



COUN 540: Diagnosis and Treatment Planning for Clinical Mental Health Counselors

Course Syllabus: Fall 2026

8/20/2026 to 12/11/2026

In-Person Course

Wednesdays, 4:30 PM - 7:10 PM, Room: TBD,
Dallas Campus, 8750 N. Central Expressway

INSTRUCTOR INFORMATION

Instructor: Anniesha C Lyngdoh, PhD, NCC

Office Location: Dallas

Office Hours: Wednesdays, Thursdays, and Fridays, 1:00 pm- 4:00 pm. (By appointment via email)

University Email: Anniesha.Lyngdoh@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24 to 48 hours during weekdays

COURSE INFORMATION

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). American Psychiatric Publishing. [Note: The DSM-5-TR is available for access through Waters Library]

Kress, V. E., & Paylo, M. J. (2019). Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment. Pearson.

Catalog Description of the Course

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.

General Course Information

The purpose of this course is to equip students with the knowledge and skills necessary to become effective, competent professional counselors, with a focus on diagnosing, assessing, and treating mental health issues. Grounded in the 2024 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 critical thinking, reflective learning, and collaborative engagement through assignments, discussion boards, group case studies, and a final examination. 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.

Key Performance Indicators (KPIs)

CMHC KP1 7: The Peer Biopsychosocial History and Treatment Plan.

2024 CACREP Standards Addressed in COUN 540

CACREP 2024 Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.C.4. theories of personality and psychological development	Lecture; Readings (Kress & Paylo, 2019; DSM-5-TR); Class Discussion	Peer Biopsychosocial History & Treatment Plan (KPI); Discussion Posts	Peer Biopsychosocial Rubric	≥80% of average rubric scores will meet or exceed expectations
3.E.13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	Lecture; Readings (Kress & Paylo, 2019); Group Activity	Peer Biopsychosocial History & Treatment Plan (KPI); Group Case Study Assignment	Peer Biopsychosocial Rubric; Group Case Study Rubric	≥80% of average rubric scores will meet or exceed expectations
3.E.14. development of measurable outcomes for clients	Lecture; Readings (Kress & Paylo, 2019); Group Activity	Peer Biopsychosocial History & Treatment Plan (KPI); Group Case Study Assignment	Peer Biopsychosocial Rubric; Group Case Study Rubric	≥80% of average rubric scores will meet or exceed expectations

CACREP 2024 Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.E.15. evidence based counseling strategies and techniques for prevention and intervention	Lecture; Readings (Kress & Paylo, 2019); Group Activity	Group Case Study Assignment; Final Exam	Group Case Study Rubric; Final Exam	≥80% of average rubric/exam scores will meet or exceed expectations
3.G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Lecture; Readings (DSM-5-TR); Class Discussion	Peer Biopsychosocial History & Treatment Plan (KPI); Group Case Study Assignment; Final Exam	Peer Biopsychosocial Rubric; Group Case Study Rubric; Final Exam	≥80% of average rubric/exam scores will meet or exceed expectations
3.G.16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	Lecture; Readings (DSM-5-TR; Kress & Paylo, 2019); Class Discussion	Discussion Posts; Final Exam	Discussion Board Rubric; Final Exam	≥80% of average rubric/exam scores will meet or exceed expectations
3.G.17. procedures for using assessment results for referral and consultation	Lecture; Readings (Kress & Paylo, 2019); Class Discussion	Peer Biopsychosocial History & Treatment Plan (KPI); Discussion Posts	Peer Biopsychosocial Rubric; Discussion Board Rubric	≥80% of average rubric scores will meet or exceed expectations

CONTENT AREAS WITH CACREP 2024 STANDARD ALIGNMENT

- Foundations of Diagnosis and the DSM-5-TR (3.G.11)
- Biopsychosocial Assessment and Case Conceptualization (3.C.4, 3.G.17)
- Cultural, Ethical, and Contextual Considerations in Diagnosis (3.G.16)
- Neurodevelopmental, Psychotic, Mood, and Disruptive Disorders (3.G.11)
- Feeding/Eating, Elimination, Trauma, Anxiety, Somatic, Substance-Related, Personality, and Sexual/Paraphilic Disorders (3.G.11)
- Treatment Planning and Evidence Based Intervention Selection (3.E.13, 3.E.14, 3.E.15)

INSTRUCTIONAL METHODS

In person (face to face) synchronous instruction, lecture, experiential activities, small group case study work, class discussions, and seminar based learning.

STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course include the following:

1. Maintain a professional, ethical disposition representative of yourself, the university, and the counseling profession. Take time to adequately prepare for classes.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! You are expected to participate in all activities and discussions. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7th edition handbook.
6. Regularly check your university email (i.e., at least daily).
7. Keep up with the reading to be able to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS / ASSESSMENT

Note. Assignments must be submitted to D2L.

ATTENDANCE AND PARTICIPATION (10 points)

Active engagement is an essential component of professional development in this course. You are expected to attend each week's class, arrive on time, read all assigned materials in advance, and contribute meaningfully to discussions by drawing on both professional and personal experiences. If you must miss a class, notify me in advance by email; late notice or unexcused absences may affect your participation grade.

ATTENDANCE AND PARTICIPATION: RUBRIC

Assignment Component/Task	1 -Does Not Meet Expectations	2 -Meets Expectations	3 -Exceeds Expectations
Class Participation & Attendance	Passive or uninvolved participation; present but not actively engaged. More than two absences or an evident pattern of lateness. (0-3 pts)	Reactive participation: supportive, follow up contributions that are relevant and of value, but rely on the leadership of others. Two or fewer absences and no evident pattern of lateness. (4-7 pts)	Proactive participation: leading, originating, informing, challenging contributions that reflect in depth study, thought, and analysis of the topic. No more than one absence and no evident pattern of lateness. (8-10 pts)



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PEER BIOPSYCHOSOCIAL HISTORY AND TREATMENT PLAN (KPI) (50 points)

DUE: Wednesday, 10/28, 11:59 PM in D2L

Students will demonstrate an understanding of biopsychosocial constructs and develop their assessment and clinical writing skills by constructing a biopsychosocial history and treatment plan for a classmate's wellness issue. Specific guidance for this assignment will be provided in class, and supporting documents will also be uploaded to D2L.

PEER BIOPSYCHOSOCIAL HISTORY AND TREATMENT PLAN: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Biopsychosocial History (10)	3.C.4	Minimal or unclear history; critical factors are missing or underdeveloped. (0-3 pts)	Includes most relevant factors but lacks some detail or depth. (4-7 pts)	Comprehensive and detailed; effectively integrates biological, psychological, and social factors. (8-10 pts)
Diagnosis (including Z codes and differential diagnosis) (10)	3.G.11	Diagnosis is partially accurate or insufficiently justified; Z codes and differential diagnosis are missing or not addressed. (0-3 pts)	Diagnosis is mostly accurate and supported by DSM-5-TR criteria, but Z codes and/or differential diagnosis reasoning are minimal or underdeveloped. (4-7 pts)	Diagnosis is accurate and well justified with DSM-5-TR criteria, includes relevant Z codes, and demonstrates thoughtful differential diagnosis reasoning. (8-10 pts)
Goals and Objectives (5)	3.E.14	Goals are vague, incomplete, or not clearly linked to the wellness issue. (0-1 pt)	Goals are present but lack full specificity, measurability, or relevance. (2-3 pts)	SMART goals are well defined, measurable, and directly address the wellness issue. (4-5 pts)
Interventions (10)	3.E.13, 3.E.15	Interventions are vague or not clearly linked to goals or the wellness issue. (0-3 pts)	Interventions are evidence based but lack depth or detail in one or more areas. (4-7 pts)	Interventions are evidence based, detailed, and clearly linked to goals and diagnosis. (8-10 pts)
Cultural and Ethical Considerations (5)		Minimal attention to cultural, ethical, or contextual factors. (0-1 pt)	Addresses cultural, ethical, and contextual factors	Thoroughly addresses cultural, ethical, and contextual factors



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Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
			but lacks depth or specificity. (2-3 pts)	relevant to the wellness issue. (4-5 pts)
Resources (5)	3.G.17	Identifies an irrelevant or unclear resource, or connection is weak. (0-1 pt)	Identifies a resource but lacks clear relevance or explanation of its role. (2-3 pts)	Identifies a relevant and realistic resource that effectively supports the classmate's wellness goals. (4-5 pts)
Writing and APA Formatting (5)		Writing is somewhat unclear, disorganized, or includes frequent errors. (0-1 pt)	Writing is clear and organized but contains minor errors in grammar or APA formatting. (2-3 pts)	Writing is clear, professional, well organized, and free of errors; APA formatting is consistently followed. (4-5 pts)

DISCUSSION BOARD ASSIGNMENT (30 points)

DUE: Refer to the course schedule

The discussion board assignments are designed to enhance your engagement with course material, foster collaborative learning, and develop critical thinking skills. During the first three weeks of the course, you will participate in three discussion board forums, each aligned with that week's content, covering foundational topics such as the role and purpose of diagnosis, assessments, and cultural, ethical, and contextual considerations in clinical practice. Each discussion will begin with a prompt provided by the professor.

For each discussion, you must submit an initial post by Friday at 11:59 PM that reflects a thoughtful, well-supported response to the prompt and incorporates course material. The initial post must be at least 250 words. You must also provide substantive responses to at least two of your classmates' posts by Monday at 11:59 PM.

DISCUSSION BOARD: RUBRIC (per post, 10 points × 3 posts = 30 points)



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Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Initial Post (7)	3.G.16	Late, superficial, disorganized, or does not adequately address the prompt or integrate course material. (0-2 pts)	Submitted on time; addresses the prompt adequately; incorporates course material but lacks depth or has minor writing/organization issues. (3-5 pts)	Submitted on time; demonstrates deep critical thinking; integrates course material effectively; well written, professional, and organized. (6-7 pts)
Peer Responses (3)	3.G.17	Provides minimal or superficial responses, or none at all. (0-1 pt)	Provides responses that engage with peers but lack depth or critical thinking. (2 pts)	Provides thoughtful, substantive responses that engage critically with peers and foster dialogue. (3 pts)

GROUP CASE STUDY ASSIGNMENT (30 points)

DUE: Refer to the course schedule

Working in your assigned group, you will be provided with a case study describing a client with a diagnosis corresponding to that week's course content. As a group, you will present a 20-minute case conceptualization to the class, covering the client's diagnosis (with DSM-5-TR justification), case conceptualization, treatment goals and interventions, and relevant cultural and ethical considerations.

GROUP CASE STUDY: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Diagnosis (6)	3.G.11	Diagnosis is inaccurate or not supported by DSM-5-TR criteria. (0-2 pts)	Diagnosis is generally accurate but lacks full justification. (3-4 pts)	Diagnosis is accurate and well supported by DSM-5-TR criteria. (5-6 pts)
Case Conceptualization (6)	3.C.4	Conceptualization is minimal or does not integrate biopsychosocial factors. (0-2 pts)	Conceptualization addresses most relevant factors but lacks depth. (3-4 pts)	Conceptualization is comprehensive and effectively integrates biopsychosocial factors. (5-6 pts)



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Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Goals and Interventions (8)	3.E.14, 3.E.15	Goals/interventions are vague or not evidence based. (0-3 pts)	Goals/interventions are present but lack depth or specificity. (4-6 pts)	Goals/interventions are well defined, evidence based, and clearly linked to diagnosis. (7-8 pts)
Cultural and Ethical Considerations (4)		Minimal attention to cultural or ethical factors. (0-1 pt)	Addresses cultural and ethical factors but lacks depth. (2-3 pts)	Thoroughly addresses relevant cultural and ethical factors. (4 pts)
Presentation and Group Collaboration (6)		Disorganized delivery; unequal or unclear group participation. (0-3 pts)	Adequate delivery; mostly clear and organized with minor issues. (4-5 pts)	Clear, well organized presentation with equal group participation. (6 pts)

INDIVIDUAL PRESENTATION (30 points)

DUE: Refer to course schedule

You will select a movie, TV series episode, or documentary that portrays mental health issues. Preference is given to media supported or endorsed by the National Alliance on Mental Illness (NAMI). Your presentation should focus on the character's background, including biological, psychological, and social factors that impact their mental health; the diagnosis supported by appropriate DSM-5-TR codes; key assessment considerations relevant to the character's condition; evidence-based interventions and treatment strategies; and references to relevant course materials.

INDIVIDUAL PRESENTATION: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Content (20)	3.G.11	Incomplete or inaccurate. Missing key elements such as biopsychosocial background, diagnosis, assessment, interventions, or citations. (0-13 pts)	Mostly complete; addresses all required elements but lacks some clarity or depth. Some citations included. (14-17 pts)	Comprehensive, clear, and insightful coverage of all elements with appropriate citations. (18-20 pts)



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Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Presentation (10)		Disorganized, unclear delivery. (0-6 pts)	Adequate delivery; mostly clear and organized with minor issues. (7-8 pts)	Clear, well organized presentation. (9-10 pts)

FINAL EXAM (50 points)

DUE: Opens Wednesday, 12/9; closes Friday, 12/11 by 11:59 PM in D2L

The final examination evaluates your comprehensive understanding of course material, including theories and diagnostic frameworks presented in Kress & Paylo (2019) and the DSM-5-TR. The exam comprises multiple-choice questions that test your knowledge of the material and your ability to apply diagnostic reasoning. This exam emphasizes critical thinking, the ability to synthesize course content, and proficiency in identifying and explaining diagnoses. Responses must be submitted through the course platform by the assigned deadline.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Attendance and Participation - 10 points

Peer Biopsychosocial History and Treatment Plan (KPI) - 50 points

Discussion Board Assignment - 30 points

Group Case Study Assignment - 30 points

Individual Presentation - 30 points

Final Exam - 50 points

Total 200 points

90%-100% A

80%-89% B

70%-79% C

60%-69% D

< 59% F

Total points corresponding to the final letter grades

A = 180-200 points

B = 160-179 points



C = 140-159 points

D = 120-139 points

F = < 120 points

NOTE: Written assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the final score deducted per day late from the final score.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the CMHC Counseling Department Handbook or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data, KPI and Student Disposition data, in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment Revised (PDCA R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word,



Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems.

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. Please feel free to make an appointment if you have any concerns or questions. Email is the best way to reach me, and I strive to respond within 24 to 48 hours, Monday through Friday, though sometimes it may take up to 72 hours.

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 their university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. ...)
- 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)

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -students, staff and faculty - are expected to adhere to the ACA (2014) Code of Ethics online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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 in the Student Guidebook.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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

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

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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:

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Students Academic Integrity Policy and Form](#)
[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>



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

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.



ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, 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.etamu.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.



<http://telusproduction.com/app/5108.html>

AI use policy [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

COUN 540 OUTLINE / CALENDAR

Subject to change

Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1 8/26	Introductions & Syllabus Review; Introduction to the DSM; Roles, Risks, and Benefits of Diagnosis; Introduction to Effective Treatment Planning; Assessments in Counseling (Biopsychosocial, MSE)	3.G.11	DSM-5-TR: Section I (Basics); Section III (Assessment Measures) Kress & Paylo (2019) Ch. 1	Discussion Post 1
Week 2 9/2	Cultural Considerations; Ethics & Legal Issues in Clinical Practice; Psychosocial and Environmental Issues in Clinical Practice; Differential diagnosis	3.G.16	DSM-5-TR: Section III (Culture and Psychiatric Diagnosis); Other Conditions That May Be a Focus of Clinical Attention Kress & Paylo (2019) Ch. 2	Discussion Post 2 Peer Biopsychosocial History & Treatment Plan (KPI) assigned
Week 3 9/9	Neurodevelopmental Disorders	3.G.11	DSM-5-TR: Neurodevelopmental Disorders Kress & Paylo (2019) Ch. 1, 13	Discussion Post 3
Week 4 9/16	Depressive Disorders; Bipolar and Related Disorders Activity:	3.G.11	DSM-5-TR: Depressive Disorders; Bipolar and Related Disorders Kress & Paylo (2019) Ch. 4	
Week 5 9/23	Schizophrenia Spectrum and Other Psychotic Disorders	3.G.11	DSM-5-TR: Schizophrenia Spectrum and Other Psychotic Disorders Kress & Paylo (2019) Ch. 10	
Week 6 9/30	Disruptive, Impulse-Control, and Conduct Disorders	3.E.13, 3.E.15	DSM-5-TR: Disruptive, Impulse-Control, and Conduct Disorders Kress & Paylo (2019) Ch. 12	Group Case Study - Group 1



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Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 7 10/7	Feeding and Eating Disorders; Elimination Disorders	3.E.13, 3.E.15	DSM-5-TR: Feeding and Eating Disorders; Elimination Disorders Kress & Paylo (2019) Ch. 11	Group Case Study - Group 2
Week 8 10/14	Trauma- and Stressor-Related Disorders; Dissociative Disorders	3.E.13, 3.E.15	DSM-5-TR: Trauma- and Stressor-Related Disorders; Dissociative Disorders Kress & Paylo (2019) Ch. 5	Group Case Study - Group 3
Week 9 10/21	Anxiety Disorders & Obsessive-Compulsive and Related Disorders	3.E.13, 3.E.15	DSM-5-TR: Anxiety Disorders; Obsessive-Compulsive and Related Disorders Kress & Paylo (2019) Ch. 6, 7	Group Case Study - Group 4
Week 10 10/28	Somatic Symptom and Related Disorders	3.E.13, 3.E.15	DSM-5-TR: Somatic Symptom and Related Disorders Kress & Paylo (2019) Ch. 14	Group Case Study - Group 5 Peer Biopsychosocial History & Treatment Plan (KPI) due
Week 11 11/4	Substance-Related and Addictive Disorders	3.E.13, 3.E.15	DSM-5-TR: Substance-Related and Addictive Disorders Kress & Paylo (2019) Ch. 8	Group Case Study - Group 6
Week 12 11/11	Personality Disorders Activity: Lecture, Group Case Study Presentation	3.E.13, 3.E.15	DSM-5-TR: Personality Disorders Kress & Paylo (2019) Ch. 9	Group Case Study - Group 7
Week 13 11/18	Sexual Dysfunctions; Paraphilic Disorders; Neurocognitive Disorders Activity: Lecture, Discussion	3.G.11	DSM-5-TR: Sexual Dysfunctions; Paraphilic Disorders; Neurocognitive Disorders Kress & Paylo (2019) Ch. 13, 15	
11/25	No Class - Thanksgiving Break			



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Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 14 12/2	Individual Presentations	3.G.11		Individual Presentation
Week 15 12/9	Individual Presentations	3.G.11		Individual Presentation Final Exam: opens 12/9, closes 12/11 by 11:59 PM

****Syllabus subject to change by instructor.**