

**Austin Peay State University
Department of Psychological Science & Counseling**

COUN 5080: Diagnosis & Psychopathology

Term: Fall 2024

Credit Hours: 3

Meeting Time: Thursdays, 4:30 p.m. -
7:30 p.m.

Room #: <https://apsu.zoom.us/j/92681125009>

Instructor: Mitchell Toomey, Ph.D.,
NCC, CRC

Email Address: toomeym@apsu.edu

Office Hours:

Tuesday: 10-12:30

Wednesday: 2:00-4:00

Thursday: 2:00-4:00

You can book using this link

<https://toomeym.youcanbook.me/>

Prerequisites:

Admittance to the Counseling Program, or permission of the instructor.

Required Text(s):

Kress, V. E., & Paylo, M. J. (2019). *Treating those with mental disorders* (2nd ed.). Pearson.
Other readings may be assigned throughout the course.

American Psychiatric Association. (2022). *Desk Reference to the Diagnostic Criteria from DSM-5-TR*.

Optional text(s)

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

Course Description:

This course will explore various theoretical approaches used in the helping professions. A particular emphasis will be placed on the application of these theories to current practice and current issues. As this is a first course for many graduate students, it will serve in part as an introduction to the field.

**Austin Peay State University
College of Education
Conceptual Framework Overview**

As part of the educational unit at Austin Peay State University, the Counseling program at APSU is committed to preparing highly qualified professionals who are knowledgeable in standards-based practice. The Counseling program at Austin Peay State University has adopted the 2024 CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. The standards are addressed specifically by course objectives, assignments, and activities.

Counseling Program Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism, and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

The M.S. in Counseling program is committed to the principle of universal learning. This means our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs, including a disability that may affect their academic performance, is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>)

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php

S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Heath & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Counseling Services include crisis intervention, individual and couples counseling, group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief), drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* to understand what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

All written work must meet the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in-person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You must adhere to the academic honesty policy described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be cited appropriately. Materials taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments, which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use it as a supplement rather than a replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge the use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to additional disciplinary action in accordance with university policy.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely to detect plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method-related details in the "Methodology" part of a manuscript should not raise serious ethical concerns.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete coursework. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers, even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via Zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing Zoom.

Web Browser: Online course content is delivered through the D2L learning management system, which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure your web browser is configured correctly.

Software: For course assignments, you will need software like Microsoft Office for word processing, spreadsheets, and presentations. Currently, enrolled APSU students receive free access to Microsoft Office 365 and can install it on up to 5 compatible PCs or Macs. Additional

information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

Like other courses in the Counseling Program, this course requires that learners maintain absolute confidentiality regarding all personal information related to classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and result in immediate dismissal from the program. Confidentiality will be followed as outlined in the current ACA Code of Ethics.

Email Policy:

Students must remember that faculty are not available 24 hours a day, seven days a week. Wellness and appropriate boundaries are essential values for all counselors and counselor educators. The course instructor will respond to all inquiries, questions, and other electronic correspondence in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance, and ask questions as they arise. Be sure to express your needs and concerns before the course is almost over. If you wish to meet regarding a grade from an assignment, please wait 24 hours after receiving a graded assignment to make an appointment with the instructor to further reflect on your concerns. Before this meeting, type out a document detailing what elements of your work merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <https://sparkmailapp.com/how-to-email-professor-template>.

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any changes to the syllabus will be clearly communicated to students.

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students can utilize the “Relax, Relate, & Release Policy” to miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and the material covered. Students utilizing this option must notify the professor before the missed class. Click here for more wellness information:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

Students can submit one late assignment without penalty (up to three days) if needed. This policy does not apply to presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Grading Timeline

My target date for grading assignments is within 7 days, but some assignments may take longer.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	Course Readings Class Discussions
Learn classifications, effects, and indications of commonly prescribed psychopharmacological medications	3.E.18	Course Readings Class Discussions Diagnostic Topic Handouts
Learn and practice use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	Course Readings Class Discussions Diagnostic Topic Handouts

Demonstrate use of diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11	Course Readings Class Discussions Movie Presentation Project
Explain procedures for assessing clients' experience of trauma	3.G.14	Course Readings Class Discussions Diagnostic Topic Handouts
Identify procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	Course Readings Class Discussions Movie Presentation Project
Discuss etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	Course Readings Class Discussions Movie Presentation Project
Develop intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	Course Readings Class Discussions Diagnostic Topic Handouts Movie Presentation Project
Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	Course Readings Class Discussions Movie Presentation Project

Methods of Instruction:

This class is intended to include class discussion, lecture, small-group activities, and role-play.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Policies for late and make-up work:

Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Your performance will be evaluated and your course grade determined by considering each of the following areas:

1. Attendance, Participation, and Professionalism (10%). Attendance and participations in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your final grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Evaluation Criteria for this assignment include following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

2. Diagnostic Topic Handout (10%)

You will make a creative infographic to describe a clinical concern in the DSM (e.g., Major Depressive Disorder, Narcissistic Personality Disorder, etc.) that you will upload to the corresponding D2L discussion board and present to class in **10 minutes or less**. This will challenge you to be imaginative and concise, as your infographic should be one page in length with all the pertinent information another clinician should know if they are researching that specific clinical concern. The goal of this project is that you and your classmates should walk away from this class with numerous well-researched and concise descriptions of different DSM clinical concerns. Categories to address in the infographic include:

- A brief background of the issue to include:
 - Brief definition/associated signs and symptoms
 - Incidence/prevalence
 - Etiology/development
 - Prognosis
- Assessment and Diagnosis
 - Diagnostic hallmarks and differential diagnosis (**do not give us the criteria from the DSM**, but instead help us understand what things a clinician should look for that will help identify a client struggling with this condition, and differentiate it from other concerns)

- Typical means of assessment (list common instruments, provide set of interview questions that help identify and differentiate the condition)
- Treatment Options (this should be more than just a list. Give a brief description of them and let us know what existing research says about their effectiveness). List medications as a helpful resource, but focus more on counseling approaches (remember, we are not prescribing physicians, but our clients often to arrive to us on psychopharmacologic medications, or may need specific psychopharm regimens before effective counseling can begin)
 - Empirically supported (I.e., evidence-based)
 - Other
- References
 - You should use at least five scholarly, peer-reviewed references to support the information in your infographic. These can be listed in a separate attachment from the infographic. These can be in a linked QR code or a separate attachment from the infographic to save space. Please adhere to APA 7th edition formatting.

3. **Weekly Quizzes (20%)**

There will be a 10 question quiz each week corresponding to the categories of diagnosis discussed that week, based on the Kress and Paylo reading. Each quiz will be timed for 20 minutes and will only display one question at a time. Each week's quiz will open on Friday at 12:01am and close on Wednesday (day before lecture) at 11:59pm.

4. **Psychological First Aid (PFA) Online Training Module (10%; Due, October 3rd- Certificate uploaded to D2L).**

PFA is an evidence-based approach to preventing posttraumatic stress disorder among individuals after experiencing a disaster and/or crisis. You will take a five-hour online FREE training module on the foundations of PFA. In addition to the skills you will gain, after completion of the training, you will receive a certificate that you can then use on your resume. Additionally, this training will be transferrable in COUN 5190: Assessment and Appraisal. The link to the training can be found [here](#).

5. **Midterm and Final Exam (20; 10% each%)**

You will complete both a midterm and final exam this semester on the dates listed on the course calendar. These will be take-home exams, and will be shared with you all one week prior to their due date. Each of these exams will feature a client case, where you will be required to diagnose, provide differential diagnoses, and treatment plan. You will be able to access your book, your notes, and the internet for these projects.

6. **Diagnostic Assessment and Treatment Planning Movie Project Presentation (30%)**

Students will work in groups (AKA treatment teams 😊) of 4-5 people. In this assignment, you will be formulating an intake summary for a character in a popular movie. Select one of the movies listed below and as you watch, pay attention to information about the client's identity, history of current concerns, relevant background information, psychosocial adjustment, and strengths and resources. You will turn in an Intake Summary (I'll provide sample intake summary form and the Intake Summary Guidelines) that includes the above information, as well as a diagnostic statement / case conceptualization, DSM diagnosis and initial treatment plan.

Take your summary seriously – even if the movie is a comedy, write as if you were going to present your summary in court. If the character changes over the course of the film, diagnose at the point of greatest severity. This presentation should be last between 15-20 minutes. Two groups will present on November 14th and two will present on November 21st

Grading:

Assignment	Value
Attendance, Participation, and Professionalism (5 points off each class missed)	10%
Psychological First Aid Training Module	10%
Diagnostic Topic Handout	10%
Weekly Quizzes	20%
Midterm and Final Exam	20%
Movie Project Presentation	30%

TOTAL 100%

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	Aug. 29	<p>Introductions and Syllabus Review Introduction and Orientation to the DSM-V-TR Psychopathology: What it is and is not</p> <p>Get into Movie Project groups</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	None
2	Sep. 5	<p>Diagnostic Assessment: Biopsychosocial, Mental Status Exam, Cross-Cutting Measures, Cultural Formulation</p> <p>Treatment Planning in the real world: Managed care systems, culture, ethics</p> <p>Safety-related treatment issues and treatment planning: Intro to suicide assessment</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	<p>Kress & Paylo Ch. 1 - 3 DSM Full Text p. 1-30 DSM Desk Reference p. 3-13</p>
3	Sep. 12	<p>Bipolar, Depressive, and Related Disorders</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	<p>Kress & Paylo ch. 4 DSM Full Text p. 139-214</p> <p>DSM Desk Reference p. 57-80</p> <p>Quiz 1</p>

Week	Date	Topic	Readings/Assignments Due
4	Sep. 19	<p>Anxiety, Obsessive-Compulsive, and Related Disorders</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	<p>Kress & Paylo ch. 5 & 6 DSM Full Text p. 215-294</p> <p>DSM Desk Reference p. 99-110</p> <p>Quiz 2</p> <p>Diagnostic Topic Presentation:</p> <ol style="list-style-type: none"> 1. Ally Davis 2. Becky Faraca 3. Daejanae Morris 4. Cassandra Tolon
5	Sep. 26	<p>Neurodevelopmental Disorders/Neurocognitive Disorders</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	<p>Kress & Paylo ch. 13 DSM Full Text p. 35-100 DSM Desk Reference p. 19-40; 235-268</p> <p>Quiz 3</p> <p>Diagnostic Topic Presentation:</p> <ol style="list-style-type: none"> 1. Natalia Ricks 2. Sara Belk 3. Holli Heller 4. Jessica Witt
6	Oct 3	<p>*Class is asynchronous this week*</p> <p>Schizophrenia Spectrum and Other Psychotic Disorders</p> <p>(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)</p>	<p>Kress & Paylo ch.10 DSM Full Text p. 101-138</p> <p>DSM Desk Reference p. 41-56</p> <p>Quiz 4</p> <p>Psychological First Aid certificate due on D2L</p>

Week	Date	Topic	Readings/Assignments Due
7	Oct 10	Trauma and Stressor-Related Disorders Dissociative Disorders Somatic Symptom and Related Disorders (CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)	Kress & Paylo ch. 7 & 14 DSM Full Text p. 295-370 DSM Desk Reference p. 121-132; 133-136; 137-142 Midterm Exam Due Quiz 5 Diagnostic Topic Presentation: <ol style="list-style-type: none"> 1. Elizabeth Carter 2. Caroline Hansrote 3. Alex Hartley 4. Lisa Jackson
8	Oct 17	Fall Break – NO CLASS	
9	Oct 24	Feeding and Eating Disorders Elimination Disorders Disruptive, Impulse-Control, and Conduct Disorders (CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)	Kress & Paylo ch. 11 & 12 DSM Full Text p. 371-406; 521-542 DSM Desk Reference p. 143-148; 149-150; 181-186 Quiz 6 Diagnostic Topic Presentation: <ol style="list-style-type: none"> 1. Colton Hatch 2. Elena Martinez 3. Madisen Blackwell 4. Kaylee Walters 5. Mackenzie Cook
10	Oct 31	Personality Disorders	Kress & Paylo ch. 9

Week	Date	Topic	Readings/Assignments Due
		(CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)	DSM Full Text p. 7330778 DSM Desk Reference p. 269-278 Quiz 7 Diagnostic Topic Presentation <ol style="list-style-type: none"> 1. Brandon Morris 2. Aliaa Soliman 3. Bianca Browne
11	Nov 7	Sleep-Wake Disorders Sexual Dysfunctions Paraphilic Disorders Gender Dysphoria (CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)	Kress & Paylo ch. 15 DSM Full Text p. 407-520; 779-802 DSM Desk Reference p. 151-166; 167-176; 177-180; 279-284 Quiz 8 Diagnostic Topic Presentation: <ol style="list-style-type: none"> 1. Tiya Douglas 2. Abimbola Ulfemia 3. Kathryn Shmittou Group 1 Movie Presentation: Group 2 Movie Presentation:
12	Nov 14	Substance-Related and Addictive Disorders (CACREP 2024- 3.E.15, 3.E.18, 3.G.7, 3.G.11, 3.G.14, 3.G.16, 5.C.1, 5.C.4, 5.C.5)	Kress & Paylo ch. 8 DSM Full Text p. 543-666 DSM Desk Reference p. 187-234 Quiz 9

Week	Date	Topic	Readings/Assignments Due
			Diagnostic Topic Presentation: 1. Gray Booker 2. Mo Stone Group 1 Movie Presentation: Group 2 Movie Presentation:
13	Nov. 21 Last Day of Class!		Diagnostic Topic Presentation Group 1 Movie Presentation: Group 2 Movie Presentation:
14	Nov 28	Thanksgiving Holiday – NO CLASS	
15	Dec. 4 (Wednesday)		Final Exam is due

Additional Websites for Counseling and Ethical & Legal Guidelines:

American Counseling Association: www.counseling.org

American School Counseling Association: www.schoolcounselors.org

American Mental Health Counselors Association: <http://www.amhca.org>

Association for Deaf Education and Counseling: www.adec.org

Diagnostic Topic Scoring Rubric

Criteria	Points	Comments
<p>A brief background of the issue to include (40 pts.):</p> <ul style="list-style-type: none"> • Brief definition/associated signs and symptoms (10 pts) • Incidence/prevalence (10 pts) • Etiology/development (10 pts) • Prognosis (10 pts) 		
<p>Assessment and Diagnosis (30 pts.)</p> <ul style="list-style-type: none"> • Diagnostic Hallmarks (NOT explicit DSM criteria; 10 pts.) • Differential Diagnosis/es (10 pts) • Assessments (10 pts) 		
<p>Treatment Options (30 pts.)</p> <ul style="list-style-type: none"> • Therapy Interventions (10 pts) • Psychopharmacological Interventions (10 pts) • Evidence-base for each intervention listed (10 pts) 		

Scoring Rubric for Movie/Case Summary

Element	Proficient (8-10 pts.)	Satisfactory (5-7 pts.)	Needs Improvement (2-4 pts.)	Inadequate (0-1 pts.)
<p>Provides relevant background information on the client CACREP-2024. 3.G.16 CACREP-2024. 5.C.4</p>	<p>Presentation includes a thoughtful description of each of the following 1) client identity, 2) history of current concerns, 3) relevant background information, and 4) strengths and resources</p>	<p>Presentation includes a thoughtful description of 2-3 of the following 1) client identity, 2) history of current concerns, 3) relevant background information, and 4) strengths and resources</p>	<p>Presentation includes a thoughtful description of 1-2 of the following 1) client identity, 2) history of current concerns, 3) relevant background information, and 4) strengths and resources.</p>	<p>Presentation does not include a thoughtful description of each of the following 1) client identity, 2) history of current concerns, 3) relevant background information, and 4) strengths and resources</p>
<p>Diagnosis and justification with attention to differential diagnoses and justification CACREP-2024. 3.E. 18 CACREP-2024. 3.G.11 CACREP-2024. 5.C.1</p>	<p>Presentation includes a thoughtful diagnosis of the presenting concern including justification per DSM-5 criteria AND differential diagnoses with justification.</p>	<p>Presentation includes a thoughtful diagnosis of the presenting concern including justification but does not cite any DSM-5 criteria. Provides differential diagnoses with no justification.</p>	<p>Presentation includes either a thoughtful diagnosis of the presenting concern and justification per DSM-5 criteria, but not differential diagnoses.</p>	<p>Presentation does not include a thoughtful diagnosis of the presenting concern including justification per DSM-5 criteria.</p>
<p>Demonstrates appropriate screening methods for diagnosis CACREP-2024. 3.G.7 CACREP-2024. 5.C.4</p>	<p>Describes screening methods used to arrive at diagnosis with attention to both appropriateness for the context and multiculturalism</p>	<p>Describes screening methods used to arrive at diagnosis with attention to either appropriateness for the context and multiculturalism</p>	<p>Describes screening methods used to arrive at diagnosis with no attention to appropriateness for the context and multiculturalism</p>	<p>Fails to describe screening methods used to arrive at diagnosis</p>
<p>Determine initial treatment plan with initial counseling strategies you will use CACREP-2024. 3.G.7 CACREP-2024. 5.C.5</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines three counseling approaches to achieving the goals of the treatment plan.</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines two counseling approaches to achieving the goals of the treatment plan</p>	<p>Describes a treatment plan in line with the diagnosis and presenting concerns that outlines no more than one counseling approach to achieving the goals of the treatment plan</p>	<p>Does not describe a complete treatment plan and pays no-minimal attention to counseling strategies.</p>