NCCU COUNSELING

North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision:
To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission
The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services." Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society." The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

> *Syllabus*
> **CON 5362 – OL1**
> **Diagnosis, Assessment, and Psychopathology**
> **Spring 2023**
> 3 Credit Hours

Course Instructor Contact Information
Instructor:	Karlesia Montague, Ph.D., LCMHC, LCAS, NCC
Office:	2125 School of Education
Phone:	919.530.5049
Email:	kmontagu@nccu.edu (Best way to contact me.)
WebEx:	https://nccu.webex.com/meet/kmontagu
Office Hours:	

Tuesday 12 pm – 5pm
Wednesday 9am – 2pm (Virtual by appointment)
And other times, by appointment

During office hours, I am available via phone or WebEx. Outside of office hours, I will return phone calls within 48 business hours if you leave a message. Email is a faster way to communicate with me to set up an appointment or to ask a question. I will typically respond within 24-48 hours during the week not including the weekend.

REQUIRED TEXTBOOKS & MATERIALS:
American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed, Text Revision). https://doi.org/10.1176/appi.books.9780890425787 (Also known as DSM-5 -TR) For assistance locating the text, look up ISBN 13: 978-0-89042-576-3

Association for Advanced Training in the Behavioral Sciences (2019). *National Clinical Mental Health Counselor Exam Licensing Prep (NCMHCE).* Author. ISBN: 978-1-941273-17-3

"North Carolina Central University has partnered with AATBS, the leading provider of exam prep and continuing education for behavioral and mental health students and professionals, to offer you discounted access to their industry-leading products and services. This benefit is being provided to you based on our relationship with AATBS and is available to you exclusively because you are a student or graduate from NCCU. To see available products and access your discount, please visit AATBS Exam Prep."

Reichenberg, L. & Seligman, L. (2016). *Selecting effective treatments: A comprehensive systematic guide to treating mental disorders* (5th ed.). Wiley.   (This book can be found online in the library).

SUPPLEMENTAL TEXTBOOKS & MATERIALS:
Eriksen, K., & Kress, V.E. (2004). *Beyond the DSM story: Ethical quandaries, challenges, and best practices*. Sage Publication. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

LeCroy, C.W., & Holschuh, J. (2012). *First person accounts of mental illness and recovery*. Wiley (This book can be found online in the library).

Preston, J.D., O'Neal, J.H., Talaga, M.C., & Moore, B.A (2021). *Handbook of clinical psychopharmacology for therapists* (9th ed.). New Harbinger Publications. (This book can be found online in the library).

COURSE CATALOG DESCRIPTION:
This class is an extension of assessment, evaluation, and analysis in counseling and provides examination of advanced assessment skills. Experience in conducting the clinical formulation interview and treatment planning will be provided.

COUNSELING PROGRAM COURSE DESCRIPTION/GOALS:
This class provides an advanced examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Experience in diagnosing and developing treatment plans which are commonly completed by counselors will be explored.

COURSE PREREQUISITES:
The prerequisite for this course is admission to the Counselor Education Program at NCCU, completion of phase 1 counseling courses, and CON 5361 Assessment, Evaluation, and Analysis in Counseling. This course may also be available by direct permission from the instructor.

COURSE FORMAT and WEBSITE:
This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. **There are four optional virtual synchronous meetings for this class (see pg.6)**. Otherwise, the course content is offered online asynchronously. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, supplemental videos, and other relevant content as it is available.

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (http://nccu.blackboard.com). Every student has a username and password issued by the University. You are required to log on to the Blackboard system at least once per week in order to view course content which includes lectures from the instructor, supplemental videos, web links, as well as other content. You are also required to submit assignments via Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb or the IT department at 919-530-7676.

TASK STREAM STATEMENT (*note, this software is not yet available to students):
Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., "Task Stream") is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:
- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the student handbook. You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn how to get started in an online course.

STUDENT LEARNING OUTCOMES & CACREP STANDARDS ADDRESSED IN THIS COURSE

The Student Learning Outcomes for this class are based on the Clinical Mental Health CACREP Standards (CACREP, 2016) as shown in the table below:

CACREP STANDARDS (2016)	STUDENT OUTCOME	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.	Students will demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Readings and videos	Quizzes, case studies, and case conceptualization & treatment plan
5.C.2.b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Students will identify and apply the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Readings, videos, and case studies	Case Studies
5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	Students will identify and apply 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).	Readings, videos, and case studies	Case studies, quizzes, and case conceptualization & treatment plan
5.C.2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Students will be able to identify common classes of psychotropic medications ~~used to treat mental health concerns~~ to make appropriate referrals and consult with physicians, and identify the potential benefits and adverse effects of medications.	Readings, lectures, and case studies	Psychopharmacology Quiz and case studies
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Students will identify components of an intake interview, biopsychosocial assessment, mental status evaluation, and treatment plan. In addition to write a biopsychosocial assessment and treatment plan.	Readings, lectures, videos, and case conceptualization & treatment plan	Case conceptualization & treatment plan
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	Students will be able to identify and apply knowledge of evidenced-based interventions to clinical case studies.	Readings, lectures, module quizzes, videos, and case studies	Module quizzes and case studies

KEY PERFORMANCE INDICATORS FOR CON 5362

KPI #1) Clinical Mental Health Counseling: Students will demonstrate understanding of psychopathology as well as principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K)
- Case Conceptualization/Treatment Plan

KPI #2) Clinical Mental Health Counseling: Students will demonstrate knowledge of different types of assessment tools, and treatment modalities related to addiction and trauma and grief (K)
- Case study

KPI #3) Clinical Mental Health Counseling: Students will demonstrate culturally appropriate clinical assessment, diagnostic skills, treatment planning and application of appropriate treatment modalities to a broad range of psychological disorders as well as mental and emotional concerns. (S)
- Case Conceptualization/Treatment Plan

These assignments are meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students must earn a grade of B or better on the designated KPI assignment.)

COURSE POLICIES
1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments will not be accepted.
2. Please complete all of your coursework independently unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the Academic Honor Code. The instructor will use SafeAssign in this course. SafeAssign is a plagiarism prevention tool that allows your instructor to check the originality of a homework submission. SafeAssign automatically conducts the check by comparing your assignment against a database of other assignment submissions.
3. Read the entire syllabus. Follow all directions and submit all assignments by the due date provided in the syllabus and on Blackboard (no exceptions). Issues with technology (including not changing your password in time) will not be excused.
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.) and complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account and Blackboard. I will correspond with you from time to time via campus email and Blackboard. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919-530-7676).
7. Please use the designated link in Blackboard system to submit your work as a word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Blackboard.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any

extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.

9. <u>Adverse Weather:</u> The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Blackboard website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Blackboard site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available.

11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is an online asynchronous course. However, I am offering four optional virtual meetings on January 12 (answer any questions about the class), **February 9, March 23, and April 13, 2023, from 5:00 to 6:30 pm Eastern time.** These meetings will take place in my virtual WebEx classroom. If no one arrives by 5:15 pm, the instructor will end the virtual session. During those class meetings, students can ask the instructor questions and work on the case study. However, if you choose to attend those meetings, please ensure that you have already read the assigned course material and watched the lecture videos. Outside of those optional meetings, there are no F2F meetings. It is, however, expected that you will login for class on a weekly basis to review course material and submit assignments by the deadline. If you miss an assignment, you will receive a zero. If you are experiencing challenges and are unable to submit an assignment, please reach out to your instructor. Communication around these challenges ahead of the submission date may help in finding solutions and ways to avoid a zero. Only enrolled students are permitted to access the Blackboard course. **The last day to withdraw with a WC Grade is March 3, 2023.**

Attendance Verification Policy from NCCU Scholarship and Student Aid
Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course. Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least one day to confirm attendance in the course. Students who do not attend before the census date will be dropped. See here for additional information: https://www.nccu.edu/policies/retrieve/41

Dr. Montague's Grace Pass
As a graduate student, you have a busy schedule. I created this grace pass to accommodate students at least <u>once</u> during the semester. Again, students will have the opportunity to use this grace pass **only once**. What does this mean, and how can it be applied? If a student chooses to use the pass, she/he/they will have a 24-hour extension on one (1) assignment. *Anything past 24 hours will receive a zero.* For instance, if an assignment is due on Sunday at 11:59, the assignment must be submitted the following day by 11:59 pm (no exceptions).
My grace pass can be applied to an individual assignment (e.g., paper, case study, etc.) Or this grace pass can be applied to group work but with two conditions: 1) everyone must agree without pressure, and 2) no group member has already used their pass or plan to use it on a different assignment. If one person has already used their pass, the group cannot use the grace pass on the group assignment. This grace pass cannot be used on a quiz or exam. If you have any additional questions, please let me know. I encourage you to email me your question before using the pass on an assignment, as you will be held responsible for any misunderstanding**.** Again, you want to carefully read this policy and email me if you have any questions.

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit to complete. You can find these by clicking on the "Learning Modules" link on the navigation panel for our Blackboard site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: readings, quizzes, video lectures, supplemental videos, and case studies, just to name a few. All tasks need to be completed by 11:59pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Each module/unit folder is treated as equivalent to an in-class experience. If you miss access to a folder, think of it as missing a class on campus. Please check with a classmate to see what you missed. Content within a Module/Unit folder cannot be made up once the due date has passed.

Additional information about each assignment will be posted on the course Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

(1) Module Quizzes (10 points each 140 points total) Due weekly on Sunday at 11: 59 pm
Each quiz is online and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. There is a 60 or 90-minute time limit associated with each quiz; therefore, create a space in which you can concentrate before beginning. Students may use their books and notes, but they cannot consult with other peers or take the quizzes together. Not adhering to instructions will result in a zero for all parties. Quizzes are automatically scored unless they include a short answer response. Correct answers will not be revealed; however, you will see a one-time score report. I will monitor all score reports to ensure students are grasping the material. In the event a student scores below 80%, the instructor will reach out via email to check in with the student(s). If you have a specific question regarding a question on the quiz, the instructor will address it after the quiz closes on Sunday. Lastly, it is highly recommended that students read the assigned/required readings prior to taking the quizzes.

(2) Psychopharmacology Quiz (35 points) Due April 26, 2023 by 11: 59 pm
Each week in class, treatment options associated with mental health disorders are discussed, which include the potential for appropriate referral and consultation for prescribed psychopharmacological medication. This quiz assesses student's ability to identify commonly prescribed psychopharmacological medications as well as to articulate the potential side effects for prescribed medications. The quiz is available on April 10, 2023 12:00 AM until April 26, 2023 11:59 PM. Students may use class notes and books, but they cannot consult with other peers. There is a **45-minute time limit** associated with the quiz; therefore, create a space in which you can concentrate before beginning. You are only permitted one attempt.

(3) Case Studies (110 points) Due weekly by Sunday at 11: 59pm
    Please spend the appropriate amount of time analyzing each case presented. This is a critical part of your diagnostic training. Please note that if you do not provide enough content for each of the case studies, you will not receive full credit. Think of this as justifying diagnosis for a client's payor source (e.g., Medicaid or insurance like Blue Cross Blue Shield). In addition, the accuracy of your diagnosis(es) will be a factor in scoring your work. For this assignment, professional writing with clinically appropriate language is required; do not use a conversational tone or style. Remember to use correct spelling and grammar in your written products. Also, please do not use abbreviations. A template and video instructions can be found on Blackboard.

Each analysis should include the following four sections:
    DO A CLIENT MAP: All the elements necessary for effective treatment planning include: **D**iagnosis (if exist; with codes, descriptors, and specifiers; justification of diagnosis using DSM 5TR criteria), **O**bjectives of treatment, **A**ssessment tools (interview, checklist or inventories), **C**linician characteristics, **L**ocation of treatment (level of care), **I**nterventions that are evidence-based to address objectives, **E**mphasis of treatment, **N**umbers (treatment modality), **T**ime (frequency/duration of treatment), **M**edications (if needed), **A**djunct services, and **P**rognosis.

    Differential Diagnosis: Give an example of **at least TWO** similar diagnoses you considered and briefly explain why your chosen diagnosis is the most accurate representation of the client's symptoms. Spend some time analyzing the differential diagnosis and explain why the identified differential diagnoses are not the most accurate diagnosis(es) to assign.

    Theory: Identify what theory you would use to work with this client and how it would look. Remember the theory used must be appropriate (including culturally) for the client and presenting problem.

    Cultural considerations: Identify what cultural considerations are important to consider when working with the client. Cultural includes race/ethnicity, gender, sexual orientation, age, disability, class status (SES), religion or spirituality, language, citizenship, or beliefs/values.

*I will have a space for students to include if any additional actions need to be taken or resources to help this client (e.g., report to Child Protective Services, etc.).

(4) DSM Debate (50 points) Due January 29, 2023 at 11: 59 pm
    Directions: Students will form a group to participate in a debate surrounding the DSM and diagnosing. Students will read/review chapters from Eriksen and Kress's book *Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices* and *Real World Treatment Planning: Systems, Culture, and Ethics* by Kress and Paylo (in Blackboard). In addition, research additional resources to help them prepare for their debate. Half of the group will debate the need to diagnose and use the DSM and the other side will debate against using the DSM and diagnosing. Students will meet on a virtual platform (e.g., zoom, WebEx, etc.) to record their debate. Afterward, students will submit a 1-page summary of their experience, what they learned, and where they stand regarding diagnosing. A rubric and instructions for the debate can be found on Blackboard.

(5) Clinical Interview with a Licensed Professional (50 points) Due March 5, 2023 at 11:59 pm
    Directions: Invite a licensed counselor at a local agency or mental health or addiction facility to participate in a 30 minute in-person, virtual, or phone interview. Please use the interview protocol provided on Blackboard to guide the interview. Please see the major assignment folder for further details and a template. The counselor must be a licensed clinical mental health counselor who is currently practicing at a facility or agency and engaging in the diagnosis and treatment planning process. Students cannot interview

other licensed mental health professionals (e.g., psychiatrist, psychiatric nurse, licensed social worker, etc.) nor interview counselors who are not diagnosing.

(6) Case Conceptualization and Treatment Plan (35 points) Due April 2, 2023 at 11:59 pm
Directions: For this assignment, students will prepare a written case conceptualization and plan of care. If you are participating in a field experience [practicum or internship] this semester, you may utilize a client at your field site. However, please do not share their real identity. Instead, use a pseudonym. If you are not at a site, prepare your written evaluation based on the main character from a film, TV show, or book. Please review the written example on Blackboard prior to completing the assignment.

COURSE PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student's final grade in the course.

Attendance & Dispositions (50 points)

Students are expected to login frequently (weekly) and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors. *Please review the rubric for assessment in Blackboard.*

Dispositions and Participation in Class

As a part of your attendance and participation evaluation, students are encouraged to practice professional behaviors. This practice of professional behaviors includes the following:

1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
3) Demonstration of effective leadership skills;
4) Active engagement in class activities and participate as a group member; and
5) Contributions to class discussion displaying critical and creative thinking skills

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area (less than 80% of the points), I will be in contact with that student immediately to address the concern. (**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

Blackboard Introduction (15 points)

Blackboard Introduction: For this assignment, you will a) change your profile picture on Blackboard, b) make an introduction to your instructor and your peers as requested in the designated discussion board answering each of the posted questions, and c) respond to at least three of your peers. This is how I will take attendance during the first week. The sooner you complete this task, the sooner I can verify your attendance. I verify your attendance during the second week by checking to see if you logged into Blackboard.
- **This assignment is due by the Friday after classes start (January 13, 2023)**

Course Readiness Quiz (15 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz only once but the quiz is not timed. You are encouraged to take your time. The purpose of this quiz is to ensure you understand the requirements and expectations surrounding this course.
- **This assignment is due by Sunday, January 15, 2023**

OPTIONAL ASSIGNMENTS

Opportunities to Excel (Earn Additional points)
There are opportunities to earn additional points built into the course. Please review the appropriately labeled folder in Blackboard for details. Opportunities are designed to enhance your learning in this course, your professional identity as a counselor, or to assist in your preparation for work and examination as a clinical mental health counselor.

Important Dates

January 9, 2023: First Day of classes; Financial aid posted once attendance has been verified for the first two weeks

January 16, 2023: Martin Luther King Jr. Day Observance (no classes)

January 23, 2023: Late registration and schedule adjustment period (drop/add/section changes) conclude at 4pm. Course schedules are canceled for all students who have not made satisfactory payment arrangements.

January 24, 2023: Final class rolls available in Banner; First day for student to initiate a withdrawal from a class (grade of WC) and for students to request to be withdrawn from the institution (grade of W).

February 3, 2023: Early warning progress reports due in Banner by 5 pm

February 10, 2023: Last day to withdraw from the university with a prorated tuition and fee adjustment. Last day to file for May graduation online.

February 20-March 3, 2023: Midterm Exams

February 24, 2023: Midterm progress reports due in Banner by 4 pm

March 3, 2023: Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade.

March 4, 2023: Spring begins after Saturday classes

March 13: Classes resume from Spring Break; registration opens for Summer sessions and Fall 2023

April 7, 2023: Good Friday Observance, no classes

April 25, 2023: Reading Day

April 28, 2023: Final grades for graduating students are due in Banner by 5 pm

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Blackboard of any changes. Use this schedule as a guide for your preparation. *Additional resources will be provided in the module (e.g., videos, articles, etc.).

Module Week/Date	DSM-5 TR Topics	AATBS Topics	Assigned Course Readings	Assignment Due Date
0 1/9/23	Orientation to the Course		Review the Syllabus & All elements available on Blackboard	Video Introduction- Friday, 1/13/23 Course Readiness Quiz- Sunday, 1/15/23
1 1/9/23	Introduction to the DSM, Assessment, Diagnosis, and Treatment Planning	Assessment and Diagnosis (Vol.1), sections 1 and 2 (pgs. 1-51)	Review Introduction, Use of the Manual, and Cautionary Statement (DSM 5 TR: Section 1 pgs. 5-29); Review Other Conditions that May Be a Focus of Clinical Attention (pgs., 821-836) Read Reichenberg & Seligman Ch 1: Introduction to Effective Treatment Planning	Quiz 1- Sunday, 1/15/23
2 1/17/23	Systems, Culture, and Ethics	AATBS: Assessment and Diagnosis (Vol.1), sections 3 (pgs.52-86)	Read [Managed Care] Systems, Culture, and Ethics by Kress (pdf chapter); (Skim chapters 1-5 from Beyond the DSM Story by Eriksen and Kress (2005)	Quiz 2- Sunday, 1/22/23 Spend this week reading and preparing for the debate. It is due next week.
3 1/23/23	Anxiety Disorders	Assessment: AATBS: Assessment and Diagnosis (Vol.1), sections 3 (pgs.90-118)	Review Assessment Measures and Culture/Psychiatric Diagnosis (pgs. 841-879) Review DSM 5 TR: Section II pgs. 215-261) & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 6: Anxiety Disorders	Quiz 3- Sunday, 1/29/23 Case Study, Sunday, 1/29/23 DSM Debate, Sunday, 1/29/23

Module Week/Date	DSM-5 TR Topics	AATBS Topics	Assigned Course Readings	Assignment Due Date
4 1/30/23	Obsessive-Compulsive and Related Disorders	AATBS: Assessment and Diagnosis (Vol. 1), section 5 (pp. 119-124); Treatment Planning (Vol. 2), section 2 (pgs. 1-26)	Review DSM 5 TR: Section II pgs. 263-294 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 7: Obsessive-Compulsive and Related Disorders	Quiz 4- Sunday, 2/5/23 Case Study- Sunday, 2/5/23
5 2/6/23	Trauma-and Stressor-Related Disorders & Dissociative Disorders	AATBS: Skills & Interventions; (Vol. 2), section 5 (pgs. 41-46)	Review DSM 5 TR: Section II pgs. 295-328; 329-348 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 8: Trauma and Stressor-Related Disorders **&** Ch 9: Dissociative Disorders	Quiz 5- Sunday, 2/12/23 Case Study, Sunday, 2/12/23
6 2/13/23	Substance-Related and Addictive Disorders		Review DSM 5 TR: Section II pgs. 543-665 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 17: Substance-Related and Addictive Disorders	Quiz 6- Sunday, 2/19/23 Case Study, Sunday, 2/19/23
7 2/20/23	Depressive Disorders & Suicide Assessment and Intervention	AATBS: Skills & Interventions (Vol. 2), sections 1-4 (pgs. 1-40)	Review DSM 5 TR: Section II pgs. 177-214 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 5: Depressive Disorders Review lecture on suicide assessment and intervention	Quiz 7- Sunday, 2/26/23 Case Study, Sunday, 2/26/23
8 2/27/23	Bipolar and Related Disorders	AATBS: Areas of Clinical Focus (Vol. 3), section 9 (pgs. 34-45)	Review DSM 5 TR: Section II pgs. 139-175 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 4: Bipolar and Related Disorders	Quiz 8- Sunday, 3/5/23 Case Study, Sunday, 3/5/23 Clinical Interview with a Licensed Professional Counselor 3/5/23
3/6/23		SPRING BREAK		

Module Week/Date	DSM-5 TR Topics	AATBS Topics	Assigned Course Readings	Assignment Due Date
9 3/13/23	Gender Dysphoria	AATBS: Skills & Interventions; (Vol. 2), Sections 8-10 (pgs. 74-98)	Review DSM 5 TR: Section II pgs. 511-520; Read Reichenberg & Seligman Ch 15: Gender Dysphoria	Quiz 9- Sunday, 3/19/23 No case study this week.
10 3/20/23	Schizophrenia Spectrum and Other Psychotic Disorders	AATBS: Skills & Interventions (Vol. 2), Sections 6- 7 (pgs. 47-82)	Review DSM 5 TR: Section II pgs. 101-138 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 3: Schizophrenia Spectrum and Other Psychotic Disorders	Quiz 10- Sunday, 3/26/23 Case Study Sunday 3/26/23
11 3/27/23	Feeding and Eating Disorders	AATBS: Areas of Clinical Focus (Vol. 3), sections 10-11 (pgs. 45-55)	Review DSM 5 TR: Section II pgs. 371-397 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 11: Feeding and Eating Disorders	Quiz 11- Sunday, 4/2/23 Case Study, Sunday, 4/2/23 Case Conceptualization and Treatment Plan Analysis 4/2/23
12 4/3/23	Neurodevelopmental Disorders	AATBS: Professional Practice and Ethics (Vol.2), sections 1-3 (pgs. 1-16)	Review DSM 5 TR: Section II pgs. 35-99 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 2: Neurodevelopmental Disorders	Quiz 12- Sunday, 4/9/23 Case Study, Sunday 4/9/23
13 4/10/23	Disruptive, Impulse-Control, and Conduct Disorders		Review DSM 5 TR: Section II pgs. 521-541 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 16: Disruptive, Impulse-Control, and Conduct Disorders	Quiz 13- Sunday, 4/16/23 Case Study Sunday, 4/16/23
14 4/17/23	Personality Disorders		Review DSM 5 TR: Section II pgs. 733-778 & Psychotropic medications (see Blackboard) Read Reichenberg & Seligman Ch 19: Personality Disorders	Quiz 14- Sunday, 4/23/23 Case Study Sunday, 4/23/23 Psychopharmacology Quiz April 26, 2023

Module Week/Date	DSM-5 TR Topics	AATBS Topics	Assigned Course Readings	Assignment Due Date
	Extra credit Module: Somatic Symptoms and Related Disorders, Sexual Dysfunctions & Paraphilic Disorders		Review DSM 5 TR: Section II pgs. 349-370, 477-510, & 779-802 Read Reichenberg & Seligman Ch 10,14, & 20 	[Optional] Bonus Quiz due by Wednesday, 4/26/23 Congrats you've reached the finish line.

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Course Readiness Quiz	15	1/15/23
Attendance/Participation/Dispositions	50	ongoing
Video Introduction	15	1/13/23
Graded Assignments		
Quizzes (14 x 10 points each)	140	Weekly on Sundays
Case Studies (11 x10 points each)	110	Weekly on Sundays
Case Conceptualization with Treatment Plan (1 x 35 points)	35	4/2/23
The DSM Debate	50	1/29/23
Clinical Interview with a Licensed Professional	50	3/5/23
Psychopharmacology Quiz	35	4/26/23
Total Available Points	500	
As a part of your attendance and participation evaluation, students are encouraged to practice professional behaviors. *There will be reductions in total score for dispositional concerns.*		

Final Grading Scale	
Letter Grade	500 points
A	450-500
B	400-449.99
C	350 -399.99
F	0-349.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Blackboard as directed by the deadline. Assignments submitted other than as directed will not receive credit. You can expect to receive grades (and feedback) on each task within 7-14 days after the deadline. The weekly assignments will receive feedback within just a few days (3-4 days).

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first-class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-

7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTA Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

Information Technology Services

Information Technology (IT) Services at NC Central University provides services for campus technology. They support students' living-learning environment through services such as repair, consultation, technology solutions, and collaboration tools that promote student success.

SPECIAL INFORMATION ABOUT COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:
To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Updates to NCCU's COVID-19 plans are posted at: https://www.nccu.edu/archived-coronavirus

SELECTED ADDITIONAL RESOURCES/CITATIONS

Cartwright, A.D., Holman, L.F., Nelson, J. A.., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling Annual Review*.

Deaner, R.G., & Hicks-Becton, L.Y. (2018, May). Navigating fight, flight, or freeze: Developing courage and freedom to act. *Counseling Today* 10-12

Gutierrez, D., Fox, J., Jones, K. & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling & Development, 96* (1), 86-96. https://doi.org/10.1002/jcad.12180

Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling, 38*, 48-64. doi:10.1002/jaoc.12028

King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, *97* (4), 341-351. https://doi.org/10.1002/jcad.12283

Kress, V., Hoffman, R., & Eriksen, K. (2010). Ethical dimensions of diagnosing: Considerations for clinical mental health counselors. *Counseling and Values, 55,* 101-112. https://doi.org/10.1002/j.2161-007X.2010.tb00024.x

Petion, A. R., Chang, C. Y., Brown-Thompson, C., Mitchell, M. D., Grinnage, D., & Huffstead, M. E. (2023). "Battling something bigger than me": A phenomenological investigation of generational trauma in African American women. *Journal of Counseling & Development*, 101, 69– 83. https://doi.org/10.1002/jcad.12454

Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. Journal of *Counseling & Development*, *78*, 357-364. https://doi.org/10.1002/j.1556-6676.2000.tb01918.x

Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. Journal of Counseling & Development, 75, 470-480. https://doi.org/10.1002/j.1556-6676.1997.tb02363.x