



TEXAS A&M UNIVERSITY

COMMERCE

## COUN 540.81E

### Diagnosis & Treatment Planning

Course Syllabus:

Fall 2024

August 26<sup>th</sup> – December 13<sup>th</sup> – 2024

Saturdays 1:00pm – 3:40pm

Dallas

### INSTRUCTOR INFORMATION

**Instructor:** Azadeh Mansour, Ph.D.

**Office Locations:** Dallas

**Office Hours:** By Appointment

**University Email Address:** azadeh.mansour@tamuc.edu

**Preferred Method of Communication:** Email / Schedule An Appointment

**Communication Response Time:** 24-48 hours, Monday – Friday

### COURSE INFORMATION

#### Textbook(s) Required:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed, text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. (5<sup>th</sup> ed.). John Wiley & Sons, Inc.

Zimmerman, M. (2023). *Interview guide for evaluating DSM-5-TR psychiatric disorders and the mental status examination*. Psych Products Press.

*\*\*Other Readings As Assigned*

#### Required Supplemental Reading:

Alarcón, R. D. (2014). Cultural inroads in DSM-5. *World Psychiatry, 13*, 310-313.  
doi:10.1002/wps.20132

Braun, S. A., & Cox, J. A. (2005). Managed mental health care: Intentional misdiagnosis of mental disorders. *Journal of Counseling & Development, 83*, 425-433.

Ghaemi, S. N. (2014). DSM-5 and the miracle that never happens. *Acta Psychiatrica Scandinavica, 129*, 410-412. doi: 10.1111/acps.12263

Kress, V. E., Barrio Minton, C. A., Adamson, N. A., Paylo, M. J., & Pope, V. (2014). The removal of the multiaxial system in the DSM-5: Implications and practice suggestions for counselors. *The Professional Counselor, 4*, 191-201. doi:10.15241/vek.4.3.191

Kress, V. E., Hoffman, R. M., Adamson, N., & Eriksen, K. (2013). Informed consent, confidentiality, and diagnosing: Ethical guidelines for counselor practice. *Journal of Mental Health Counseling, 35*, 15-28.

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Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development*, 78, 357-364. doi:10.1002/j.1556-6676.2000.tb01918.x

Schmit, E. L., & Balkin, R. S. (2014). Evaluating emerging measures in the DSM-5 for counseling practice. *The Professional Counselor*, 4, 216-231. doi:10.15241/els.4.2.216

**\*\* Other Supplemental Readings As Assigned.**

### Recommended Textbook

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

### Course Description

#### **540. Diagnosis and Treatment Planning. Three semester hours.**

Principles and models of biopsychosocial assessment, case conceptualization, and treatment planning for counseling applications within a managed care framework. DSM diagnosis and differential diagnosis formulations, disorder prevention and intervention, and promotion of optimal mental health within counseling settings are studied.

**General Course Information** Diagnosis and treatment planning in counseling is intended to provide counseling students with practical training in diagnostic procedures, use of assessment for diagnostic and treatment planning purposes, and exploration of theories and etiology of various DSM disorders. Emphasis of this course is placed on practical applications of DSM diagnosis to treatment planning and counseling interventions.

### Student Learning Outcomes

#### 2016 CACREP Standards Addressed in COUN 540

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
5.C.1.b. theories and models related to clinical mental health counseling	R & S (2016)	Build-a-Client Case Vignette	B-a-C Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Kress et al. (2013) R & S (2016)	Build-a-Client Case Vignette	B-a-C Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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<b>5.C.1.d.</b> neurobiological and medical foundation and etiology of addiction and co-occurring disorders	APA (2013) R & S (2016) Ch. 17	Diagnostic Teams	Diagnostic Teams Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.1.e.</b> psychological tests and assessments specific to clinical mental health counseling	Polanski & Hinkle (2000) Schmit & Balkin (2014)	Biopsychosocial & Treatment Plan Paper Assignment		≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.a.</b> roles and settings of clinical mental health counselors	Kress, Hoffman, Adamson, & Eriksen (2013)	Examination	Examination	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.b.</b> etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	APA (2013) Schmit & Balkin (2014)	Diagnostic Teams	Diagnostic Teams Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.c.</b> mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network	Kress, Bario Minton, Adamson, Paylo, & Pope (2014)	Biopsychosocial & Treatment Plan Paper Assignment	Biopsychosocial & Treatment Plan Assignment Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.d.</b> 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)	Alarcón (2014) APA (2013)	Build-a-Client Case Vignette	B-a-C Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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<b>5.C.2.e.</b> potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	R & S (2016) Ch. 17	Examination	Examination	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.f.</b> impact of crisis and trauma on individuals with mental health diagnoses	R & S (2016) Ch. 8	Diagnostic Teams	Diagnostic Teams Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5.C.2.g.</b> impact of biological and neurological mechanisms on mental health	APA (2013)	Biopsychosocial and Treatment Plan Paper Assignment	Biopsychosocial and Treatment Plan Assignment Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

**Content Areas include, but are not limited to, the following:**

- **Assessment**
  - Biopsychosocial assessment
    - Biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - Intake interview
  - Cultural formulation interview
  - Interpreting assessment results
  - Psychological tests
  - Mental status examination
- **Diagnosis**
  - Diagnostic process
  - Differential diagnosis
  - Etiology
  - Diagnostic and Statistical Manual of Mental Disorders (DSM)
  - International Classification of Diseases (ICD)
- **Case Conceptualization**
  - Counseling theories
  - Cultural factors
- **Treatment Planning**
  - Use of assessment and diagnosis to formulate treatment goals
  - Use of counseling theory to formulate treatment goals
  - Constructing evidence-based treatment plans

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## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will also need to download the Zoom application to your personal computer or smart phone in order to access office hours and other virtual meetings. To complete assignments, you will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **INSTRUCTIONAL METHODS**

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

### **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for being active in your learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university's Student Code of Conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

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### COURSE ASSIGNMENTS/ASSESSMENTS

**1- Class Attendance and Participation (20%)** – Class Participation Diagnostic Teams. Consultation and collaboration with other mental health providers is an integral part of accurate diagnosis, particularly in clinical mental health settings such as community agencies, hospitals, crisis centers, and private practices. As part of your attendance and participation requirement for this course, you will become part of a diagnostic team this semester. As part of class participation, you and your team may receive a journal article resource, a case vignette or be asked to create a hypothetical case vignette example representative of one or more diagnoses covered in the assigned reading for class discussion and educational purposes. Working collaboratively, you and your teammates will identify and justify the diagnoses for that client vignette. After you have done so, you will elect a team representative or as a team present the case example, provide a diagnosis, and/or justify your decision to the class.

Beyond participation in diagnostic teams, students are expected to demonstrate regular consistent attendance in this face-to-face course. Attendance will be noted during the in-person class. Due to the nature of this class, attendance and participation are essential. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the courses. Any absence missed after that can result in loss of credit for the course. Please be aware that being consistently late to class can also constitute an absence, particularly when a pattern of lateness emerges without justification.

Regular class attendance and participation may include various activities such as reviewing case studies, and participation in various in-class small learning/discussion groups and educational activities aimed at enhancing the outlined weekly learning course objectives. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with material honestly and openly, and to participation in-class discussions. If you are instructed to do any additional written/paper activity, it will be collected at the end of the class, these papers will be used to grade the class participation points at the end of the semester. This course is foundational course for facilitating your counseling skills; thus attending, participating and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion and assigned activities.

Students must participate in discussions such that their preparation for class is evident. Active participation and professional courtesy are expected. A general guide for in-class participation follows:

<b>1 – Does Not Meet Expectation</b>	<b>2 – Meets Expectation</b>	<b>3 – Exceeds Expectations</b>
Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Absence or lateness on multiple small group experiences. Two or more absences/pattern of lateness evident.	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Full attendance in the small group experience. No more than one absence/no evident pattern of lateness.	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full attendance in the small group experience. No absence/no evident pattern of lateness.

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**1- Build-a-Client Case Vignette and Treatment Plan Paper Assignment (25%).** You will create a client case vignette exploring the impact of a particular DSM-5-TR diagnosis on a hypothetical fictional client's functioning. Your build-a-client vignette should be written with sufficient detail such that it clearly illustrates the diagnostic criteria associated with the disorder you have chosen. You must provide a clinical justification using the DSM-5-TR criteria associated with the diagnose(s) you have assigned.

After you have chosen a particular diagnosis and built a client vignette which clearly illustrates the associated symptoms, you will build an evidence-based treatment plan that delineates strategies for working with that particular disorder. You should use your Reichenberg and Seligman (2016) text and a **minimum of five (5) other peer-reviewed sources** (e.g., textbooks, journal articles, ACA practice briefs, etc.) to build an evidence-based treatment plan for your fictional client.

Your Build-a-Client Case Vignettes and Treatment Plan should include, at a minimum, a:

- Detailed description of the client's demographics (i.e., age, gender, ethnicity, socioeconomic background, occupation and/or educational level, marital status and/or familial context)
- Description of the client's problem(s) and emotional, behavioral, and cognitive symptoms
- Diagnostic impression, including justification using DSM-5 criteria
- Identification of the client's strengths and resources (e.g., interpersonal or tangible resources such as a supportive family or comprehensive mental health coverage via insurance)
- Evidence-based goals, objectives, and interventions for treatment supported by peer-reviewed academic resources
- One real community resource or referral within the DFW area that could support the client (or their family) throughout the treatment process.



**2- Biopsychosocial History and Treatment Plan Paper Assignment (25%).** Students will demonstrate an understanding of biopsychosocial constructs and develop their assessment and clinical writing skills by constructing a biopsychosocial history and treatment plan regarding a wellness issue. Specific guidance for this assignment will be provided in class.

### Biopsychosocial History and Treatment Plan Rubric

	<b>1 – Does Not Meet Expectation</b> (0 – 7.9 points)	<b>2 – Meets Expectation</b> (8 – 8.9 points)	<b>3 – Exceeds Expectations</b> (9 – 10 points)
<b>Biopsychosocial History</b> (10 points)	Biopsychosocial was vague and incomplete; no empirical evidence provided; not representative of graduate level work.	Biopsychosocial was missing few key elements; limited empirical evidence provided; representative of graduate level work.	Biopsychosocial was complete; empirical evidence provided; representative of graduate level work.
<b>Treatment Plan</b> (10 points)	Treatment Plan Objectives were incomplete or missing informational element/s; no evidence of using previous literature to understand theoretical orientation and evidence base resources for the treatment planning; not representative of graduate level work.	Treatment Plan Objectives were fairly complete or missing only one or two key informational elements/; evidence of using previous literature to understand theoretical orientation and evidence base resources for the treatment planning; representative of graduate level work.	Treatment Plan Objectives were complete with no missing informational element/s; evidence of using previous literature to understand theoretical orientation and evidence based resources for the treatment planning; representative of graduate level work.
	<b>1 – Does Not Meet Expectation</b> (0 – 3.4 points)	<b>2 – Meets Expectation</b> (3.5 – 4.6 points)	<b>3 – Exceeds Expectations</b> (4.7 – 5 points)
<b>APA 7<sup>th</sup> Edition Style and Formatting</b> (5 points)	Substantial APA errors (> 6 errors). Does not adhere to APA 7 <sup>th</sup> edition style; Poor grammar and sentence structure. Paper is disorganized; omission of in-text citations and references. Poor quality. Not indicative of graduate level work.	Some APA errors (3-4 errors). Mostly adhere to APA 7 <sup>th</sup> edition style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references. Representative of graduate level work.	Little to no errors (1-2 errors). Completely adhere to APA 7 <sup>th</sup> edition style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references. Representative of graduate level work.

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**3- Final Exam (30%)** - The Final examination will consist of information reviewed in the Reichenberg and Seligman (2016) text as well as the DSM-5. In addition to multiple choice and/or true-false questions, you may also be given case vignettes describing people with one or more diagnoses; and thus, you will then be required to arrive at a correct diagnosis for each vignette and provide a justification that supports the diagnose(s) you have chosen.

## GRADING SCALE

Final grades in this course will be based on the following scale:

A= 90%-100%  
 B= 80%-89%  
 C=70%-79%  
 D=60%-69%  
 F=59% or Below

<b>Assignment/Assessment</b>	<b>Percentage</b>
Class Attendance and Class Participation Diagnostic Teams	20%
Build-a-Client Vignette and Treatment Plan Paper Assignment	25%
Biopsychosocial History/Tx Plan Paper Assignment	25%
Final Exam	30%
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Total	100%

Assignments are due as highlighted on the course syllabus and as noted on D2L. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments if and when accepted will have 10% deducted per day late from the final score.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out and make an appointment if you have any concerns or questions. Because I teach in different locations, please schedule a time to speak with me. I will attempt to answer all emails within 48 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to meet.

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## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>

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- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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TEXAS A&M UNIVERSITY

COMMERCE

## COMMUNICATION AND SUPPORT

### Brightspace Support Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or submit an issue via email. Other support options can be found here:



<https://community.brightspace.com/support/s/contactsupport>

#### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

**Assignments are due as highlighted on the course syllabus and as noted on D2L. Late papers will not be accepted.** Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse. In the event of an excused absent and with instructor approval, an alternative approved assignment may then be considered for the in-class diagnostic team class participation activity by the instructor. You must provide your instructor with university approved documentation reflecting the purpose of your absence.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University-Specific Procedures

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

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## University-Specific Procedures

### TAMUC Attendance

Students in this course are expected to attend class and be active participants in class activities.

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### Artificial Intelligence

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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## **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Student Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

**The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.**





### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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*The syllabus/schedule are subject to change*



TEXAS A&M UNIVERSITY

**COMMERCE**

**FLEXIBLE COURSE OUTLINE / CALENDAR**

**Fall 2024 Semester: August 26<sup>th</sup> – December 13<sup>th</sup>, 2024**

**The schedule/syllabus are subject to change at the discretion of instructor.**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Week 1 8/31	Syllabus Review  Introduction to the DSM  Role, Risks and Benefits of Dx  Introduction to Effective Treatment Planning	R & S Ch. 1 DSM p. 5-29	Course Introduction & Expectations - Overview
Week 2 9/7	Assessments in Counseling (Biopsychosocial, MSE)  Differential Diagnosis  Ethical and Cultural Considerations	Schmit & Balkin (2014) DSM p. 841-857  Kress et al. (2013) DSM p. 903-926  DSM p. 859-879	
Week 3 9/14	Neurodevelopmental Disorders	R & S Ch. 2 DSM p. 35-99	Form Diagnostic Teams
Week 4 9/21	Disruptive, Impulse Control, and Conduct Disorders  Feeding and Eating Disorders	R & S Ch. 11, 16 DSM p. 521-541  DSM p. 371-397	
Week 5 9/28	Depressive Disorders  Bipolar Disorders	R & S Ch. 4, 5 DSM p. 177-214  DSM p. 139-175	

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Week 6 10/5	Anxiety Disorders  Obsessive-Compulsive and Related Disorders	R & S Ch. 6, 7 DSM p. 215-261  DSM p. 263-295	Biopsychosocial History/Tx Plan Paper Assignment Due (10/5)
Week 7 10/12	Trauma and Stressor-Related Disorders Dissociative Disorders  Somatic Symptom and Related Disorders	R & S Ch. 8, 9 DSM p. 295-328 DSM p. 329-348  R & S Ch. 10 DSM p. 349-370	
Week 8 10/19	Schizophrenia Spectrum and Other Psychotic Disorders	R & S Ch. 3 DSM p. 101-138	
Week 9 10/26	Substance-Related and Addictive Disorders  Personality Disorders	R & S Ch. 17 DSM p. 543-665  R & S Ch. 19 DSM p. 733-778 DSM p. 881-901	
Week 10 11/2	Effective Treatment Planning Evidence-Base Research		TBA
Week 11 11/9	Elimination Disorders Sleep-Wake Disorders	R & S Ch. 12, 13 DSM p. 399-405 DSM p. 407-476	Build-a-Client Case Vignette and Treatment Plan Paper Assignment Due (11/9)
Week 12 11/16	Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders  Neurocognitive Disorders  Other Mental Disorders	R & S Ch. 14, 15, 20 DSM p. 477-509 DSM p. 511-520 DSM p. 779-801  R & S Ch. 18 DSM p. 667-732  DSM p. 803-836	



TEXAS A&M UNIVERSITY

COMMERCE

Week 13 11/23	Conditions for Further Study  Effective Treatment Planning and Review	DSM p. 903-926	
Week 14 11/30	Thanksgiving Holiday Break		Happy Thanksgiving!!
Week 15 12/7	Finals Week		Finals Week

*The syllabus/schedule are subject to change*



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