# Seattle University College of Education

# 

SCHOOL COUNSELING

# ­­*Preparing diverse, ethical, reflective, and clinically skilled counselors*

# *to be multicultural and social justice leaders and advocates.*

# **COUN 5400 Diagnosis and Assessment**

**Fall 2022**

## Course Description

**Graduate Bulletin Description:**

Graduate Bulletin Description: Provides an introduction to the process of clinical assessment and diagnosis which focuses upon the development of skills necessary for counselors to make accurate assessments and diagnoses in clinical work.

**Course Purpose:** Provide brief purpose of the course here.

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 counselors to make accurate, ethical, and thorough assessments in their counseling work to facilitate the most appropriate diagnoses and interventions for their clients.

## Course information

Course code: COUN 5400

Credits: 4

Location:

## Instructor information

Instructor:

Phone:

Email:

Office:

## Text & Materials

*Demystifying the DSM: A tool for school counseling students and Practitioners, Revised First Edition* by Shillingford and Gonzalez ISBN: 978-1-79354896-2

*The Color of Hope: People of Color Mental Health Narratives* by Vanessa Hazzard

Additional readings assigned by the professor are made available on Canvas

**Technology:**

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU’s learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [servicedesk@seattleu.edu](mailto:servicedesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

## Course Rationale: Professional Standards

**CACREP Standards**

CACREP Standards

SECTION 2: PROFESSIONAL COUNSELING IDENTITY COUNSELING CURRICULUM

E. Current counseling-related research is infused in the curriculum.

F.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

F.3. HUMAN GROWTH AND DEVELOPMENT

c. theories of normal and abnormal personality development

F.7. ASSESSMENT AND TESTING

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. methods of effectively preparing for and conducting initial assessment meetings
3. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

e. use of assessments for diagnostic and intervention planning purposes

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

F8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Washington Administrative Code WAC 246-811-030 Chemical Dependency Professional Educational Requirements

* 2 (f) Chemical dependency clinical evaluation (screening and referral to include comorbidity)
* 2 (p) Psychopathology/Abnormal Psychology

## Course Objectives and Key Performance Indicators

* Gain knowledge of principles and models of bio-psychosocial assessment and concepts of normalcy and psychopathology leading to diagnoses and appropriate interventions (CACREP 2a, 2c, 2f; 5g, 5h, 5i, 5n)
* Demonstrate knowledge of the principles of diagnosis and the use of current diagnostic tools
* Demonstrate understanding of the ethics involved in counseling assessment and diagnosis (CACREP Section II: E)
* Recognize how cultural identities affects assessment and diagnosis (CACREP 2c) (CACREP 2f; 5g, 5h, 5i, 5n; WAC: 2(k))
* Identify major areas of concern to be included in an assessment interview (CACREP F7 a., b., c., i)
* Develop interviewing skills relevant to conducting an initial interview (CACREP F7 a., b., c., i)
* Understand the purpose of the mental status exam and develop the skills necessary to complete such an assessment (CACREP F7 e)
* Identify specific criteria for assessing suicide risk, risk to others, and substance abuse(CACREP F7 e)
* Understand and use the current diagnostic statistical manual (DSM-5) to obtain a provisional diagnosis(CACREP F7 e)

## Office Hours

By appointment

## Response Times

The best way to reach me is to use **[preferred email].** I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

## Methods of Instruction

*Change in Delivery of Instruction*

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

Digital Delivery Expectations

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:

* Students must engage with Canvas materials and learning experiences
* Students must have their camera on during all class times
* Student discussion postings are professional and respectful of others
* Student discussion posting are in-depth, meaningful, and contribute to the learning environment

## Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment.

## Student Performance Evaluation Criteria and Procedures

# Course Requirements**:**

**Assignments and Activities**

**Late work is not accepted without prior approval and points will be deduced at 10% per day late.**

|  |  |
| --- | --- |
| Assignments and Activities | Points Possible |
| 1. **Class Attendance and Participation**: Reading, discussing, and integrating ideas and information are central to this course. Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss. | 100 pts |
| 2. **Weekly Questions:** Students will answer questions posed weekly based on topics (questions in text) More information on CANVAS | 70 pts |
| 3. **Group Presentation**: Students will provide an in-depth presentation on an assigned mental health disorder. *Rubric for assignment is posted on course canvas page. See course schedule for due dates* | 100 Points |
| 4. **Diagnostic Assessment**: Students will be assigned a “student” to assess and diagnose via a movie analysis. Using criteria from the DSM-5 students will create a written assessment with clinical justification using assessments, screens, and scales. Students will include a hypothesis of treatment based on diagnosis. *Rubric for assignment and details are posted on course canvas page. See course schedule for due date* | 140 Points |
| 5. **Online Work:** Students will be assigned online modules to complete as described on Canvas. | 60 pts |
| 6. **Color of Hope:** Students will create and present a creative art project the final night of class. The project will require a reflection. Details TBA | 50 pts |

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| **Point scale** | **Letter grade** | **Point scale** | **Letter grade** |
| 94% and higher | A | 74% - 76% | C |
| 90% - 93% | A- | 70% - 73% | C- |
| 87% - 89% | B+ | 67% - 69% | D+ |
| 84% - 86% | B | 66% - 63% | D |
| 80% - 83% | B- | 60% - 63% | D- |
| 77% - 79% | C+ | 0% 59% | F |

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study.

# Course Expectations**:**

APA Style 7th Edition

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the *7th edition* of the Publication Manual of the American Psychological Association.

# Participation, Attendance, and Late Work**:**

You are a graduate student training to be a professional counselor. The faculty will evaluate your readiness to enter the profession through your interactions in the program. As such, you will need to demonstrate to faculty your professionalism and your ability to attend to career responsibilities. These qualities are demonstrated, in part, through your attendance and participation in course assignments and sessions. You must have your camera on during class.

# Attendance Policy**:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non- clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.**

Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

Participation means preparing for class by reading required texts/materials, entering class discussions with informed and relevant comments/questions and participating in class activities. Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance. The instructor requires students to have cameras on during the course.

# Professional Counselor Dispositions**:**

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

# Device Usage Policy**:**

To participate in this class students will need to use an electronic device. To demonstrate respect for classmates, the instructor, and the learning environment, devices are expected to be silenced during class and activity time. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is unprofessional behavior. Please use devices only for appropriate class-related tasks.

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| **Date** | **Topics**  **And Course Schedule** | **Assignments** |
| Class 1 9/27/22 | Intro to Assessment & Diagnosis  Cultural Context | Set the groundwork for Diagnosis and Schools. Risk Assessments and Suicide |
| Class 2 10/4/22 | Substance Use Disorder and Trauma | Guest Speaker |
| Class 3 10/11/22 | Online Module  ADHD and Autism | Color of Hope Reading and Reflect  Chapters 1 &3 Questions # 1 due (pages 17 and 42) |
| Class 4 10/18/21 | Major Depressive Disorder and Bi-Polar Disorder | Chapters 4 & 5 Questions # 2 due (pages 55 and 69)  Presentation # 1 |
| Class 5 10/25/22 | Online Module: Eating Disorders and Oppositional Defiant Disorders | Color of Hope Reading and Reflect  Chapters 6&7 Questions # 2 due (pages 82 and 97) |
| Class 6 11/1/22 | Online Module: Conduct Disorder and General Anxiety Disorder | Color of Hope Reading and Reflect  Movie Analysis  Chapters 8 & 9 Questions #3 due (pages 113 and 127) |
| Class 7 11/8/22 | Obsessive Compulsive Disorder and Separation Anxiety | Chapters 10 & 11 Questions # 4 due ( pages 138 and 152)  Presentation # 2 |
| Class 8 11/15/22 | Social Anxiety and Panic Disorder | Chapters 12 & 13 Questions #5 due (pages 164 and 178)  Presentation # 3 |
| Class 9 11/22/22 | PTSD and Self-Harm | Chapters 14 & 15 Questions # 6 due (pages 191 and 204)  Presentation # 4 |
| Class 10 11/29/21 | Grief and Selective Mutism | Chapters 16 & 17 Questions # 7 due (pages 216 and 229)  Creative Arts Presentation  Final Assessment Paper Due |

## Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

**APA Style:** For the SC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University’s Online Writing Lab (OWL)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) pages on APA, and if you’re having difficulty, arrange to meet with me and we can go over any trouble-spots together.

**Academic Integrity Tutorial**

Please familiarize yourself with the university’s academic integrity policies by visiting the [Resources for Students](https://www.seattleu.edu/academic-integrity/resources-for-students/) page in the university’s Academic Integrity website where you will find the Academic Integrity Tutorial.

## Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work.  We also understand, however, how demanding your work and school and life are as well.  As such, we do allow late work to be accepted with a 10 %/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances.Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.  

**Attendance is required. Missing more than one class in the summer term and two classes in the academic term will result in failing the course.**

## Discussion Posting Deadline Policies

If there are discussion postings, there will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

**Workload in this Course**

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

**Key Performance Indicators and Professional Counselor Dispositions**

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students’ ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CACREP Curricular and Specialty Areas** | **Course/Exam** | **Summative Assignment** | **0** | **1** | **2** | **3** | **4** |
| Professional Coun. Orn. & Ethical Practice | C5080 | Ethical Decision-Making |  |  |  |  |  |
| Social and Cultural Diversity | C5130 | Cultural Interview/Immers |  |  |  |  |  |
| Human Growth and Development | C5070 | Final Paper |  |  |  |  |  |
| Career Development | C5120 | Career Assess. Interview |  |  |  |  |  |
| Counseling and Helping Relationships | C5100 | Clinical Assessment I |  |  |  |  |  |
| C5510 | Clinical Assessment II |  |  |  |  |  |
| Group Counseling and Group Work | C5170 | Group Proposal |  |  |  |  |  |
| Assessment and Testing | C5270 | Test Interpretation |  |  |  |  |  |
| Research and Program Evaluation | E5000 | Research Design |  |  |  |  |  |
| Foundations of CMHC | C5580 | CMHC Observ. & Interview |  |  |  |  |  |
| Contextual Dimensions of CMHC | C5650-5670 | Advocacy Project |  |  |  |  |  |
| Practice of CMHC | C5640 & 5650 | Clinical Assessment III & IV |  |  |  |  |  |
| Foundations of School Counseling | C5090 | SC Observ. & Interview |  |  |  |  |  |
| Contextual Dimensions of School Counseling | C5550-5570 | Advocacy Project |  |  |  |  |  |
| Practice of School Counseling | C5540 & 5550 | Clinical Assessment III & IV |  |  |  |  |  |
| CACREP Areas | Exam | CPCE |  |  |  |  |  |

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10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

**Clinical Assessment II Summative Assignment**

The Clinical Assessment Summative assignment is used to determine student clinical knowledge and skills in the Counseling and Helping Relationships CACREP core and specialty areas. Student acquisition of clinical knowledge and skills are evaluated in the following clinical courses: COUN 5100 (Fundamental Counseling Skills), COUN 5510 (Counseling Lab), COUN 5540/5640 (SC and CMHC Practicum), and COUN 5550/5650 (SC and CMHC Internship) Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program. More information regarding this assignment will be provided.

**Diversity, Equity, and Inclusion**

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

**Academic Resources to Support Your Learning**

I encourage you to explore the services below and to work on the assumption that you’ll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](http://www.seattleu.edu/learningcommons/) website.

* **Writing Center:** The [Seattle University Writing Center](https://www.seattleu.edu/writingcenter/) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>
* **Learning Assistance Programs:** The [Learning Assistance Programs](https://www.seattleu.edu/learning-assistance/) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.
* **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](https://www.seattleu.edu/library/askalibrarian/) page or book a [Virtual Consultation](https://www.seattleu.edu/library/consultation/) online.
* **Math Lab:** The [Math Lab](https://www.seattleu.edu/scieng/math/student-resources/math-lab/) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
* **English Language Learning Center:** The [English Language Learning Center](https://www.seattleu.edu/ellc/ellc-tutoring/) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
* **Support for Remote Learning:** Remember to review the [online tutorial](https://seattleu.instructure.com/courses/1563070) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

## University Policies

* **Support for Students with Disabilities**: Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.
* **Notice Regarding Religious Accommodations**: It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, [*Policy on Religious Accommodations for Students*](https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf).
* **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](https://www.seattleu.edu/equity/). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: [oie@seattleu.edu](mailto:oie@seattleu.edu) or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar’s [Academic Policies](https://www.seattleu.edu/redhawk-service-center/academic-policies/) page.

Make sure you understand the following:

* **Academic Integrity Policy**
* **Academic Grievance Policy**
* **Professional Conduct Policy**