



TEXAS A&M UNIVERSITY
COMMERCE

Diagnosis and Treatment Planning

Counseling 540

Fall, 2026-202680

CRN: 80925

Face-to-Face

7:20pm to 10:10pm

August 20, 2026 through December 11, 2026

INSTRUCTOR INFORMATION

Instructor: Roberta Ann Jacobs, PhD, LPC-S

Office Location: Virtual

Office Hours: By appointment

University Email Address: jacobsroberta@etamu.edu

Preferred Form of Communication: Text (903-274-9901)

Communication Response Time: 48 hours; excluding weekends

COURSE INFORMATION

Textbook(s) Required:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder* 5th ed.). Author.

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

Required Supplemental Reading:

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

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

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

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

Kress, V. E., Hoffman, R. M., Adamson, N., & Eriksen, K. (2013). Informed consent, confidentiality, and diagnosing: Ethical guidelines for counselor practice. *Journal of The syllabus/schedule are subject to change.*

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.

Optional Texts and/or Materials:

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

Course Description

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

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

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

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 540

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

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and etiology of addiction and co-occurring disorders	R & S (2016) Ch. 17			either meet (2) or exceed (3) expectation
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	Polanski & Hinkle (2000) Schmit & Balkin (2014)			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.a. roles and settings of clinical mental health counselors	Kress, Hoffman, Adamson, & Eriksen (2013)	Examinations	Midterm Exam	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	APA (2013) Schmit & Balkin (2014)			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
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, Barrio Minton, Adamson, Paylo, & Pope (2014)			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
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 (2013)			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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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	Examinations	Final Exam	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses	R & S (2016) Ch. 8			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.g. impact of biological and neurological mechanisms on mental health	APA (2013)			≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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

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

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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COURSE ASSIGNMENTS/ASSESSMENTS

COURSE REQUIREMENTS AND GRADING (100 possible points)

1. Participation 75 points

Participation. Appropriate (as defined by instructor) level of interaction/participation during discussions and in-class presentations is expected. Concerns/Infractions will be addressed individually by the instructor and recommendations made.

Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing text readings and activity assignments in each unit. In addition to your offering thoughtful contributions to the in-class discussion, plud number of quality **thoughtful and relevant** comments. *Students you will be expected to respond during in-class discussions. Please don't tell me that you are shy and/or do not like speaking in class. Please note that 75 points out of 100 points in the grading scale are accumulated weekly by in-clas participation. THINK ABOUT IT!!!*

Discussion Post Rubric

	1 – Does Not Meet Expectation (0-2 points)	2 – Meets Expectation (3-5 points)	3 – Exceeds Expectations (6-10 points)
Discussion Post Qualities	No post for the topic. Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate levelwork	Post presents most elements of the question(s) OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors Adds response to peer's post	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. Adds response to peer's post

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COURSE ASSIGNMENTS/ASSESSMENTS

COURSE REQUIREMENTS AND GRADING (100 possible points)

- | | |
|--------------------|------------------|
| 2. Mid-term | 10 points |
| 3. Final | 15 points |

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

Assignment	Percentage
Discussion – In-Class Projects	75
Midterm	10
Final	15

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COMMUNICATION AND SUPPORT

Communication with your professor is key to your professional growth. I am here to support and guide you along your academic journey. Please reach out if you have any concerns or questions. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your/my university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to meet via Zoom.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

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

ACCESS AND NAVIGATION

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

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.

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>

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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

Academic Integrity

Students at East Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

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](#).

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 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

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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

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FLEXIBLE COURSE OUTLINE / CALENDAR
Fall Semester – August 20, 2026 through December 11, 2026

Week/Date	Topic	Reading	Assignment
Week 1:	Syllabus Review Introduction to the DSM Role, Risks and Benefits of Diagnosis Introduction to Effective Treatment Planning	R & S Ch. 1 DSM p. 5-30	Class Introductions Class Expectations Diagnostic Teams (Change Each Week)
Week 2:	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 Group Activity Case Study
Week 3:	Neurodevelopmental Disorders	R & S Ch. 2 DSM p. 31-86	Discussion
Week 4:	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
Week 5:	Depressive Disorders Bipolar Disorders	R & S Ch. 4, 5 DSM p. 155-188 DSM p. 123-154	Presentation Discussion
Week 6:	Anxiety Disorders Obsessive-Compulsive D/Os	R & S Ch. 6, 7 DSM p. 189-234	Presentation Discussion
Week 7:	\		
Week 8:	Trauma and Stressor-Related Somatic Disorders Midterm Examination	R&S Ch. 8 DSM p. 265-290 DSM p. 291-308 R&S Ch. 10	Presentation Discussion Midterm Exam

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Week 9:	Schizophrenia Spectrum and Other Psychotic Disorders	R & S Ch. 3 DSM p. 87-122 DSM p. 309-328	
Week 10: 04.03.24	Dissociative Disorders	R & S Chs. 9	Presentation Discussion
Week 11:	Substance-Related and Addictive Disorders	R & S Ch. 17 DSM p. 481-590	Presentation Discussion
Week 12:	Personality Disorders	R & S Ch. 19 DSM p. 645-684 DSM p. 761-782	Presentation Discussion
Week 13:	Elimination Disorders Sleep-Wake Disorders	R & S Ch. 12, 13 DSM p. 355-360 DSM p. 361-422	Presentation Discussion
Week 14:	Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders	R & S Ch. 14, 15, 20 DSM p. 423-450 DSM p. 451-460 DSM p. 685-706	Presentation Discussion
Week 15:	Neurocognitive Disorders Other Mental Disorders	R & S Ch. 18 DSM p. 591-644 DSM p. 707-760 DSM p. 783-806	Presentation Discussion
Week 16:	Consultation – Wrap up		
Week 16:	Final Examination		Final Exam

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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 e=whenever you need it.

[Scan to download](#)



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