



Course Syllabus: Diagnosis and Treatment Planning
Gordon T. & Ellen West College of Education
COUN 5263 Section 24
Spring 2026 Semester Credits: 3

Contact Information

Name: Audrey Zatopek, Ph.D., LPC-S, LCDC, NCC

Course Delivery: Online, Asynchronous

Office: Zoom Meeting Room Online; I am located in the Houston, Texas area

Office Hours: If you have questions about course content, need clarity about assignments, or want to drop in to connect with me, each week of the course I will hold a come-and-go-as-you-please ***virtual office hour on Wednesdays from 11:00 am – 12:00 pm Central Time via Zoom**. If this time does not work for your schedule, the best way to schedule a virtual meeting with me is to email me so we can schedule a meeting time that works for both of us. ***As such, please email me to schedule a Zoom meeting outside of my scheduled office hour.** This course does not require mandatory Zoom class attendance; however, I will have this optional office hour you may come to each week.

Office Hour Zoom Link: [Link to Office Hour Zoom Meeting](#)

[<https://zoom.us/j/91726148600?pwd=qGboFrMmsaoKAZfa6p7DISUdAOyfHd.1>]

E-mail: Audrey.Zatopek@msutexas.edu

***E-mail Subject Lines:** I am teaching several classes this semester, so ***please include "COUN 5263 Diagnosis and Treatment Planning" with your class's Section Number in the Subject line of any email you send to me about this course**. This will make it easy for me to know where to look for your assignments. For example: ***COUN 5263 Diagnosis and Treatment Section 24**.

In this syllabus, you will find:

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Instructor Response Policy

During the week, I will respond within 24 hours. I will not be available on the holidays and typically will not respond on the weekend. As a professional, I seek work-life balance and encourage you to do the same. Please plan to ask your questions before the weekend.

***Please log on frequently to D2L to check your email as I will communicate and give updates via email.** During the week (Monday – Friday) I will respond within 48 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 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: [Link to Student Handbook](#).**

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 the counseling program or permission of the counseling program coordinator.

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

Required Textbook

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

Recommended Reading

American Counseling Association. (2016). *Practitioner's guide to ethical decision making*. [Link to document](#).

American Counseling Association. (2026). *Competencies & exemplary practices*. [Link to website](#).

Bray, B. (2021, Sept.). *Assessment, diagnosis and treatment planning: A map for the journey ahead*. Counseling Today. [Link to article](#).

Makover, R. B. (2016). *Treatment planning for psychotherapists: A practical guide to better outcomes* (3rd ed.). American Psychiatric Publishing.

Maruish, M. E. (2019). *Essentials of treatment planning* (2nd ed.). Wiley.

Morrison, J. (2023). *DSM-5-TR® made easy: The clinician's guide to diagnosis*. The Guilford Press.

Course Objectives

Knowledge and Skill Learning Outcomes: CACREP Standards

- Section 3: A.11 self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- Section 3: B.2 the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
- Section 3: B.3 the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
- Section 3: B.9 strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

- ***Section 3: B.10 guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with varying cultural identities KPI**
 - Section 3: C.4 theories of personality and psychological development
 - Section 3: C.5 theories and neurobiological etiology of addictions
 - Section 3: C.8 models of psychosocial adjustment and adaptation to illness and disability
 - Section 3: C.9 the role of sexual development and sexuality related to overall wellness
- ***Section 3: C.11 systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness KPI**
 - Section 3: C.12 the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
 - Section 3: C.13 effects of crises, disasters, stress, grief, and trauma across the lifespan
 - Section 3: E.3 case conceptualization skills using a variety of models and approaches
 - Section 3: E.9 interviewing, attending, and listening skills in the counseling process
- ***Section 3: E.11 strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences KPI**
 - Section 3: E.13 developmentally relevant and culturally sustaining counseling treatment or intervention plans
 - Section 3: E.14 development of measurable outcomes for clients
- ***Section 3: E.15 evidence-based counseling strategies and techniques for prevention and intervention**
 - Section 3: E.16 record-keeping and documentation skills
 - Section 3: E.18 classification, effects, and indications of commonly prescribed psychopharmacological medications
 - Section 3: E.19 suicide prevention and response models and strategies
 - Section 3: E.21 processes for developing a personal model of counseling grounded in theory and research
 - Section 3: G.6 ethical and legal considerations for selecting, administering, and interpreting assessments
 - Section 3: G.10 use of structured interviewing, symptom checklists, and personality and psychological testing

- ***Section 3: G.11 diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems**
- Section 3: G.12 procedures to identify substance use, addictions, and co-occurring conditions
- Section 3: G.17 procedures for using assessment results for referral and consultation
- Section 3: H.7 use of research methods and procedures to evaluate counseling interventions • Section 5: C.1 etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- Section 5: C.4 intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Section 5: C.5 techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5: C.9 third-party reimbursement and other practice and management issues in clinical mental health counseling * = KPI

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.

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 and during videoconferencing. 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 and your professor with respect in discussion posts, emails, and during Zoom interactions.

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 differing thoughts and opinions and achieving success toward our educational objectives requires high standards of academic integrity.

***Academic dishonesty has no place in an institution of advanced learning. *Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given).**

Not knowing how to properly use citations is not an excuse to plagiarize, so it is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from their instructor if and when necessary. ***Should a student be suspected of academic dishonesty, the instructor will decide whether a grade of zero will be given or if**

a student will be given the opportunity to resubmit the assignment.

If granted, students will only be given the opportunity to resubmit an assignment with plagiarism issues once during the course with an automatic reduction of 10% on the final grade.

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/nonprint 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.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities.

After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

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

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. Most academic paragraphs have at least five sentences.

Extra Credit

Extra credit is not available, nor will it be offered, in this course.

Late Work

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and 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 many points, and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Course Schedule

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

Class Dates	Class Topics	Assignments, Reading, & Due Dates
Week 1 Monday, January 20, 2026 – Sunday, January 25, 2026	Syllabus Review: Read the entire syllabus. You may work ahead! <i>DSM-5-TR</i> (APA, 2022)	Discussion Board Post and Comment due 1/25/26 Create Case Study Portfolio Outline Read Section I of the <i>DSM-5-TR</i> : DSM-5 Basics, including Introduction, Use of the Manual, and Cautionary Statement for Forensic Use of DSM-5
Week 2 Monday, January 26, 2026 – Sunday, February 1, 2026	Context and Culture in Diagnosis	Discussion Board Post, and Comment due 2/1/26 Work on Case Study Portfolio Read Neurodevelopmental Disorders in the <i>DSM-5-TR</i>
Week 3 Monday, February 2, 2026 – Sunday, February 8, 2026	Ethics and Client-Centered Diagnosis	Discussion Board Post, and Comment due 2/8/26 Work on Case Study Portfolio Read Schizophrenia Spectrum and Other Psychotic Disorders in the <i>DSM-5-TR</i>
Week 4 Monday, February 9, 2026 – Sunday, February 15, 2026	Case Conceptualizations	Discussion Board Post, and Comment due 2/15/26 Work on Case Study Portfolio Read Bipolar and Related Disorders in the <i>DSM-5-TR</i>

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Class Dates	Class Topics	Assignments, Reading, & Due Dates
Week 5 Monday, February 16, 2026 – Sunday, February 22, 2026	Assessment Treatment Planning	Discussion Board Post, and Comment due 2/22/26 Work on Case Study Portfolio Read Depressive Disorders in the <i>DSM-5-TR</i> *Submit progress on Case Study Portfolio due 2/22/26
Week 6 Monday, February 23, 2026 – Sunday, March 1, 2026	Schizophrenia and Psychotic Disorders	Discussion Board Post, and Comment due 3/1/26 Work on Case Study Portfolio Read Anxiety and Obsessive-Compulsive Related Disorders section of <i>DSM-5-TR</i>
Week 7 Monday, March 2, 2026 – Sunday, March 8, 2026	Depressive Disorders	Discussion Board Post, and Comment due 3/8/26 Work on Case Study Portfolio Read Trauma and Stressors-Related Disorders, Dissociative Disorders, and Somatic Symptom and Related Disorders in the <i>DSM-5-TR</i>
Week 8 Monday, March 9, 2026 – Sunday, March 15	Spring Break	Nothing is due, so enjoy your time off or get caught up with readings!

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Class Dates	Class Topics	Assignments, Reading, & Due Dates
Week 9 Monday, March 16, 2026 – Sunday, March 22	Anxiety Disorders Obsessive Compulsive and Related Disorders	Discussion Board Post, and Comment due 3/22/26 Work on Case Study Portfolio Read Feeding and Eating Disorders, Elimination Disorders, and Sleep-Wake Disorders section of <i>DSM-5-TR</i>
Week 10 Monday, March 23, 2026 – Sunday, March 29, 2026	Trauma and Stressor-Related Disorders Dissociative Disorders	Discussion Board Post, and Comment due 3/29/26 Work on Case Study Portfolio *Submit progress on Case Study Portfolio Read Sexual Dysfunctions and Gender Dysphoria in the <i>DSM-5-TR</i>
Week 11 Monday, March 30, 2026 – Sunday, April 5, 2026	Feeding and Eating Disorders	Discussion Board Post, and Comment due 4/5/26 Work on Case Study Portfolio Read Disruptive, Impulse Control, and Conduct Disorders and Substance-Related and Addictive Disorders in the <i>DSM-5-TR</i>
Week 12 Monday, April 6, 2026 – Sunday, April 12, 2026	Sexual Dysfunction Disorders	Discussion Board Post, and Comment due 4/12/26 Work on Case Study Portfolio Read Neurocognitive Disorders and Personality Disorders in the <i>DSM-5-TR</i>

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Class Dates	Class Topics	Assignments, Reading, & Due Dates
Week 13 Monday, April 13, 2026 – Sunday, April 19, 2026	Personality Disorders	Discussion Board Post, and Comment due 4/19/26 Work on Case Study Portfolio Read Paraphilic Disorders, Medication-Induced Movement Disorders and Other Adverse Effects of Medication, and Other Conditions that May Be a Focus of Clinical Attention in the <i>DSM-5-TR</i>
Week 14 Monday, April 20, 2026 – Sunday, April 26, 2026	Substance-Related and Addictive Disorders	Discussion Board Post, and Comment due 4/26/26 Work on Case Study Portfolio Read Section III: Emerging Measures and Models: Assessment Measures, Culture and Psychiatric Diagnosis, Alternative DSM-5 Model for Personality Disorders, and Conditions for Further Study in the <i>DSM-5-TR</i> *Submit Reflection Video due 4/26/26
Week 15 Monday, April 27, 2026 – Sunday, May 3, 2026	*Complete Longitudinal Case Study Portfolio	Discussion Board Post, and Comment due 5/3/26 *Submit Final Longitudinal Case Study Portfolio due 5/3/26
Week 16 Monday, May 4, 2026 – Sunday, May 11, 2026	No Final Exam for this course	No Final Exam for this course

Evaluation and Assignments

***All written assignments must be submitted via D2L** (unless it's a KPI/Tk20 assignment that needs to be turned into D2L and Tk20 link) and ***all work must be completed using the latest APA edition style** (currently the 7th edition).

Discussion Board (30 pts; See Appendix A)

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. ***Please make sure to create an original post each week, and comment on at least one other student's post.** If you use resources in your post, please be sure to appropriately cite them in-text, and put them as a reference at the bottom of your post. Please write at least three academic paragraphs, at least five sentences each paragraph, weekly. ***Weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week of class.** Follow directions to get full points each week. Late work will not be accepted.

KPI: 3.A.11, 3.B.2, 3.B.3, 3.E.8, 3.G.1, 3.G.5, 3.G.6, 3.G.7, 3.G.11, 3.G.12, 3.G.14, 3.G.15, 3.G.16, and 3.G.17.

Longitudinal Case Study Portfolio (10 pts; 10 pts; 50 pts; See Appendix B)

Students will create a longitudinal case study portfolio. This portfolio is designed to mirror the experience of working with a client, learning more about their symptoms, background, environment, and cultural factors. Additionally, it will mirror the process of ruling out diagnosis and selecting assessments to help provide a proper diagnosis.

This portfolio is a living document, which will be adapted and added to each week, as more information is revealed. Portfolios should include a client overview, presenting concerns, developmental context, trauma and stressors context, theoretical application, ethical considerations, cultural considerations, assessment or diagnostic tools used, and a final diagnosis. This portfolio will also include a treatment plan and a 1.5-2-page personal reflection, discussing what you learned and how you evolved with the client through the semester.

It is important that you work on this weekly. The goal is not only to get a correct diagnosis for your final submission but learn about the process of ruling out diagnosis and noticing contextual factors. To help hold you accountable, this assignment will be submitted on Week 5 and Week 10. You will not have a completed document when you submit it Week 5 (10 points) or Week 10 (10 points) but will have a working draft that will demonstrate your active participation in working on this assignment. Your final submission, on Week 15 (30 points), will include the entire completed portfolio and should be 10-12 pages long.

KPI: 3.A.11, 3.B.2, 3.B.3, 3.B.9, 3.B.10, 3.C.5, 3.C.8, 3.C.11, 3.C.12, 3.C.13, 3.E.2, 3.E.3, 3.E.11, 3.E.13, 3.E.14, 3.E.15, 3.E.19, 3.E.21, 3.F.8, 3.G.11, 3.G.12, 3.H.7, 5.C.1, 5.C.4, 5.C.5

Reflection Video Assignment (30 pts; See Appendix C)

You are being asked to reflect, celebrate growth, and share what's still on your mind as we close out the course by recording a reflection video. The video should be 10-15 minutes long and cover what is provided below.

Prompt: What to Cover in Your Video

- **A brief overview:** An overview of what you learned, what stood out to you, and your understanding of case conceptualizations. How did this course help you grow as a counselor?
- **Personal Growth:** How has your thinking evolved about conceptualizing clients? What factors will you pay closer attention to when conceptualizing and diagnosing clients?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry your learning from this course forward (in internship, future classes, or personal development)?

Tips for Success

- Be authentic! Speak as if you're talking to a peer or supervisor.
- You can use notes, but don't read a script word-for-word.
- Make sure your video is well-lit, and your audio is clear.

Submit the video to D2L

KPI: 3.E.11, 3.G.2, 3.C.13, 3.E.15, 5.C.4, 5.C.5

Assignment Breakdown

<i>Assignment</i>	<i>Points</i>
Discussion Board and Comments *D2L	30
Longitudinal Case Study Portfolio - Update 1 *D2L	10
Longitudinal Case Study Portfolio - Update 2 *D2L	10
Longitudinal Case Study Portfolio - Final *D2L and Tk20 Link	50
Reflection Video *D2L	30
Total Points	130

Grade Classifications

<i>Letter Grade</i>	<i>Grade</i>	<i>Total Points</i>
A	90-100	117-130
B	80-89	104-116
C	70-79	91-115
D	60-69	78-90
F	59 or Below	0-77

***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: [Link to Student Handbook](#).**

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, [Link to Student 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.

Student Ethics and Other College 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 an accepting and open 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 of the counseling program's objectives: [Link to Student Handbook](#).**

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. There are many places to access your class, so ***your computer being down is not an excuse for missing a deadline!** 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](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations.

For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Title IX Coordinator

Laura Hetrick, laura.hetrick@msutexas.edu, 940-397-4213
Sunwatcher Village Clubhouse
You may also file an online report 24/7 at [online title IX reporting](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [title IX website](#).

MSU Texas Student Resources

Resource	Resource Description and Pertinent Links
Academic Appeals	<p>Academic appeals require a process, with links to information below:</p> <ul style="list-style-type: none">• Grade appeals should be resolved with the instructor. If unresolved, they need a formal written appeal to the dean of the college in which the course was taught. Consult the Link to the Grade Appeal Checklist for more information.• Academic honesty appeals are reported to the chair. If unresolved, they are appealed to the department chair of the department offering the course. Consult the Link to the Academic Honesty Checklist for more information.
Complaints and Reporting	<ul style="list-style-type: none">• Link to make general student complaints: Issues that do not fall under formal grievance policies• Link to report Title IX misconduct: Dating Violence, sexual assault, sexual harassment, stalking, or other forms of sexual misconduct• Link to report a Bias incident: Bias and hate incidents related to race, gender, or sexual identity• Link to the Disability grievance procedures: Discrimination on the basis of disability
Counseling Services	<p>Should you be struggling with your mental health during the program, you have access to *free counseling services through Midwestern State University as a student! To make an appointment, you may access this Link to Make a Counseling Appointment or call 940-397-4618.</p>
Disability Support Services	<p>Disability Support Services (DSS) helps MSU provide equal access to educational, social, and recreational programs by coordinating services and reasonable accommodations, consultation, and advocacy. Call 940-397-4140 or visit this Link to the DSS website.</p>

Resource	Resource Description and Pertinent Links
Financial Aid and Business Office	<p>Financial aid helps students pay for their education using scholarships and other financial aid.</p> <ul style="list-style-type: none"> Financial Aid can help with the FAFSA and tuition plans. Call 940-397-4214, email the Financial Aid office through this Link to email the Financial Aid office or visit this Link to the MSU Financial Aid website. The Business Office is responsible for collecting tuition, fees, campus housing, and other university-related charges. You can contact the Business office at 940-397-4101, email them through this Link to email the Business Office, or visit this Link to the Business Office website.
Information and Technology	<p>The Information Technology (IT) office supports our campus technology infrastructure, including your email and Banner access. Email the IT Helpdesk at this Link to Contact the IT Helpdesk or call 940-397-4278 or visit the IT Website to reach them. Students may access Microsoft Office 365 for free through the Microsoft website at this Link to the Office 365 for Students site.</p>
Tutoring & Academics Support Programs	<p>Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is providing the necessary support to help students achieve academic success. Link to the Tutoring & Academics Support Programs website.</p>
MOSAIC Cross Cultural Center	<p>The MOSAIC Cross Cultural Center works to create a campus community where all students feel included, affirmed, and successful. You can connect with MOSAIC by phone at 940-397-4947 or via this Link to the MOSAIC website.</p>
Mustangs Pantry	<p>The Mustangs Pantry is an emergency aid program at MSU Texas designed to improve lives and help supplement the needs of students experiencing food insecurity. You can connect with Mustangs Pantry by phone at 940-397-4223 or via this Link to the Mustangs Pantry website.</p>

Resource	Resource Description and Pertinent Links
Office of the Registrar	The Registrar's Office, Link to the Office of the Registrar's website , assists students with registration, degree evaluation, transcripts, degree verification, and commencement and hosts the office of veterans affairs. They are in Hardin South.
Office of Student Rights and Responsibilities	The Office of Student Rights and Responsibilities (OSPR) administers the Code of Student Conduct, coordinates the Behavioral Invitation Team, and serves as the initial contact for student traffic appeals. Call 940-397-7500 or visit this Link to the OSPR website .
Redwine Student Wellness Center	The Redwine Wellness Center helps bring the campus and community together through sport and physical activity. The center provides fitness classes, exercise facilities, intramural sports, and reserve fields. Contact 940-397-4466 for more information or visit this Link to the Wellness Center website .
Timely Care	This platform offers 24-hour, 7 days per week access to virtual care, self-care, and well-being tools. To access TimelyCare go to this Link to Timely Care or download the TimelyCare app from the app store to register with your school email address. You can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.
Tutoring & Academics Support Programs	Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is providing the necessary support to help students achieve academic success. Link to the Tutoring & Academics Support Programs website .

Tools to Consider Using

Here are some **FREE** task, anxiety, and stress management as well as writing resources that you may consider using during this course and any other course!

Tools for Task Management

- Jam board sticky notes on Google Jam Board: [Link to Jamboard on Google](#)
- Letting yourself bounce around when writing
 - Don't be confined to staying in the same paragraph or section; sometimes our brain gets stuck doing this! Try writing in another section if you're stuck and go back later to make sure everything flows!
- Read *Sunday Meeting* by Kerry Ann Rockquomore: [Link to Sunday Meeting Article](#)
 - **Step #1:** Create Your Skeleton (5 minutes)
 - **Step #2:** Brain Dump (10 minutes)
 - **Step #3:** Introduce Your Tasks To Your Calendar
 - **Step #4:** Decide What to Do With Everything That Doesn't Fit
 - **Step #5:** Commit to Executing the Plan
- ToDoist Productivity Methods
 - Take the ToDoist quiz and see which productivity method is right for you!
 - [Link to Productivity Type Quiz](#)
 - Examples: Eat the Frog, The Pomodoro Technique, Getting Things Done, Kanban

Tools for Anxiety and Stress Management

- Grounding when overwhelmed: [30 Grounding Techniques to Quiet Distressing Thoughts](#)
- Listening to music that lends to productivity
 - [Bilateral Stimulation Music](#) (listened to with headphones)
 - [Classical Study Music](#)
- Stress Management
 - [Manage Stress and Regain Control with 20 Tips to Better Living](#)
 - [Stress Management: How to Reduce and Relieve Stress](#)
 - [Ways to Manage Stress | Web MD](#)
- If at any point in this class the material triggers suicidal feelings or feelings to harm others, here are some resources you can use:
 - 988 Suicide & Crisis Line at 988 connects you with 24-hour crisis support by calling, texting, or chatting on the website. You can also text 741-741.

- Boys Town at 1-800-448-3000 Crisis, resource, and referral line that assists both teens and parents.
- Child-Help USA at 1-800-422-4453 (1-800-4-A-Child) Assists both child and adult survivors of abuse, including sexual abuse. The hotline, staffed by mental health professionals, also provides treatment referrals.
- Covenant House Nineline at 1-800-999-9999 Crisis counselors are available to talk to homeless individuals and at-risk kids; also offer an on-line forum.
- GriefShare at 1-800-395-5755 for individuals struggling with grief.
- National Domestic Violence Hotline at (800) 799-7233 for individuals experiencing domestic violence.
- SAMHSA's Treatment Locator at 1-800-662-4357 provides you with information about local mental health services.
- The Trevor Project Hotline at 1-866-4-U-TREVOR for LGBTQIA+ individuals feeling suicidal.
- Veterans Crisis Line At 988, then PRESS 1, or Text 838-255 for veterans in distress.

Tools for Writing

- Pomodoro Technique: [What is the Pomodoro Technique?](#)
 - The Pomodoro Technique is a time management method based on 25-minute stretches of focused work broken by five-minute breaks. Longer breaks, typically 15 to 30 minutes, are taken after four consecutive work intervals. Each work interval is called a pomodoro, the Italian word for tomato (plural: *pomodori*).
 - Tomato Timer: Link to [Tomato Timer](#)
- ***Read about and learn APA 7 formatting** if you plan to take any other substance abuse/counseling/psychology courses or plan to pursue a counseling- or psychology-related degree, as APA 7 is the formatting utilized for academic writing. Not only will it help you to get better grades on papers that you submit, but it will help you to better navigate research articles that use APA 7 formatting (which can help with finding references for papers you write).
 - There are free resources uploaded on D2L that you can use to increase your knowledge!
- Reading different articles or other types of writings on your topic
- [Reverse Outlines: A Writer's Technique for Examining Organization](#)
- Rule of Three: Down, Up, Dental (Book *Bird by Bird* by Anne Lamont)
 - **Down**: put something down
 - **Up**: next part is an updraft that you fix up

- **Dental:** it's what you really want to say, "picking and polishing every tooth"
- Slow Motion Multi-Tasking (Tim Hartford)
 - [Slow-Motion Multitasking Nurtures Creativity](#)
- SMART goals: [SMART Goals - How to Make Your Goals Achievable](#)
- Use the writing center resources at Midwestern State University
- Working in a group of other writers to brainstorm
- Writing Rocks Method: [Rocks, Pebbles, Sand: How to implement in practice](#)

Resources

American Counseling Association. (2014). *2014 ACA code of ethics*. [Link to document](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *2020 APA publication manual*. [Link to website](#).

American Psychological Association. (2025). *Student paper setup guide*. [Link to handout](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP standards*. [Link to document](#).

Council for Accreditation of Counseling and Related Educational Programs. (2024). *2024 CACREP standards*. [Link to document](#).

National Institutes of Health National Library of Medicine. (2026). *Pub med central*. [Link to website](#).

Appendix A

Discussion Board Posts and Comments (30 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. ***Please make sure to create an original post each week, and comment on at least one other student's post.** If you use resources in your post, please be sure to appropriately cite them in-text, and put them as a reference at the bottom of your post. Please write at least three academic paragraphs, at least five sentences each paragraph, weekly. ***Weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted.

CACREP Standards: *3.A.11, 3.B.2, 3.B.5, 3.B.11, 3.B.9, 3.C.4, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.9, *3.E.15, 3.E.21, 3.H.2, 5C.1a, and 5.C.5

Rubric of Discussion Board Posts (Possible 30 pts)

Week Number	Points Earned
Week 1 (3 pts)	Out of 3 points
Week 2 (3 pts)	Out of 3 points
Week 3 (2 pts)	Out of 2 points
Week 4 (2 pts)	Out of 2 points
Week 5 (2 pts)	Out of 2 points
Week 6 (2 pts)	Out of 2 points
Week 7 (2 pts)	Out of 2 points
Week 8 Spring Break	Nothing Due!
Week 9 (2 pts)	Out of 2 points
Week 10 (2 pts)	Out of 2 points
Week 11 (2 pts)	Out of 2 points
Week 12 (2 pts)	Out of 2 points
Week 13 (2 pts)	Out of 2 points
Week 14 (2 pts)	Out of 2 points
Week 15 (2 pts)	Out of 2 points
Total Points Earned	Out of 30 points

Appendix B

Longitudinal Case Study Portfolio (50 pts)

***Please submit your final portfolio to Tk20 and D2L. Assignment is due by Sunday at 11:59 pm at the end of the week.**

CACREP Standards: 3.A.5, 3.A.11, 3.B.2, *3.E.1, 3.E.8, 3.E.21

Longitudinal Case Study Rubric: Update 1 and Update 2 (possible 10 pts)

Criteria	Excellent (5 pts)	Good (4 pts)	Developing (3 pts)	Limited (0 pts)
Contextual Understanding	Deep insight into all contextual factors, discussed thoroughly, working towards ruling out diagnosis	Addresses contextual factors with some detail	General or surface-level contextual factors	Incomplete or lacks connection to the contextual factors
Completion	Actively working towards completion of the assignment, attentiveness to all categories of the portfolio (except final personal reflection)	Vague or broad contribution made to the portfolio	Minimal progress made, significant detail missing	Incomplete or no progress made

Longitudinal Case Study Rubric: Final submission (possible 50 pts)

Criteria	Excellent (10 pts)	Good (7 pts)	Developing (5 pts)	Limited (1–2 pts)
Contextual Understanding	Deep insight into all contextual factors, discussed thoroughly	Addresses contextual factors with some detail	General or surface-level contextual factors	Incomplete or lacks connection to the contextual factors
Scholarly Writing	Proper APA format, no grammatical or spelling errors	Proper APA format, few grammatical or spelling errors	Errors with either APA formatting, grammar, or spelling	Many errors with APA formatting, grammar, and spelling
Diagnosis	Accurate diagnosis, written with proper code	Accurate diagnosis, without proper written code	Incorrect diagnosis	No diagnosis
Treatment Plan	Thorough treatment plan, aligns with client needs, integrates theory	Complete treatment plan, but with general goals or techniques that are not tailored to the client	Incomplete treatment plan	No treatment plan
Personal Reflection	Thoughtful reflection that describes evolution through the semester	Reflects with some detail	Surface-level reflection	No evidence of growth

Appendix C

Reflection Video (30 pts)

***Please turn in the reflection video to D2L. Assignment is due by Sunday at 11:59 pm at the end of the week.**

CACREP Standards: KPI 3.E.11, 3.G.2, 3.C.13, 3.E.15, 5.C.4, 5.C.5

You are being asked to reflect, celebrate growth, and share what's still on your mind as we close out the course by recording a reflection video. The video should be 10-15 minutes long and cover what is provided below.

Prompt: What to Cover in Your Video

- **A brief overview:** An overview of what you learned, what stood out to you, and your understanding of case conceptualizations. How did this course help you grow as a counselor?
- **Personal Growth:** How has your thinking evolved about conceptualizing clients? What factors will you pay closer attention to when conceptualizing and diagnosing clients?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry your learning from this course forward (in internship, future classes, or personal development)?

Tips for Success

- Be authentic! Speak as if you're talking to a peer or supervisor.
- You can use notes, but don't read a script word-for-word.
- Make sure that the area where you record your video is well-lit, and your audio is loud enough and clear.

Reflection Video Rubric (possible 30 pts)

Criteria	Excellent (5 pts)	Good (4 pts)	Developing (3 pts)	Limited (1–2 pts)
Reflection on Course Learning	Deep insight into key learning; strong personal/professional connection	Addresses learning with some detail	General or surface-level reflections	Incomplete or lacks connection to course learning
Personal Growth	Clear articulation of professional identity development	Moderate insight into growth	Vague or general mentions of growth	Minimal or unclear reflection
Lingering Questions & Curiosity	Thoughtful, curious, future-oriented questions or ideas	Identifies questions with some explanation	Brief mention of a question or topic	Missing or lacks exploration
Future Application	Insightful plans to integrate learning into future roles	General ideas for applying learning	Vague or undeveloped plans	No indication of future use
Presentation & Professionalism	Clear, confident, professional tone and appearance	Mostly clear; minor issues	Some distracting presentation elements	Poor audio/visual; lacks professionalism
Depth of Clinical Understanding	Deep insight into case conceptualization, context, and factors to consider	Discusses clinical content with some detail	Surface-level discussion or provides incorrect information	Does not address and clinical knowledge, or does not provide any accurate information

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