

**APCE 658-700: Diagnosis and Treatment Planning Course Syllabus
Fall 2024**

Instructor: Linda L. Black, EdD, LPC

Office Hours: Schedule

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Method of Instruction: In person Oct. 18-20;
Synchronous via Zoom Nov 1-3

Friday 4-10pm, Saturday 8am-5pm, Sunday 8am-4pm

Credit Hours: (3)

Teaching Assistant: N/A

Phone:

Course Dates: University Schedule

See Canvas for synchronous meeting times

Course Description: This course is a study of abnormal behavior, causes, symptoms, characteristics, classifications, prevention, and treatment. It introduces diagnosis according to the Diagnostic and Statistical Manual of Mental Health (DSM). Students examine the diagnostic criteria, according to the DSM-5, for mental and emotional disorders and discuss the prevention, treatment planning and treatment (including expected treatment outcomes of various mental and emotional disorders) to understand the impact of crisis, trauma, psychopharmacology and culture on diagnosis and the assessment of mental disorders.

Methods of Instruction: This class is *generally* taught face to face and for **this** section the first weekend is fully face to face and the second weekend will be taught fully online synchronously over the three days of the course. When meeting virtually, via Zoom, students will follow the course schedule and engage in lecture/discussion/activities and at other times will work independently or with each other on assignments in Zoom breakout rooms. Zoom meetings are **mandatory** for all students. Missing synchronous class time is equivalent to missing face to face time and results in the same potential consequences—a reduction in your overall grade. Assignments are in the learning management system (LMS) **Canvas** and students are expected to complete them and their readings outside of scheduled class hours. Students can learn in a variety of ways, e.g., prerecorded online lectures, readings, synchronous class discussions, viewing informative videos, and small group processing of case studies. This course is comprehensive, intense, and fast-paced. Students are informed of deadlines/expectations in advance and are expected to adhere to them. Advanced reading/viewing videos or recorded lectures is **a must to participate** and learn effectively, students who do not have time to engage in advance preparation may wish to take this class at another time.

Course Content/Objectives: This course provides students with the foundational 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 evidence supported interventions and general psychopharmacology.

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, diagnostic and treatment processes.
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.

Required Texts/Readings/Videos/Lectures:

To reduce the cost of textbooks to students, **two** of the four required texts for this course are available online or at the UNCO Main Library in a digital format at no cost to the student (DSM 5 and Abnormal Psych text). Those two texts are listed in green font and may either be purchased or accessed online; students choose for themselves.

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, and 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.

The DSM-V is a reference text and as such is not meant to be read as closely as articles or other textbooks. I ask students to *review* specific pages for each class of disorders. Students will have access to their DSM 5 for all assignments and exams.

Barlow, D. H. (Ed.). (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. Guilford publications. (6th). ISBN 9781462547043 (hardcover)

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 the Canvas.

Patterson, J., Griffith, J. L. & Edwards, T. M. (2021). *The Therapist's Guide to Psychopharmacology: Working with Patients, Families, and Physicians to Optimize Care*. 3rd Ed. Guilford Press. Print ISBN 9781462547661, 1462547664; eText ISBN. 9781462547951, 1462547958

CACREP KNOWLEDGE AND SKILL OUTCOMES AND METHOD OF ASSESSMENT: See course schedule for specific standards by content and assignment inputs and outputs.

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).
2. Understand theories of normal and abnormal personality development (CACREP Standard: 2.F.3.c).
3. Theories of etiology of addictions and addictive behaviors (CACREP Standard: 2.F.3.d).
4. Biological neurological, and physiological factors that affect human development, functioning and behavior (CACREP Standard: 2.F.3.e).
5. Systemic and environmental factors that affect human development. Functioning, and behavior (CACREP Standard: 2.F.3.f)
6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g)
7. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP Standard: 2.F.3.h).
8. Roles and settings of clinical mental health counseling (CACREP CMHC Standard: 5.C.2.a).
9. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC Standard: 5.C.2.b).
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).
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).
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).
13. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC Standard: 5.C.2.f).
14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC Standard: 5.C.2.h).
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).

Course Requirements and Assignments:

Submit all assignments electronically to Canvas-do not email assignments to the instructor. Assignments have a due date and time to which we adhere. Any assignment turned in later than the posted time/date will receive a 10% reduction in the total points possible for that assignment for **each day** it is late. Exceptions may be made in cases of documented family or personal emergencies. Please plan ahead--submitting an assignment at the last minute may result in a delay in the assignment posting to Canvas by the deadline. Students are responsible for submitting their assignments with enough time for uploading and no exceptions.

1) Reaction paper (25 pts.): Watch the video and complete the readings on stigma in counseling and psychology. Write a 3–5-page reaction paper describing your understanding of mental health stigma including your perspectives on societal and self-stigma. Use the Guidelines and Rubric for Mental Health Stigma Reaction Paper in the *Resources and Rubrics* module in Canvas and be sure to incorporate your readings.

2) Class Participation and Meaningful Engagement (25 pts):

Effective participation and meaningful engagement are important. Effective participation means (**consider this your rubric** 😊) students demonstrate they are prepared and ready to meaningfully engage in person and online. Students engage in discussion, respond to instructor /peer questions/inquiries when online via the chat function or in person. Students contribute meaningfully to group activities, respond to peers in an appropriate, professional, and effective manner. Criteria for grading class participation includes a) active participation, b) relevant/meaningful participation given the topic under discussion, c) evidence of preparation, d) listening/cooperation, e) effectively worked with peers during group assignments, f) voice your perspective without needing to be called on.

3) Diagnostic Assessment and Treatment Plan-Total Points 100. Components of this assignment have variable points which total to 100 points for the overall assignment. After completing Part 1 with a peer, students complete a diagnostic and treatment plan a self-designed case study (Parts 2 and 3). A rubric is provided at the end of this syllabus. Partial or incomplete submissions will be returned to the student and considered late until completed.

- **DA/TP Part 1 (20 pts):** Students select a partner by end of class on October 19 and complete this assignment in pairs. Students schedule time together outside of class to meet and complete the following:
 1. Select **one** of the three case studies labeled *Case Studies for DA TP Part 1* and discuss, examine, and react to the material provided. After discussion, the dyad submits 1 document, in which, at a minimum describes:
 - the primary concerns/complaints of the client or clients
 - potential contributing or casual personal, familial, cultural factors associated with their concern/complaint
 - client’s personal strengths and resources
 - APA assessments you may utilize and rationale for their selection
 - ten (10) questions you, as counselors, would like to ask the client and your rationale for **each** of the 10 questions.
 - 3 goals you have for the client’s treatment in a SMART goal format
 - initial diagnosis, if any, that best describes the constellation (or pattern) of your client’s/student’s concerns.

Each student submits a copy of the **same** document. This allows all students to control the timing of their submission. Each document is to be saved with the last names of both members of the dyad and DA/TP #1, use this format: Martinez Owens_DA_TP Part 1.

- **DA/TP Part 2 (50 pts):** DA/ TP Part 2 is completed individually and has **two**-components. **The first component:**
 1. Find a picture online that represents your client, paste it to the last page of your document
 2. Write 3–4-page case study creating the client’s backstory.
 - at a minimum your case study should include:
 - client demographics (identities, where they grew up, family structure)
 - brief description of two to three significant childhood events
 - relevant educational and vocational history (the high points)
 - cultural or personal factors impacting the client/student’s chief complaint (or reason they are seeking counseling)
 - current relationship status-single, partnered, married, divorced, widowed, etc.,
 - birth/adoptive family structure-number of sibs, if any, and to whom they are the closest and most distant
 - several paragraphs on the presenting concerns and complaints
 - the specific symptoms as well as the history, frequency, duration, intensity of the symptoms
 - any current medications for this concern

- briefly describe your emerging theory of counseling and based on that theory, provide a hypothesis and description about **how** the client's distress/concerns came about. Another way to think about this is how do you describe the etiology of the client's concern from **your** theoretical perspective, not the clients. This assignment demonstrates your diagnostic assessment grounded in your theoretical approach.
3. Close the case study a brief assessment of client's strengths and how each strength should contribute to a positive treatment outcome.

The second component complete the Diagnostic Assessment (DA) for this person-which, at a minimum, includes:

- the relevant APA assessment for the client's concerns (include a copy with your submission). Complete the assessment as if you were the client, **score** the assessment and attach it to this assignment for submission to the instructor. You can find the APA assessments [here](#)
- provide a potential diagnosis or diagnoses-including the full DSM-5 and ICD 9 codes, any rule out diagnosis, and your rationale for the diagnosis (Big ol' hint-consider the scale scores on assessments for a measure of severity and intensity)
- provide 3 treatment goals in a smart goal format, that were hypothetically determined through consensus with your client.
- describe any potential referrals-for educational testing, medication, medical wellness or nutritional assessment
- **DA/TP Part 3 (30 pts):** Using the case study you constructed in DA/TP Part 2 your task in this assignment, Part 3, is to develop a treatment plan for the first 8 session (or fewer-School Counselors-more than likely 6 sessions-these can be small group sessions as is most typical in a school setting) based on the client's/student's 3 treatment goals. Your recommended course of treatment **must** utilize evidenced informed or evidenced based treatment practices presented in the Barlow text or other scholarly resources-which you will cite. The purpose of this assignment is to provide you the opportunity to synthesize the client's/student's goals, align them with your approach to treatment and specific interventions emanating from your emerging theory, assess and identify potential client/student and community resources, articulate a treatment progression, prognosis, and determine the instruments or measures to assess treatment progress and to determine the criteria/decision to conclude treatment. See the DA/TP Part 3 rubric in the Canvas Module for the specific elements to be included.

4) Treatment of a Mental Health Disorder Paper (100 pts): Use 5-7 professional sources in addition to your textbooks, materials provided in class [lectures]. **Do not** use Wikipedia. Write a 10-15-page paper describing a specific disorder-can use bullet points to list symptoms-if you provide additional details-e.g., how many are required to be present for a diagnosis. Include information about onset, intensity and duration of symptoms; how (generally) it is treated via an evidence informed treatment approach and what, if any medications that may be recommended or prescribed by a medical professional, not by you, as the counselor as it is beyond the scope of your training.

The **required** elements of the paper are:

- Provide an in-depth description of a specific mental health disorder that is of professional interest to you
- Describe your interest in this particular disorder
- History of the domain-is it new to the DSM-5? Or has the diagnostic category been modified or adapted since the DSM-IV
- Bullet points from the DSM 5 of the diagnostic criteria for this disorder
- Etiology and common causal/risk factors
- Process of assessment-i.e., how you gain the data required for diagnosis (think: assessments, observations, clinical interviews; other perspectives).
- Co-occurrence or co-morbidity with other disorders (where relevant)
- Possible differential diagnoses
- Prevalence rates for various diverse groups
- Describe an evidenced informed treatment approach (evidenced-based, empirically supported, and or integrative approaches); include any psychiatric medications, if any recommended, for this disorder-use your psychopharmacology text
- Describe findings from relevant research. Consider the best evidence the treatment approach and current trends in treatment
- Other salient issues specific to the domain/disorders
- Summarize the prognosis for persons diagnosed with this disorder

Focus on the most salient information in your paper. Papers will be graded on the a) depth, accuracy, and appropriateness of information provided; b) degree of clarity with which the information is communicated and c) your use of additional/*appropriate* scholarly resources (**not** Wikipedia or Psychology Today). Papers are to be double-spaced, 12-point font and conform to the APA 7th Ed. Style manual-title page, no running head as this is student paper, properly formatted in text citations and reference page.

5) **Final Exam (150 pts):** The cumulative final exam will mirror elements of a DA/TP assignment i.e., case studies and short answer; to be completed online.

Grading and Grading Scale

Task	Points	Rubric	Assignment and Course Grading Scale		
Reaction paper	25 points	Yes			
Effective participation	25 points	Yes, in syllabus	A =93% to 100%	A=90% to 92%	
Diagnostic Assessment and Treatment Planning	#1-20 points #2-50 points <u>#3-30 points</u> 100 points	Yes	B+ 87% to 89%	B 83% to 86%	B- 80% to 82%
Treatment of a Mental Health Disorder Paper	100 points	Yes	C+ 77% to 79%	C 73% to 76%	C- 70% to 72%
Final Exam	150 points	No	D+ 67% to 69%	D 63% to 66%	D- 60% to 62%
Total points	400 points		F Below 60%		

Schedule of Readings and Assignments
Class Dates: October 18-20 and Nov 1-3 (Online)

Citations for all articles follow this schedule

Key to Abbreviations: **AP** Abnormal Psychology-Bridley, A. & Daffin, L. W. (2020) **DSM** *Diagnostic and statistical manual of mental disorders* (5th ed.) and **BAR** for the *Clinical handbook of psychological disorders: A step-by-step treatment manual* **SIN** Basic Psychopharmacology for Mental Health Professionals 3rd Edition

Date	Content	CACREP Standards	Required Reading/Tasks	Assignment/Tasks	Due Date
Prior to Class	Welcome Video	None	Listen: Welcome Video	Watch the Welcome Video	
Oct 18-20	-Orientation to class/Canvas, student and faculty introductions, expectations -Overview of abnormal behavior and the 4 traditions	History and philosophy of the counseling profession and its specialty areas (Standard: 2.F.1.a) Understand theories of normal and abnormal personality development (Standard: 2.F.3.c)	Review/scan: DSM pp. 5-17 Read: AP pp. 10-52 Sections 1.0-1.4 Read Articles: Corrigan & Watson (2002), Corrigan & Watson (2007)-both Corrigan articles are required and in the Canvas module View: 2002 TED talk by Dr. Lieberman on Mental Health Review: rubric for the paper	Select a partner for DA TP Part 1; decide on drop-in session with class Discuss reaction paper (3-5 pgs.) related to the information contained in the TED Talk, class discussion and Corrigan & Watson. Assignment and grading rubric are in Canvas- DUE OCT 22.	Partner assignment selected by October 19
	-History and context of diagnosis in clinical mental health and school counseling -Integrative approach to psychopathology -Overview of the Diagnostic and Statistical Manual	History and philosophy of the counseling profession and its specialty areas (Standard: 2.F.1.a) Understand theories of normal and abnormal personality development (Standard: 2.F.3.c) Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e) Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f) Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC Standard: 5.C.1.a) Roles and settings of clinical mental health counseling (CMHC Standard: 5.C.2.a)	Review/scan: DSM pp. 21-24 Read/scan: AP pp.71-134-Module 2-scan the theory portions- <i>if</i> you are confident in your theories Read: Handout-Brief Summary of the DSM-In Canvas Read Articles: Hays, McLeod & Prosek (2017) Diagnostic Variance Among Counselors and Counselor Trainee https://doi.org/10.1177/0748175609333559 and Schwartz, R.C., & Feisthmel, K.P. (2009) Schwartz, R.C., & Feisthmel, K.P. (2009). Disproportionate diagnosis of mental disorders among African American versus European American clients: Implications for counseling theory, research, and practice. <i>Journal of Counseling & Development</i> , 87, 295-301. View: Case conceptualization: video Optional: Listen to the Online Lecture: Integrative Approaches to Psychopathology Review: N/A	Stigma reaction paper Stigma reaction paper Due Oct. 22	

		<p>Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC Standard: 5.C.2.b)</p> <p>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) (CMHC Standard: 5.C.2.d)</p>			
	<p>-Conceptualizing clients concerns</p> <p>-Clinical interview & assessment</p> <p>-Treatment planning; process, outcomes, utility</p>	<p>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) (CMHC Standard: 5.C.2.d)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC Standard: 5.C.2.h)</p> <p>F.5.i Measurable Client Outcomes</p>	<p>Read: SIN Ch. 1-4 and AP pp. 82-96</p> <p>View: N/A</p> <p>Optional: Listen to the Online Lecture: Diagnostic Assessment and Treatment Planning</p> <p>Required: Listen to the Online Lecture: Listen to introductory lecture on Psychopharmacology https://www.youtube.com/watch?v=rgpzwhBegAM and</p> <p>IN CLASS: lecture The Basics of Psychopharmacology</p> <p>Review: Treatment Planning Guide-in Canvas</p>	Class participation	
	<p>-Depressive Disorders and their treatment</p> <p>-Bipolar and Related Disorders and their treatment</p>	<p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p> <p>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 (CMHC Standard: 5.C.2.c)</p> <p>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and</p>	<p>Read: BAR pp. 257-380 and AP pp. 96-115 and SIN Ch. 5-6</p> <p>Review: DSM pp.155-188</p> <p>Recommended by not Required Reading: Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. <i>Journal of Counseling & Development</i>, 88, 363–370.</p> <p>Stanley, B., & Brown, G.K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. <i>Cognitive and Behavioral Practice</i>, 19, 256-264.</p> <p>View: Diagnosing Depression video</p> <p>View: What is bipolar disorder? video</p> <p>Read: BAR pp. 480-521</p> <p>Review: DSM pp.123-154</p>	Class participation	

		<p>the mental health counseling services networks (CMHC Standard: 5.C.2.c)</p> <p>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) (CMHC Standard: 5.C.2.d)</p>	<p>Read/Review: Miklowitz, D. J., & Chung, B. (2016). Family-focused therapy for bipolar disorder: Reflections on 30 years of research. <i>Family process</i>, 55(3), 483-499.</p> <p>Listen: to the online lecture # 4 Diagnosing and Treating Depression and Bipolar Disorders</p> <p>OPTIONAL VIDEO: Differentiating Depression and Bipolar-Introduction</p>		
<p>-Anxiety Disorders and their treatment</p> <p>-Obsessive-Compulsive and Related Disorders and their treatment</p> <p>-Trauma and Stressor Related Disorders and their treatment</p>	<p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p> <p>Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (Standard: 2.F.3.g)</p> <p>A general framework for understanding differing abilities and strategies for differentiated interventions (Standard: 2.F.3.h)</p> <p>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 (CMHC Standard: 5.C.2.c)</p> <p>Impact of crisis and trauma on individuals with mental health diagnoses (CMHC Standard: 5.C.2.f)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC Standard: 5.C.2.h)</p>	<p>Review: DSM pp.1-61; 189-234; 237-274</p> <p>Read: AP pp.144-161; BAR pp. 108-132 and 184-216; SIN Ch. 7</p> <p>Read :Hale, Rodriguez, Wright et al http://dx.doi.org/10.1002/jclp.22711</p> <p>Read: What are anxiety disorders article</p> <p>Review: DSM pp. 235-264</p> <p>Read: Barlow pp. 133-183</p> <p>View: OCD Video</p> <p>Review: DSM pp.265-290 and AP pp. 115-131</p> <p>Read: BAR pp. 64-107</p> <p>View: Diagnosing PTSD video</p> <p>Listen: to the online lecture #5 Diagnosing and treating Anxiety, Obsession and Trauma</p>	-Class Participation		

Nov.1	<p>-Schizophrenia Spectrum and Other Psychotic Disorders and their treatment</p> <p>-Personality Disorders and their treatment</p> <p>-Dissociative Disorders and their treatment</p>	<p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p> <p>Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (Standard: 2.F.3.g)</p> <p>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 (CMHC Standard: 5.C.2.c)</p>	<p>Attend Zoom: Meeting Nov. 1 from 4:30 to 9:30pm</p> <p>Review: DSM pp. 87-122</p> <p>Read: BAR 522-554; AP pp. 223-255 and SIN Ch. 8, 10 & 12</p> <p>View: What is Schizophrenia video</p> <p>Review: DSM pp. 645-684</p> <p>Read: BAR pp. 381-442</p> <p>Review: DSM pp.291-308</p> <p>Read: BAR N/A and AP pp.132-142</p> <p>View: Brief Introduction to Psychosis video</p> <p>Listen :to the online lecture #6 Schizophrenia, Personality and Dissociative Disorders</p>	-Class Participation	DA/TP#1 Due November 1
	<p>-Somatic Symptom and Related Disorders and their treatment</p> <p>-Sleep-Wake Disorders and their treatment</p>	<p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p>	<p>Review: DSM pp. 309-328</p> <p>Read AP pp.162-175and SIN Ch. 8</p> <p>View-N/A</p> <p>Listen to the online lecture #7 on Somatic and Sleep wake disorders</p> <p>Review: DSM 361-422</p> <p>Read BAR 638-669</p>		DA& TP #2 Due Nov. 2
	<p>-Sexual Dysfunctions; Paraphilic Disorders and their treatment-</p> <p>-Gender Dysphoria and their treatment</p> <p>-Substance-Related and Addictive Disorders and their treatment</p>	<p>Theories of etiology of addictions and addictive behaviors (Standard: 2.F.3.d)</p> <p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p> <p>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 (CMHC Standard: 5.C.2.c)</p>	<p>Attend Zoom Meeting Nov. 2 9:30 to 3 pm</p> <p>Review: DSM pp. 423-459</p> <p>Read: SIN Ch.13</p> <p>Read: Article: Heiman, J. R., & Meston, C. M. (1997). Empirically validated treatment for sexual dysfunction. <i>Annual Review of Sex Research</i>, 8, 148. Retrieved from https://unco.idm.oclc.org/login?url=https://search-proquest-com.unco.idm.oclc.org/docview/225230624?accountid=12832</p> <p>Listen: to the online lecture Sexual, Gender and Substance Related Addictive Disorders</p> <p>View: Gender Dysphoria in Adults video</p> <p>View: Gender Dysphoria in Children video</p> <p>Review: DSM pp. 581-590</p>	Class participation	DA &TA #3 - Due Nov. 3

		<p>A general framework for understanding differing abilities and strategies for differentiated interventions (Standard: 2.F.3.h)</p> <p>Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC Standard: 5.C.2.e)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC Standard: 5.C.2.h)</p> <p>Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP SC Standard: 5.G.2.i)</p>	<p>Read: BAR pp. 612-637 and AP pp. 190-221 View: Diagnosing Substance Related Disorders video</p>		
	<p>-Neurodevelopmental Disorders and Neurocognitive Disorders and their treatment</p> <p>-Disruptive, Impulse-Control, and Conduct Disorders and their treatment</p>	<p>Biological neurological, and physiological factors that affect human development, functioning and behavior (Standard: 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development. Functioning, and behavior (Standard: 2.F.3.f)</p> <p>A general framework for understanding differing abilities and strategies for differentiated interventions (Standard: 2.F.3.h)</p> <p>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 (CMHC Standard: 5.C.2.c)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for</p>	<p>Attend Zoom Meeting: Nov. 3 from 9-3 pm</p> <p>Review: DSM pp. 31-86; 591-644 Read: AP pp. 257 268 and SIN Ch. 9 Read required reading: Neurodevelopmental pdf in Canvas module View: Autism Spectrum Disorders video</p> <p>Review: DSM pp. 461-480 Read: AP pp.176-188 Read: Kress, V.E.W. (2003), Self-Injurious Behaviors: Assessment and Diagnosis. Journal of Counseling & Development, 81: 490-496. doi:10.1002/j.1556-6678.2003.tb00276.x</p> <p>View: Disruptive, impulse and conduct disorders video</p> <p>Listen to the online lecture Neurodevelopmental, Neurocognitive and Disruptive Disorders</p>	<p>Class participation</p> <p>Final Exam Treatment of a Mental Health Disorder paper</p>	<p>Assignments Mental Health Disorder Paper due November 4th</p> <p>Final Exam-due November 6th</p>

		appropriate medical referral and consultation (CMHC Standard: 5.C.2.h)			
		Common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Standard: 5.G.2.h)			

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the ACA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

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 your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC aids students facing food insecurity through an on-campus food pantry. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity: You 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 Office of Community Standards and Conflict Resolution.

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. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are voluntary. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of everyone, and welcomes their unique perspectives, behaviors, and world views. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equitycompliance

Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program. **Please note:** In accordance with the student handbook, the "Professional Counseling program faculty members systematically review the progress of each student each semester." You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee about plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

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 turning off your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you must respond a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

The Use of Computers and Tablets: Students are expected to utilize laptops or tablets for this class. Because this course is in person and online, students must have the capability to watch videos and interact synchronously via the learning management platform Canvas.

Resources for Students

There are several professional journals devoted to the content of this course. Through UNC library you should have access to most if not all these journals. Recall the DSM 5 was released in 2013 and research prior to that must be viewed with caution and contextualized in any work you produce for this course.

Examples scholarly journals to search:

Journal of Counseling and Development

Counselor Education and Supervision

American Journal of Mental Health Counseling

American School Counselor

Journal of Abnormal Psychology

Journal of Consulting and Clinical Psychology

Journal of Counseling Psychology

Journal of School Psychology

Personality Disorders: Theory, Research, And Treatment

Psychological Assessment

Psychology of Addictive Behaviors

Psychotherapy
Neuropsychology
Clinical Practice in Pediatric Psychology
Journal of Sex Research
Journal of Sex and Marital Therapy