

University of Northern Colorado School of Applied Psychology and Counselor Education
APCE 558: Diagnosis and Treatment Planning
Spring, 2022
Course Syllabus

Instructor:	Jennifer Santopietro, Ph.D.	Class Times:	October 1, 2, & 3 October 15, 16, & 17 F: 4-10, S: 8-5, Sun: 8-4
Office	Via Zoom https://zoom.us/j/91289892919	Email:	jennifer.santopietro@unco.edu
Phone:	303-437-4817	Office Hours:	Thursday 1 - 2 on 3/24 & 4/7 or by appointment.

******The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class.**

WELCOME to APCE 558! *Students in this course are required to order and receive required texts prior to the start of the course. Please be prepared by having familiarity with the readings prior to each class time.* Information from the DSM-V will be covered on the course quizzes, and this information will be communicated during class time. Reading topics and articles will be referenced throughout the course and students are required to have the required texts to reference for in-class activities, discussions, and assignments.

Course considerations: Attendance is mandatory and is an important part of student's grade in this course. Students will not be permitted to continue or complete this course if more than one day of the course is missed for any reason (e.g. illness, family emergency, personal matters).

Course Description: Content for this course includes introduction to causes, symptoms, characteristics, and classifications of abnormal behavior. Students examine the diagnostic criteria, according to the DSM-5, for mental and emotional disorders. Students discuss the prevention, treatment planning and treatment of various mental and emotional disorders. They understand the impact of crisis, trauma, and culture on diagnosis and the assessment of mental disorders.

REQUIRED TEXTS: To reduce the cost of textbooks to students, two of the three required texts for this course are available online or at the UNCO Main Library in a digital format at no cost to the student. Those texts are listed in green font, and they may either be purchased or accessed online; students choose for themselves.

1) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: Author. (5th Ed.). New York: Wiley. Access the UNCO Library portal then type DSM 5 the search bar on the library site. You should see the image below and then follow the directions.

**DSM 5**

Online access to the DSM 5 is available through Psychiatry Online. If you are off-campus, you will need to log-in with your URSA credentials.

2) Bridley, A. & Daffin, L. W. (2020). *Abnormal Psychology*. 2nd Ed. Free open, online educational resources. Students may access this text online for no charge at this URL <https://opentext.wsu.edu/abnormal-psych/> A PDF copy is also available in Canvas.

3) Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. (6th ed.). New York: Wiley.

*****This is available in several places, but here is a link from Amazon:

https://www.amazon.com/Complete-Psychotherapy-Treatment-Planner-PracticePlanners-dp-1119629934/dp/1119629934/ref=dp_ob_title_bk?

REQUIRED VIDEOS:

1) <https://youtu.be/SIRQZXKtuSA> Diagnosing and not diagnosing. (Professor Tim Carey, FAPS) FAPS denotes a Fellow in the Australian Psychological Society. The distinguishment of Fellow in Australia is a psychologist who has made significant contributions to the field.

2) <https://youtu.be/Pnlhjs3n2uk> Treatment plans as a collaborative, living document. (Kati Morton, LMFT) Kati has written the book *Are U OK* and *Traumatized*, and she has podcasts called *Ask Kati Anything* and *Opinions That Don't Matter*

3) https://youtu.be/ch8YgpM_70U How Culture and Race Impact Can Impact Identifying and Treating Mental Health Conditions (Dr. Charmain Jackman and Dr. Gary E. Carrington)

REQUIRED RESEARCH ARTICLES:

Bredstrom, A. (2017;2019;). Culture and context in mental health diagnosing: Scrutinizing the DSM-5 revision. *The Journal of Medical Humanities*, 40(3), 347-363.

<https://doi.org/10.1007/s10912-017-9501-1>

Perlson, J. E., Walters, O. C., & Keuroghlian, A. S. (2021;2020;). Envisioning a future for transgender and gender-diverse people beyond the DSM. *British Journal of Psychiatry*, 219(3), 471-472. <https://doi.org/10.1192/bjp.2020.124>

Pistorello, J., Jobes, D. A., Gallop, R., Compton, S. N., Locey, N. S., Au, J. S., ... & Jeffcoat, T. (2021). A randomized controlled trial of the collaborative assessment and management of suicidality (CAMS) versus treatment as usual (TAU) for suicidal college students. *Archives of Suicide Research*, 25(4), 765-789.

Rodgers, J., & South, M. (2021). Commentary: Thinking flexibly about mental health and autism – a commentary on ozsivadjan et al. (2020). *Journal of Child Psychology and Psychiatry*, 62(6), 725-727. <https://doi.org/10.1111/jcpp.13340>

Suggested Readings/Podcasts/Resources:

Jobes, D. A. (2012). The Collaborative Assessment and Management of Suicidality (CAMS): An evolving evidence-based clinical approach to suicidal risk. *Suicide and Life-Threatening Behavior*, 42(6), 640-653.

COURSE CONTENT AND OBJECTIVES: This course provides students the foundation knowledge and skills required to identify, diagnose and design treatment plans for mental disorders. Students gain content knowledge and develop skills focused on assessment, treatment planning and intervention. Learning objectives:

- 1) Demonstrate a working knowledge of the current diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- 2) Demonstrate understanding of human behavior within multiple and intersecting contexts, for example family, social, societal, and cultural settings.
- 3) Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 4) Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 5) Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- 6) Apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in assessment.
- 7) Communicate orally and in written documents the findings and implications of clinical interviews and assessments in an accurate and effective manner sensitive to a range of audiences.

CACREP KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a). This standard is met through the *Video Reaction Paper, Assessment/Diagnosis/ Treatment Plan, and DSM Domain Presentation, Class Lectures*.
2. Understand theories of normal and abnormal personality development (CACREP Standard: 2.F.3.c). This standard is met through the *Readings, Assessment/Diagnosis/ Treatment Plan, and DSM Domain Presentation, Class Lectures*.
3. Theories of etiology of addictions and addictive behaviors (CACREP Standard: 2.F.3.d This standard is met through the *Class Lectures, DSM quizzes*.
4. Biological neurological, and physiological factors that affect human development, functioning and behavior (CACREP Standard: 2.F.3.e). This standard is met through *Readings, Class Lectures, DSM Domain Presentation, Assessment/Diagnosis/Treatment/Session Plan*.
5. Systemic and environmental factors that affect human development. Functioning, and behavior (CACREP Standard: 2.F.3.f) This standard is met through the *Video Reaction Paper, Readings, Group Discussions*.

6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) This standard is met through *Readings, Class Lecture, DSM Domain Presentations, Assessment/Diagnosis/Treatment/Session Plan*.
7. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP Standard: 2.F.3.h). This standard is met through the *Readings, DSM Quizzes, Assessment/Diagnosis/Treatment/Session Plan*
8. Roles and settings of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.a). This standard is met through the *Video Reaction Paper, Class Lecture*
9. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC Standard: 5.C.2.b). This standard is met through the *DSM Domain Presentations, Assessment/Diagnosis/Treatment/Session Plan, DSM Quizzes*.
10. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP CMHC Standard: 5.C.2.c). This standard is met through the *DSM Domain Presentations, Assessment/Diagnosis/Treatment/Session Plan, Group Discussions*.
11. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the Internal Classification of Diseases (ICD) (CACREP CMHC Standard: 5.C.2.d). This standard is met through the *Class Discussions, Assessment/Diagnosis/Treatment/Session Plan*.
12. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP CMHC Standard: 5.C.2.e). This standard is met through the *Class Lectures, DSM Domain Presentations, Assessment/Diagnosis/Treatment/Session Plan*
13. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC Standard: 5.C.2.f). *Class Lectures, Readings, DSM Domain Presentations, Assessment/Diagnosis/Treatment/Session Plan, Group Discussions*.
14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC Standard: 5.C.2.h). This standard is met through *Class Lectures*.
15. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC Standard: 5.C.3.a). *DSM Domain Presentations, Class Lecture, Assessment/Diagnosis/Treatment/Session Plan*

ADDITIONAL INFORMATION:

- **Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).
- **Academic Presentations:** Academic presentations used in class are for instructional purposes only and will not be released to the students for personal use.
- **UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed.

- **Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by muting your portable electronic devices and using social/professional courtesy by refraining from any interaction with your electronic devices that is distracting to your colleagues. Additionally, any audio recording of class without the consent of the instructor and your classmates is an ethical violation. If you know that you may need to accept an emergency phone call during class or if you have beings in your care that may require your attention during class time, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call.
- **Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.
- **Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations. Students can learn more here: <https://www.unco.edu/disability-resourcecenter>
Office: (970) 351-2289, Michener Library L-80.
- **Equity and Inclusion:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.
- **Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>
- **Title IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This

means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX coordinator. The coordinator or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them.

Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or <https://www.unco.edu/cebs/psychological-services-clinic/>
- **COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe
- **Methods of Instruction:** Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play.
- **Course Readings:** It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text, thoughtfully. Please bring questions / comments that you have about the text to class so we may talk through those.
- **Technology in the Classroom:** Students are encouraged to bring a laptop or tablet to this class because you will need to use technology for in-class assignments. The expectation for the use of technology is that students will use technology for classroom work only.
- **Attendance and Participation:** Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be

replicated. In class activities are a part of the course requirements. Students who miss more than one hour of class will lose 5% of their total points for each hours missed. An absence due to an emergency will be considered on a case-by-case basis but may result in the student needing to re-take the course if too much class time is missed. This is not meant to be punitive, but rather support students in getting the information they need at a time they can truly learn it.

*****Note:** Students may take brief breaks as they need to take care of their needs. Comfort and meal breaks will be built into the course schedule to try to lessen missed instruction. Please advocate for what you need so we can have a good rhythm of learning with minds/bodies fully present. Any accommodations needed for your own medical care, breastfeeding needs, etc. please reach out to the instructor. Additionally, the schedule may be adapted by the instructor for weather or other reasons and the total points earned will not be impacted.

ASSIGNMENT DESCRIPTIONS AND DUE DATES:

Note: The pace of weekend courses does not allow for late assignment submissions. Late assignments without prior approval of the instructor will not be graded and no points will be assigned.

Assessment	Maximum Point Value	% of Total
Video Reaction Paper	50	12.5%
Case Study: Initial Assessment/Diagnosis Treatment Plan/Session Plan Role-Play Presentation	150	37.5%
Group DSM Domain Presentations	60	15%
4 DSM Quizzes (10 pts. Each) Completed with a partner in class	40	10%
Attendance/Class Participation/Group Discussions	100	25%
Total	400	100%

Attendance/Participation (100 pts)

Due Date: Points assigned at the end of course

Effective participation is an important aspect of this course. Students are expected to: **be prepared for class, engage in class discussions, respond to instructor questions/inquiries, engage with group activities, and respond to your class colleagues in an appropriate and effective manner, and work effectively with their groups.**

Students will be graded on:

- 1) Active and relevant collaboration with colleagues and class experiences
- 2) Active participation in group discussions
- 3) Listening/Cooperation
- 4) Effective collaboration with class colleagues during group activities
- 5) Arriving each day prepared for class and ready/open to learn.

Reaction Paper to Required Videos (50 points)
Diagnosis: Pros/Cons; Cultural Implications in
Mental Health; Treatment Planning
Due Date: March 30th 11:59 PM, Canvas file upload

This paper should be 4 -5 pages. The format and content is open, I truly want you to share your reactions from watching the three required videos. You do not need to cite the videos in APA format, but please refer to the speakers so I know who you are referencing. Please write your paper in the APA format of double spaced and section headings, but you do not need a cover page or running head.

If it is helpful, here are some possible components to reflect upon:

- 1) What are my current values on diagnosing clients?
- 2) What stood out to me from the webinar on cultural implications for mental health Treatment?
- 3) What are some pros and cons of diagnosis?
- 4) What are possible social justice influences from diagnosing and treatment planning?

Group DSM Domain Presentations (60 pts)

Due: The second weekend of class. These will be presented during the second weekend based upon the topic schedule for that weekend.

- In small groups, you and your colleagues will provide an in-depth presentation on a particular mental health disorder domain. Try to make the presentation engaging, less lecture, more discussion.

Presentation Topic Choices: *Personality Disorders; Schizophrenia Spectrum Disorders; Substance Related and Addictive Disorders; Feeding and Eating Disorders; Paraphilic Disorders*

- Important elements to include:
 - 1) Diagnostic criteria for each disorder (in several instances, briefer overviews are strongly encouraged)
 - 2) Possible etiology and common causal/risk factors

- 3) Issues related to proper assessment (e.g., how diagnoses are determined, psychometric instrumentation)
- 4) Issues regarding co-occurrence
- 5) Common differential diagnoses within the domain and other disorders
- 6) Issues related to domain disorder occurrence among various diverse groups
- 7) Accepted treatments (evidence-based and otherwise)
- 8) Current critical and relevant research: What have we been trying to do and where are we headed? What are the current trends?

There are libraries full of books on these topics. We can't possibly cover it all! Convey the most salient aspects that stand out to you. If you have questions about how to cover the important information, we can talk about it during your group work time.

- Presentations will occur on the dates as provided in the Course Schedule (included in this syllabus). Please consult those pre-assigned dates in advance of selecting your presentation topic.
- Presentations should be approximately 30 - 40 minutes in length. You are welcome to incorporate multimedia into your presentations but be wise in selecting media. Any depictions from films should be accurate and respectful portrayals.
- Please include a minimum of four legitimate sources other than the DSM to support your presentation—at least three of which must be scientific journal articles. Please see additional details at the end of the syllabus.
- You are to upload your presentation slides (in PPT, but you may present via Prezi or other method) in Canvas *before the start of class when you are presenting*. The instructor then will load your slides onto Canvas for the entire class to access in time.
- Presentations will be graded on (a) depth, accuracy, and appropriateness of information provided; (b) degree of clarity with which the information is disseminated/communicated to the audience; and (c) your presentation style.

Your colleagues in class will offer supportive feedback, and group members will be asked to briefly reflect upon their presentation/learning with the entire class.

DSM Quizzes (40 pts. total)

Completed in Pairs

Due 3/26 & 3/27; 4/9 & 4/10

Quizzes (10 points each): You will work in pairs to complete 2 quizzes each weekend on various sections of the DSM covered that weekend. These are intended to facilitate your learning of the DSM and collaborating with colleagues over diagnosis. You will take these quizzes in person on paper, and you can use your DSM to work together on a collaborative quiz. Other resources will not be permitted during the quizzes. You and your colleague partner will turn in a collaborative quiz and receive the same grade. If there is a question you cannot come to an agreement on, you will each need to write a brief rationale for your differing answers.

Case Study Assignment (150 pts.)
Initial Assessment, Diagnosis, Treatment Plan, Session Plan,
Role Play Presentation.
Due In-Class 4/10

You will work in pairs/small groups for this assignment. Select **one** of the three case studies posted on Canvas labeled *Case Studies for Case Study Assignment* and discuss, examine, and react to the material provided with your colleague(s). You will be completing an initial assessment based upon intake information, deciding upon a diagnosis, creating 10 questions that foster clinical complexity and humility for the client’s concerns, creating a treatment plan that includes 3 SMART goals, discussing 1 -2 possible assessments you could utilize, and creating a plan for the initial 5 sessions (this will be a basic outline that fits your theoretical framework—if you and your colleague(s) have different frameworks, you can do separate treatment plans and session outlines). **Templates for the initial assessment and treatment plan are on Canvas.**

<i>Date</i>	<i>Topics</i>	<i>Books and Chapters</i>	<i>Meetings & Due Dates</i>
Mar 25	<ul style="list-style-type: none"> • Course Orientation/Introductions • Introduction to Psychopathology • Introduction to Biopsychosocial Approaches • Introduction to Diagnostic Assessment • Treatment Planning/Goals • Ethical/Multicultural Concerns group discussion 	<ul style="list-style-type: none"> *DSM: Section I and “Cultural Formulations” in Section III. *Bradley & Dafin (2021) pg. 22 – 36 *Required Videos *Jongsma Text 	
Mar 26	<ul style="list-style-type: none"> • Depressive Disorders • Bipolar & Related Disorders • Anxiety Disorders • Obsessive Compulsive & Related Disorders • Session planning group discussion 	<ul style="list-style-type: none"> *DSM: Find the related topics in section II. *Jongsma text *Bradley & Dafin (2021) Part II Module 4 ; Part III, Module 7 & 9 	Project Work Time DSM Quiz 1

Mar 27	<ul style="list-style-type: none"> •Suicide Risk Assessment •Trauma- and Stressor Related-Disorders •Gender Dysphoria 	<p>*DSM : Find the related topics in section II</p> <p>*Pisterello (2021)</p> <p>*Perlson et al., (20210)</p> <p>*Bradley & Dafin (2021) Part II</p> <p>Module 5</p>	<p>Project Work Time DSM Quiz 2</p> <p>Video Reaction Paper Due March 30 at 11:59 pm via Canvas Submission.</p>
Apr 8	<ul style="list-style-type: none"> • Sleep/Wake Disorders • Dissociative Disorders • <i>Paraphilic Disorders</i> • <i>Personality Disorders</i> • <i>Feeding and Eating Disorders</i> 	<p>*DSM: Find the related topics in section II.</p> <p>*Jongsma Text</p>	<p>DSM Domain Presentations</p>
Apr 9	<ul style="list-style-type: none"> •Somatic Symptom Disorders • <i>Schizophrenia Spectrum Disorders</i> • <i>Substance-Related and Addictive Disorder</i> 	<p>*DSM: Find the related topics in section II.</p> <p>*Jongsma Text</p> <p>*Bradley & Dafin (2021) Part III, Module 8 ; Part IV, Module 10 & 11 ; Part V, Module 12</p>	<p>Project Work Time DSM Quiz 3</p>
Apr 10	<ul style="list-style-type: none"> • Disruptive, Impulse-Control andConduct Disorders • Neurodevelopmental Disorders 	<p>DSM: Find the related topics in section II.</p> <p>Rodgers & South (2021)</p>	<p>Case Study Presentations DSM Quiz 4</p>

Grades will be determined by the following range:

A: 93– 100

C: 73 – 79

A-: 90 – 92

C-: 70 - 72

B: 83 – 89

D: 63 – 69

B-:80 – 82

D-:60 - 62



Date	Topics	Books and Chapters	Meetings & Due Dates
Mar 25	<ul style="list-style-type: none"> • Course Orientation/Introductions • Introduction to Psychopathology • Introduction to Biopsychosocial Approaches • Introduction to Diagnostic Assessment • Treatment Planning/Goals • Ethical/Multicultural Issues Group Discussion 	DSM: Section I and Cultural Formulations in Section III. Bradley & Dafin (2021) pg. 22 - 36 Required Videos Introduction to Jongsma Text	
Mar 26	<ul style="list-style-type: none"> • Depressive Disorders • Bipolar & Related Disorders • Anxiety Disorders • Obsessive Compulsive & Related Disorders • Session planning group discussion 	*DSM: Find the related topics in section II. *Jongsma text *Bradley & Dafin (2021) Part II Module 4 ; Part III, Module 7 & 9	Project Work Time DSM Quiz 1
Mar 27	<ul style="list-style-type: none"> •Suicide Risk Assessment •Trauma- and Stressor Related- Disorders •Gender Dysphoria 	*DSM: Find the related topics in section II. *Pisterello (2021); Perlson et al., (2010) *Bradley & Dafin (2021) Part II Module 5 ; Part III, Module 7 & 9	Project Work Time DSM Quiz 2 Video Reaction Paper Due March 30 at 11:59 pm via Canvas Submission.
Apr 8	<ul style="list-style-type: none"> • Sleep/Wake Disorders • Dissociative Disorders • <i>Paraphilic Disorders</i> • <i>Personality Disorders</i> • <i>Feeding and Eating Disorders</i> 	DSM: Find the related topics in section II. *Jongsma Text *Bradley & Dafin (2021) Part III, Module 8	
Apr 9	<ul style="list-style-type: none"> • Somatic Symptom Disorders • <i>Schizophrenia Spectrum Disorders</i> • <i>Substance-Related and Addictive Disorder</i> 	DSM: Find the related topics in section II. *Jongsma Text *Bradley & Dafin (2021) Part IV, Module 10 & 11 ; Part V, Module 12	Project Work Time DSM Quiz 3

Apr 10	<ul style="list-style-type: none"> • Disruptive, Impulse-Control and Conduct Disorders • Neurodevelopmental Disorders 	DSM: Find the related topics in section II. Rodgers & South (2021)	Case Study Presentations DSM Quiz 4
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**DSM readings include all sections on the assigned topics*

Grades will be determined by the following range:

A: 93– 100

C: 73 – 79

A-: 90 – 92

C-: 70 - 72

B: 83 – 89

D: 63 – 69

B-:80 – 82

D-:60 - 62

