



DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
DIAGNOSIS IN COUNSELING, EDCG5345, 3 CREDITS, ONLINE FORMAT
COURSE SYLLABUS: FALL 2020

INSTRUCTOR INFORMATION

Instructor: Ya-Wen Melissa Liang, Assistant Professor, Ph.D., LPC, NCC, Certified Humanistic Sandtray Therapist

Office Location: Rhode Hall 136, **Office Phone:** 3615934265, **Email Address:** ya-wen.liang@tamuk.edu

Virtual Office Hours: Thursday 12 pm – 5 pm via blackboard collaborate ultra.

I am further available to meet students virtually beyond my office hours by appointments via *Blackboard Collaborate Ultra*. Feel free to send me an email to schedule an appointment.

COURSE INFORMATION

TEXTBOOK(S) REQUIRED:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. ISBN-13: 9780890425558, used \$30, new \$38

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Free for downloading at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

TECHNOLOGY REQUIREMENT(S):

- This class is taught through an online format. Students need access to Blackboard, which is an online teaching format.
- The student is responsible for the access to (a) a reliable computer, (b) stable internet service to review and respond to blackboard assignments (including watching assessment videos), and (c) Microsoft Word, PowerPoint, and Adobe Reader for 15 weeks.
- All TAMUK students can download Microsoft Office 365 for free. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing your TAMUK email/blackboard, you may visit "Help Desk" located in the Jernigan Library or call iTech Support at 361-593-HELP (24 hours a day and 7 days a week).

REQUIREMENTS DURING THE COVID-19 PANDEMIC

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html> Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

CLASSROOM POLICY REGARDING FACE COVERINGS

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, Kirsten.Compary@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled

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through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

FACE SHIELDS

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

COURSE DESCRIPTION

This is a required course meeting the Texas state LPC licensing requirements. This course is designed to serve students in gaining knowledge and strategies in diagnosis, case conceptualization, and treatment planning.

STUDENT LEARNER OUTCOMES

Learning Objectives	SLO	Activities/Assignments	Measurement	CACREP Standards
1. Demonstrate the ability to use DSM 5 criteria for a mental disorder diagnosis 2. Demonstrate comprehension of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems 3. Demonstrate the ability to follow the ACA Code of Ethics in diagnosis and use environmental assessments and systematic behavioral observations for diagnosis and interventions	3, 7	<ul style="list-style-type: none"> Review ACA Code of Ethics section E and share ethics that are relevant to diagnosis Review case scenarios such as an immigrant child, an autism child, and a combat veteran and then discuss factors affecting human development, functioning, behaviors, and DSM 5 diagnosis. Review case scenarios and use DSM 5 to diagnose the required criteria with supporting evidence as well as providing differential diagnosis and rationals to reject the differential diagnosis. Review an assigned article and share how personal experiences and beliefs would affect professional development. Assigned reading and blackboard materials Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A.) Blackboard group discussions (See appendix B.) 	I.F.7.i. V.C.2.d.
4. Demonstrate the ability to assess essentials for counseling interviews, follow appropriate diagnosis procedures, conceptualize case scenarios, and facilitate treatments	5, 7	<ul style="list-style-type: none"> Choose one of the four case scenarios and complete a case study for case conceptualization, DSM 5 diagnosis, and individualized treatment plan Choose a film and complete a comprehensive DSM 5 diagnosis and treatment for the character in the film. 	<ul style="list-style-type: none"> Mid-term paper: case studies of case conceptualization, diagnosis, and treatment plan (See appendix C.) Final paper: comprehensive diagnosis and treatment (See appendix D.) 	I.F.5.g. I.F. 5. i. I.F.7.i.
5. Demonstrate the ability to use the diagnostic and statistical manual of mental disorders DSM 5 to conduct assessments, develop measurable outcomes for appropriate diagnoses and provide interventions for treatment plans	5, 7	<ul style="list-style-type: none"> Review the assigned 18 case scenarios and then identify the diagnosis, probe differential diagnosis, and provide evidence of each of the measurable diagnostic criteria for each case scenario. Choose one of the four case scenarios and complete a case study for case conceptualization, diagnosis, and individualized treatment plan Choose a film and complete a comprehensive diagnosis and treatment for the character in the film. 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A.) Blackboard group discussions (See appendix B.) Mid-term paper: case studies of case conceptualization, diagnosis, and treatment plan (See appendix C.) Final paper: comprehensive diagnosis and treatment (See appendix D.) 	I.F.5.i. I.F.7.e. I.F.7.i.

* Program Student Learning Outcomes (SLO) Core Areas:

- 3. Human Growth and Development
- 5. Counseling and Helping Relationships
- 7. Assessment and Testing

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MARKETABLE SKILLS

This course equips students with the ability to use the current edition of the diagnostic and statistical manual of mental disorders to diagnose clients, which is crucial for billing purpose in their future practice.

COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted to the blackboard "complete". The DB reaction is due on each Sunday. See Appendix E for specific dates. Two peer responses are due by Tuesday, two days after your initial reaction is due. Your syllabus exam is due on August 30.

1. **Online Syllabus Exam (100 points, 10% of your grade)**
The purpose of the Syllabus Exam is to help you be familiar with course requirements.
2. **Online Discussion Board (400 points, 40% of your grade)**
The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability and practice skills in an appropriate diagnosis, case conceptualization, and treatment plans for your future practice.
Because your DB posts are used to measure the attendance for this online course, you may not opt-out of doing a DB. Each DB that you do not participate in is considered an absence with a grade of "zero" for that DB.
Your DB posts should include (1) your own reflections and ideas addressing the topic as well as integration of information from the assigned readings and blackboard materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful, please spell out all words. Each of your initial DB posts of reactions should be at least 10 complete sentences. You must respond to at least two peers in a way that indicates your investment in the discussion. Each response should be at least three complete sentences. See points-based rubrics of DB posts in Appendixes A and B. See Appendix E for specific due dates.
3. **Mid-term Paper: Case Study of Case Conceptualization, Diagnosis, and Treatment (200 points, 20% of your grade)**
The purpose of this mid-term paper is to develop your ability to practice diagnosis, case conceptualization, and treatment plans for your future practice. The due date to submit this paper in Microsoft Word format under "Term Papers" on the blackboard is October 25. This is a clinical diagnosis paper. You may use the single-spaced format. This paper needs to be a minimum of three pages (single-spaced), including the Individualized Service/Treatment Plan. The format of this paper is available for you to download in Microsoft Word format on the blackboard. It would take 15 to 20 hours to complete this assignment. See the rubric and guidelines in Appendix C. If you prefer me to review your paper prior to your submission, email your "complete" paper to Dr. Liang (ya-wen.liang@tamuk.edu) 10 days before the due date.
4. **Final Paper: Comprehensive Diagnosis and Treatment (300 points, 30% of your grade)**
The purpose of this paper is to demonstrate your ability to conduct a comprehensive diagnosis and treatment plan. The due date to submit this single-spaced paper in Microsoft Word format to "Term Papers" on the blackboard is December 6, 2020. It would take 20 hours to watch a film and complete this paper. Start writing the paper as soon as you can is a wise decision. See Appendix D for the rubric and guidelines. The student will choose a character from a film of his or her choice to serve as the basis for this paper. This paper needs to be a minimum of 6 pages (single-spaced), including one page of references. An Example of the Final Paper and the format of the Final Paper in Microsoft Word format are available for you to download on the blackboard. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to Dr. Liang (ya-wen.liang@tamuk.edu) 10 days before the due date.

GRADING

Final grades in this course will be based in the following manner:

A = 90% - 100%; 900 – 1000 points

B = 80% - 89%; 800 – 899 points; *Students need a GPA of 3.0 to stay in the graduate program.

C = 70% - 79%; 700 – 799 points

F = 69% or Below 699 points and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

This is an online class. Attendance is calculated through participation in assignments, including DB posts.

Late/Missing Work

All submissions are due on the date specified (See Appendix E). Extra time may be "purchased" at the rate of 10% off week after the assignment is due and bought at an additional 10% weekly up to three weeks. In order to pass this course, all late submissions must be turned in "complete" to the blackboard by December 6, 2020. In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a Request for Extension explaining the extenuating circumstance. Examples of requests include a doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

Other Course Policies

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to *Failure*. "*Incomplete*" in this class is discouraged. Assignments

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may be difficult to make-up. Incomplete The student who is passing but has not completed a term paper, examination, or other required work may email the instructor to request an *incomplete*. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of *I* has been assigned. The grade of *I* will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of *I* reverts to a grade of *F* one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).

NOTE: An "*I*" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be "Passing" which is a total of 70 (C) or above.

UNIVERSITY POLICIES

Six Drop Policy

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of courses 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. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [Academic Procedure: Drop Policy](#).

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disability. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Classroom Conduct Expectations

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of a serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

Academic Misconduct

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, 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. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a 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.

Other forms of academic misconduct included but are not limited to:

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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 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 a student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Harassment/Discrimination

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 harassment or unlawful 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.

APPENDIX A - DB REACTION RUBRIC

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability and practice skills in an appropriate diagnosis, case conceptualization, and treatment plan for your future practice.

Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)

- 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.

Proficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)

- 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 (a minimum of 10 sentences)

- Discussion contributions are posted more than 8 days from the due day 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.

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- 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

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

- Discussion contributions are posted more than 15 days from the due day 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; and/or APA format is not used.
- 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

The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.

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 applications 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 the response is not well developed or integrated.

Proficient (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 posted more than 8 days from the due day 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 more than 15 days from the due day 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.

APPENDIX C - RUBRIC AND GUIDELINES OF MID-TERM PAPER

Mid-Term Paper: Case Study of Case Conceptualization, Diagnosis, and Treatment

The purpose of this mid-term paper is to develop your ability to practice diagnosis, case conceptualization, and treatment plans for your future practice. The due date to submit this paper (300 points) in Microsoft Word format under "Term Papers" on the blackboard is October 25. This is a clinical diagnosis. You may use the single-spaced format. This paper needs to be a minimum of three pages (single-spaced), including the Individualized Service/Treatment Plan. It would take 15 to 20 hours to complete this assignment. See the rubric and guidelines in Appendix C. If you prefer me to review your paper prior to your submission, email your "complete" paper to Dr. Liang (ya-wen.liang@tamuk.edu) 10 days before the due date. I will provide feedback within one week.

The format of Mid-term Paper is available for you to download under "mid-term paper guidelines" on the Blackboard. Use the following required six headings to compose your mid-term paper. You may choose one case study (Larry, Sam, Betty, or Jeremy). The following six headings are required for the mid-term paper. Do not put all the headings into a long paragraph.

Symptoms Identification (40 points)

DSM 5 Diagnosis (40 points) (Include V Codes that apply to the client.)

Justification (40 points) (Specify your rationale(s) for each diagnosis, including adjustment disorder, V Codes.)

Differential Diagnosis (20 points)

Individualized Service Plan/Treatment Plan (30 points)

Explanation of Treatment Plan (30 points)

Rubrics

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
<ul style="list-style-type: none"> The submission addresses the specifications of the assignments and is posted by the due date. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized. 	<ul style="list-style-type: none"> Submission is not posted by the due date. Submission is adequately written; some content may be inaccurate. Submission demonstrates some depth of understanding of the issues and shows that the learner/trainee has absorbed general principles and ideas presented in the course, although justifications, diagnoses, and/or treatments are not thoroughly supported. 	<ul style="list-style-type: none"> Submission is posted over 8 days from the due day and/or are not submitted according to the specifications of the assignments. Submission does not include solid justifications to support each diagnosis. Submission does not provide evidence that the learner/trainee has read course learning materials. 	<ul style="list-style-type: none"> Submission is posted over 15 days from the due day and/or does not address the requirements of the assignment. Submission is poorly written; diagnoses are incorrect, or a lack of justifications for the diagnoses and treatments. Submission does not demonstrate an understanding of the case scenario(s).

Symptoms Identification (40 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
36-40	32-35	28-30	24-26

DSM 5 Diagnosis (40 points) (Include all V Codes apply to the client.)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
36-40	32-35	28-30	24-26

Justification (40 points) (Specify your rationale for each diagnosis, including all adjustment disorders - V Codes.)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
36-40	32-35	28-30	24-26

Differential Diagnosis (20 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
18-20	16-17	14-15	12-13

Individualized Service Plan/Treatment Plan (30 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
27-30	24-26	21-23	18-20

Explanation of Treatment Plan (30 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
27-30	24-26	21-23	18-20

APPENDIX D - RUBRIC AND GUIDELINES OF FINAL PAPER: COMPREHENSIVE DIAGNOSIS AND TREATMENT

The purpose of this paper is to demonstrate your ability to conduct a comprehensive diagnosis and treatment plan. The due date to submit this single-spaced paper in Microsoft Word format to "Term Papers" on the blackboard is December 6, 2020. It would take 20 hours to watch a film and complete this paper (300 points). Start writing the paper as soon as you can is a wise decision. See Appendix D for the rubric and guidelines. This paper counts as 300 points, 30% of your total grade. The student will choose a character from a film of his or her choice to serve as the basis for this paper. This paper needs to be a minimum of 6 pages (single-spaced), including one page of references. An Example of the Final Paper and the format of the Final Paper in Microsoft Word format are available for you to download under "Final paper guidelines and example" on the blackboard. Use the required headings to compose your final paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to Dr. Liang (ya-wen.liang@tamuk.edu) 10 days before the due date. Examples of films are listed as following:

- *Rain Man – Autism Disorders*
- *A Beautiful Mind – Schizophrenia*
- *American Sniper – PTSD of a combat veteran*
- *Young Adult - Borderline personality disorder*

The syllabus and schedule are subject to change.

- *Wall Street: Money Never Sleeps* - Narcissistic personality disorder
- *Flight* - Substance-related disorders
- *Silver Linings Playbook* - Bipolar disorder
- *Mad Love* - Cyclothymic disorder
- *Girl Interrupted* - Major depression and borderline personality disorders
- *American Splendor* - Dysthymia
- *As Good As it Gets* - Obsessive-compulsive disorder
- *The Sopranos* - Panic disorder
- *Annie Hall* - Generalized anxiety disorder
- *In Country* - Post-traumatic stress disorder
- *Nuts (by Barbra Streisand)* – schizophrenia
- *One Flew Over the Cuckoo's Nest* – antisocial personality disorder
- *Angst* – anxiety
- *Brain on fire* – Schizophrenia
- *My Name is Alan, I Paint Pictures* - Schizophrenia
- *Healing Neen* – Trauma
- *Resilience: The Biology of Stress and The Science of Hope Director* - Abuse

Rubric

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
<ul style="list-style-type: none"> • The submission addresses the specifications of the assignments and is posted by the due date. • Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized. 	<ul style="list-style-type: none"> • Submission is not posted by the due day and/or is not submitted according to the specifications of the assignments. • Submission is adequately written, but some content may be inaccurate. Submission demonstrates some depth of understanding of the issues and shows that the learner/trainee has absorbed general principles and ideas presented in the course, although justifications, diagnoses, and/or treatments are not thoroughly supported. 	<ul style="list-style-type: none"> • Submission is posted on December 6, 2020 and/or are not submitted according to the specifications of the assignments. See Late Assignment Policy on the syllabus. • Submission does not include solid justifications to support each diagnosis or did not address the specifications of the assignments. • Submission does not provide evidence that the learner/trainee has read course learning materials. 	<ul style="list-style-type: none"> • Submission is posted on December 6, 2020 and does not address the required headings. • Submission is poorly written; diagnoses are incorrect, or a lack of justifications for the diagnoses and treatments. • Submission does not demonstrate an understanding of the case scenario(s) and does not address relevant justifications for diagnoses.

Use the following required headings to compose your final paper.

Name of the Character and Title of the Film (5 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
5	4	3	2

Client Symptom Identifications (30 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
27-30	24-26	21-23	18-20

Mental Status Examination Report (40 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
36-40	32-35	28-31	24-28

Family Backgrounds (10 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
9-10	8	7	6

Development History (10 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
9-10	8	7	6

Medical and Treatment History (10 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
9-10	8	7	6

Case Conceptualization (60 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
54-60	48-53	42-47	36-41

DSM 5 Diagnoses with Justifications of Each Diagnosis (80 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
72-80	64-71	56-63	48-52

The syllabus and schedule are subject to change.

Treatment Plans (50 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
45-50	40-44	35-39	30-34

References (5 points)

Superior (90-100% of the assigned points)	Proficient (80-89% of the assigned points)	Minimal (70-79% of the assigned points)	Inadequate (60-69% of the assigned points)
5	4	3	2

APPENDIX E: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

Students are responsible for submitting assignments by the due date. Share with your instructor (**prior to the due date**) obstacles that prevent you from completing an assignment on time. Assignments is considered late if not received on the date expected.

WEEK	Topics and Assigned Readings	Assignment Due Date	Assignments DB refers to Discussion Board
#1: 8/24-8/30	Introduction & review syllabus	8/30	Syllabus Quiz (100 points)
#2: 8/31-9/06	Ethics and cultural concepts in Diagnosis	9/06 9/08	DB 1 Reaction: 30 points DB 1 Responses to 2 peers: 10 points
#3: 9/07-9/13	Neurodevelopmental Disorders	9/13 9/15	DB 2 Reaction: 30 points DB 2 Responses to 2 peers: 10 points
#4: 9/14-9/20	Schizophrenia Spectrum and other Psychotic Disorders, Dissociative Disorders, Personality Disorders	9/20 9/22	DB 3 Reaction: 30 points DB 3 Responses to 2 peers: 10 points
#5: 9/21-9/27	Bipolar and Related Disorders	9/27 9/29	DB 4 Reaction: 30 points DB 4 Responses to 2 peers: 10 points
#6: 9/28-10/04	Depressive Disorders	10/04 10/06	DB 5 Reaction: 30 points DB 5 Responses to 2 peers: 10 points
#7: 10/05-10/11	Anxiety Disorders	10/11 10/13	DB 6 Reaction: 30 points DB 6 Responses to 2 peers: 10 points
#8: 10/12-10/18	Somatic Symptom Disorders	10/18 10/20	DB 7 Reaction: 30 points DB 7 Responses to 2 peers: 10 points
#9: 10/19-10/25	Mid-term paper: case conceptualization, diagnosis, and treatment	10/25	Mid-term paper: case conceptualization, diagnosis, and treatment (200 points)
#10: 10/26-11/01	Obsessive-Compulsive and Related Disorders, Eating Disorders	11/01 11/03	DB 8 Reaction: 30 points DB 8 Responses to 2 peers: 10 points
10/29 5:00 pm	Last day to drop a course or withdraw from the current semester		
#11: 11/02-11/08	Disruptive, impulse-control, conduct disorders	11/08 11/10	DB 9 Reaction: 30 points DB 9 Responses to 2 peers: 10 points
#12: 11/09-11/15	Trauma and Stressor-Related Disorders *PTSD	11/15 11/17	DB 10 Reaction: 30 points DB 10 Responses to 2 peers: 10 points
#13: 11/16-11/22	Adjustment Disorders (V-codes)		
#14: 11/23-11/29	Thanksgiving holiday		
#15: 11/30-12/06	Final Paper: Comprehensive Diagnosis and Treatment Submit all late assignments	12/06 12/06	Final Learning Experience Paper (300 points) Submit all late assignments

In order to pass this course, the student needs to submit all late assignments, including DB posts by 12/06/2020. I am here to support your success. Feel free to contact me via ya-wen.liang@tamuk.edu whenever you have questions. According to the University policy, the instructor will only communicate with the student through the student's TAMUK email, not the student's personal email. Please be aware that an email sent from a personal email address would most likely be screened as spam by the system. If you do not receive a reply after 24 hours, use your TAMUK email to send me another email. Thank you!

Dr. Liang

Ya-Wen Melissa Liang, Ph.D., LPC, NCC, Certified Humanistic Sandtray Therapist, Assistant Professor