based on your login attempts and responses to class assignments/activities in Moodle. Rem: Since active engagement is crucial to your grade in this class there will be **no** make-up assignments. [Attendance policies](#) are those outlined in the university student handbook. Excessive absences (more than 75%) will be reported to appropriate university officials, as required by policy and procedures.
- B. Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed and it will be reported. **All papers will be submitted through a plagiarism checker.**
- C. Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- D. Student Services: Information about ULM student services, such as Student Success Center (<http://www.ulm.edu/cass/>), Counseling Center (<http://www.ulm.edu/counselingcenter/>), Special Needs (<http://www.ulm.edu/counselingcenter/special.htm>), and Student Health Services, is available at the following Student Services web site <http://www.ulm.edu/studentaffairs/>.
- E. Emergency Procedures: (N/A for online courses.)
- F. Professionalism and Diversity: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.
- G. Student services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Information about ULM student services:

- Student Success Center: <http://www.ulm.edu/cass/>
- Counseling Center <http://www.ulm.edu/counselingcenter/>
- Special Needs at <http://www.ulm.edu/studentaffairs/>
- Library <http://www.ulm.edu/library/referencedesk.html>
- Computing Center Help Desk <http://www.ulm.edu/computingcenter/helpdesk>

Current college's policies on serving students with disabilities can be obtained at for the ULM website: <http://ulm.edu/counselingcenter/>

- If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
 - Voice phone: 318-342-5220
 - Fax: 318-342-5228
 - Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

- The Marriage and Family Therapy Clinic 318-342-9797
- The Community Counseling Center 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, please contact me within the first week of class.

Tentative Schedule

*Schedule subject to change – will be announced on Moodle and via Warhawks email

CLASS DATE	Topics for the Week	CACREP	Readings & Exams
Week 1 1-14	A Review of the Clinical Interview, the Biopsychosocial, and Treatment Planning	3.G.11	
	Clinical Terms and Definitions	5.C.4	DSM-5: pp. 5-28; 821-836
	Using the DSM-5 and z-codes	3.G.16	
	Looking for client characteristics, protective factors, risk factors, and warning signs of mental health	3.G.17	
Making Referrals and Consultation			
Week 2 1-21	Biopsychology and Neuroanatomy		
	Introductions to Diagnosis and Psychopharm	3.E.18	Ingersoll & Rak: 1 & 2
	Trauma and Crisis as an Etiology to Diagnoses	5.C.1	
Week 3 1-28	Neurodevelopmental Disorders		DSM-5: pp. 35-99; 399-406 Ingersoll & Rak: 9
	Elimination Disorders	5.C.1	
	Medicating Children		
Week 4 2-4	Disruptive, Impulse-Control, and Conduct Disorders	5.C.1	I urge you to read ahead if possible. DSM-5: pp. 521-542

Week 5 2-11	Anxiety Disorders	5.C.1	DSM-5: pp. 215-262
Week 6 2-18	Depressive Disorders	5.C.1	DSM-5 pp. 177-214
Week 7 2-25	Bipolar and Related Disorders	5.C.1	DSM-5: pp. 139-176
Week 8 3-3	Trauma- and Stressor-Related Disorders Dissociative Disorders Somatic Symptom and related disorders	5.C.1	DSM-5: pp. 295-370
Week 9 3-10			Midterm Exam DUE: Friday by 11:59pm CT
Week 10 3-17	Substance Related and Addictive Disorders Etiology of Substance Abuse and Addictive Disorders	3.G.12 5.C.1	DSM-5: pp. 543-666 Doweiko (2006) Ch 4

	Feeding and Eating Disorders		
Week 11 3-24	Obsessive Compulsive and Related Disorders	5.C.1	DSM-5: pp. 371-398; 263-294
Week 12 3-31	Easter and Spring Break		
Week 13 4-7	Personality Disorders	5.C.1	DSM-5: pp. 733-778
Week 14 4-14	Schizophrenia Spectrum and Psychotic Disorders	5.C.1	DSM-5: pp. 101-138
	Sleep-Wake Disorders		DSM-5: pp. 407-520; 779-802
Week 15 4-21	Paraphilic Disorders Sexual Dysfunction Disorders Gender Dysphoria	5.C.1	Diagnostic Assessment Project DUE by Friday, at 11:59pm CST
Week 16 4-28	Neurocognitive Disorders	5.C.1	DSM-5: pp. 667-732 Final Exam DUE: Friday May 3rd by 11:59pm CST

KPI Assessment COUN 5021 Grading Rubric
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

- 5 = Advanced: Skills and understanding evident at an exceptional level
- 4 = Proficient: Strong level of mastery of skills and understanding
- 3 = Basic: Understanding of concepts/skills evident
- 2 = Developing: In process of developing understanding of concepts and skills; growth needed
- 1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
- NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student’s stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
classification, effects, and indications of commonly prescribed psychopharmacological medications	3.E.18	
diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11	
procedures to identify substance use, addictions, and co-occurring conditions	3.G.12	
procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	
procedures for using assessment results for referral and consultation	3.G.17	
	CMHC	
etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	