



COUN 5263 – Diagnosis and Treatment Planning

Midwestern State University

Gordon T. & Ellen West College of Education

Semester Credits: 3

Instructor/Contact Information:

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Office:

Office Hours: ***Tuesdays at 3pm CST via Zoom, or by appointment.***

In this syllabus, 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, 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.

***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 show 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.

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. TR) DSM V T

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. 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.

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. 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.
- 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.

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.

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.

SEMESTER COURSE OUTLINE

| Class Dates | Class Topics | Assignments/Reading |
|--|---|---|
| Week 1 Monday, January 20, 2026 – Sunday January 25 | <ul style="list-style-type: none">• Syllabus Review, you may work ahead.• DSM-V-TR | <ul style="list-style-type: none">• Discussion Board Post and Comment• Create Case Study Portfolio Outline |

| Class Dates | Class Topics | Assignments/Reading |
|---|--|--|
| Week 2 Monday, January 26, 2026 – Sunday, February 1 | <ul style="list-style-type: none"> Context and Culture in Diagnosis | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio |
| Week 3 Monday, February 2, 2026 – Sunday, February 8 | <ul style="list-style-type: none"> Ethics and Client-Centered Diagnosis | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio |
| Week 4 Monday, February 9, 2026 – Sunday, February 15 | <ul style="list-style-type: none"> Case Conceptualizations | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio |
| Week 5 Monday, February 16, 2026 – Sunday, February 22 | <ul style="list-style-type: none"> Assessment Treatment Planning | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio Submit progress on Case Study Portfolio |
| Week 6 Monday, February 23, 2026 – Sunday, March 1 | <ul style="list-style-type: none"> Schizophrenia and Psychotic Disorders | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio Read Schizophrenia and Psychotic Disorders section of DSM-V-TR |
| Week 7 Monday, March 2, 2026- Sunday, March 8 | <ul style="list-style-type: none"> Depressive Disorders | <ul style="list-style-type: none"> Discussion Board Post, and Comment Work on Case Study Portfolio Read Depressive Disorders section of DSM-V-TR |

| Class Dates | Class Topics | Assignments/Reading |
|---|--|---|
| Week 8 Monday, March 9, 2026- Sunday, March 15 | Spring Break | Spring Break |
| Week 9 Monday, March 16, 2026- Sunday, March 22 | <ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Read Anxiety and Obsessive-Compulsive Related Disorders section of DSM-V-TR |
| Week 10 Monday, March 23, 2026- Sunday, March 29 | <ul style="list-style-type: none"> • Trauma and Stressor- Related Disorders • Dissociative Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Submit progress on Case Study Portfolio • Read Trauma and Stressors- Related Disorders and Dissociative Disorders section of DSM-V-TR |
| Week 11 Monday, March 30, 2026- Sunday, April 5 | <ul style="list-style-type: none"> • Feeding and Eating Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Read Feeding and Eating Disorders section of DSM-V-TR |

| Class Dates | Class Topics | Assignments/Reading |
|---|---|--|
| Week 12 Monday, April 6, 2026- Sunday, April 12 | <ul style="list-style-type: none"> • Sexual Dysfunction Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Read Sexual Dysfunction Disorders section of DSM-V-TR |
| Week 13 Monday, April 13, 2026- Sunday, April 19 | <ul style="list-style-type: none"> • Personality Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Read Personality Disorders section of DSM-V-TR |
| Week 14 Monday, April 20, 2026- Sunday, April 26 | <ul style="list-style-type: none"> • Substance-Related and Addictive Disorders | <ul style="list-style-type: none"> • Discussion Board Post, and Comment • Work on Case Study Portfolio • Read Substance-Related and Addictive Disorders section of DSM-V-TR • Submit Reflection Video |
| Week 15 Monday, April 27, 2026- Sunday, May 3 | *Complete Longitudinal Case Study Portfolio | <ul style="list-style-type: none"> • Discussion Board Post • Submit Final Longitudinal Case Study Portfolio |
| Week 16 Monday, May 4, 2026- Sunday, May 11 | | <ul style="list-style-type: none"> • No Final Exam for this course |

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (UNLESS IT'S A KPI/TK 20 ASSIGNMENT WHEN IT NEEDS TO BE TURNED INTO D2L AND TK 20 LINK) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Discussion Board: (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. ***The assignments and 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 **(See Appendix A)** *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.G15, 3.G16, and 3.G.17.

Longitudinal Case Study Portfolio (10 pts.; 10 pts.; 50 pts.)

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. (See Appendix B)

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

Final Video Reflection Assignment: (30 pts): (See Appendix D).

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course by creating a video reflection. The video should be 10- 15 minutes long.

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 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 this learning 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

| Assignment | Points |
|---|--------|
| 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:

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

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.

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 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.**

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](#)

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:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

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](#)

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

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/>

APPENDENCIES

Appendix A

Discussion Board Posts and Comments (30 pts.)

Students will engage in weekly discussion boards and reply to at least one classmate. Week 1 and 2 is worth 3 points. Weeks 3-15 are worth 2 points.

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**

Appendix B

Longitudinal Case Study Portfolio (50 pts)

Submit your final portfolio to Tk20 and D2L. **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 of 10 pts.) below.

| 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 of 50 pts.) below.

| 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

Final Video Reflection Assignment

***Please turn in the reflection video to D2L.**

CACREP Standards:

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

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course by creating a video reflection. The video should be 10- 15 minutes long.

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 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 this learning 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.

Video Reflection Rubric (Possible of 30 pts.) below.

| 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 |

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|--|--|---|--|---|
| 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.