Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Diagnosis and Treatment Planning
Course Number: COUN 5263
Semester Credits: 3

Professor: Sarah Long, PhD, LPC	**Semester:** Spring 2023 16/17 Weeks
Office: Online	**Class Room:** Online
E-mail: Sarah.Long2@msutexas.edu	**Class Format:** Online

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

COVID-19: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial

coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

I.   COURSE DESCRIPTION

Dynamics of normal and abnormal behavior with emphasis on the diagnosis of dysfunction and the development of treatment plans. In this course, students will gain the knowledge to effectively diagnose mental health disorders, the purpose of diagnosis, the benefits, biases, and cultural issues related to diagnosis, and become introduced to research related to the treatment for a variety of mental health concerns.

Prerequisites: Admission to counseling program or permission of the counseling program coordinator.

II.   COURSE RATIONALE

In this course students will gain the knowledge to effectively diagnose mental health disorders, the purpose of diagnosis, the benefits, biases, and cultural issues related to diagnosis, and become introduced to research related to the treatment of a variety of mental health concerns.

III.   REQUIRED TEXTBOOK

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental
    disorders (5th ed. TR) DSM-5-TR

IV.   COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

2.c. multicultural counseling competencies (KPI)
2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
2.f. help-seeking behaviors of diverse clients
2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3.c. theories of normal and abnormal personality development
3.d. theories and etiology of addictions and addictive behaviors
3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)
3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)

3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

5.g. essential interviewing, counseling, and case conceptualization skills

5.h. developmentally relevant counseling treatment or intervention plans

5.i. development of measurable outcomes for clients

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.l. suicide prevention models and strategies

5.n. processes for aiding students in developing a personal model of counseling

7.k. use of symptom checklists, and personality and psychological testing

9.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

9.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

9.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

9.2.d. 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 International Classification of Diseases (ICD) (KPI)

9.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

9.2.g. impact of biological and neurological mechanisms on mental health

9.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

9.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Learning Objectives

1. Students will learn the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).

2. Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

3. Students will understand and can assess for the established diagnostic criteria for mental and emotional disorders and apply appropriate treatment modalities.

4. Students will understand cultural factors relevant to clinical mental health counseling and its impact on diagnosis.

5. Students will understand how trauma and crisis can impact the individual and learn suicide prevention models and strategies.

V.   COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the American Counseling Association website for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend *every* session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

VI.   SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. **Week of Tuesday, January 17th, 2023 – Sunday, January 22nd, 2023**	• Syllabus Review • Section I Basics Introduction, Use of Manual and Cautionary Statement for Forensic Use of DSM-V	• **Read** the DSM-5-TR, Section I Basics Introduction, Use of Manual and Cautionary Statement for Forensic Use of DSM-V • **Do Discussion Board, Post, and Comment**
2. **Week of Monday, January 23rd, 2023 – Sunday, January 29th, 2023**	• Neurodevelopment Disorders, Schizophrenia Spectrum, and Other Psychotic Disorders	• **Read** the DSM-5-TR, Neurodevelopment Disorders, Schizophrenia Spectrum, and Other Psychotic Disorders • **Do Discussion Board, Post, and Comment**
3. **Week of Monday, January 30th, 2023– Sunday, February 5th, 2023**	• Bipolar and Related Disorders, and Depressive Disorders	• **Read** the DSM-5-TR, Bipolar and Related Disorders, and Depressive Disorders • **Do Discussion Board, Post, and Comment**

Class Dates	Class Topics	Assignments/Reading
4. **Week of Monday, February 6th, 2023 – Sunday, February 12th, 2023** **KPI: 2c, 3f, 3h, 5j, 9.2d** **Turn in to D2L and the Tk20 Link**	• Anxiety Disorders and Obsessive-Compulsive and Related Disorders • **Movie Diagnosis Critique Appendix B** • **Please turn in to D2L and the TK 20 link.**	• **Read** the DSM-5-TR, Anxiety Disorders and Obsessive-Compulsive and Related Disorders • **Do Discussion Board, Post, and Comment** • **Turn in Movie Diagnosis Critique Appendix B**
5. **Week of Monday, February 13th, 2023 – Sunday, February 19th, 2023**	• Trauma and Stress Related Disorders and Dissociative Disorders	• **Read** the DSM-5-TR, Trauma and Stress Related Disorders and Dissociative Disorders • **Do Discussion Board, Post, and Comment**
6. **Week of Monday, February 20th, 2023 – Sunday, February 26th, 2023**	• Somatic Symptom and Related Disorders, Feeding and Eating Disorders	• **Read** the DSM-5-TR, Somatic Symptom and Related Disorders, Feeding and Eating Disorders • **Do Discussion Board, Post, and Comment**
7. **Week of Monday, February 27th, 2023 – Sunday, March 5th, 2023** **2c, 2d, 2f, 2h, 3e, 3i, 5n, 7k, and 9.3b.** **Turn in to D2L**	• Elimination Disorders, Sleep-Wake Disorders • **Diagnosing Fictional Clients Paper Appendix D** • **Turn in to D2L**	• **Read** the DSM-5-TR, Elimination Disorders, Sleep-Wake Disorders • **Do Discussion Board, Post, and Comment** • **Turn in Diagnosing Fictional Clients Paper Appendix D**
8. **Week of Monday, March 6th, 2023 – Sunday, March 12th, 2023**	• Sexual Dysfunctions and Gender Dysphoria	• **Read** the DSM-5-TR, Sexual Dysfunctions and Gender Dysphoria • **Do Discussion Board, Post, and Comment**
9. **Week of Monday, March 13th, 2023 – Sunday, March 19th, 2023** **Spring Break!**	• Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers	• Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers

Class Dates	Class Topics	Assignments/Reading
10. **Week of Monday, March 20th, 2023 – Sunday, March 26th, 2023** **2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b** **Complete on D2L**	• Disruptive, Impulse-Control, and Conduct Disorders, Substance-Related and Addictive Disorders • **Midterm Exam Appendix E** • **Complete on D2L.**	• **Read** the DSM-5-TR, Disruptive, Impulse-Control, and Conduct Disorders, Substance-Related and Addictive Disorders • **Do Discussion Board, Post, and Comment** • **Complete Midterm Exam Appendix E**
11. **Week of Monday, March 27th, 2023 – Sunday, April 2nd, 2023**	• Neurocognitive Disorders, Personality Disorders	• **Read** the DSM-5-TR, Neurocognitive Disorders, Personality Disorders • **Do Discussion Board, Post, and Comment**
12. **Week of Monday, April 3rd, 2023 – Sunday, April 9th, 2023** **Easter Holiday April 6th and 7th!**	• Paraphilic Disorders, Other Mental Disorders • **The discussion board closes on Monday the 10th to allow a buffer day for easter.**	• **Read** the DSM-5-TR, Paraphilic Disorders, Other Mental Disorders • **Do Discussion Board, Post, and Comment** • **The discussion board closes on Monday the 10th to allow a buffer day for easter.**
13. **Week of Monday, April 10th, 2023 – Sunday, April 16th, 2023**	• Medication-Induced Movement Disorders and Other Adverse Effects of Medication, Other Conditions That May Be a Focus of Clinical Attention	• **Read** the DSM-5-TR, Medication-Induced Movement Disorders and Other Adverse Effects of Medication, Other Conditions That May Be a Focus of Clinical Attention • **Do Discussion Board, Post, and Comment**
14. **Week of Monday, April 17th, 2023 – Sunday, April 23rd, 2023** **KPI: 3f, 3h, 5j, 9.2d** **Turn in on D2L and the Tk20 Link**	• Section III xx • **Case Study and Analysis Appendix C** • **Please turn in assignment to D2L and the TK 20 link.**	• **Read** the DSM-5-TR, Section III Emerging Measures and Models: Assessment Measures, Cultural and Psychiatric Diagnosis, Alternative DSM 5 Model for Personality Disorders, Conditions for Further Study • **Do Discussion Board, Post, and Comment** • **Turn in Case Study and Analysis Appendix C to D2L and the tk20 link**

Class Dates	Class Topics	Assignments/Reading
15. Week of Monday, April 24th, 2023 – Sunday, April 30th, 2023	• **Study for Final**	• **Do Discussion Board, Post, and Comment** • **Study for the final**
16/17. Week of Monday, May 1st, 2023 – Friday, May 12th, 2023 **2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b** **Complete on D2L**	• **Final Exam Appendix F** • **Complete on D2L**	• Review Readings • **Complete Final Exam** • **Do Discussion Board, Post, and Comment** • **Turn everything in by Friday, May 12th!**

V.   EVALUATION AND ASSIGNMENTS

** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.

Online Assignments and Comments: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. **The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, except for the final week of the class.** Follow directions to get full points each week. Late work will not be accepted **(See Appendix A). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b**

Movie Diagnosis Critique: **(10 pts.)** Students will write an academic paper in APA 7 formatting on a movie featuring a character with mental health issues. Please see Appendix B for a list of movie suggestions; however, you can pick any movie with a character with mental health issues. Students will introduce the assignment, discuss the presenting problem, diagnose the client using the DSM-5-TR and its diagnostic criteria, develop a theoretical treatment for the movie character, conceptualize the client, and write a reflection. When discussing the diagnosis please use DSM-5-TR codes with in-text citations. Please use appropriate in-text citations and place the source on your reference page if you use any sources. Please see Appendix B for an outline and the grading rubric. Please use the template provided within the D2L shell for the course for this paper **(See Appendix B). KPI: 2c, 3f, 3h, 5j, 9.2d Please turn in the assignment to D2L and the TK 20 link.**

Case Study and Analysis: (30 pts.) Students will be expected to create a case study based on a person in history. The purpose of the *Case Study* assignment is to demonstrate an ability to do a psychosocial, compile a list of possible diagnoses with reasons for diagnosis, and create a treatment plan for this person in history. Examples of persons in history: are artists, presidents, actors, other famous people, serial killers, writers, musicians, etc. At the completion of this assignment, the student should be able to: (a) Do a psychosocial on the person, (b) Discuss possible diagnoses with reasons as to why the diagnosis is appropriate for the said person; (c) Discuss challenges that might arise while working with this client; (d) and detail a treatment plan for your specific person. Students will write an academic paper in APA 7 formatting addressing the following items: introduction to the assignment, introduction to the client, psychosocial information, diagnosis and justification, treatment plan, theoretical framework, the conceptualization of challenges, and a reflection on the assignment. When discussing the diagnosis please use DSM-5-TR codes with in-text citations. Please use appropriate in-text citations and place the source on your reference page if you use any sources. Please see Appendix C for an outline and the grading rubric. Please use the template provided within the D2L shell for the course for this paper **(See Appendix C). KPI: 3f, 3h, 5j, 9.2d. Please turn in the assignment to D2L and the TK 20 link.**

Diagnosing Fictional Clients Paper: (14 pts.) Students will diagnose four fictional clients based on the PDF of the clients and the correlating diagnostic assessments. This PDF is located within the content of the D2L course the week that the assignment is due. It is also included in the template section of the D2L shell. Students will then write an academic paper covering the following topics: Introduction to the assignment, George summary, George diagnosis, Karen summary, Karen diagnosis, Ryan summary, Ryan diagnosis, Sandy summary, Sandy diagnosis, diverse clients, ethics and diagnosing, and a reflection. When discussing the diagnosis please use DSM-5-TR codes with in-text citations. Please use appropriate in-text citations and place the source on your reference page if you use any sources. Please see Appendix D for an outline and the grading rubric. Please use the template provided within the D2L shell for the course for this paper **(See Appendix D). 2c, 2d, 2f, 2h, 3e, 3i, 5n, 7k, and 9.3b. Turn in to D2L.**

Midterm Exam: (11 pts.) Students will complete a quiz to test over the topics covered thus far **(See Appendix E). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b. Complete on D2L.**

Final Exam (20 pts.): There will be a final exam testing over the topics covered from the short quiz until the final exam **(See Appendix F). 2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b. Complete on D2L.**

1.	Online Assignments and Comments	**D2L**	15
2.	Movie Diagnosis Critique	**D2L and Tk20 Link**	10
3.	Case Study and Analysis	**D2L and Tk20 Link**	30
4.	Diagnosing Fictional Clients Paper	**D2L**	14
5.	Midterm Exam	**D2L**	11
6.	Final Exam	**D2L**	20

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Total Points   100

Grade Classifications:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or Below

VIII.   DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX.   STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: Campus Carry. As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the

MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:
Last day for term schedule check date on Academic Calendar.
Deadline to file for graduation check date on Academic Calendar.
Last Day to drop with a grade of "W" check date on Academic Calendar. Refer to: Drops, Withdrawals & Void

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

X.   RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics.* Retrieved from

https://www.counseling.org/resources/aca-code-of-ethics.pdf

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental*

disorders (5th ed. TR). Author.

American Psychological Association. (2020). *2020 APA Publication Manual.* Retrieved from

https://apastyle.apa.org/products/publication-manual-7th-edition-spiral

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP*

Standards. Retrieved from https://www.cacrep.org/for-programs/2016-cacrep-standards/

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center*

for Biotechnology Information. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/

XI.   APPENDICIES

Appendix A

1. **Online Assignments and Comments (15 pts.)**

CACREP Standards:

2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 15 Pts.)

Points Earned	*Week*	*Comments*
_____	**Week 1 (1pt)**	
_____	**Week 2 (1pt)**	
_____	**Week 3 (1pt)**	
_____	**Week 4 (1pt)**	
_____	**Week 5 (1pt)**	
_____	**Week 6 (1pt)**	
_____	**Week 7 (1pt)**	
_____	**Week 8 (1pt)**	
Spring Break, Nothing is Due Week 9		
_____	**Week 10 (1pt)**	
_____	**Week 11 (1pt)**	
_____	**Week 12 (1pt)**	
_____	**Week 13 (1pt)**	
_____	**Week 14 (1pt)**	
_____	**Week 15 (1pt)**	
_____	**Week 16/17 (1pt)**	

Total Points Earned   ____ / 15 pts

Appendix B

Movie Diagnosis Critique (10 pts.) **Please turn in assignment to D2L and the TK 20 link.**

CACREP Standards:

KPI: 2c, 3f, 3h, 5j, 9.2d

The case study should include, please use template located within D2L shell.

- **APA 7 Cover Page**
- **Introduce the Client**
  - In at least five sentences, please introduce the client. Discuss why you chose the movie with this client to write your paper on.
- **Presenting Problem**
  - In at least five sentences, please discuss the clients main issues or problems impacting their life in the movie.
- **Diagnosis**
  - In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?
- **Theoretical Treatment**
  - In at least two academic paragraphs, five sentences each – ten sentences total, discuss the counseling theory and counseling techniques within that theory or theories that you would utilize to work with this client from the movie. If you use sources when talking about theories or techniques, please use appropriate in-text citations and place the source on your reference page.
- **Conceptualization of Client**
  - In at least two academic paragraphs, five sentences each – ten sentences total, discuss the your understanding as a clinical mental health provider of the client. Be sure to address multicultural concerns with the client. Be objective in addressing your understanding of the client as being someone looking in from the outside. How do you believe treatment will go? Do you believe there will be any challenges, if so, what are they?
- **Reflection**
  - In at least five sentences, please reflect on the assignment and address how you will utilize the knowledge gained moving forward in your career.

You can choose any movie you would like, but here is a list of suggestions:

Amadeus	
American Psycho	Mercury Rising
Angel Heart (1987)	Misery (1990)
Apocalypse Now*	Natural Born Killers (1994)
As Good as It Gets (1997)	Nell (1994)
The Aviator (2005)	No Country for Old Men (2007)
Awakenings	The Notebook (2004)
Away from Her (2006)	Notes on a Scandal (2006)
Basic Instinct (1992)	Ocean's Twelve (2004)
Benny & Joon (1993)	One Flew Over the Cuckoo's Nest (1975)
A Beautiful Mind (2001)	Ordinary People (1980)
Black Swan (2010)	Patch Adams (1998)
Blue Sky (1994)	Play Misty for Me (1971)
The Cable Guy (1996)	Pollock (2001)
A Clockwork Orange (1971)	Precious
Dear John (2010)	Proof (1995)
Fatal Attraction (1987)	Prozac Nation
Fight Club (1999)	Psycho (1960)
The Fisher King (1991)	Punch-Drunk Love (2002)
Forest Gump	Radio (2003)
Frances (1982)	Rain Man (1988)
Garden State (2004)	Raising Cain (1992)
Girl, Interrupted (1999)	Requiem for a Dream
The Great Santini	Revolutionary Road (2008)
The Hand that Rocks the Cradle (1992)	Running with Scissors (2007)
Helen (2009)	Schindler's List
The Horse Whisperer (1998)	Secret Window
The Hours (2002)	The Shining
I am Sam	Shutter Island (2010)
Iris (2001)	Silence of the Lambs (1991)
K-PAX	Single White Female (1992)
The King's Speech	Sling Blade
Lars and the Real Girl (2007)	The Soloist (2008)
Little Man Tate (1991)	Sybil (1976)
Lust for Life	Sylvia (2003)
The Machinist (2004)	Taxi Driver (1976)
The Madness of King George (1994)	There Will Be Blood
Malice	This Boy's Life
Me, Myself & Irene (2000)(1957)	Three Faces of Eve
Throw Momma From the Train	
To Die For (1995)	
12 Monkeys (1995)	
Wall Street (1987)	
What About Bob? (1991)	
What's Eating Gilbert Grape (1993)	
White Oleander (2002)	

See grading rubric below.

Rubric of Movie Diagnosis Critique (Possible 10 Pts.)

Movie Diagnosis Critique Criterion	Improvement Needed (.5)	Developing (1)	Proficient (1.5)	Accomplished (2)	Pts
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor.	All parts are complete but quality needs improvement.	All parts are complete, and quality is acceptable.	All parts are complete, and quality is exceptional.	
1. Student described the character with empathy, adequate detail, and sufficient background information.	Student described the character without empathy or not enough background information.	Student described the character with empathy but could have provided more details and background information.	Student described the character with empathy, suitable detail, and sufficient background information.	Student described the character with empathy, exceptional detail, and sufficient background information.	
2. Student diagnosed the character accurately and appropriately and used the DSM-5 criteria to support the diagnosis in the paper.	Student misdiagnosed the character and did not provide criteria to support diagnosis.	Student diagnosed appropriately but did not support the diagnosis with enough DSM-5-TR criteria.	Student diagnosed the character accurately and appropriately and used the DSM-5-TR criteria to support the diagnosis.	Student diagnosed the character accurately and provided exceptional detail with DSM-5-TR criteria to support diagnosis.	
3. Student demonstrated thoughtfulness regarding multiculturalism and refrained from imparting personal values throughout the diagnosis.	Personal values were apparent in the paper, clear bias was presented.	No personal biases were present, and clients were presented with empathy.	Student demonstrated thoughtfulness regarding multiculturalism and refrained from imparting personal values throughout the diagnosis.	Student provided novel interpretations of diagnosis that were rooted in advanced multicultural competence.	
4. Student recommended a course of treatment/ therapy appropriate for the diagnosis.	Treatment recommendation was inappropriate for the diagnosis or not present.	Student provided a recommendation for treatment, but it was not appropriate for the diagnosis.	Student recommended a course of treatment/therapy appropriate for the diagnosis.	Student provided a detailed and appropriate treatment plan that was appropriate for the client diagnosis.	
5. Grammar and APA Reference and Title Page	Extensive grammatical errors and no reference or title page.	Some grammatical errors, lacking correctness of reference or title page.	Minor grammatical errors, APA style standards and correct formatting on references and title page.	Grammatically correct, APA style standards, and correct formatting on references and title page.	
Out of 10 Points					

Appendix C

Case Study and Analysis (30 pts.) **Please turn in assignment to D2L and the TK 20 link.**

CACREP Standards:

KPI: 3f, 3h, 5j, 9.2d

Please use the template within the D2L shell.

- **APA 7 Cover Page**
- **Introduction to the Assignment**
  - In at least five sentences, please introduce the assignment. Within one of those sentences please say something like, "Within this paper, I will introduce the client utilized for this assignment, identify important psychosocial information, diagnose the client, give justification for the diagnosis, create a treatment plan, discuss my theoretical framework, conceptualize the client, and reflect on the assignment."
- **Introduction to the Client**
  - In at least five sentences, please introduce the client. This is a brief introduction, you will go into more detail in the next section. If you use sources, please use appropriate in-text citations, and place the source on your reference page.
- **Psychosocial Information**
  - In at least three academic paragraphs, five sentences each – fifteen sentences total, please address important information in several of the following categories: chief complaint, history of illness, current medication, childhood history, family history, social history, review of symptoms, multicultural concerns, etc. You may list any information that you feel is relevant for a client psychosocial.
- **Diagnosis and Justification**
  - In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?
- **Treatment Plan**
  - In at least two academic paragraphs, five sentences each – ten sentences total, please address three goals, three objectives, and three interventions. For example, Bob's first goal will be to work on lowering his symptoms of anxiety to no more than 50% of the week. Goals need to be measurable. Bob's first objective is to decrease feelings of anxiety so that he is able to increase his quality of life. Objectives should identify the purpose of the goal. Bob's first intervention is to learn and practice grounding exercises, deep breathing techniques, and mindfulness in order to decrease symptoms of anxiety. Interventions need to identify the techniques you will utilize to accomplish the goal and objective. You will then repeat this two more times with second goal, second objective, second intervention, third goal, third objective, and third intervention.

- **Theoretical Framework**
  - In at least two academic paragraphs, five sentences each – ten sentences total, please discuss which counseling theory, and which counseling techniques within that theory you would utilize with your client. If you use sources, please use correct in-text citations and place the source on your reference page.
- **Conceptualization of Challenges**
  - In at least five sentences, please discuss your understanding of the challenges that you might face as the counselor working with this client.
- **Reflection of the Assignment**
  - In at least five sentences, please reflect on the assignment and address how you will utilize the knowledge gained moving forward in your career.
- **APA 7 Reference Page**

Case Study and Analysis Evaluation Rubric (Possible 30 Pts.)

Case Study and Analysis Criteria	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Pts
1. Identify the client, explain why you chose this client.	Little understanding of the client.	Some understanding of the client.	Basic understanding of the client.	Good understanding of the client.	In-depth understanding of the client.	
2. Psychosocial of the client Ex: their mental health, social status, ability to function with friends, family, and community.	Identifies some psychosocial elements; no examples; unable to show relevance to the case.	Identifies some psychosocial elements; examples do not apply or show relevance to the case.	Identifies all relevant psychosocial elements; examples apply or show relevance to the assignment.	Identifies all relevant psychosocial elements; applicable 1-2 examples to the assignment with examples from readings/discussions.	Identifies all relevant psychosocial elements; provides 3 or more applicable examples from the research, class readings, or discussions.	
3. Diagnosis Discussion	Unable to identify a possible diagnosis.	Has difficulty identifying a diagnosis.	Identifies 1-2 diagnoses.	Identifies 1-2 solid diagnoses with concrete examples.	Identifies 3 or more solid diagnoses with examples from the research, class readings, or discussions.	
4. Identify challenges when working with the client.	Unable to identify any challenges working with the client.	Identifies one challenge when working with the client.	Describes and analyzes at least 2 challenges when working with the client.	Describes and analyzes at least 2 challenges when working with the client and how those challenges could impact the client's treatment.	Describes and analyzes at least 3 challenges with examples from the research, class readings, or discussions on how to address challenges when working with the client.	
5. Treatment plans for the client.	Has difficulty developing a treatment plan for client.	Has minor difficulty developing a treatment plan for client.	Creates a reasonable treatment plan for client.	Creates solid treatment plan for the client and provides rationale for choice.	Creates solid treatment plan for client and provides rationale for choice using the research, class readings, or discussions.	
6. APA Formatting	Shows no knowledge of APA formatting	Student jumps around in formatting and content.	Cohesive paper in mostly APA formatting.	Succinct and cohesive paper, mostly in APA formatting.	Demonstrates strong knowledge, well thought out ideas, succinct, cohesive, and in APA formatting.	
Out of 30 Points						

Appendix D

Diagnosing Fictional Clients Paper (14 pts.)

CACREP Standards:

3e, 7k, 9.3b

APA 7 Cover Page

Introduction to the Assignment
- In at least five sentences, please introduce the assignment. Within those five sentences, one sentence needs to state something like, "Within this paper, I will discuss the four fictional clients, their possible diagnoses, diverse clients, ethics and a reflection."

George Summary
- In at least five sentences, please summarize the client.

George Diagnosis
- In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?

Karen Summary
- In at least five sentences, please summarize the client.

Karen Diagnosis
- In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?

Ryan Summary
- In at least five sentences, please summarize the client.

Ryan Diagnosis
- In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?

Sandy Summary
- In at least five sentences, please summarize the client.

Sandy Diagnosis
- In at least five sentences, please diagnoses the client based on the information given, use the DSM-5-TR codes with in-text citations, and place the DSM-5-TR source on your reference page. For example, Major Depressive Disorder Single Episode Moderate with a DSM-5-TR code of F32.1 (American Psychiatric Association, 2022). Please address the diagnostic criteria that the client meets for the above diagnosis. What is the justification of you giving the client that diagnosis?

Diverse Clients
- In at least two academic paragraphs, five sentences each – ten sentences total, please reflect on how the diagnosing process might change when working with diverse clients and why it's important to understand multicultural counseling competencies. Please address how help-seeking behaviors change with different client populations. Address the impact of heritage has on beliefs, attitudes, and the understanding of mental health. . Use academic resources to back up your ideas via in-text citations, and placing the source on your reference page.

Ethics and Diagnosing
- In at least two academic paragraphs, five sentences each – ten sentences total, please discuss ethical considerations, eliminating barriers and prejudices. Use academic resources to back up your ideas via in-text citations, and placing the source on your reference page.

Reflection
- In at least five sentences, please reflect on the assignment and address how you will utilize the information moving forward.

Please see the grading rubric below.

Diagnosing Fictional Clients Grading Rubric (Possible 14 Pts.)

Movie Diagnosis Critique Criterion	Improvement Needed (.5)	Developing (1)	Proficient (1.5)	Accomplished (2)	Pts
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor.	All parts are complete but quality needs improvement.	All parts are complete, and quality is acceptable.	All parts are complete, and quality is exceptional.	
Introduction and Reflection Section	Student did not complete introduction or reflection sections.	Student completed either introduction or reflection section, but not both.	Students completed both introduction and reflection section, but did not meet the academic paragraph length standard for each section.	Students completed both introduction and reflection section, and met the academic paragraph length standard for each section.	
George Summary Diagnosis	Student does not summarize client, or discuss a possible diagnosis.	Student either summarizes client, or discusses a possible diagnosis, but does not do both.	Student summarizes client, and discusses a possible diagnosis, but without DSM-5-TR codes, and diagnostic criteria or without academic length paragraphs.	Student summarizes client, and discusses a possible diagnosis using DSM-5-TR codes, and diagnostic criteria and using academic length paragraphs.	
Karen Summary Diagnosis	Student does not summarize client, or discuss a possible diagnosis.	Student either summarizes client, or discusses a possible diagnosis, but does not do both.	Student summarizes client, and discusses a possible diagnosis, but without DSM-5-TR codes, and diagnostic criteria or without academic length paragraphs.	Student summarizes client, and discusses a possible diagnosis using DSM-5-TR codes, and diagnostic criteria and using academic length paragraphs.	
Ryan Summary Diagnosis.	Student does not summarize client, or discuss a possible diagnosis.	Student either summarizes client, or discusses a possible diagnosis, but does not do both.	Student summarizes client, and discusses a possible diagnosis, but without DSM-5-TR codes, and diagnostic criteria or without academic length paragraphs.	Student summarizes client, and discusses a possible diagnosis using DSM-5-TR codes, and diagnostic criteria and using academic length paragraphs.	
Sandy Summary Diagnosis	Student does not summarize client, or discuss a possible diagnosis.	Student either summarizes client, or discusses a possible diagnosis, but does not do both.	Student summarizes client, and discusses a possible diagnosis, but without DSM-5-TR codes, and diagnostic criteria or without academic length paragraphs.	Student summarizes client, and discusses a possible diagnosis using DSM-5-TR codes, and diagnostic criteria and using academic length paragraphs.	
Diverse Clients	Student does not address diverse clients.	Student briefly addresses diverse clients, but is vague and does not meet academic length guidelines.	Student addresses diverse clients, and meets academic length guidelines.	Student addresses diverse clients, meets academic length guidelines, and uses academic sources to back up their ideas.	
Ethics and Diagnosing	Student does not address ethics and diagnosing.	Student briefly addresses ethics and diagnosing, but is vague and does not meet academic length guidelines.	Student addresses ethics and diagnosing and meets academic length guidelines.	Student addresses ethics and diagnosing, meets academic length guidelines, and uses academic sources to back up their ideas.	
Out of 14 Points					

Appendix E

Midterm Exam (11 pts.)

CACREP Standards

2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b

Students will take a 11-question midterm worth 11 points (11%) of their grade.

Appendix F

Final Exam (20 Pts.)

CACREP Standards:

2d, 2f, 2h, 3c, 3d, 3e, 3g, 3i, 5g, 5h, 5i, 5l, 5n, 7k, 9.1c, 9.1d, 9.2b, 9.2e, 9.2g, 9.2h, 9.2m, 9.3a, 9.3b

Students will take a 20-question final exam worth 20 points (20%) of their grade.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.