The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5400, Diagnosis and Assessment
4 Credits
Building Room: Loyola 203
Thursdays, 4:15-6:55pm

INSTRUCTOR
Name: Christy V. Bauman
Office Loyola 309
Office Hours Wednesdays 3-4pm; 7-8pm & Thursdays 3-4pm; 7-8pm (by appointment)
Phone: Loyola 309, 407-595-7999
Email: baumanc@seattleu.edu

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS

Required Texts:


Required Articles:

Optional Text:


CONTENT AREAS
COURSE DESCRIPTION

Graduate Bulletin Description
Provides an introduction to the process of clinical assessment and diagnosis that focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses in his/her clinical work in mental health agencies, schools and chemical dependency treatment centers. This course also examines the interaction of substance abuse and dependence with co-occurring psychological disorders.

Course Purpose

This course introduces students to the purpose and process of counseling assessment and diagnosis.

The focus is to acquire knowledge and develop skills necessary for mental health practitioners to make ethical, thorough, accurate assessments in their counseling work to facilitate the most appropriate interventions for their clients, who present with broadly diverse issues and backgrounds.

Students will learn to assign appropriate diagnoses to their clients, based on the current APA diagnostic system. Prerequisite: Abnormal Psychology.

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- The focus is to acquire knowledge and develop skills necessary for mental health practitioners to make ethical, thorough, accurate assessments in their counseling work to facilitate the most appropriate interventions for their clients, who present with broadly diverse issues and backgrounds.
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Course Rationale

1. CACREP Standards
   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.
2. SOCIAL AND CULTURAL DIVERSITY  
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally  
   c. multicultural counseling competencies  
   f. help-seeking behaviors of diverse clients  

3. HUMAN GROWTH AND DEVELOPMENT  
   c. theories of normal and abnormal personality development

2. Washington Administrative Code WAC 246-811-030  
   Chemical Dependency Professional  
   • 2 (f) Chemical dependency clinical evaluation (screening and referral to include comorbidity;  
   • 2 (p) Psychopathology abnormal psychology

KNOWLEDGE AND SKILLS OUTCOMES  
COURSE OBJECTIVES

• Be knowledgeable of principles and models of bio-psychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.  
Demonstrate knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.  
• Demonstrate their understanding of the ethics involved in counseling assessment and diagnosis.  
• Recognize how cultural differences affect assessment and diagnosis.  
• Identify major areas of concern to be included in an assessment interview.  
• Develop interviewing skills relevant to conducting an initial interview.  
• Define the purpose of the mental status exam and develop the skills necessary to complete such an assessment.  
• Identify specific criteria for assessing suicide potential, involuntary commitment and substance abuse.  
• Utilize the elements of an adequate assessment for persons in crisis.  
• Understand and use the current diagnostic statistical manual (DSM-5) to obtain a provisional diagnosis.  
• Engage in a process that will provide a guide in applying decision making rules regarding prognosis and choice of treatment.

COURSE INSTRUCTIONAL METHODS

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Instructional Methods include: Lecture, Small group experiential work, Dyadic/triad skill practice, Viewing video recordings and processing with class discussion, Small group diagnostic tasks, Observations and reflections and Case discussions.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Personal, Social History &amp; MSE</td>
<td>2a,2c,2f,3c</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 2: Social Justice &amp; Cultural Competence Activity</td>
<td>2a,3c,3f</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 3: Yalom Diagnosis &amp; Discussion</td>
<td>3c</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 4: Final Exam</td>
<td>2a,2c,3f,3a</td>
<td>40</td>
</tr>
</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
<td>80-83</td>
<td>B-</td>
<td>67-69</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>64-66</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
<td>C</td>
<td>60-63</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>70-73</td>
<td>C-</td>
<td>0-59</td>
</tr>
</tbody>
</table>

C. Course Expectations:

Assignment 1: Personal, Social History & MSE (due October 6th by midnight)
Conduct a social history interview with someone in or outside of the class (i.e. classmate, friend, stranger, etc.) using the case history form in your assignments folder. This assignment includes a mental status exam, diagnostic component or a case conceptualization component. Details of this assignment will be provided in class.
Assignment 2: Social Justice & Cultural Competence Activity (due October 20\textsuperscript{th} by midnight)
Students will pick a general diagnostic category such as depression, anxiety, schizophrenia, bipolar disorder, and examine the diagnosis through the lens of social justice and cultural competence. The result of this assignment will be a 34 page paper addressing the issue of choice. Students may explore such concepts as historical myths related to the lifespan, validity of therapeutic process in light of a particular population (for example, non-documented immigrant, or prisoners) or cultural norms (utilize learning from Cross Cultural Counseling Class), and negative consequences impacting a particular population or cultural group. In addition, students may also explore the impact of unequal access to mental health diagnostic services for poor or marginalized groups. Sources of information may include personal interviews, campus forums, rallies, and historical documents. Students are expected to include 34 references from peer reviewed journals in addition to alternate sources. Based on choice of diagnostic category, students will be invited to present preliminary findings in class. Notify instructor by October 9\textsuperscript{nd} via email regarding your interest for this assignment.

Assignment 3: Yalom & Diagnosing Discussion (due day of class before 4pm)
Students will be reading Yalom’s \textit{Love’s Executioner}. Short written DSM-5 diagnosis for each vignette to show competency of readings and must be presented and explained in class. Also, other discussion groups in conversation of the read vignettes will be expected to engage with the presenter’s diagnosis with their own diagnosis.

Assignment 4: Final Exam
Final exam will be given at the end of class that mirrors the national counseling board exam as it refers to diagnosis and assessment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Introduction to assessment, diagnosis, ethics; Overview of DSM-5, Building blocks of diagnosis, MSE, social history, &amp; GAF</td>
<td>DSM 5: pp. 525 Morrison: Introduction, Appendices</td>
<td>IIK3a, C4</td>
<td>Journal</td>
</tr>
<tr>
<td>Class #2</td>
<td>Neurodevelopment &amp; Conduct Disorders</td>
<td>Podcast: DSM-5 Morrison: Appendices, Ch.20 Yalom, Ch.1 &amp; 2</td>
<td>IIK3a, C4</td>
<td>Dyads &amp; Triads</td>
</tr>
<tr>
<td>Class #3</td>
<td>Anxiety, Mood and Obsessive Compulsive Disorders</td>
<td>Morrison: Ch.1,4,5 DSM 5 pp.31-86; 87188 A3/Assignment #1 Due</td>
<td>IIK3a, C4</td>
<td>Paper</td>
</tr>
<tr>
<td>Class #4</td>
<td>Psychotic Disorders, Mood Disorders</td>
<td>Morrison: Ch. 2,3, DSM 5 pp. 189264. Podcast: BBC All in the Mind Yalom, Ch. 3&amp;4</td>
<td>IIK3a, C4</td>
<td>Journal</td>
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<tr>
<td>Class #5</td>
<td>Trauma &amp; Stress Related Disorders, Dissociative Disorders, Somatic Symptoms</td>
<td>Morrison: Chapter 6,7,8 DSM 5: pp. 265327. Assignment A3</td>
<td>IIK3a, C4</td>
<td>Dyad &amp; Triads</td>
</tr>
<tr>
<td>Class #6</td>
<td>Eating Disorders, Elimination Disorder, Sleep &amp; Wake Disorders</td>
<td>Morrison: Chapter 9,10,11 DSM 5 pp. 329422. Yalom, Ch.5&amp;6 Assignment 2 Due</td>
<td>IIK3a, C4, C5</td>
<td>Paper</td>
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<tr>
<td>Class #7</td>
<td>Sexual Dysfunction &amp; Dysphoria, Gender Dysphoria</td>
<td>Morrison: Chapters 12,13 DSM 5 pp. 423-460; A3</td>
<td>IIK3a, C4, C5</td>
<td>Journal</td>
</tr>
<tr>
<td>Class #8</td>
<td>Cognitive Disorders, Disruptive, Impulse and Paraphillic Disorders</td>
<td>Morrison: Chapters 14,16,18 DSM 5 pp. 461480; 481590; 645-684. Yalom, Ch. 7&amp;8</td>
<td>C4, C5</td>
<td>Dyad &amp; Triad</td>
</tr>
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<tr>
<td>Class #9</td>
<td>Substance Abuse Disorders, Personality Disorders</td>
<td><em>Morrison: Chapter 15,17 DSM 5 pp. 591-644; 685-706. A3</em></td>
<td>C4, C5</td>
<td>Journal</td>
</tr>
<tr>
<td>Class #10</td>
<td>Last Class: Final &amp; Ending</td>
<td>A3/Assignment 4 Due: Final Complete Course Evaluation</td>
<td>C4, C5</td>
<td>Exam</td>
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</tbody>
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**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

[http://www.seattleu.edu/learningcommons](http://www.seattleu.edu/learningcommons)

**Academic Integrity Tutorial:** accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity).

**DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be
imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78678

Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.