

**DIAGNOSTICS IN COUNSELING: COUN 5021**

## **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.

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Special circumstances.

## **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

## **Course Content, Objective, CACREP Standards, and KPI**

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### **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**

## **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)**

## **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)

**without proof of an emergency that falls within the university [excused absence guidelines](http://bit.ly/1LbMV0c)**  
(<http://bit.ly/1LbMV0c>).

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:

- o Voice phone: 318-342-5220
- o Fax: 318-342-5228
- o 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**

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

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	Feeding and Eating Disorders		
<b>Week 11</b>	Obsessive Compulsive and Related Disorders	5.C.1	<b>DSM-5: pp. 371-398;</b>
<b>3-24</b>			<b>263-294</b>

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**Week 12**

**3-31** Easter and Spring Break

**Week 13**

**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-