



COLLEGE OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING

Preparing diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

Diagnosis and Assessment

SYLLABUS | Fall 2020

Course Description

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

Registration restrictions may be bypassed by the department with permission of instructor.

Registration Restriction(s): Clinical Mental Health and School Counseling majors only.

Course Purpose: To introduce 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: Pigott Room #307

Instructor information

Instructor: Dr. Nikki Golden
Phone: 206.296.4000
Email: sgolden@seattleu.edu
Office Hours: To be announced

Text & Materials

Required Texts, Reading Materials, and Technology

1. American Psychiatric Association. (2022). *Diagnostic And Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)*. Author.
2. Garcia, B., Nedegaard, R., & Legerski, J.P. (2021). *Strengthening the DSM: Incorporating intersectionality, resilience, and cultural competence*. Springer Publishing.
3. Horwitz, A.V. (2021). *DSM: A history of psychiatry's bible*. John Hopkins Press.

Other Materials:

Additional materials assigned 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 or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards**SECTION 2: PROFESSIONAL COUNSELING IDENTITY****F.2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews

F.3. HUMAN GROWTH AND DEVELOPMENT

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

F.5. COUNSELING AND HELPING RELATIONSHIPS

- b. a systems approach to conceptualizing clients
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills

F.7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- e. use of assessments for diagnostic and intervention planning purposes
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- 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

SECTION 5: CLINICAL MENTAL HEALTH COUNSELING**1. FOUNDATIONS**

- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- d. 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)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- i. legal and ethical considerations specific to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

Washington Administrative Code (WAC)

WAC 246-811-030 Educational Requirements.

- 2. (f) Substance use disorder clinical evaluation (screening and referral to include comorbidity);
- 2. (p) Psychopathology/abnormal psychology
- 2. (s) Professional and ethical responsibilities

Course Objectives and Key Performance Indicators

- Students will gain knowledge of principles and models of bio-psychosocial assessment and concepts of normalcy and psychopathology leading to diagnoses
- Students will demonstrate knowledge of the principles of diagnosis and the use of current diagnostic tools
- Students will demonstrate understanding of the ethics involved in assessment and diagnosis
- Students will recognize how sociocultural identities can affect assessment and diagnosis
- Students will be able to identify major areas of concern to be included in assessment
- Students will begin to develop interviewing skills relevant to conducting an assessment interview
- Students will be introduced to the mental status exam and develop the skills necessary to complete such an assessment
- Students will be able to identify specific criteria for assessing suicide risk, risk to others, and substance abuse
- Students will be introduced to, and use, the current diagnostic statistical manual (DSM-5)

Office Hours

Office Hours will be announced on first day of class

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use sgolden@seattleu.edu 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

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.

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 sign onto Canvas 4 out of 7 days of the week
- 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. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

Assignment	CACREP Standard	Points Possible
1. Class Attendance and Participation: Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss. See course schedule for class dates	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	10 x 10 = 100 Total Points
2. Peer Consultation Group Discussions: Students will be sorted into groups and act as a peer consultation group to discuss case studies and diagnoses. Students will record discussions via Zoom and submit to Canvas. Further instructions are posted on Canvas; see course schedule for due dates	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	2 x 50 = 100 Total Points
3. Group Presentation: Students, with a group of peers, will present an in-depth examination of a preassigned mental health dx. Further instructions are posted on Canvas; see course schedule for due dates	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	100 Total Points

Assignment	CACREP Standard	Points Possible
4. Diagnostic Assessment Students will choose a “client” to assess and diagnose. 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. Further instructions are posted on Canvas; see course schedule for due dates	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	125 Total Points
5. Reflection Paper: Students will write a 10-12-page paper reflecting on their own attitudes, beliefs, and concerns regarding assessment, diagnosis, and social justice advocacy work and how their worldview will impact working with clients and within organizations. Further instructions are posted on Canvas; see course schedule for due dates	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	150 Total Points

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.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1 9/15/20	Introduction & Orientation & Hx of DSM & Dx	<ul style="list-style-type: none"> • Read: Horwitz Preface & Chp 1-2 • See Canvas for additional required content 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Roster
Week 2 9/22/20	DSM, Cultural Identities & Dx Process	<ul style="list-style-type: none"> • Read: Garcia Chp 1-2; & Horwitz Chp 3; & DSM Culture & Psychiatric Dx • See Canvas for additional required content 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 3 9/29/20	Clinical Interviewing & Assessments, Scales, Screens & MHE	<ul style="list-style-type: none"> • Read: Horwitz Chp 3; & DSM Assessment Measures • See Canvas for additional required content 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 4	Bipolar & Related Dx & Depressive Dx	<ul style="list-style-type: none"> • Read: Garcia Chp 3; & DSM Bipolar & Depressive Dx 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.;	Rubric

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
10/6/20		<ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #2a 	5.C.1.d-e.; 5.C.2.d-g.,i-j.	
Week 5 10/13/20	Anxiety Dx & Obsessive-Compulsive Related Dx	<ul style="list-style-type: none"> • Read: Garcia Chp 4; & DSM Anxiety & OCD Dx • See Canvas for additional required content • Due: Assign #3a 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 6 10/20/20	Trauma/Stressor-Related Dx & Dissociative Dx	<ul style="list-style-type: none"> • Read: Garcia Chp 5; & DSM Trauma & Dissociative Dx • See Canvas for additional required content • Due: Assign #3b 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 7 10/27/20	Common Disorders of Childhood	<ul style="list-style-type: none"> • Read: Garcia Chp 6; & DSM Neurodevelopmental Dx • See Canvas for additional required content • Due: Assign #3c 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 8 11/3/20	Substance-Related and Addictive Dx	<ul style="list-style-type: none"> • Read: Garcia Chp 9; & DSM Substance Dx • See Canvas for additional required content • Due: Assign #2b • Due: Assign #3d 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 9 11/10/20	Gender Dysphoria & Personality Dx	<ul style="list-style-type: none"> • Read: DSM Gender Dysphoria & Personality Dx • See Canvas for additional required content • Due: Assign #3e • Due: Assign #4 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Week 10 11/17/20	Social Justice & Dx & Assessment & Wrap Up	<ul style="list-style-type: none"> • Read: Garcia Chp 10-11; & Horwitz Chp 6-7 • See Canvas for required content 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric
Finals Week	N/A	<ul style="list-style-type: none"> • Due: Assign #5 	2.F.2.a.,c-g.; 2.F.3.e-g.; 2.F.5.b.,f-g.; 2.F.7.a-b.,e.,j-m.; 5.C.1.d-e.; 5.C.2.d-g.,i-j.	Rubric

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 online CMHC 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 \(OWL\)](#) 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](#) 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.

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 to 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.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Counseling & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immersion					
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					

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

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](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) 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](#) (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 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](#) page or book a [Virtual Consultation](#) online.
- **Math Lab:** The [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](#) (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](#) 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 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](#).
- **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](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oiie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar’s [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**

- **Professional Conduct Policy**