

COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 680: Assessment and Diagnosis

Semester/Year (dates or format)

Instructor Information

Instructor:

Phone / eMail:

Office Hours:

General Course Information

Course Format:

Days/Times:

Credit Hours:

Course Prerequisites

EPS 664 – Tests and Measurements is a prerequisite/co-requisite. Previous graduate or undergraduate courses in Abnormal Psychology and Personality Theory are strongly recommended.

Course Description

This course provides a comprehensive overview of the fundamentals of psychopathology and psychiatric/psychological assessment and multi-axial diagnosis using the DSM-V. This course will address all of the relevant areas recommended by the Council on Accreditation of Counseling and Related Educated Programs, including differential diagnosis, diagnostic tools, clinical interviewing, treatment modalities, dual diagnosis, multicultural considerations, diagnosis during a crisis or disaster, etc.

Student Learning Expectations / Outcomes for this Course

CACREP 2016 standards			
CORE		HUMAN GROWTH AND DEVELOPMENT	
CORE	2-3d	theories and etiology of addictions and addictive behaviors	Class lecture and discussion

Note: While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.

CORE		COUNSELING AND HELPING RELATIONSHIPS	
CORE	2-5b	a systems approach to conceptualizing clients	Class lecture and discussion Case assignments
CORE	2-5h	developmentally relevant counseling treatment or intervention plans	Case assignments and class discussions
CORE	2-5i	development of measurable outcomes for clients	Case assignments and class discussion
CMHC only		CONTEXTUAL DIMENSIONS	
CMHC only	CM-2a	roles and settings of clinical mental health counselors	Class lecture and discussion
CMHC only	CM-2b	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Class lecture and discussion
CMHC only	CM-2d	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Class lecture, discussion, final project
CMHC only	CM-2e	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Class lecture and discussion
CMHC only	CM-2h	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Class lecture and discussion

Course Structure / Format / Approach

Students are expected to attend all class meetings, to actively participate in class discussions and activities, and to complete all assigned readings, homework assignments, and other course requirements.

Class meetings will include lectures, discussions, demonstrations, case studies, and videos. Lectures will only partially cover the material in the assigned readings. Students are expected to keep up with the assigned readings. Students must bring the DSM-V to all class meetings. Students will analyze case studies in class and as homework.

Required Textbooks and Readings

1. Maxmen, J. S., Ward, N. G., & Kilgus, M. (2009). *Essential psychopathology and its treatment* (3rd ed.). New York, NY: W. W. Norton & Company.
2. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: Author.

Note: Bring the DSM to every class meeting.

Additional Readings

1. Jongsma, A., Peterson, L., & Bruce, T. (2014). *The complete adult psychotherapy treatment planner* (5th ed., Practice planners). (Available on Blackboard)

Assessment of Student Learning Outcomes

1- **Case study Assignments:** There will be 2 case study assignments in this class. Students will review the case study and answer questions related to it. These case studies will be available on Blackboard.

2- **Group presentations:** Groups of four students will choose a DSM-V's diagnosis. Based on that diagnosis' symptoms and signs, students will create a videotaped client presentation and a written description. The videotaped client presentation should be a concise presentation of a person suffering a specific disorder. The goal of this presentation is to highlight the main aspects of the client's disorder to facilitate your classmates' diagnosis. Your task is to provide enough information for the understanding of underlying psychopathology, personal interactions and, ultimately, the correct diagnosis of the client.

What makes a good clinical vignette? A good client presentation that leads to a recognizable and diagnosable disorder. What to avoid? Complicated or very unlikely symptoms or problems are interesting to discuss but they are not the best for this assignment. Remember that your goal is to help your audience to learn about the disorder's main characteristics and to provide an accurate diagnosis. The written description should include the following:

- (a) Detailed description of the simulated client. This information should contain all the elements relevant for the formulation of the chosen diagnosis. (20 pts)
- (b) Diagnostic impression based on DSM-V (10 pts)

- (c) **Diagnostic Criteria** (Please refer to DSM-V for specific guidelines): Provide the criteria used to reach your diagnostic, including descriptions of the simulated client's signs and symptoms to support your clinical decision. You will go over the criteria and rationalize how was it exhibited on the video. (30 pts)
- (d) **Discussion of differential diagnosis**: Discuss and provide evidence that eliminate all the alternative diagnosis for this disorder presented in the DSM-V manual. (10 pts)
- (e) **Treatment Planning**: What would be some goals and objectives of this client? Explain. (20 pts)
- (f) **Report available treatments for the disorder and discuss their effectiveness** (5 pts)
- (g) **Adhere to APA formatting and writing style** (5 pts)

Why this assignment? Developing and presenting a clinical vignette is a great way to research and fully understand specific mental disorders. It gives you an opportunity to become an expert on specific diagnostic. Furthermore, the videotaped clinical vignette assignment of this course gives you an opportunity to present, in a technologically sophisticated manner, what you have learned to your classmates. Throughout your training and your professional life, you will be required to do case conferences or presentations, so this is a great opportunity for you to “practice” putting together a client-based presentation. (Adapted from: Dr. Zalaquett, University of South Florida)

- 3- **Movie discussions**: 3 movies will be assigned through the course of this semester. The movies will be used as classroom discussion tools. Students will be expected to have watched the movie, hypothesized the diagnosis, and noted unique characteristics about the important characters. Specific guidelines for each movie discussion will be provided in class.
- 4- **Final Project Paper (Descriptive Case study)**: Based on the disorders in DSM-5, create a descriptive case study. This case study can be completely hypothetical or based on a famous personality, movie character, or animation character. Make sure to incorporate all essential information required for a complete diagnosis. Utilize chapter-9 of the text book as a format to develop a case based on a disorder that interests you. This project requires an amalgamation of creativity and theoretical concepts discussed in class. Before working on this project, make sure to discuss your case example and chosen disorder with the instructor. See Rubric in appendix.
- 5- **Participation and Professionalism**: These points will be earned if a student is participating in all classes, causing no disruption, is respectful to colleagues and professor, and is open to learning. Participation points also include student's adherence to class policies and interaction inside and outside classroom. Chronic lateness, leaving

class early, and poor participation will also result in the loss of points; the number of points deducted will be dependent upon circumstances and frequency Note: If students are found using laptops for non-educational purposes, they will be given a 0 for that class. Same applies for cellphone!

Grading System

Class Assignment	Due Date	Points
Case study-1	March 30 th at 11.59pm	20
Case Study-2	April 6 th at 11.59pm	40
Movie discussions (3)	In-class for the assigned nights	30
Group Presentation (video)	Based on group number	50
Group Presentation (write-up)	Based on group number	100
Final Project Paper	TBD	100
Participation & Professionalism	N/A	10
Total		350

Course Outline: (Readings and Assignments)

Week	Topic	Reading Assignment
1	Introduction Other conditions and V codes Diagnosis, prognosis, treatment, and issues including Multicultural Competencies Assessment (Interviewing)	Chapters 1- 9
2	Spring Break	
3	Mood Disorders Anxiety Disorders Watch movie- Girl, Interrupted Case study assignment- 1	Chapters 13 & 14
4	Sexual and gender identity disorders Sleep disorders Case study assignment- 2	Chapter 21 and 22
5	Neurocognitive disorders Neurodevelopmental disorders Substance related disorders Watch movie- Temple Grandin	Chapters 10, 11 & 25
6	Trauma related disorders Eating disorders Group presentation-1	Chapters 16 & 20
7	Schizophrenia and other thought related disorders Personality disorders Group Presentation- 2 Watch movie- A Beautiful Mind	Chapters 12 and 24
8	Disruptive and Impulse control disorders OCD Group presentation-3	Chapter 15 & 23
9	Dissociative and somatoform disorders Group presentation- 4	Chapters 17 & 18

Course Policies

Participation and Attendance

1. Good participation in this class is expected. Students who miss more than two classes without a documented medical reason will lose 5 points per absence after the first two absences. Chronic lateness or leaving class early may result in the loss of points; the number of points deducted will be up to the instructor. Good participation is defined as speaking in class in an appropriate way when called upon by the instructor; paying courteous attention to other people who are speaking; being responsive to the instructor's suggestions regarding conduct in class; and refraining from distracting behaviors such as chatting with neighbors, eating meals, taking unscheduled breaks, etc.
2. Classes will begin and end on time, so please be prompt. There will be a break mid-way in each class, so please do not take unscheduled breaks unless it is an emergency.
3. While class attendance is required as stated above, please be cautious about attending class if you may have a contagious illness, and inform me by phone or e-mail if you are sick. If you are experiencing flu-like symptoms, you should not attend class; please take precautions not to infect others, and seek medical attention if your symptoms worsen. People who have the flu should not attend class until at least 24 hours after they are free of fever, without the use of fever-reducing medications.
4. Students who are absent for any reason are responsible for any announcements or material covered in class, and should get information about this material from classmates rather than the instructor (this includes copies of handouts). Some activities and videotapes may not be available after the class where they are used.
5. Missing 2 classes may result in a letter grade drop. Missing more than 2 classes will automatically result in a letter grade drop. Late Work Policy: 1- Group work: In case a student is unable to participate in the group work on time, it is the responsibility of the group members to resolve it among themselves before reaching out to the professor. If a group decides to turn in a project after the due date, the submission will be considered for 50% credit up to 24 hours after the submission deadline. After 24 hours, no work will be graded. 2- Individual work: Similarly, assignments will be considered for 50% credit up to 24 hours after a due date is missed. No work will be graded after 24 hours of the deadline.

Late Work Policy:

- 1- Group work: In case a student is unable to participate in the group work on time, it is the responsibility of the group members to resolve it among themselves before reaching out to the professor. If a group decides to turn in a project after the due date, the submission will be considered for 50% credit up to 24 hours after the submission deadline. After 24 hours, no work will be graded.
- 2- Individual work: Similarly, assignments will be considered for 50% credit up to 24 hours after a due date is missed. No work will be graded after 24 hours of the deadline.

Appendix

Rubric for Final Project Paper (Descriptive Case Study)

CRITERIA	Needs Improvement	Competent	Proficient (A)
Identification of the Problems 10 points	Identifies and demonstrates a limited understanding of some of the issues/problems in the case study.	Identifies and demonstrates an acceptable understanding of most of the issues/problems in the case study	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.
Analysis and Evaluation of Issues/Problems (Case conceptualization) 30 points	Presents a superficial or incomplete analysis of some of the identified issues; omits necessary information.	Presents an analysis of most of the identified issues; missing some necessary information.	Presents an insightful and thorough analysis of all identified issues; includes necessary information.
Accuracy of Diagnosis and codes 20 points	Inaccurate diagnosis is made with no or inaccurate V-codes	Accurate diagnosis and supporting V-codes are presented with limited evidence	Accurate diagnosis and v-codes are presented
Description of symptoms 20 points	Identifies limited symptoms listed in the DSM and provides limited examples	Identifies and demonstrates at least 75% of symptoms listed in the DSM and provides supportive examples	Identifies and demonstrates all symptoms listed in the DSM with clear examples to support
Treatment Goals and Objectives 10 points	Treatment goals and objectives are missing or are not reasonable, and/or not measurable.	Treatment goals and objectives are reasonable and measurable.	Treatment goals and objectives are clear and measurable.
Writing style and formatting 10 points	Erroneous APA formatting and technical and grammatical errors in writing	Basic APA formatting with some technical and grammatical errors in writing	APA formatting and writing style are clear with minimal errors

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO

located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 1, 2021