

**COUN 540: Diagnosis and Treatment Planning  
Summer II 2025**

7/7/2025 through 8/7/2025

Mon, Wed 5:00p-9:30p    *Campus:* Mesquite Metroplex  
Face-to-Face

**INSTRUCTOR INFORMATION**

**Instructor:** Ajitha Chandrika Prasanna Kumaran, PhD, NCC

**University Email Address:** Ajitha.Kumaran@tamuc.edu

**Preferred Form of Communication:** E-mail

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

**Main Office Location:** Commerce

**Office Hours:**

Virtual

*Email for appointment*

**COURSE INFORMATION**

**Textbook(s) Required:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Publishing. Author

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.

Zuckerman, E. L. (2019). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (8th ed.). New York, NY: The Guilford Press.

**Required Supplemental Reading:**

Alarcón, R. D. (2014). Cultural inroads in DSM-5. *World Psychiatry*, 13, 310-313.

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.

*The syllabus/schedule are subject to change.*

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.

### Course Description

COUN 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.

### Course Rationale

The purpose of this course is to equip students with the knowledge and skills necessary to excel as professional counselors, with a focus on diagnosing, assessing, and treating mental health issues. Grounded in the 2016 CACREP standards, the course provides a comprehensive exploration of theoretical frameworks, evidence-based interventions, and the integration of cultural and ethical considerations in clinical practice.

Students will develop critical competencies in understanding biopsychosocial constructs, creating treatment plans, and applying DSM-5-TR criteria to real-world case scenarios. The course emphasizes the importance of critical thinking, reflective learning, and collaborative engagement through assignments, discussion boards, and examinations. By blending theory and practice, this course prepares students to address the complexities of mental health counseling in diverse clinical settings, while fostering a deep understanding of the ethical and cultural responsibilities inherent in the profession. This course not only aligns with program objectives and accreditation standards but also aims to develop students' capacity for empathy, professionalism, and cultural sensitivity. Upon successful completion, students will be well-prepared to engage in the assessment and treatment processes essential for promoting wellness and supporting clients in achieving their mental health goals.

### Student Learning Outcomes 2016 CACREP Standards Addressed in COUN 540

| Masters Standard  | Learning Activity                | Assignment  |
|---|----------------------------------|---|
| 5.C.1.b. theories and models related to clinical mental health counseling   | R & S (2016)                     | Discussion Board Posts and Treatment Plan                       |
| 5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | Kress et al. (2013) R & S (2016) | Biopsychosocial History and Treatment Plan and Discussion Posts |
| 5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders                    | APA (2022) R & S (2016) Ch. 17   | Exams and Treatment Plan  |

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|   |  |   |
|---|--|---|
| <b>5.C.1.e.</b> psychological tests and assessments specific to clinical mental health counseling   | Polanski &Hinkle (2000)<br><br>Schmit &Balkin (2014) | Biopsychosocial History and Treatment Plan and Exams          |
| <b>5.C.2.a.</b> roles and settings of clinical mental health counselors   | Kress, Hoffman, Adamson, & Eriksen (2013)            | Discussion Posts and Exams                                    |
| <b>5.C.2.b.</b> etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders   | APA (2022)<br><br>Schmit & Balkin (2014)             | Treatment Plan and Discussion Posts                           |
| <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)   | Discussion Posts and Exams                                    |
| <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)<br><br>APA (2022)                     | Exams   |
| <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                                  | Treatment Plan and Discussion Posts                           |
| <b>5.C.2.f.</b> impact of crisis and trauma on individuals with mental health diagnoses   | R & S (2016) Ch. 8                                   | Biopsychosocial History and Treatment Plan and Discuson Posts |
| <b>5.C.2.g.</b> impact of biological and neurological mechanisms on mental health   | APA (2022)   | Treatment Plan and Exams                                      |

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled 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.

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## INSTRUCTIONAL METHODS

### 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 always display professionalism. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Complete all assignments by the deadline.
3. Adhere to the university's Student Code of Conduct.
4. All writing assignments must be done according to APA 7<sup>th</sup> edition.
5. Regularly check your university email.
6. Begin your reading ASAP. Sometimes it may take more than one attempt to digest the material.
7. 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.
8. Be open to the process. This degree takes time, work, effort, and growth.

## COURSE ASSIGNMENTS/ASSESSMENTS

### 1. Discussion Board Assignment (50 Points)

The discussion board assignments are designed to enhance your engagement with course material, foster collaborative learning, and develop critical thinking skills. Throughout the term, you are required to participate in 5 discussion board forums. Each discussion will begin with a prompt provided by the professor, which will align with the weekly course content.

For each discussion, you must submit an **initial post**. This post should reflect a thoughtful and well-supported response to the prompt, demonstrating your understanding of the topic and incorporating material from the course, such as readings, lectures, or external resources. The initial post must be a minimum of one page (approximately 250–300 words) and include at least one cited reference to course material or a peer-reviewed source.

Additionally, you must provide **two substantive responses** to your classmates' initial posts. Substantive responses should go beyond simple agreement or disagreement, offering thoughtful feedback, posing questions, or expanding on the discussion topic. These interactions are meant to foster a dynamic and respectful exchange of ideas. The discussion board is not only a space to demonstrate your understanding of course concepts but also a forum to engage critically with your peers and the instructor. Effective posts should stimulate dialogue, reflect critical analysis, and avoid unsupported opinions. Profane, offensive, or disrespectful language is prohibited.

Violations will result in a warning and repeat offenses will lead to a zero for participation. Your grade for each discussion will be based on the quality and timeliness of your posts. Consistent engagement and thoughtful contributions throughout the term are necessary for maximum points.

| Criteria | Exceeds Expectations (3) | Meets Expectations (2) | Below Expectations (1) |
|----------|--------------------------|------------------------|------------------------|
|----------|--------------------------|------------------------|------------------------|

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|                          |   |   |  |
|--------------------------|---|---|--|
| Initial Post             | Initial post is submitted on time, demonstrates deep critical thinking, integrates course material effectively, and is well-written with appropriate citations. | Initial post is submitted on time, addresses the prompt adequately, and incorporates course material but lacks depth or includes minor errors in clarity.   | Initial post is late, lacks sufficient depth or relevance, does not adequately address the prompt, or does not integrate course material.  |
| Responses to Peers       | Provides at least two substantive, thoughtful responses that engage critically with peers, ask questions, and foster dialogue.                                  | Provides at least two responses that engage with peers but lack depth, critical thinking, or do not significantly advance the discussion.                   | Provides one or no responses, or responses are superficial, lack relevance, or do not contribute meaningfully to the discussion.           |
| Engagement and Respect   | Actively participates in the discussion throughout the week; all contributions are respectful, constructive, and foster a collaborative learning environment.   | Participates in the discussion but engagement is limited to required posts; maintains respectful tone but contributions may lack consistency or enthusiasm. | Engagement is minimal or sporadic; contributions may show a lack of respect or fail to promote constructive and collaborative dialogue.    |
| Writing and Organization | Posts are clear, professional, well-organized, and free of grammatical or spelling errors; citations are consistently in APA format if applicable.              | Posts are generally clear and organized but may include minor grammatical or spelling errors or inconsistent APA formatting.                                | Posts are unclear, disorganized, or contain frequent errors in grammar, spelling, or APA formatting that detract from the overall message. |

## 2. Presentation format Build-a-Client Case Vignette and Treatment Plan (50 points).

You will create a client case vignette exploring the impact of a particular DSM-5 diagnosis on a 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 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

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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) The syllabus/schedule are subject to change.
- 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

### **3. Examination (30 points)**

Your exam 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 will be given case vignettes describing people with one or more diagnoses. You will be required to arrive at a correct diagnosis for each vignette and the syllabus/schedule are subject to change provide a justification that supports the diagnose(s) you have chosen. The exam will be take-home (available online via D2L) and open-book, to simulate real-life diagnostic procedures

## **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

Discussion Board 50 (38.46%)

Presentation 50 (38.46%)

Examination 30 (23.08%)

Total 130

### **Missed Work and Late Assignments:**

Please complete all class assignments by their due dates and times. Due dates and times are provided for all assignments on Canvas and in the course schedule. Late assignments are subject to grade penalties. Three points will be deducted for each 24-hour period the assignment is late. Missing assignments will be assigned a grade of zero.

## **COMMUNICATION AND SUPPORT**

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 if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 48 hours, Monday-Friday. When emailing, please use your university email.

## **TECHNOLOGY REQUIREMENTS**

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## 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                            |

## Tablet and Mobile Support

| Device   | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|---------|------------------------------|
| Android™ | Android 4.4+     | Chrome  | Latest                       |

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|         |            |                       |   |
|---------|------------|-----------------------|---|
| 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.<br>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

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>
- 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/) <https://get.adobe.com/reader/>
- [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/> o [Apple Quick Time](http://www.apple.com/quicktime/download/)  
<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.

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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.

### **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.

### **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 click on the **Live Chat** or click on the words "d here" to submit an issue via email.



#### **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**

### ***University-Specific Procedures***

#### **Academic Integrity**

Students at East Texas A&M University 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:

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

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## **ADA Statement**

### **Students with Disabilities**

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**

East Texas A&M University Gee Library- Room 132

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

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

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

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

### **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

### **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](#).

### **Nondiscrimination Notice**

East Texas A&M University 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.

### **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.



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## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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.

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.

## **AI use policy as of May 25, 2023**

East Texas A&M University 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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[Graduate Student Academic Dishonesty Form](#)

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## **ETAMU Attendance**

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

## **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 reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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East Texas A&M University

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, 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)

## **Nondiscrimination Notice**

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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

## COURSE OUTLINE / CALENDAR

7/7/2025 through 8/7/2025

**\*\*Note:** The syllabus is subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. You are responsible for checking Canvas for corrections or updates to the syllabus.

| Week/Date                                       | Topic  | Reading   | Assignment  |
|---|--|---|---|
| <b>Week 1</b><br>July 7<br>Online: Reading home | Syllabus Review<br><br>Introduction to the DSM<br><br>Role, Risks and Benefits of Diagnosis<br><br>Introduction to Effective Treatment Planning                            | R & S Ch. 1<br>DSM p. 5-30  | Class Introductions<br>Class Expectations<br><br>Diagnostic Teams<br>(Change Each Week) |
| July 9<br>In-person class                       | <b><i>Major depressive disorder (MDD)</i></b><br>Assessments in Counseling (Biopsychosocial, MSE)<br><br>Differential Diagnosis<br><br>Ethical and Cultural Considerations | Schmit & Balkin (2014)<br><br>Kress et al. (2013)<br><br>DSM p. 715-727<br>DSM p. 733-744 |   |
| <b>Week 2</b><br>July 14                        | Neurodevelopmental Disorders   | R & S Ch. 2<br>DSM p. 31-86   |   |

*The syllabus/schedule are subject to change.*

|  |   |  |                                |
|--|---|--|--------------------------------|
| Online: Reading home                             |   |  |                                |
|  | Disruptive, Impulse Control, and Conduct D/Os<br><br>Feeding and Eating Disorders                       | R & S Ch. 11, 16<br>DSM p. 461-480<br>DSM p. 329-354   |                                |
| July 16<br>In-person class                       | <b><i>Post-partum and anxiety Trauma and Stressor-Related</i></b>                                       | R & S Ch. 4, 5<br>DSM p. 155-188<br>DSM p. 123-154   |                                |
| <b>Week 3</b><br>July 21<br>Online: Reading home | Obsessive-Compulsive D/Os   | R & S Ch. 6, 7<br>DSM p. 189-234   |                                |
| July 23<br>In-person class                       | <b><i>Bipolar Disorders</i></b><br>Somatic Disorders  | DSM p. 265-290<br>DSM p. 291-308<br>R&S Ch. 10   |                                |
|  | Schizophrenia Spectrum and Other Psychotic Disorders  | R & S Ch. 3<br>DSM p. 87-122 DSM p. 309-328  |                                |
| <b>Week 4</b><br>July 28<br>Online: Reading home | Dissociative Disorders<br>Substance-Related and Addictive Disorders<br>Personality Disorders            | R & S Chs. 9<br>R & S Ch. 17 DSM p. 481-590<br>R & S Ch. 19<br>DSM p. 645-684<br>DSM p. 761-782                                    |                                |
| July 30<br>In-person class                       | Elimination Disorders Sleep-Wake Disorders<br>Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders | R & S Ch. 12, 13<br>DSM p. 355-360<br>DSM p. 361-422<br>R & S Ch. 14, 15, 20<br>DSM p. 423-450<br>DSM p. 451-460<br>DSM p. 685-706 |                                |
| <b>Week 5</b><br>August 4                        | Neurocognitive Disorders Other Mental Disorders   | R & S Ch. 18<br>DSM p. 591-644<br>DSM p. 707-760<br>DSM p. 783-806   |                                |
| August 6<br>In-person class                      |   |  | <b>Final Exam Presentation</b> |

*The syllabus/schedule are subject to change.*



# Counseling

EAST TEXAS A&M

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