



## **SWK 510: Clinical Practice in Mental Health**

COURSE SYLLABUS: Summer I - 2026

### **INSTRUCTOR INFORMATION**

Instructor: **Benjamin May, LCSW, PhD**  
Office Location: **Henderson RM 307**  
Office Hours: **Mondays 8-2 p.m. and by appointment**  
Office Phone: **Please see instructor**  
Office Fax: **903-468-3221**  
University Email Address: **Benjamin.may@etamu.edu**  
Preferred Form of Communication: **Email**  
Communication Response Time: **Within 2 Business days**

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### **Textbook(s) Required**

American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR (5th ed. Text Revision). American Psychiatric Association.

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

#### **Software Required:**

- D2L (in MyLeo)
- Microsoft Office Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

#### **Optional Texts and/or Materials:**

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. To purchase access:

<https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

### Course Description

The purpose of this course is (1) to present the Diagnostic and Statistical Manual of Mental Disorders (“DSM”) as a knowledge base for enhancing social workers’ understanding of individual biopsychosocial function and (2) to expand social workers’ ability to use the DSM-5 to work with at-risk populations across diverse settings and with diverse mental health professionals. Ethical dilemmas inherent in categorizing and labeling will be highlighted, along with cultural concerns in using a homogenous system of diagnostic classes.

### Prerequisites

Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

### STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students; ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

Competencies	Assessment/Assignment	Dimension
<b>Competency 1: Students will demonstrate ethical and professional behavior</b>		
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to both rural and urban contexts and at the intersection of the two.		Knowledge, Skills, and Cognitive and Affective
Demonstrate professional behavior; appearance; and oral, written, and electronic communication as appropriate to rural and urban settings.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective
C. Use technology ethically and appropriately to facilitate practice outcomes in urban and rural settings	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective

Competencies	Assessment/Assignment	Dimension
D. Use supervision and consultation to Guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
A. Apply theories of human behavior and person-in-environment, as well as other Culturally responsive and interprofessional Conceptual frameworks, when assessing clients and constituencies in both urban and rural settings and at the intersection of both.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan reflective of their environment whether rural, urban, or at the intersection of both.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals in both urban and rural settings and at the intersection of the two.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies in urban and rural settings.	Assessment, Role Play Activity/Discussions and Exams	Knowledge, Skills, and Cognitive and Affective

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the instructor of the technical issue.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course

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

As a student in this course, you are responsible for engaging in active learning and reaching out to the instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

#### **Expectations for success include:**

1. Always demonstrate professional behavior, including respect for the instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

## GRADING

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

Evaluation for the course grade is according to the following formula:

<b>Assessments</b>	<b>Value</b>
Assessment Diagnosis & Interventions	<b>200 pts</b>
Exam (2 @ 100 Pts.)	<b>200 pts</b>
Weekly Discussions (divided by the number of weeks, i.e., 10 @ 0 pts)	<b>0 pts</b>
<b>Total</b>	<b>400 pts</b>

## Assessments

SEE RUBRIC:

### 1. APPENDIX A

Choose one of your clients, change all identifying information to ensure confidentiality.

Review the Psychosocial Assessment Handout from the beginning of the semester.

Using the Psychosocial (FAST) form as a guide to help you form questions, interview your client.

Using the Psychosocial Assessment blank (attached), write a complete intake assessment of a client with a DSM diagnosis.

Develop a treatment plan that would last 6 sessions with this client and discuss the types of interventions deemed useful to help the client during each of the sessions and include a termination plan.

**DO NOT TELL THE PERSON YOUR DIAGNOSIS!!! YOU ARE NOT LEGAL TO DIAGNOSE YET.**

NOTE: If you do not have internship or work clients, you may use an acquaintance.

### 2. Exams

There are 2 exams in this course. Exams are open book and open note.

3. Role Play Activity/Discussions

SEE RUBRIC:

### 3. APPENDIX B

Class Discussions:

1. Discuss what you learned from each week **No late work is accepted for this assignment.** (10 weeks x 0 points each; 0 points total for the course.)

## Psychosocial Assessment

**Name:**

**Date of Birth:**

**Gender:**

**Referral Source:**

**Presenting Problem:**

**Personal Status:**

(current school or work status and history, special needs, school problems, friends, extra- curricular activities)

**Social Functioning:**

Family and Developmental History:

(parental marriage status, number of siblings, socio economic conditions)

**Medical and Mental Health, Current and History:**

Cultural Issues (immigration, documentation issues, victim or oppression or prejudice, political issues)

**Legal Issues:**

**Strengths and Challenges:**

**Appearance:**

**Dress:**

**Grooming:**

**Mental Status:**

**Eye contact:**

**Alertness:**

**Orientation (aware of the date, the time, the place):**

**Recent Memory:**

**Risk Factors:**

- **Suicide/Homicide Risk**
- **Socioeconomic Risk (poverty)**
- **Loss of Job**
- **Physical Violence Risk**
- **Substance Use/Abuse/Dependence**
- **Abuse/Neglect**

**Additional Assessment Tools:**

Clinical Summary, Impressions, and Assessment

**Diagnosis:**

**Goals & Treatment Plan:**

**School of Social Work &  
Council on Social Work Education-Specific Policies  
Course Engagement**

*Final Evaluation and Grade Depend on both Classroom Attendance and Participation.* Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. To earn a level of competency within a specific course, students must demonstrate mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement in each course is the meaningful involvement in interactions with the instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

### **Class Attendance and Participation**

#### **Face-to-Face Classes**

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll calls will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet twice a week, students can be absent up to 5 times through the semester with no penalty. If **6 absences** occur, the overall grade will be **dropped 1 letter grade**. If **7 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

#### **Online, Web-Enhanced or Blended Classes**

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0](#)

**Appendix A Grading Rubric: Assessment**

<b>Criteria</b>	<b>Level 4 30 points</b>	<b>Level 3 24 points</b>	<b>Level 2 21 points</b>	<b>Level 1 18 points</b>	<b>Criterion Score</b>
Criterion 1 Biopsychosocial History	Complete biopsychosocial history	Missing 1-2 Component of biopsychosocial history	Missing 3 or more components of biopsychosocial history	Major items are missing	/30
Criterion 2 Assessment and DSM-5Tr Diagnosis	Strong assessment and correct diagnosis for symptoms	Missing 1-2 parts of assessment and/or sub-components of diagnosing are missing or wrong	Assessment and/or diagnosis is inadequate	Both assessment and diagnosis are inadequate	/30
Criterion 3 Treatment plan	Strong, well-planned treatment plan	Adequate treatment plan but needs more details	Treatment plan is missing some items and/or sessions	Treatment plan is missing many items	/30
Criterion 4 Professional Writing	Professionally written with no grammar errors	Minor mistakes, but overall is professionally written	Professional writing needs improvement or proofreading	Lacks professionalis m or major mistakes	/10

**Appendix B**  
**Grading Rubric: ROLE PLAY/DISCUSSION RUBRIC**  
 DISCUSSION RUBRIC (10 Points for Each Week = 0 Points)

<b>Criteria</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Incomplete</b>	<b>Score</b>
<b>Role Play “Social Worker” and Client</b>	Level 4 5 points	Level 3 3.75 points	Level 2 2.5 points	Level 1 1.25 points	
Role play “Social worker” asks biopsychosocial history questions with professionalism and intake skills	Role play “Social worker” asks all biopsychosocial history questions with genuineness and warmth while maintaining professionalism	Role play “Social worker” misses a few biopsychosocial history questions but maintains professionalism	Role play “Social worker” asks misses a major area of biopsychosocial history questions or slides into friendship or other in appropriate role	Role play “Social worker” misses two or more major areas biopsychosocial history questions or in professionalism	/5
<b>Role Play “Client”</b>					
Role play “client” demonstrates symptoms of assigned diagnosis	Role play “client” demonstrates multiple symptoms of assigned diagnosis in convincing way	Role play “client” demonstrates most symptoms of assigned diagnosis in convincing way	Role play “client” demonstrates 1-2 symptoms of assigned diagnosis in convincing way	Role play “client” does not demonstrate the correct symptoms for the assigned diagnosis	/5
<b>Role Play Total</b>					<b>/10</b>

OR

<b>Discussion</b>	<b>10 points</b>	<b>7.5 points</b>	<b>5 points</b>	<b>2.5 points</b>	
Class "audience" responds with Diagnosis attempt	Responds with diagnosis and key symptoms described in DSM-5-TR	Responds with diagnosis but omits symptoms	Responds with incorrect diagnosis but was within differential diagnostic codes	Response is not within the same week	/10

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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@etamu.edu](mailto:helpdesk@etamu.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

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. Other support options can be found here:

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

## **STUDENT RESPONSIBILITIES FOR COURSE**

### **CWID and Password**

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@etamu.edu](mailto:helpdesk@etamu.edu).

### **Technology-Related Issues**

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 ETAMU campus open computer lab, etc.

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## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Minimal Technical Skills Needed**

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

### **Learning Management System (LMS) – D2L**

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

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

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## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

### **Include the Following in Emails with Instructor:**

- Course name and subject in the subject line
  - Salutation (Good afternoon, Dr. Jackson)
  - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
  - Student name and CWID after the body of the email (possibly add to student signature on email)
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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **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.

### **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 online in the [Student Guidebook](#).

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

### **ETAMU Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

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

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

### **Use of Artificial Intelligence**

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

### **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**

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@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

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

### **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.

### **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 ETAMU 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M Supports Students' Mental Health – Counseling Services**

The Counseling Center at East Texas A&M University, 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.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

**Department and Accrediting Agency Statement:**

**School of Social Work Mission Statement:**

COURSE OUTLINE /CALENDAR  
**COURSE OUTLINE / SCHEDULE**

<b>Schedule - Week of</b>	<b>Readings(s) (All readings are from Handouts &amp; DSM V</b>	<b>Assignments/Activities</b>
Week 1 – 6/1	Download & Review Syllabus History of DSM V Week 1(PPt1) <b>Read Intro - pgs. 5-28 - DSM V - TR</b>	Review Syllabus Complete Week 1 Discussion Review PowerPoint 1 (PPt1)
Week 2 -- 6/8	Assessment, Diagnosis & Treatment <b>Review pgs. (841 – 857).</b>	Review Assessment & DSM Diagnosis Handout Review of Psychosocial History Handout Complete Week 2 Discussion Review PowerPoint 2 (PPt2)
Week 3 – 6/15	Bipolar & Depressive Disorders <b>Read pgs. (139-175) &amp; (177 – 214).</b>	Inventory of Depression Complete Week 3 Discussion Review PowerPoint 3 (PPt3)
Week 4 – 6/22	Anxiety Disorders and OCD <b>Read pgs. (215-261) &amp; (263 – 294).</b>	Complete Week 4 Discussion Review PowerPoint 4 (PPt4)
Week 5 – 6/29	Schizophrenia and Psychosis <b>Read pgs. (101-138).</b>	<b>Exam # 1</b> Complete Week 5 Discussion Review PowerPoint 5 (PPt5)
Week 6 – 7/6	Trauma; Dissociative Disorders <b>Read pgs. (295-328) &amp; (329 – 348).</b>	Complete Week 6 Discussion Review PowerPoint 6 (PPt6)
Week 7 – 7/13	Neurodevelopmental Disorders; Substance-Related and Addictive Disorders <b>Read pgs. (35-99) &amp; (543 – 665).</b>	Substance Use Assessments Complete Week 7 Discussion Review PowerPoint 7 (PPt7)
Week 8 – 7/20	Personality Disorders <b>Read pgs. (733-778).</b>	<b>Assessment 1, Diagnosis and Treatment Plan Due (Annette)</b> Complete Week 8 Discussion Review PowerPoint 8 (PPt8)
Week 9 – 7/27	Sexual Dysfunctions Gender Dysphoria Feeding and Eating Disorders <b>Read pgs. (477-509), (511 – 520) &amp; (371 – 397).</b>	Complete Week 9 Discussion Review PowerPoint 9 (PPt9)
Week 10 – 8/03	Pharmacology	<b>Exam #2</b> Pharmacology Handout

