



# Character Diagnosis

Uses principles and practices of diagnosis (in particular DSM-IV TR), treatment, referral, and prevention of mental and/or emotional disorders, personality & developmental disorders, chemical dependency and other addictions to initiate, maintain and terminate counseling. Competency is taught, reinforced and is integrated/utilized (TRI) through this artifact.

Element	Levels of Performance		
1. Signs & Symptoms	__Target(2) Signs & Symptoms of the character being diagnosed are clear & specific. Signs & symptoms are clearly related to the diagnosis being formulated and have direct correlation with the DSM IV-TR's diagnostic criteria for the said diagnosis.	__Acceptable(1) Signs & Symptoms of the character being diagnosed are somewhat clear and more or less general. Signs & symptoms are somewhat related to the diagnosis being formulated and have some correlation with the DSM IV-TR's diagnostic criteria for the said diagnosis.	__Unacceptable(0) Signs & Symptoms of the character being diagnosed are vague. Signs & symptoms are vaguely related to the diagnosis being formulated and have little correlation with the DSM IV-TR's diagnostic criteria for the said diagnosis.
	_____ _____ _____		
2. Character's major life	__Target(2) Character's major life stressors, developmental issues / concerns, family or marital concerns, medical issues, legal issues, drug/alcohol	__Acceptable(1) Character's major life stressors, developmental issues / concerns, family or marital concerns, medical issues, legal issues, drug/alcohol	__Unacceptable(0) Character's major life stressors, developmental issues / concerns, family or marital concerns, medical issues, legal issues, drug/alcohol

	<p>issues, and other socio-cultural issues are clearly&amp; completely identified, delineated and have clear or direct correlation with the diagnosis being made.</p>	<p>issues, and other socio-cultural issues are incompletely identified, somewhat delineated and have some attempt to correlate with the diagnosis being made. Identifies and integrates issues and trends thoroughly where appropriate.</p>	<p>issues, and other socio-cultural issues are vaguely identified, non-delineated and have little correlation with the diagnosis being made. Identifies some issues and trends, but does not effectively integrate those issues and trends.</p>
<p>3. Multi-Axial diagnostic frame</p>	<p>__Target(2) Multi-Axial diagnostic frame (Axis I to V) is thoroughly completed with appropriate codes and diagnostic nomenclature clearly specified. Diagnostic labels on each axis are clearly supported by the clinical data as evidenced by the signs&amp; symptoms, life stressors, developmental issues, etc. Assesses essential attributes and offers insight as to why/how these attributes are critical in career counseling.</p>	<p>__Acceptable(1) Multi-Axial diagnostic frame (Axis I to V) is completed, but not thoroughly; appropriate codes are incomplete and diagnostic nomenclature(s) is/are not clearly specified. Diagnostic labels on each axis are minimally supported by the clinical data as evidenced by the signs &amp; symptoms, life stressors, developmental issues, etc.</p>	<p>__Unacceptable(0) Multi-Axial diagnostic frame (Axis I to V) is partially completed with missing codes and incomplete diagnostic nomenclature(s). Diagnostic labels on each axis are vaguely supported by the clinical data as evidenced by the signs&amp; symptoms, life stressors, developmental issues, etc.</p>
<p>4. DSM IV-TR diagnostic criteria</p>	<p>__Target(2) DSM IV-TR diagnostic criteria for the diagnosis (i.e., one diagnosis on Axis I or II), or diagnoses (i.e., two or more</p>	<p>__Acceptable(1) DSM IV-TR diagnostic criteria for the diagnosis (i.e., one diagnosis on Axis I or II), or diagnoses (i.e., two or more</p>	<p>__Unacceptable(0) DSM IV-TR diagnostic criteria for the diagnosis (i.e., one diagnosis on Axis I or II), or diagnoses (i.e., two or more</p>

	<p>Axis I and/or Axis II diagnoses) being made are explicitly stated or explicitly identified with appropriate code(s) and are directly taken from the DSM IV-TR textbook. Diagnostic criteria match the signs &amp; symptoms related to the diagnosis being made; and the name of each diagnosis is clearly identified.</p>	<p>Axis I and/or Axis II diagnoses) being made are stated or identified, with no appropriate code(s) and are based on the DSM IV-TR. Diagnostic criteria correlate with the signs &amp; symptoms related to the diagnosis being made; and the name of each diagnosis is identified.</p>	<p>Axis I and/or Axis II diagnoses) being made are vaguely stated or vaguely identified with no appropriate code(s) and are loosely based on the DSM IV-TR textbook. Diagnostic criteria have little correlation with the signs &amp; symptoms related to the diagnosis being made; and the name of each diagnosis is not identified.</p>
<p>5. DSM-IV TR's description of the character's GAF</p>	<p>__Target(2)  DSM-IV TR's description of the character's GAF, (past and / or current) is clearly stated and is consistent with the severity of the signs and symptoms. &lt;br /&gt;The qualitative description of the GAF score (quantitative) are clearly stated and quoted directly from the DSM-IV TR . &lt;p&gt;Student's own clinical justification for Axis V (GAF score) for the diagnosed character, both past and/or present is clearly stated. Student's clinical justification directly correlate with the GAF qualitative description as seen in the DSM-IV TR.&lt;/p&gt;</p>	<p>__Acceptable(1)  DSM-IV TR's description of the character's GAF, (past and / or current) is stated but is lacking consistency with the severity of the signs and symptoms. &lt;br /&gt;The qualitative description of the GAF score (quantitative) is stated and is based on the DSM-IV TR . &lt;p&gt;Student's own clinical justification for Axis V (GAF score) for the diagnosed character, both past and/or present is loosely stated. Student's clinical justification attempt to correlate or has some correlation with the GAF qualitative description as seen in the DSM-IV TR.&lt;/p&gt;</p>	<p>__Unacceptable(0)  DSM-IV TR's description of the character's GAF, (past and / or current) is vaguely stated and is inconsistent with the severity of the signs and symptoms. &lt;br /&gt;The qualitative description of the GAF score (quantitative) is vaguely stated and is loosely based on the DSM-IV TR . &lt;p&gt;Student's own clinical justification for Axis V (GAF score) for the diagnosed character, both past and/or present is vaguely stated. Student's clinical justification has little correlation with the GAF qualitative description as seen in the DSM-IV TR.&lt;/p&gt;</p>

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