Graduate Course Syllabus

COU 650: Diagnosis of Emotional and Mental Disorders

Center: Online

Course Prerequisites

COU 610

Course Description

Understand the value of and controversies involved in using medically based systems of diagnosis in the counseling profession. Learn to make diagnoses using the DSM and relevant standardized assessment methods and to consider client issues from alternative perspectives. Consider the legal, ethical, and multicultural issues inherent in diagnosing clients.

Course Outcomes

- Determine the role of diagnosis of emotional and mental health disorders in clients for its impact on treatment
- Justify diagnoses based on relative evidence to accurately diagnose emotional and mental health disorder in clients
- Evaluate the role of biological factors as they relate to emotional and mental health disorders while making a diagnosis
- Articulate clear and appropriate assessment results for informing stakeholders of diagnosis
- Determine appropriate ethical and cultural considerations in diagnosis of emotional and mental health disorders in clients

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the SNHU Online Bookstore rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

American Psychiatric Association

Fifth Edition

2013

ISBN: 978-0-89042-555-8

Publication Manual of the American Psychological Association

American Psychological Association

Seventh Edition
2020
ISBN: 978-1-4338-3216-1

Bongo

The following equipment will be needed to complete the Bongo activities in this course:

- Mac or PC desktop or laptop (not a mobile device or tablet)
- Webcam
- Microphone

For more detailed technical requirements, refer to [this document](#).

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to "embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life."

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Start Here Assignment	1	5	5
Discussions	7	30	210
Q&A Tool	1	30	30
Journals	6	35	210
Assignment	1	30	30
Final Project			
Drafts	4	30	120
Final Project One	1	200	200
Final Project Two	1	195	195
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the policy page for information on the incomplete grade process.

Grading Guides
Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule
Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each week.

For more detailed information, view the Comprehensive Syllabus.

Concept One: Introduction to Diagnosis

Week One	Start Here Assignment
	DSM-5, Section I
	1-1 Journal: Expectations and Limitations of Generating a Diagnosis
	1-2 Journal: Final Project

Concept Two: Diagnostic Criteria and Biopsychosocial Assessment

Week Two	Depressive and Anxiety Disorders and Biopsychosocial Assessment
	DSM-5, Depressive Disorders and Anxiety Disorders
	2-1 Journal: Depressive Disorders and Anxiety Disorders
	2-2 Draft One: Final Project One: Biopsychosocial Form
Week Three	Bipolar, Depression, and Psychotic Disorders
	DSM-5, Bipolar and Related Disorders and Schizophrenia Spectrum and Other Psychotic Disorders
	3-1 Discussion: Bipolar II and Depression
	3-2 Q&A Tool: Psychotic Disorders
Week Four	Obsessive Compulsive Disorders and Cognitive Disorders
	DSM-5, Obsessive-Compulsive and Related Disorders and Neurocognitive Disorders
	4-1 Discussion: Neurological Influences
	4-2 Draft Two: Final Project One: Biopsychosocial Summary

Concept Three: Justifying Diagnosis and the DSM

Week Five	Trauma and Stress-Related Disorders
	DSM-5, Trauma- and Stressor-Related Disorders
	5-1 Journal: Trauma- and Stress-Related Disorders
	5-2 Assignment: Diagnosis Justification for Depression
	5-3 Discussion: Diagnosis Justification
Week Six	Feeding and Eating Disorders
	DSM-5, Feeding and Eating Disorders
	6-1 Discussion: Anorexia Nervosa and Bulimia Nervosa
	6-2 Draft Three: Final Project One: Justification
Week Seven	Substance Disorders
	DSM-5, Substance-Related and Addictive Disorders
	7-1 Discussion: Substance-Related Disorders
	7-2 Draft Four: Final Project Two: Practice Presentation of Summary of Diagnosis
Week Eight	Personality Disorders
	DSM-5, Personality Disorders, Elimination Disorders, Somatic Symptom and Related Disorders, and Neurodevelopmental Disorders
	8-1 Journal: Reflection: Personality Disorders
	8-2 Discussion: Diagnosing Children Versus Adults

Concept Four: Final Project and Reflection

Week Nine	Final Projects
	9-1 Final Project One Submission: Diagnosing
	9-2 Final Project Two Submission: Client Summary
Week Ten	Disruptive, Impulse-Control, and Conduct Disorders
	DSM-5, Disruptive, Impulse-Control, and Conduct Disorders
	10-1 Journal: Reflection
	10-2 Discussion: Development and Course

CACREP Alignment Map

Week 1:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
1-1 Journal: Expectations and Limitations of Generating a Diagnosis	5.C.2.d.	CO1	PO5	Journal Rubric
1-2 Journal: Final Project	5.C.2.b., 5.C.2.d.	CO1	PO5	Journal Rubric
Week 2:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
2-1 Journal: Depressive Disorders and Anxiety Disorders	5.C.2.e.	CO2	PO5	Journal Rubric
2-2 Draft One: Final Project One: Bio-psychosocial Form	2.F.2.c., 2.F.2.d., 2.F.2.g., 2.F.3.e., 2.F.3.f., 2.F.7.e., 5.C.1.d., 5.C.2.j., 5.C.3.a.	CO2	PO5	Assignment Rubric
Week 3:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
3-1 Discussion: Bipolar II and Depression	5.C.2.b., 5.C.2.d., 5.C.2.e.	CO2	PO5	Discussion Rubric
3-2 Activity: Psychotic Disorders	2.F.5.g.	CO2	PO5	Activity Rubric
Week 4:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
4-1 Discussion: Neurological Influences	5.C.1.b., 5.C.1.d., 5.C.2.b.	CO3	PO3	Discussion Rubric
4-2 Draft Two: Final Project One: Bio-psychosocial Summary	2.F.2.c., 2.F.2.d., 2.F.2.g., 2.F.3.e., 2.F.3.f., 2.F.7.c., 2.F.7.e., 5.C.1.c., 5.C.2.d, 5.C.2.m, 5.C.3.a.	CO1, CO3, CO5	PO5, PO3	Assignment Rubric
Week 5:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
5-1 Journal: Trauma and Stressor Related Disorders	D.F.3.c., 2.F.3.e., 2.F.3.g., 2.F.7.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.	CO2	PO5	Journal Rubric

5-2 Assignment: Diagnosis Justification for Depression	5.C.2.d.	CO2	PO5	Assignment Rubric
5-3 Discussion : Diagnosis Justification	5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.	CO2	PO5	Discussion Rubric
Week 6:	**CACREP Standard(s)**	**Course Objective(s)**	**Program Outcome(s)**	**Assessment**
6-1 Discussion: Anorexia Nervosa and Bulimia Nervosa	5.C.2.d., 5.C.2.e.	CO2	PO5	Discussion Rubric
6-2 Draft Three: Final Project One: Justification	2.F.2.c., 2.F.2.d., 2.F.2.g., 2.F.3.e., 2.F.3.f., 2.F.7.e., 5.C.1.c., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.g., 5.C.2.j.	CO2, CO3	PO5, PO3	Assignment Rubric
Week 7:	**CACREP Standard(s)**	**Course Objective(s)**	**Program Outcome(s)**	**Assessment**
7-1 Discussion: Substance Related Disorders	5.C.1.d., 5.C.2.d, 5.C.2.e.	CO2	PO5	Discussion Rubric
7-2 Draft Four: Final Project Two: Practice Presentation of Summary of a Diagnosis	2.F.5.h., 2.F.5.i, 2.F.5.j., 2.F.7.b., 2.F.7.m., 5.C.2.b., 5.C.2.d., 5.C.2.l	CO4	PO5	Assignment Rubric
Week 8:	**CACREP Standard(s)**	**Course Objective(s)**	**Program Outcome(s)**	**Assessment**
8-1 Journal: Reflection-Personality Disorders	2.F.3.c, 2.F.3.e., 2.F.3.f., 2.F.7.j., 5.C.2.e., 5.C.2.g.	CO3	PO3	Journal Rubric
8-2 Discussion: Diagnosing Children versus Adults	D.F.3.c., 2.F.3.e., 2.F.3.f., 5.C.2.b., 5.C.2.d.	CO3, CO5	PO3	Discussion Rubric
Week 9:	**CACREP Standard(s)**	**Course Objective(s)**	**Program Outcome(s)**	**Assessment**
9-1 Final Project One Submission: Diagnosing	2.F.2.c., 2.F.2.d., 2.F.2.g., 2.F.3.e., 2.F.3.f., 2.F.7.e., 2.F.7.l., 2.F.5.g., 5.C.1.c., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.g., 5.C.2.j., 5.C.2.l., 5.C.2.m., 5.C.3.a.	CO1, CO2, CO3, CO5	PO5, PO3	Assignment Rubric
9-2 Final Project Submission: Client Summary	2.F.2.c., 2.F.2.d., 2.F.3.e., 2.F.3.f., 2.F.5.h., 2.F.5.i, 2.F.5.j., 2.F.7.b., 2.F.7.l, 2.F.5.g., 5.C.2.b., 5.C.2.d., 5.C.2.j., 5.C.2.l.	CO5	PO3	Assignment Rubric
Week 10:	**CACREP Standard(s)**	**Course Objective(s)**	**Program Outcome(s)**	**Assessment**
10-1 Journal Reflection	5.C.2.b., 5.C.2.d	CO1	PO5	Journal Rubric

10-2 Discussion: Development and Course	2.F.2.c., 2.F.3.c., 2.F.3.f., 5.C.2.b., 5.C.2.g.	CO3	PO3	Discussion Rubric

Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the course withdrawal policy and the full attendance policy for further information.

Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the incomplete grades policy.

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a Student Concern Dispute form to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the Online Accessibility Center (OAC) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

Student Handbook

Review the student handbook.

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).