DIAGNOSTICS IN COUNSELING: COUN 5021 – 42849
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.

IV. Instructional Methods:

This course utilizes a combination of power point presentations, readings, critical thinking activities, case studies, audios/videos, and class discussions. For this process to be successful, each student must participate fully by reading assigned materials, logging onto Moodle at least twice weekly, and participating in class exercises and discussions. The instructional philosophy for the current course and the primary textbook is based on a learning-centered, outcome-based approach, which is briefly summarized below:

Learning Centered. A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material and applying the information to case studies. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratize the student-teacher relationship. In this course, students will be learning information using critical thinking activities to enhance understanding and application.

Outcome-Based: Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday practice. Thus, learning is measured through critical thinking activities and outcome measures.

V. Course Objectives

Objectives By the end of the semester students will:	**CACREP Standards 2016**
Create developmentally relevant counseling treatment or intervention plans	**Core: 2.F.5.h.**
Development measurable outcomes for clients	**Core: 2.F.5.i.**
Know principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	**CMHC: 5.C.1.c.**
Know neurobiological and medical foundation and etiology of addiction and co-occurring disorders	**CMHC: 5.C.1. d.**

Know about the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	**CMHC: 5.C.2.b**
Know the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*)	**CMHC: 5.C.2.d**
Know about the impact of biological and neurological mechanisms on mental health	**CMHC: 5.C.2.g**
Know the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	**CMHC: 5.C.2.h**
Know the common medications that affect learning, behavior, and mood in children and adolescents	**School: 5.G.2.h**

VI. Outcomes and Grade Assignments:

Class Discussion Board (50pts.)

Each week be prepared to discuss the readings in the Coffee Shop Discussion Board. Pull out one thing out of 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 or school 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.

Students have the option of what format they wish to engage within the Coffee Shop Discussion board. Students may submit a written or video post to the board. Students may also submit a group discussion post to the board. Students may respond to others' posts in written form or by individual or group video. 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) **KEY PERFORMANCE INDICATOR**

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.

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.

Grading Scale

90% to 100% = A	79% - 70% = C
89% to 80% = B	69% - 60% = D
	Below 60% = F

VII. Texts:

Required

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Recommended

Durand, V. M., & Barlow, D. H. (2012). 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.

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 Calendar

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

CLASS DATE	Topics for the Week	Readings & Exams
Week 1 **1-9**	Terms and Definitions Using the DSM-5 v-codes and z-codes Treatment Planning: How's and Why's	**DSM-5: pp. 5-24; 715-727**
Week 2 **1-16**	Biopsychology and Neuroanatomy Introductions to Diagnosis and Psychopharm Trauma and Crisis as an Etiology to Diagnoses	**Ingersoll & Rak: 1 & 2**
Week 3 **1-23**	Neurodevelopmental Disorders Elimination Disorders Medicating Children	**DSM-5: pp. 31-86; 355-360** **Ingersoll & Rak: 9**
Week 4 **1-30**	Disruptive, Impulse-Control, and Conduct Disorders	**I urge you to read ahead if possible. DSM-5: pp. 461-480**
Week 5 **2-6**	Anxiety Disorders	**DSM-5: pp. 189-233**

Week 6 **2-13**	Depressive Disorders	**DSM-5 pp. 155-188**
Week 7 **2-20**	Bipolar and Related Disorders	**DSM-5: pp. 123-154**
Week 8 **2-27**	Trauma- and Stressor-Related Disorders Dissociative Disorders Somatic Symptom and related disorders	**DSM-5: pp. 265-328**
Week 9 **3-6**		**Midterm Exam** **DUE: Friday by 11:59pm CST**
Week 10 **3-13**	Substance Related and Addictive Disorders Etiology of Substance Abuse and Addictive Disorders	**DSM-5: pp. 481-589** **Doweiko (2006) Ch 4**
Week 11 **3-20**	Feeding and Eating Disorders Obsessive Compulsive and Related Disorders	**DSM-5: pp. 329-354; 235-264**

Week 12 **3-27**	Personality Disorders	**DSM-5: pp. 645-684**
Week 13 **4-3**	Schizophrenia Spectrum and Psychotic Disorders	**DSM-5: pp. 87-122**
Week 14 **4-10**	Sleep-Wake Disorders Paraphilic Disorders Sexual Dysfunction Disorders Gender Dysphoria	**DSM-5: pp. 361-459; 685-705** **Diagnostic Assessment Project DUE by Friday, at 11:59pm CST**
Week 15 **4-17**	Neurocognitive Disorders	**DSM-5: pp. 591-644**
Week 16 **4-24**		**Final Exam DUE: Friday by 11:59pm CST**

Diagnostics in Counseling - COUN 502

Final Examination

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 = Exceptional: Skills and understanding significantly beyond developmental level
4 = Outstanding: Strong mastery of skills and thorough understanding of concepts
3 = Mastered Basic Skills at Developmental level: some understanding of concepts/skills evident
2 = Developing: Minor conceptual and skill errors; in process of developing skills
1 = Deficits: Significant remediation needed; deficits in knowledge/skills

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	**Description**	**Performance Level 1-5**
	Completion of the final exam	
CACREP Standard	**Description**	
2.F.2.h.	Create developmentally relevant counseling treatment or intervention plans	
2.F.2.i.	Development measurable outcomes for clients	

Clinical Mental Health Counseling (5.C)

CACREP Standard	**Description**
5.C.1.c.	Know principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5.C.1.d.	Know neurobiological and medical foundation and etiology of addiction and co-occurring disorders
5.C.2.b	Know about the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
5.C.2.d.	Know the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*)
5.C.2.g.	Know about the impact of biological and neurological mechanisms on mental health
5.C.2.h.	Know the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

School Counseling

CACREP Standard	Description
5.G.2.h	Know the common medications that affect learning, behavior, and mood in children and adolescents

	Description	Performance Level 1-5
Average	(i.e., total scores divided by number of requirements/standards)	
Percentage	(i.e., an average performance level of 3.5 will be 3.5/5 = 70%)	
Total Points	(i.e., syllabus assigns 10 points to assignment – 70% = 7 points)	