



EAST TEXAS A&M
UNIVERSITY

Counseling 540:

Diagnosis and Treatment Planning

Summer 2025: Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Delarious O. Stewart, EdD, LPC-S, ACS, NCC, NCSC

University Email Address: Delarious.Stewart@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Main Office Location: Binion Hall, 226-A

Office Hours: Monday: 1:00 pm -4 pm-; Tuesday: 5 pm -7 pm; Friday: Available upon request

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*. (5th 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. Doi:10.1002/wps.20132

Berghuis, D. J., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates* (5th ed.). Wiley.

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

Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent*

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psychotherapy treatment planner (5th ed.). Wiley.

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.

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.

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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
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	Polanski & Hinkle (2000) Schmit & Balkin (2014)	Biopsychosocial History and Treatment Plan and Exams
5.C.2.a. roles and settings of clinical mental health counselors	Kress, Hoffman, Adamson, & Eriksen (2013)	Discussion Posts and Exams

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5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	APA (2022) Schmit & Balkin (2014)	Treatment Plan and Discussion Posts
5.C.2.c. 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
5.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Alarcón (2014) APA (2022)	Exams
5.C.2.e. 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
5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses	R & S (2016) Ch. 8	Biopsychosocial History and Treatment Plan and Discussion Posts

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5.C.2.g. impact of biological and neurological mechanisms on mental health	APA (2022)	Treatment Plan and Exams
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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.

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 7th 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

- Biopsychosocial History and Treatment Plan Assignment (25%)
- Discussion Board Assignment (25%)
- Treatment Plan Assignment (25%)
- Exams (25%)

Discussion Board Assignment (100 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 10 discussion board forums. Each discussion will begin with a prompt

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provided by the professor, which will align with the weekly course content.

For each discussion, you must submit an **initial post** by **Wednesday at midnight**. 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 by **Saturday at 11:59 PM**. 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)
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	Participates in the discussion	Engagement is minimal or

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	the discussion throughout the week; all contributions are respectful, constructive, and foster a collaborative learning environment.	but engagement is limited to required posts; maintains respectful tone but contributions may lack consistency or enthusiasm.	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.

Biopsychosocial History and Treatment Plan Assignment (100 points)

The Biopsychosocial History and Treatment Plan assignment requires you to demonstrate an understanding of biopsychosocial constructs and develop assessment and clinical writing skills. For this assignment, you will be provided with a case scenario that includes detailed information about a fictional client. Your task is to analyze the provided information and create a biopsychosocial history that thoroughly examines the client's biological, psychological, and social factors contributing to their presenting concerns. The biopsychosocial history must include the client's demographics, presenting issues, and strengths or resources. Based on this analysis, you will develop a comprehensive treatment plan. The treatment plan must include a diagnosis using DSM-5-TR criteria, clearly justified with evidence from the case scenario. You will also create SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals, propose evidence-based interventions tailored to the client's needs, and identify at least one relevant community resource to support the client's wellness. Additionally, you must address any cultural, ethical, or contextual considerations that may influence the treatment process. This assignment is designed to help you integrate theoretical knowledge and practical skills, culminating in a professional and well-organized treatment plan that reflects real-world clinical practices.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Biopsychosocial History (20 points)	Comprehensive and detailed, effectively integrates biological, psychological, and social	Includes most relevant factors but lacks some detail or depth.	Minimal or unclear history; critical factors are missing or underdeveloped.

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	factors.		
Diagnosis (20 points)	Diagnosis is accurate and well-justified with DSM-5-TR criteria	Diagnosis is mostly accurate but justification lacks depth or clarity.	Diagnosis is partially accurate or insufficiently justified.
Goals and Objectives (20)	SMART goals are well-defined, measurable, and directly address the client's presenting issues.	Goals are present but lack full specificity, measurability, or relevance to the presenting issues.	Goals are vague, incomplete, or not clearly linked to the client's needs.
Interventions (20)	Interventions are evidence-based, detailed, and clearly linked to goals and diagnosis.	Interventions are evidence-based but lack depth or detail in one or more areas.	Interventions are vague or not clearly linked to goals or presenting issues.
Cultural and Ethical Considerations (5 points)	Thoroughly addresses cultural, ethical, and contextual factors relevant to the client's presenting issues.	Addresses cultural, ethical, and contextual factors but lacks depth or specificity.	Minimal attention to cultural, ethical, or contextual factors; lacks sufficient depth or relevance.
Resources (10 points)	Identifies a relevant and realistic community or professional resource that supports the client effectively.	Identifies a resource but lacks clear relevance or explanation of its role in supporting the client.	Identifies an irrelevant or unclear resource, or connection to the client's issue is weak.
Writing and APA Formatting (5 Points)	Writing is clear, professional, well-organized, and free of errors; APA formatting is consistently followed.	Writing is clear and organized but contains minor errors in grammar or APA formatting.	Writing is somewhat unclear, disorganized, or includes frequent errors that hinder clarity.

Midterm Examination (50 points)

The midterm examination evaluates your understanding of foundational course concepts, including theories and diagnostic frameworks presented in the *Reichenberg and Seligman (2016)* text and
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DSM-5-TR. The exam comprises multiple-choice and true/false questions that test your knowledge of the material, alongside case vignettes that require you to apply diagnostic reasoning. For each vignette, you will identify the correct diagnosis using DSM-5-TR criteria and provide an evidence-based justification that references specific symptoms, behaviors, and contextual factors. This exam emphasizes critical thinking, the ability to synthesize course content, and proficiency in identifying and explaining diagnoses. All responses must be submitted by the deadline through the designated course platform.

Final Examination (50 points)

The final examination builds upon the knowledge and skills assessed in the midterm and evaluates your comprehensive understanding of course material. This exam includes multiple-choice and true/false questions as well as advanced case vignettes featuring complex or co-occurring diagnoses. You will analyze these scenarios, identify primary and secondary diagnoses using DSM-5-TR criteria, and provide detailed justifications that integrate course content and clinical reasoning. The final exam emphasizes advanced diagnostic processes, theoretical application, and the consideration of treatment strategies. Responses must be clear, organized, and submitted through the course platform by the assigned deadline.

Treatment Plan Assignment (100 points)

The Treatment Plan assignment is an opportunity to demonstrate your ability to develop comprehensive treatment plans based on a psychological assessment. For this assignment, you will be provided with two psychological exams. Using these assessments, you will create a treatment plan for each case that demonstrates your understanding of effective, evidence-based treatment interventions. The treatment plan must include a diagnosis using DSM-5-TR criteria, a summary of key assessment findings, a prognosis, SMART treatment goals, and specific interventions that consider therapy, medication, and further assessments or referrals. Additionally, you must integrate relevant counseling theories and address cultural and ethical considerations within your plan. This assignment emphasizes the synthesis of diagnostic knowledge and the application of practical, research-based solutions. Each treatment plan must be submitted by the deadline, using the provided template as a guide.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Diagnosis	Diagnosis is accurate, well-supported by DSM-5-TR criteria, and demonstrates critical analysis of symptoms and contextual factors.	Diagnosis is accurate and supported by DSM-5-TR criteria but lacks thorough analysis or depth in justification.	Diagnosis is inaccurate, insufficiently supported, or not clearly tied to DSM-5-TR criteria.
Assessment Summary	Comprehensive summary of key findings; effectively	Adequate summary of findings; demonstrates a	Summary is incomplete, unclear, or insufficiently

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	integrates assessment results to justify the diagnosis and inform treatment planning.	general connection between assessment results and diagnosis but lacks integration or depth.	connected to diagnosis and treatment.
Goals and Objectives	SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals are clearly defined, realistic, and aligned with the client's needs.	Goals are present and generally aligned with client needs but lack full specificity or measurability.	Goals are vague, incomplete, or not clearly aligned with the client's needs or presenting issues.
Interventions	Interventions are detailed, evidence-based, and directly linked to the treatment goals and diagnosis, including therapy, medication, and further assessments as needed.	Interventions are evidence-based and generally linked to goals and diagnosis but lack detail or depth in one or more areas.	Interventions are vague, insufficiently supported by evidence, or fail to address the client's needs effectively.
Cultural and Ethical Considerations	Thoroughly addresses relevant cultural, ethical, and contextual factors, demonstrating advanced understanding of their impact on treatment.	Addresses cultural, ethical, and contextual factors but lacks depth or specificity in applying them to the treatment plan.	Minimal attention to cultural, ethical, or contextual factors; lacks sufficient relevance or applicability to the client's treatment plan.
Resources	Identifies a relevant, realistic community or professional resource that effectively	Identifies a relevant resource but lacks depth in explaining its role or connection to	Resource is irrelevant, unclear, or minimally connected to the client's needs.

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	supports the client's treatment or wellness goals.	the client's treatment goals.	
Writing and Organization	Writing is clear, professional, well-organized, and free of errors; APA formatting is consistently applied.	Writing is clear and organized but contains minor errors in grammar or APA formatting that do not detract from the overall message.	Writing is unclear, disorganized, or contains frequent errors in grammar or APA formatting that hinder readability or professionalism.

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

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LATE ASSIGNMENTS

Late assignments will generally not be accepted. However, I understand that life happens, and special consideration may be given on a case-by-case basis. If you are facing extenuating circumstances, please communicate with me as soon as possible to discuss potential extensions. Open and timely communication is key.

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

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.

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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
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point 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

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

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- 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](https://get.adobe.com/flashplayer/) (version 17 or later) <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.

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.

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 "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

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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>

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

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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.



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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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

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[Graduate Student Academic Dishonesty Form](#)

Student Conduct

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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:

Office of Student Disability Resources and Services

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

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

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

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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

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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.

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.

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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FLEXIBLE COURSE OUTLINE / CALENDAR

Summer 2025 Semester

Week/Date	Topic	Reading	Assignment
January 13, 2025	<ul style="list-style-type: none"> Syllabus Review Introduction to the DSM Roles, Risks and Benefits of Diagnosis Introduction to Effective Treatment Planning 	R & S Ch. 1 DSM p. 5-30	Discussion Post: Welcome to Diagnosis and Treatment Planning! Let's take this opportunity to introduce ourselves and begin building our learning community. In your introduction post, please include the following: <ol style="list-style-type: none"> 1. Your name and current academic or professional role. 2. What excites you about this course and how it aligns with your career goals. 3. What you hope to learn about diagnosis and treatment planning and how you envision applying these skills in your future practice. 4. A fun fact about yourself or something unique you'd like to share.
January 20, 2025	Assessments in Counseling (Biopsychosocial, MSE) Differential Diagnosis Ethical and Cultural Considerations	Schmit & Balkin (2014) Kress et al. (2013) DSM p. 715-727 DSM p. 733-744	Discussion Post: What are your initial thoughts about the DSM-5-TR as a diagnostic tool? How do you anticipate using it in your future counseling practice? Share any questions or concerns you have about the diagnostic process.
January 27, 2025	Neurodevelopmental Disorders	R & S Ch. 2 DSM p. 31-86	Discussion Post: This week, we are exploring Neurodevelopmental

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			<p>Disorders as outlined in the DSM-5-TR. These disorders often emerge early in development and can significantly impact various aspects of functioning, such as social, academic, and occupational performance. For this discussion, choose one neurodevelopmental disorder (e.g., Autism Spectrum Disorder, ADHD, Intellectual Disabilities) and address the following:</p> <ol style="list-style-type: none"> 1. Briefly summarize the key diagnostic criteria for the disorder you selected. 2. Discuss one challenge that individuals with this disorder might face in a school or work environment. 3. Identify one evidence-based intervention or strategy that could be used to support individuals with this disorder and explain why it is effective. 4. Reflect on how cultural considerations might influence the diagnosis or treatment of this disorder.
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February 3, 2025	Disruptive, Impulse Control, and Conduct D/Os Feeding and Eating Disorders	R & S Ch. 11, 16 DSM p. 461-480 DSM p. 329-354	Biopsychosocial History/Tx Plan Due
February 10, 2025	Depressive Disorders Bipolar Disorders	R & S Ch. 4, 5 DSM p. 155-188 DSM p. 123-154	<p>Discussion Post: This week, we are examining Depressive Disorders and Bipolar Disorders, two categories of mood disorders that significantly impact individuals' lives. These disorders can present with a range of symptoms and require nuanced approaches for diagnosis and treatment. For this discussion, address the following:</p> <ol style="list-style-type: none"> 1. Choose either a depressive disorder (e.g., Major Depressive Disorder, Persistent Depressive Disorder) or a bipolar disorder (e.g., Bipolar I Disorder, Bipolar II Disorder). 2. Briefly summarize the key diagnostic criteria for the disorder you selected. 3. Discuss one specific challenge counselors might face when diagnosing or treating this disorder. 4. Identify one evidence-based intervention for the disorder and explain why it is effective in addressing the symptoms. 5. Reflect on how cultural or contextual factors might

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			<p>influence the diagnosis or treatment of the disorder.</p> <p>Support your response with information from the DSM-5-TR, course readings, or other credible sources.</p>
February 17, 2025	<p>Anxiety Disorders</p> <p>Obsessive-Compulsive D/Os</p>	R & S Ch. 6, 7 DSM p. 189-234	<p>Discussion Post: This week, we are focusing on Anxiety Disorders and Obsessive-Compulsive Disorders as outlined in the DSM-5-TR. These disorders often involve excessive fear, worry, or compulsive behaviors that can significantly interfere with daily functioning. For this discussion, address the following:</p> <ol style="list-style-type: none"> 1. Choose either an anxiety disorder (e.g., Generalized Anxiety Disorder, Panic Disorder, Social Anxiety Disorder) or an obsessive-compulsive-related disorder (e.g., Obsessive-Compulsive Disorder, Body Dysmorphic Disorder). 2. Briefly summarize the key diagnostic criteria for the disorder you selected. 3. Discuss one common misconception about the disorder and how it might impact individuals seeking help.

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			<p>4. Identify one evidence-based intervention or therapy (e.g., CBT, exposure therapy, medication) that is effective for the disorder and explain why it works.</p> <p>5. Reflect on how cultural or societal factors might influence the presentation or treatment of the disorder.</p> <p>Use the DSM-5-TR, course readings, or other credible sources to support your response.</p>
February 24, 2025	Ethics and Legal issues in pathology		
March 3, 2025	Trauma and Stressor-Related Somatic Disorders	R&S Ch. 8 DSM p. 265-290 DSM p. 291-308 R&S Ch. 10	Midterm Exam
Spring Break: March 11-15			
March 17, 2025	Schizophrenia Spectrum and Other Psychotic Disorders	R & S Ch. 3 DSM p. 87-122 DSM p. 309-328	Discussion Post: This week, we are looking at Schizophrenia Spectrum and Other Psychotic Disorders, which are characterized by a range of symptoms, including delusions, hallucinations, disorganized thinking, and impaired functioning. These disorders present unique challenges for diagnosis and treatment.

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		<p>For this discussion, address the following:</p> <ol style="list-style-type: none"> 1. Choose one disorder from the schizophrenia spectrum (e.g., Schizophrenia, Schizoaffective Disorder, Brief Psychotic Disorder). 2. Briefly summarize the key diagnostic criteria for the disorder you selected. 3. Discuss one challenge counselors or clinicians may face when working with clients diagnosed with this disorder (e.g., stigma, medication adherence, or functional impairments). 4. Identify one evidence-based treatment approach (e.g., CBT for psychosis, medication management, psychoeducation) and explain its effectiveness. 5. Reflect on how societal stigma might impact individuals living with this disorder and what counselors can do to address this stigma in their practice. <p>Support your response with information from the DSM-5-TR, course readings, or other credible sources.</p>
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March 23, 2025	Dissociative Disorders	R & S Chs. 9	Treatment Plan Assignment
March 24, 2025	Substance-Related and Addictive Disorders	R & S Ch. 17 DSM p. 481-590	Discussion Post: This week, we examine Substance-Related and Addictive Disorders, which include challenges related to substance use and behavioral addictions. These disorders often have complex psychological, social, and biological components. For this discussion, address the following: <ol style="list-style-type: none"> 1. Choose one substance-related or addictive disorder (e.g., Alcohol Use Disorder, Opioid Use Disorder, Gambling Disorder) and summarize its key diagnostic criteria. 2. Discuss one significant challenge clients may face in seeking treatment (e.g., stigma, access to resources, co-occurring disorders). 3. Identify one evidence-based intervention (e.g., Motivational Interviewing, Medication-Assisted Treatment, 12-

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			<p>Step Programs) and explain its effectiveness.</p> <p>4. Reflect on how cultural or societal factors may influence the diagnosis or treatment of this disorder.</p> <p>Support your response with the DSM-5-TR, course readings, or other credible sources.</p>
March 31, 2025	Personality Disorders	R & S Ch. 19 DSM p. 645-684 DSM p. 761-782	<p>This week, we explore Personality Disorders, which involve enduring patterns of behavior, cognition, and inner experience that deviate significantly from cultural expectations and impact functioning. For this discussion, address the following:</p> <ol style="list-style-type: none"> 1. Choose one personality disorder (e.g., Borderline Personality Disorder, Antisocial Personality Disorder) and summarize its key diagnostic criteria. 2. Discuss one challenge counselors may face in diagnosing or treating this disorder (e.g., therapeutic relationship,

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			<p>stigma, or comorbidity with other disorders).</p> <p>3. Identify one evidence-based approach for working with clients with this disorder (e.g., Dialectical Behavior Therapy, Schema Therapy) and explain why it is effective.</p> <p>4. Reflect on how cultural or contextual factors might influence the diagnosis or treatment of this disorder.</p> <p>Support your response with information from the DSM-5-TR, course readings, or other credible sources.</p>
April 7, 2025	Elimination Disorders Sleep-Wake Disorders	R & S Ch. 12, 13 DSM p. 355-360 DSM p. 361-422	<p>Discussion Post: This week, we are examining Elimination Disorders and Sleep-Wake Disorders, which can significantly affect daily functioning and quality of life. For this discussion, address the following:</p> <p>1. Choose one disorder from either category (e.g., Enuresis, Insomnia Disorder, or Obstructive Sleep</p>

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			<p>Apnea) and summarize its key diagnostic criteria.</p> <ol style="list-style-type: none"> 2. Discuss one impact this disorder might have on a person's daily functioning or relationships. 3. Identify one evidence-based intervention (e.g., behavioral therapy, medication, or sleep hygiene techniques) and explain why it is effective for the chosen disorder. 4. Reflect on how age, culture, or environmental factors might influence the diagnosis or treatment of this disorder. <p>Support your response with information from the DSM-5-TR, course readings, or other credible sources.</p>
April 14, 2025	Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders	R & S Ch. 14, 15, 20 DSM p. 423-450 DSM p. 451-460 DSM p. 685-706	<p>Discussion Post: This week, we explore Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders, which present unique challenges in diagnosis and treatment due to their sensitivity and cultural implications.</p>

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		<p>For this discussion, address the following:</p> <ol style="list-style-type: none"> 1. Choose one category (e.g., Sexual Dysfunctions, Gender Dysphoria, or Paraphilic Disorders) and summarize the key diagnostic criteria for one specific disorder within that category. 2. Discuss one challenge counselors may face when working with clients diagnosed with this disorder (e.g., stigma, cultural sensitivity, legal or ethical considerations). 3. Identify one evidence-based approach or strategy for working with clients with this disorder and explain its effectiveness. 4. Reflect on how cultural or societal factors might influence how the disorder is perceived, diagnosed, or treated. <p>Support your response with information from the DSM-5-TR, course</p>
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			readings, or other credible sources.
April 21, 2025	Neurocognitive Disorders Other Mental Disorders	R & S Ch. 18 DSM p. 591-644 DSM p. 707-760 DSM p. 783-806	
April 28, 2025	Final Exam-Take online via D2L		Final Exam

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