



**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
EDCG 5341.900 – Diagnosis in Counseling**

Please note that this class involves Online Blackboard Course Time

Direct Link to Blackboard Website: <https://blackboard.tamuk.edu/webapps/login/>

TAMUK Website for Distance Education Link: <http://www.tamuk.edu/distancelearning/>

TERM:

CREDIT HOURS: 3 Graduate semester credit hours

CLASSROOM LOCATION:

Also Online through Blackboard Course Management System

INSTRUCTOR INFORMATION:

INSTRUCTOR CONTACT INFORMATION AND LOCATION

Texas A&M University-Kingsville

College of Education and Human Performance

Department of Educational Leadership and Counseling

Office:

Office Phone: (XXX) XXX-XXXX (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office.

Work Email: XXXXXXXX@tamuk.edu or

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

*******Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Blackboard Collaborate session, or a meeting*******

Response Time: Generally, I will respond to emails within 24-48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Course Website: (for this course, use Blackboard Course Website only)

VIRTUAL OFFICE HOURS (E-mail to set up appointment first, Meet through Blackboard Collaborate)

Or by Appointment during the days and times above.

This syllabus is subject to change to better meet course objectives per discretion of instructor



CLASS MEETING DAYS AND TIME:

Class meets online through Blackboard Course Management System

EDCG 53XX CATALOG DESCRIPTION:

Diagnosis in counseling covers types of human distress, as described in the **current version of the** Diagnostic and Statistical Manual of Mental Disorders (**DSM**), including the development of tools for the understanding and critical appraisal of abnormal human behavior across the life-span. Students will learn strategies and techniques for assessing client needs & strengths, diagnostic impressions, counselor characteristics, and treatment planning when working with clients in a variety of settings.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. **Communication from your instructors will be on blackboard or through your TAMUK email addresses. Please use your TAMUK email addresses or blackboard for all course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville – Educational Leadership and Counseling - Counseling and Guidance Program for online (all-online) presentation. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

- Student-to-student interaction using discussion forums for posting of assignments with subsequent peer-review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Blackboard Collaborate instructional videos on chapter material and instructional material in relation to the class.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of TAMUK’s Blackboard Learning Management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

REQUIRED COURSE TEXTBOOK AND MATERIALS

• American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. (5th ed.). Washington, DC: Author. ISBN-10: 0890425558; ISBN-13: 978-0890425558
Estimate \$139.99 new and \$70.90 used

Seligman, L., & Reichenberg, L. W. (2016). Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (6th ed.). Hoboken, NJ: John Wiley & Sons.
Estimate \$75.08 new and \$29.95 used

Preston, J. D., O’Neal, J. H., & Talaga, M. C. (2013). Handbook of clinical psychopharmacology for therapists (7th ed.). Oakland, CA: New Harbinger Press.
Estimate \$25.00 new and \$9.03 used

Additional Recommended Study Aids for the LPC/NCE/CPCE:

• Gregoire, J., & Jungers, C. M. (2007). The counselor’s companion: What every beginning counselor needs to know. (1st ed.). New York, NY: Routledge. ISBN: 978-0805856842

• Rosenthal, H. G. (2008). Encyclopedia of counseling: Master review and tutorial for the national
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Counselor examination and state exams. (3rd ed.). New York, NY: Routledge. ISBN: 978-0415958622

• Helwig, A. A. (2015). Study guide for the NCE and CPCE. (7th ed.). Broomfield, CO: Author. ISBN: 978-0964837775

TECHNOLOGY COURSE REQUIREMENTS (***Students Please Note*****)**

- When you submit your Paper Sections through the Blackboard Assignment Drop-Box, please make sure they are in **Microsoft Word 97-2016** document format only. **Do not use Apple Pages to submit your documents.**
- All assignments to be submitted electronically must be done using Windows software (Word, Excel, etc.). Students have free access to Microsoft Office 365 through the following link on JNET:
<https://jnet.tamuk.edu/web/home-community/service-catalog>
- **You will need a Computer equipped with a webcam device and speakers for online communication for the use of Blackboard Collaborate.**
- Students must know how to access and collaborate through discussion board assignments.
- Make sure you are using your **TAMUK email** for all e-mail correspondence and communications with the Instructor. **Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for classroom correspondence.**
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 and place a helpdesk ticket in with them.

Technical Assistance.

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.
Computer Labs Locations on Campus: (From ITech Help Desk Website)

- Jernigan Library-First floor by the ITech Help Desk-(361) 593-2916
- Sam Fore Hall-Room 111 (361) 593-3093 or (361) 593-3309
- Rhode Hall-Room 244 (No Phone number)
- Business Administration Building-Room 107 (361) 593-2840
- McNeil Engineering Building-Room 310 (361) 593-2841

Remember to take your student IDs when using the computer labs as the computer lab clerks will ask for it to use the computers. You may use these computers for class assignments and other school related assignments. For more updated information on computer lab locations and placing in a ticket to ITech go to this website. http://www.tamuk.edu/itech/help_desk/index.html

Useful website locations for study and/or research materials:

<http://owl.english.purdue.edu/owl/resource/560/01/> (Purdue Online Writing Lab (OWL)). Be sure to click on APA so that you can receive the correct information for citing APA work and other resources.

COURSE PURPOSE:

Helping professionals (counselors, teachers, ministers, mental-health workers, and social workers) must be aware of a variety of counseling strategies and must be able to effectively apply these strategies to different populations of clients in a variety of different settings. Knowledge, awareness, and skills are all necessary to be ~~able to be~~ effective in 'helping' roles.

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EDCG 53XX Student Goals

1. To gain knowledge on theory and case conceptualization on diagnosing and treatment planning.
2. To increase the counseling student’s knowledge of key terms used in diagnosing and identifying symptoms.
3. To provide the counseling student with an opportunity to identify the skills and techniques needed to practice diagnosing and treatment planning counseling.

COURSE OBJECTIVES

As a result of participating in this course, students will:

1. Learn about the history and development of diagnosis and treatment planning.
2. Identify appropriate approaches to clinical evaluation, including diagnostic interviews, mental status examinations, symptom inventories, and other assessments, across a variety of DSM categories and diagnoses.
3. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
4. Identify appropriate uses of a variety of psychotropic medications, including indications and contraindications, as well as demonstrate understanding of appropriate medical referral, as related to a variety of DSM categories and diagnoses.
5. Demonstrate principles of biopsychosocial case conceptualization and treatment planning.
6. Learn and practice skills in assessment relevant to diagnosis and identifying client and counselor characteristics.
7. Gain knowledge and skills in multicultural sensitivity in diagnosing and treatment planning.
8. Gain knowledge and skills in ethical decision making and legal issues in diagnosing and treatment planning.

PREREQUISITES FOR THE COURSE

Students enrolling in EDCG 53XX should be in good standing in the College of Graduate Studies and should be close to, but not at, (within 1 or 2 semesters of the completion of their Master’s Degree).

Rationale: This course is designed to serve students in gaining knowledge and skills in diagnosis, case conceptualization, and treatment planning. This is a required course for clinical mental health counseling specialization students, and individuals seeking licensure.

This course is designed to meet the following standards:

CACREP 2016 Common Core and Clinical Mental Health Specialization

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:</p>	<p>SLO</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point <i>By Rubric or Test Score</i></p>
<p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>	<p>S</p>	<p>Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,</p>	<p>Discussion Board Reactions and Responses. Case Analysis and Treatment Plan.</p>

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			Midterm Exam. Final Exam. Homework.
2.F.3.c. theories of normal and abnormal personality development	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.3.e. biological, neurological, physiological factors that affect human development, functioning, and behavior	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.5.h. developmentally relevant counseling treatment or intervention plans	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.5.i. development of measurable outcomes for clients	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.7.d. procedures for identifying trauma and abuse	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews,	Discussion Board Reactions and Responses. Case

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		Discussion Boards, Videos, Articles,	Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.7.j. use of environmental assessments and systematic behavioral observations	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards,	Discussion Board Reactions and Responses. Case

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aftercare and the mental health counseling services networks		Videos, Articles,	Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	S	Readings, Lectures, Presentations, Class Notes, Exam Reviews, Discussion Boards, Videos, Articles,	Discussion Board Reactions and Responses. Case Analysis and Treatment Plan. Midterm Exam. Final Exam. Homework.

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TExES Competencies

Competencies covered throughout this program

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

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- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations; and

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

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- (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.
- (4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

EXPECTATIONS, PERFORMANCE EVIDENCE, AND COURSE REQUIREMENTS:

Students are expected to attend all weekly class sessions, and complete all assignments as scheduled to receive a passing grade for the course.

METHODS OF COURSE INSTRUCTION

- Online discussions/collaborations
- Readings from the textbook/PowerPoint Presentations
- Readings from professional journals
- Writing Assignments
- Quizzes/Examinations
- Online presentations
- Reflective and Guided Learning

COURSE REQUIREMENTS

Each course requirement is assigned a scheduled due date, and students will be graded on each assignment and exam respectively throughout the semester. Please see the course calendar for scheduled due dates of assignments and exams.

- 1. Discussion Board 20%**
- 2. Homework 20%**
- 3. Case Analysis and Treatment Planning 30%**
- 4. Midterm Exam and Final Exam 30%**

Course Requirement Description plus CACREP, and TEA Standards:

1: Online Attendance/Discussion Board: (20%) Online Discussion Board Topics will be posted on blackboard each week. Each student will provide: a) a reaction to the topic by attaching a word document, and b) a response to at least two other students' reactions. These reactions will be due by 11:59 p.m. on each Thursday for the week we post. Your responses are due by 11:59 p.m. on each Monday following each of the weeks we post. For example: If I post the discussion board topic on Monday 8/20, you are to post your reaction by Thursday 8/23, and your two student responses by Monday 8/27. Then we repeat as I will post the next discussion board topic on Monday 8/27. The initial reaction and two responses to your classmates will be graded based on the rubric in this syllabus.

CACREP Standards: 2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.

TEA Standards: I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

2: Homework: (20%) There will be nine homework assignments during this course. Each homework assignment is due by the **beginning** of class on the due date. The first homework covers general information about the current DSM information from the psychopharmacology text, and general information from BlackBoard for the first class. This syllabus is subject to change to better meet course objectives per discretion of instructor



All subsequent homework assignments are case studies covering material in the DSM, the psychopharmacology text, lecture, material from the Selecting Effective Treatments text, class discussions, and materials provided on BlackBoard. All homework will be submitted via BlackBoard.

CACREP Standards: 2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.

TEA Standards: I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

3: Case Analysis and DSM-5 Diagnosis and Treatment Planning: (30%)

You will be required to provide diagnostic impressions for several fictitious case studies. Students will individually analyze, diagnose, and provide treatment plans for six (6) case vignettes that will be posted online. Students must integrate their assigned reading in these analyses and cite references. 1-2 pages for each case, 6-12 pages total, APA.

CACREP Standards: 2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.

TEA Standards: I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

4: Midterm Exam and Final Exam: (30%)

The mid-term exam will be a combination of **multiple-choice** and essays. The final exam will be a timed multiple-choice format. The exams will cover the information provided in the text, lecture, class activities, and assigned readings.

CACREP Standards: 2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.

TEA Standards: I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

Means of Assessment—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the TAMUK Grading System Policies and Procedures. The final grade will be based on the following requirements:

Activity/Assessment	Course Objective	CACREP	TEA	Weighted Total
Online Attendance/Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.	Learner Centered Communication (1)	20%
Homework	1, 2, 3, 4, 5,	2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.	Learner Centered Knowledge (8); Learner Centered-Knowledge (13); Learner Centered Process (5)	20%
Case Analyses and DSM-5 Diagnosis and	2, 3, 4, 5, 6,	2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl;	Learner Centered Skills (9)	30%

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Treatment Plans		5c1c;5c2b-e;5c2h;5c3a,b.		
Midterm Exam and Final Exam (15% + 15%)	1, 2, 3, 4, 5, 6, 7, 8	2F2h; 2F3c,e; 2f5g-j; 2F7d,e,jl; 5c1c;5c2b-e;5c2h;5c3a,b.	Learner Centered Knowledge (8); Learner Centered Professional Development (3)	30%

GRADING: Your final grade for the course is assigned per the total percent you receive for all activities and assignments. The grading scale for this class is:

- 90-100% A**
- 80-89% B**
- 70-79% C**
- 60-69% D**
- 59% and below F**

EVALUATION AND GRADING POLICY: (VERY IMPORTANT TO NOTE)

The final grade for the course will be based on the course activities and the assignment evaluation (see above and the following chart).

No grade of an “I” (Incomplete) will be given in EDCG 53XX unless there is an unusual circumstance brought to our attention and the circumstance is reviewed by the program faculty. However, even after review of these circumstances I’s in EDCG 53XX may still not be allowed.

If the grade of an “I” is necessary, it will be the student’s responsibility to meet with the instructor (in person) and fill out the Contract for the grade of “I” form and submit that to the Department Chair’s Office for signature. Please review procedures for “I” form at:

<http://www.tamuk.edu/registrar/forms/I%20Contract1.pdf>

The Registrar’s Office will post the grade of an “I” once the student collects all the appropriate signatures. Then, the student will forward the form to the registrar’s office for grade processing. The student must provide a copy of your I contract form to all designated parties involved per the instructions on the form. Failure to follow this procedure correctly will result in the designated grade for the course that the student earns.

Incomplete grades, represented by “I” must be completed on the date the student places on the Grade of an I contract form. Failure to complete all assignments before the due date on the contract for the grade of I form will result in the grade of F for the class. Remember that the instructor will need time to look over the completed work and complete a change of grade form so students must get their work completed weeks before the date placed on the contract form.

It is the **student’s responsibility** to note drop dates and drop the class if the student feels they cannot complete all the required assignments on time.

Per the registrar’s office, an instructor may drop you from the class for non-attendance. Please see the drop/withdraw policy: <http://www.tamuk.edu/registrar/Changes/Students.html>

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BE SURE THAT IF YOU ARE GOING TO RECEIVE A GRADE OF I THAT YOU CHECK WITH THE FINANCIAL AID OFFICE TO SEE HOW THIS WILL AFFECT YOUR FINANCIAL AID YOUR RECEIVING.

PLEASE NOTE THAT OBTAINING A GRADE OF AN I WILL MEAN THAT YOUR COURSE INSTRUCTOR WILL NEED TO PLACE YOUR LAST DATE OF ATTENDANCE AND IT NEEDS TO BE 60% OF THE SEMESTER (CHECK WITH THE FINANCIAL AID OFFICE FOR THE SPECIFIC DATE) SO THAT YOU ARE IN GOOD STANDING FOR FINANCIAL AID REASONS. IF YOUR ATTENDANCE IS NOT 60% THEN YOU WILL NEED TO FOLLOW UP WITH THE FINANCIAL AID OFFICE ON WHAT YOU WILL NEED TO DO.

IMPORTANT TURN-IT-IN INFORMATION

Students will be submitting all paper sections to Turn-It-In plagiarism program to properly complete EDCG 5329. All research project section percentages **together** must be below 10% of the similarity index.

CLASS POLICIES

It is important for students to attend all class chat meetings. Please make every effort to attend the online chat session and to arrive on time. The class policies detailed in the *Texas A&M University-Kingsville 2017-2018 Graduate Catalog* will be followed. For class attendance, the Catalog states:

“A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.”
<http://www.tamuk.edu/academics/catalog/2017-2018/Graduate%20Catalog%20-%202017-2018.pdf>

Course Policies:

1. Attendance: Students are expected to participate in all the scheduled Face-to-face class meetings and on-line chat discussions. Failure to participate in the scheduled discussions will be considered as an absence from class and will result in a deduction of points from the total points available for the on-line discussion/participation component of the course.
2. Excused Absences: Students must contact Dr. Villarreal through e-mail (Blackboard Email) prior to any absences in the face-to-face class or online chat session for the absence to be excused.

Please Note:

The U.S. Department of Education requires institutions of higher education to identify students who have never attended or stopped attending class before census date or during the semester. This will be noted on the official class rosters for each term or semester.

CELL PHONES AND PAGERS: Students should turn off their cell phones and pagers before face-to-face or online class begins or keep them on vibrate mode until the end of class.

DISABILITY STATEMENT (See pages 2 & 11 of the Student Handbook):

Students with disabilities, including learning disabilities who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Services for Students with Disabilities (SSD) are available to support student-learning needs through the Life Services and Wellness office at the Student Health Center (593-3991).

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

This syllabus is subject to change to better meet course objectives per discretion of instructor



disability. If you believe you have a disability requiring class accommodations, please contact the Disability Resource Center (DRC) as early as possible in the term. The DRC is in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

ACADEMIC MISCONDUCT (See page 23, section 100 of the Student Handbook):

Academic honesty is the foundation of the Texas A&M University-Kingsville University Community. Cheating, plagiarism, or other acts of academic dishonesty comprise the integrity of the academic process and the community. Students claiming another's work as their own, cheating on an examination, or other infringement will be subject to actions as stated in the *2010-2012 Texas A&M University-Kingsville Graduate Catalog*, any student's work submitted, which contains the work of another that is not acknowledged (in other words, copying someone else's work and claiming it as your own) will at the very least receive an F for that assignment. Do not copy another student's work. Each student is responsible for her/his own work, ideas, and words. You are to practice academic honesty in every aspect of this course and all other courses that you may be currently taking. Students engaging in academic misconduct are subject to university disciplinary procedures (**Refer to your Student Handbook for more information on this topic**).

Forms of academic dishonesty:

- 1) **Cheating**: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2) **Academic misconduct**: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication**: use of invented or falsified research.
- 4) **Plagiarism**: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. If academic misconduct is discovered it will be dealt with in the severest manner allowed by the university.
- 5) **Lying**: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- 6) **Bribery**: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) **Threat**: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.
- 8) **Turn-It-In Plagiarism Detection Service**: please be aware that the University subscribes to the Turn-It-In Plagiarism Detection Service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
 - 2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
 - 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
 - 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or
- This syllabus is subject to change to better meet course objectives per discretion of instructor



irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.

5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.

6) Nondisclosure or misrepresentation in filling out applications or other university records.

7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

PLAGIARISM

An informal compilation by Deepak Keshavamurthy for Dr. Larry Peel

Plagiarism is defined as “a piece of writing that has been copied from someone else and is presented as being your own work” [1] and by the Honor Council as “the act of passing off as one’s own ideas or writings of another.” In the Appendix to the Honor Council called “Acknowledging the Work of Others,” three simple conventions are presented for when you must provide a reference [2]:

1. If you use someone else’s ideas, you should cite the source.
2. If the way in which you are using the source is unclear, make it clear.
3. If you received specific help from someone in writing the paper, acknowledge it.

The Laws of Plagiarism [3].

- A. Copyright Law
- B. Trademark and Unfair Competition Law
- C. Fraud
- D. Status about sale of term papers, etc.

Types of Plagiarism:

- Complete Plagiarism: This is the most obvious case: A work written by someone else.
- Near-Complete Plagiarism: A student may also take portions of another text and use them in his or her own work.
- Patchwork Plagiarism: In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and “stitch” them together into an essay.
- Lazy Plagiarism: Inadvertent use of another’s language, usually when the student fails to distinguish between direct quotes and general observations when taking notes.
- Self-Plagiarism: The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose [4].

Avoiding Plagiarism:

To avoid plagiarism, all students must document sources properly using Footnotes, Endnotes, or Parenthetical References, and must write a Bibliography, References, or Works Cited page and place it at the end of the research paper to list the sources used. Of the three ways to document sources (Footnotes, Endnotes, or Parenthetical References), the simplest is using Parenthetical References, sometimes referred to as Parenthetical Documentation or Parenthetical Citations [5].

NONACADEMIC MISCONDUCT (See page 23, section 100 of the Student Handbook):

See page 23 of Student Handbook for the policies that protect the rights of teachers to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An

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individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents of student behavior.

SEXUAL MISCONDUCT

(See page 23, section 202 of the Student Handbook):

Sexual harassment of students and employees at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

SIX-DROP POLICY

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student, has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar's Office in College Hall, Room 105.

TITLE 9/DISCRIMINATION AND HARASSMENT

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at (361) 593-4758 or karen.royal@tamuk.edu.



CALENDAR OF ACTIVITIES
TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, QUIZ DATES

Week	Modules/Topics/Activities	Readings/Quizzes	Description of Activities
1	Introduction and Orientation to Course Healthy Human Functioning Introduction to Effective Treatment Planning DSM 5 and How it Should be Utilized	Course Introduction; Goodness-of-Fit to Practice; Importance of Diagnosis and Treatment Planning	Face-to-Face Meeting
2	Basics of Psychopharmacology Justifying a Diagnosis Case Conceptualization Integrated & Team-Based Treatment Planning	P, O’N, & T, 3-60; 235-250	Face-to-Face Meeting
3	Neurodevelopmental and Disruptive Disorders	DSM 31-86; 461-480 P, O’N, & T 251-272 Homework 1 due	Online Discussion Board/No Face-to-Face meeting
4	Schizophrenia Spectrum and Other Psychotic Disorders	DSM 5 87-122 P, O’N, & T 219-230 Homework 2 due	Face-to-Face Meeting Case Study
5	Bipolar and Depressive Disorders	DSM 5 123-188 P, O’N, & T 75-104; 169-208 Homework 3 due	Online Discussion Board/No Face-to-Face meeting

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6	Anxiety Disorders and Obsessive Compulsive Disorders	DSM 5 189-264 P, O’N, & T 101-122; 209-218 Homework 4 due	Face-to-Face Meeting Case Study
7	Trauma and Stressor-Related Disorders	DSM 5 265-290; P, O’N, & T 133-140 Homework 5 due Midterm Exam Review	Face-to-Face Meeting Case Study
8		Midterm Examination	Online Meeting Midterm Exam Online
9	Other Conditions That May be a Focus of Clinical Attention; Conditions for Further Study	DSM 5 715-727, 783-806 Homework 6 due	
10	Feeding and Eating Disorders	DSM 5 329-354; P, O’N, & T 147-154 Homework 7 due	Face-to-Face Meeting Case Study
11	Substance Related and Addictive Disorders	DSM-5 481-590 Homework 8 due	Online Discussion Board; No Face-to-Face meeting
12	Dissociative Disorders; Somatic Symptom Disorders;	DSM 5 291-328, 355-422, 451-460 P, O’N, & T 155-168 Homework 9 due	Face-to-Face Meeting Case Study
13	Sexual Dysfunctions; Paraphillia Disorders		Face-to-Face meeting Case Study
15	Elimination Disorders; Sleep/Wake Disorders; Gender Dysphoria	DSM 5 355-422, 451-460 Final Exam Review	Face-to-Face Meeting
16		Final Examination	Final Examination Online



Appendix A DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.

This syllabus is subject to change to better meet course objectives per discretion of instructor



- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.



Appendix B

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

This syllabus is subject to change to better meet course objectives per discretion of instructor