

COUN 523-7901

Diagnosis and the DSM Spring 2025, Online Chadron State College

Part 1: Course Information

Instructor Information

Instructor: Jennifer Bays, PhD, LPC (WY), NCC, BC-TMH

Office: virtual

E-mail: jbays@csc.edu

Office Hours: Online by appointment

CSC Online Address: <https://chadron.instructure.com/>

Credit hours

3 credit hours

Course Description

Within the context of normal human growth and development, mental health and behavioral disorders are studied using the current Diagnostic and Statistical Manual of Mental Disorders. Requirements: None. Prerequisites: None.

Please note that a final grade of B or higher is required in this course.

Textbook & Course Materials

Required Text(s):

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders*, 5th Edition, Text Revision. (DSM-5-TR). Arlington, VA: American Psychiatric Publishing. **ISBN:** 978-0-89042-576-3

Kress, V. & Paylo, M. J. (2019). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.). Hoboken, New Jersey: Wiley. **ISBN-13: 978-0-13-481456-8**

Hari, Johann (2018). *Lost Connections: Uncovering the real causes of depression and the unexpected solutions*. New York

Any additional assigned readings will be posted in CSC Online.

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students):

A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed

courses. For this course, your portfolio must include a copy of the syllabus and the Final Paper and Treatment Plan assignment.

Course Requirements

Requirements of the course are to maintain an online presence in the class through completion of weekly assignments including reflection assignments, class readings, forum postings, and major paper assignments.

1. Attendance, Participation, and Professionalism

Part of being a professional counselor requires you to adhere to a strict professional standard. This includes engaging in considerate discussions, respecting one another's opinions, displaying proper online etiquette, regular attendance during online classes, timely submission of assignments, among other characteristics. During this class and your future career, you must follow our profession's code of ethics. This includes professional attire when working with clients, respect towards peers, faculty, and others, engaging in professional wellness, timeliness, and attentiveness.

a. Monitored throughout semester

2. Forum Discussions

A forum discussion is due each week. The purpose of forum discussions is to have a conversation based on the week's required readings. It is expected that students read through each forum posting after posting their initial response. Additionally, students are required to respond to a minimum of two peers' posts. All postings must meet that of a graduate level standard.

- a. Initial Posts: Due Wednesdays by 11:55pm. Each post must be a minimum of 250 words.
- b. Reply to 2 Peers' Posts: Due Sundays by 11:55pm. Each reply must be a minimum of 200 words.
- c. You must read at least 50% of your classmates posts and replies.
- d. Worth 5 points each

3. Assignments

Each week an assignment is due. Assignments will vary week to week. They may consist of a personal reflection, a brief treatment plan, or another application of the week's readings. Students should aim for a length of at least 1.5 pages double spaced, times new roman, 12-point font in order to provide a sufficient reflection that addresses the readings and supplied prompts. See CSC Online for specific details.

- a. Due Sundays by 11:55pm
- b. 15 assignments total worth 10 points each

4. Quizzes

Throughout the semester there will be weekly chapter quizzes. They may consist of short answer, matching, essay, and/or multiple choice.

- a. Due Sundays by 11:55pm
- b. 15 quizzes, approximately 8 points each

5. Clinical Interview with a Licensed Professional

Invite a counselor at a local agency to participate in a 30 minute in-person or phone interview. Please use the interview protocol provided below to guide the interview. Interviewee responses should be typed below each question. Your paper should be between 5-10 pages in length and cite at least 2 academic peer reviewed articles. Additionally, it should be written in APA style.

- a. Due Sunday, March 23rd by 11:55pm

- b. Worth 50 points

This interview is to include:

1. Introduction to the clinician
2. Interview Summary
 - a. Can you please provide an overview of the services your agency provides?
 - b. What is your role within the agency (e.g., title and duties)?
 - c. What are the most prevalent diagnoses that you treat?
 - d. How do you use diagnosis in your work?
 - e. How important do you view diagnosis?
 - f. What is an ethical dilemma you have faced that relates to diagnosis and/or treatment?
 - i. And, how did you address the dilemma?
 - g. What strategies do you utilize to determine a diagnosis and subsequent treatment?
 - h. What is the role of assessment when making a diagnosis?
 - i. In what ways do you use advocacy and/or a strengths-based approach throughout the treatment process?
 - j. How do you stay abreast of professional issues related to diagnosis and treatment?
 - k. What is one piece of advice that you would give me regarding case conceptualization, diagnosis, and treatment?
3. Professional reflection and critique

6. BHECN Modules and Webinars

There are 7 BHECN webinars assigned through the course of this class. For each webinar, students will watch the recording or complete the module. Then, students will complete a 1 page (double spaced) reflection on the key takeaways from the webinar. There are 7 webinars, and each is worth 10 points.

- a. Suicide Risk Assessment
 - i. <https://vimeo.com/325786303/fea33925f3>
 - ii. Due Saturday, Feb 1th
- b. Suicide: Postvention as Prevention
 - i. <https://vimeo.com/326650239/7f827e2f6c>
 - ii. Due Saturday, Feb 8th
- c. Introduction to Social Anxiety: Identification and Treatment Options
 - i. <https://register.gotowebinar.com/register/7909737510032645379>
 - ii. Due Saturday, Feb 15th
- d. Borderline Personality Disorder
 - i. <https://register.gotowebinar.com/recording/489624995631895298>
 - ii. Due Saturday, Mar 22nd
- e. Schizophrenia Spectrum
 - i. <https://register.gotowebinar.com/register/2534441757462514946>

- ii. Due Saturday, Mar 29th
- f. BHECN Webinar #6: Eating Disorders in Rural Communities: Diagnosis, Treatment, and Ethical Considerations
 - i. <https://vimeo.com/832333569>
 - ii. Due Saturday, Apr 5th
- g. Treatment of Common Sexual Problems
 - i. <https://register.gotowebinar.com/register/717418532327667971>
 - ii. Due Saturday, May 3rd

7. **Humanistic Conceptualization of Mental Health – Book Reflection**

In this assignment, you will reflect on Johann Hari's *Lost Connections: Uncovering the Real Causes of Depression – and the Unexpected Solutions*. The book explores the societal, psychological, and biological aspects of mental health, particularly depression, while also offering insights into how our modern world contributes to feelings of disconnection and distress. Your reflection should be rooted in humanistic conceptualizations of mental health, which emphasize personal agency, meaningful connections, and holistic healing.

- a. Due April 27th by 11:55pm
- b. Worth 20 points

Requirements for paper

1. Write a 2 - 4-page reflection in response to the questions below, integrating five quotes from *Lost Connections* that stood out to you. For each quote, address the following:
 - i. What about the quote was meaningful to you?
 - ii. In what ways does the quote impact your vision of what it could look like for you to practice counseling in the future?
 - iii. How does the quote potentially relate to assessment, diagnosis, and/or treatment planning—directly or indirectly? Be specific.
2. You should aim to show a deep, thoughtful engagement with the material, synthesizing ideas from the book with your growing understanding of humanistic counseling and mental health.
3. Your reflection should be between 2 and 4 pages in length (double-spaced, 12-point Times New Roman font, 1-inch margins).
4. Use APA formatting for citations if you quote or reference specific pages from the book.
5. Include a reference page for *Lost Connections* at the end of your assignment.

8. **Final Paper and Treatment Plan**

Students will write a paper about a pseudo-client (a character from a movie, book, or popular media). Do **not** use a real person to base your treatment plan on as this would be unethical. In the paper apply a DSM-5 diagnosis and develop a collaborative counseling plan. The paper should be no more than 20 pages in length and should be written in APA style.

- a. Due May 7th by 11:55pm
- b. Worth 100 points

Structure of the paper:

1. **Case Vignette** (20 points) – Introduction to the pseudo-client, including:
 - a. Biopsychosocial history (you may infer to some degree to clarify your view of this client)
 - i. Demographic information (sex, age, ethnic background, physical characteristics, disability, etc.)
 - ii. Developmental milestones
 - iii. Social context(s) in which they grew up
 - iv. Significant events in infancy, childhood, adolescence, adulthood
 - v. What they were like as a child, adolescent, adult
 - vi. Relationships with parents and any siblings, past and present
 - vii. Peer relationships, past and present
 - viii. Significant others/partners
 - ix. Sexuality
 - x. Favorite memories/most unpleasant memories
 - xi. Educational history
 - xii. Spirituality
 - xiii. Vocational history
 - xiv. Family health history, including physical and mental health
 - xv. Date and onset of each symptom
 - xvi. How they describe themselves
 - xvii. Mental status type information
 - xviii. Presenting concern
 - xix. Hobbies, priorities, habits, how they spend their time
 - xx. Anything else that you think is important to know in order to understand one's frame of reference
 - b. Diagnosis with all criteria outlined in the narrative
 - c. This section should be approximately 2 pages in length.
2. **DSM-5 Diagnosis** (30 points)
 - a. In what ways does your client conform with specified DSM criteria? What is your client's assessment of the presenting concerns?
 - b. In what ways does your client differ from the DSM criteria?
 - c. Differential diagnosis – what diagnosis did you rule out?
 - d. What System checklist and or personality or psychological assessments would you consider using to inform the diagnostic process?
 - e. How might the client's cultural background affect his/her diagnosis and collaborative counseling plans?
 - f. What historical/social/political/cultural issues do you need to consider before applying this diagnosis?

- g. How does the client's gender affect his/her diagnosis and collaborative counseling plan?
 - h. What specific needs does the client perceive that he/she has and what specific goals would the client want to have incorporated into the collaborative counseling plan?
 - i. What strengths does the client have that can be integrated into the collaborative counseling plan?
 - j. How would you integrate the client's goals with your goals as the counselor?
 - k. What theory or approach will help the client reach his/her goals and objectives?
 - l. How would you regularly evaluate, with the client, whether the collaborative counseling plan goals were being achieved and whether the means of achieving the goals were satisfactory to the client?
3. **Treatment Plan** using the I-CAN-START model (like the ones at the end of each chapter; 50 points)
 - a. Please make sure the treatment plan outlines an evidence-based approach to treating that mental health diagnosis and provides sufficient SMART goals (for a review, see Chapter 2).
 - b. Be sure to address the "I" aspect of the model.

Note: ALL Papers and Assignments must meet the most current APA guidelines and standards

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf)

(<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 523 Diagnosis and the DSM is 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

| Learning Activity | Hours Per Week | Total for Course |
|---------------------------------------|----------------|------------------|
| Direct Instruction | 2 X 15 weeks | 30 |
| Reading | 3 X 15 weeks | 45 |
| Assignments | 2 X 15 weeks | 30 |
| Weekly Forum Postings and Discussions | 2 X 15 weeks | 30 |
| Total | 9 | 135 |

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Student Learning Outcomes

Chart for Course learning objectives and how the accreditation learning objectives align as well as the hours for the learning objectives.

| COUN 523 Diagnosis and the DSM | CACREP and CSC Learning Objectives | Assessment |
|--|---|--|
| Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process. | CSC SLO 3 | Final paper |
| Practice use of symptom checklists, and personality and psychological testing. | CACREP II F.7.k. | Final Paper |
| Discuss use of assessment results to diagnose developmental, behavioral, and mental disorders. | CACREP II F.7.l | Chapter 2 quiz Final paper |
| Explore ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. | CACREP II F.7.m | Final paper Interview Chapter 3 quiz |
| Explore principles, models, and documentations formats of biopsychosocial case conceptualization and treatment planning. | CACREP CMHC C.1.c | Final paper Book reflection Chapter 6 quiz |
| Explore the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. | CACREP CMHC C.2.b. | Final paper |
| Understand diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the diagnostic and Statistical manual of Mental disorders (DSM) and the International Classification of Diseases (ICD). | CACREP CMHC C.2.d | Final paper Interview |
| Understand impact of biological and neurological mechanisms on mental health. | CACREP CMHC C.2.g | Final paper |
| Explore record keeping, third-party reimbursement, and other practice and management issues in clinical mental health counseling. | CACREP CMHC C.2.m | Chapter 1 quiz |
| Practice use of intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. | CACREP CMHC C.3.a | Final paper |

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the due dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class.

| Assignments | Points per Week | Total for Course |
|--|---------------------------|-------------------|
| Forums | 5 points x (15 weeks) | 75 points |
| Assignments | 10 points x (15 weeks) | 150 points |
| Quizzes | 8 points x (15 chapters) | 120 points |
| BHECN Webinars | 10 points x (7 webinars) | 70 points |
| Clinical Interview with a Professional | 50 points x (1 interview) | 50 points |
| Humanistic Conceptualization of MH | 20 points x (1 paper) | 20 points |
| Final Paper and Treatment Plan | 100 points x (1 paper) | 100 points |
| Total | | 595 points |

| Letter Grade | Percentage |
|--------------|---------------|
| A | 90% - 100% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | Less than 60% |

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in CSC Online

I will update grades in CSC Online each time a grading session has been completed—typically 1-week following the completion of an activity.

Part 4: Course & Institution Policies

Academic policies, including the selected policies detailed in this syllabus section, can be found on [Chadron State College's Policy Website](http://www.csc.edu/policy/category/index.csc).
(<http://www.csc.edu/policy/category/index.csc>)

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CoPilot, etc.,) against course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Internet Access

In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.

On Handling Technical Issues

Our online learning environment is dependent on technology. Please see On Handling Technical Issues in CSC Online course resources. Students should contact helpdesk@csc.edu or 308-432-6311 for assistance should they have any additional technical questions.

Communication/Email Étiquette

Please contact me via lcoffey@csc.edu for all questions and concerns regarding this course. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information in the subject section, and include a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms., Miss, Mrs., or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers

1. It is the student's responsibility to submit work in the format required by the class. For this class, all assignments and papers must be submitted to CSC Online as a Word Document.
2. When writing your paper, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>). This includes a cover page, reference page, page numbers and headers. Papers should be double spaced with 1-inch margins, Times New Roman, and in 12 point only.
3. Proofread everything you write, checking for grammar and spelling.
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 6: Course Topic Schedule/Outline

COUN 523 Tentative Schedule

| Week of: | Topic | Assigned Readings | Activities and Assignments |
|---|--|---|--|
| Week 1 January 13th – 19th | Developing effective treatment plans | Kress & Paylo Ch. 1 Hari Prologue – Ch. 1 | Quiz Chapter 1 Forum #1 Assignment #1 Optional Extra Credit |
| Week 2 January 20th – 26th | Real world treatment planning: systems, culture, and ethics | Kress & Paylo Ch. 2 Hari Ch. 2 – Ch. 4 | Quiz Chapter 2 Forum #2 Assignment #2 |
| Week 3 January 27th – February 2nd | Safety-Related Clinical Issues and Treatment Planning DSM-5-TR Introduction | Kress & Paylo Ch. 3 Hari Ch. 5 – Ch. 7 DSM-5-TR pgs. 5-28 | Quiz Chapter 3 Assignment #3 Forum #3 BHECN Webinars • Suicide Risk Assessment |
| Week 4 February 3rd – 9th | Depressive, Bipolar, and Related Disorders | Kress & Paylo Ch. 4 Hari Ch. 8 - 9 DSM-5-TR pgs. 139-214 | Quiz Chapter 4 Assignment #4 Forum #4 BHECN Webinar |

| | | | |
|---|--|--|---|
| | | | <ul style="list-style-type: none"> • Suicide: Postvention as Prevention |
| Week 5 February 10th – 16th | Anxiety Disorders | Kress & Paylo Ch. 5 Hari Ch. 10 DSM-5-TR pgs. 215-261 | Quiz Chapter 5 Assignment #5 Forum #5 BHECN Webinar <ul style="list-style-type: none"> • Intro to Social Anxiety |
| Week 6 February 17th – 23rd | Obsessive-Compulsive and Related Disorders | Kress & Paylo Ch. 6 Hari Ch. 11 – Ch. 12 DSM-5-TR pgs. 263-294 | Quiz Chapter 6 Assignment #6 Forum #6 |
| Week 7 February 24th – March 2nd | Trauma- and Stressor-Related Disorders | Kress & Paylo Ch. 7 Hari Ch. 13 DSM-5-TR pgs. 295-328 | Quiz Chapter 7 Assignment #7 Forum #7 Optional Zoom Drop In – Book Discussion – Tuesday, Feb 25 th |
| Week 8 March 3rd – 9th | Substance-Related and Addictive Disorders | Kress & Paylo Ch. 8 Hari Ch. 14 – Ch. 15 DSM-5-TR pgs. 543-665 | Quiz Chapter 8 Assignment #8 Forum #8 |
| Week 9 March 10th – 16th | No readings assigned | Midterm Break | No assignments this week |
| Week 10 March 17th – 23rd | Personality Disorders | Kress & Paylo Ch. 9 Hari Ch. 16 DSM-5-TR pgs. 733-778 | Quiz Chapter 9 Assignment #9 Forum #9 BHECN Webinar <ul style="list-style-type: none"> • Borderline Personality Disorder Clinical Interview with a Licensed Professional |
| Week 11 March 24th – 30th | Schizophrenia Spectrum and Other Psychotic Disorders | Kress & Paylo Ch. 10 Hari Ch. 17 – Ch. 18 DSM-5-TR pgs. 101-138 | Quiz Chapter 10 Assignment #10 Forum #10 (or AHS simulation) BHECN Webinar <ul style="list-style-type: none"> • Schizophrenia Spectrum |

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|---|---|--|---|
| Week 12 March 31st – April 6th | Feeding and Eating Disorders | Kress & Paylo Ch. 11 Hari Ch. 19 – Ch. 20 DSM-5-TR pgs. 371-397 | Quiz Chapter 11 Assignment #11 BHECN Webinar <ul style="list-style-type: none"> Eating Disorders Forum #11 |
| Week 13 April 7th – 13th | Disruptive, Impulse-Control, and Conduct Disorders, and Elimination Disorders | Kress & Paylo Ch. 12 Hari Ch. 21 DSM-5-TR pgs. 521-541; 399-405 | Quiz Chapter 12 Assignment #12 Forum #12 |
| Week 14 April 14th – 20th | Neurodevelopmental and Neurocognitive Disorders | Kress & Paylo Ch. 13 Hari Ch. 22 - End DSM-5-TR pgs. 35-99; 667-732 | Quiz Chapter 13 Assignment #13 Forum #13 |
| Week 15 April 21st – 27th | Dissociative Disorders and Somatic Symptom and Related Disorders | Kress & Paylo Ch. 14 DSM-5-TR pgs. 329-348; 349-370 | Quiz Chapter 14 Assignment #14 Forum #14 Humanistic Conceptualization of Mental Health |
| Week 16 April 28th – May 4 | Sleep Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria | Kress & Paylo Ch. 15 DSM-5-TR pgs. 407-476; 477-509; 779-801; 511-520 | Quiz Chapter 15 Assignment #15 Forum #15 BHECN Webinar <ul style="list-style-type: none"> Treatment of Common Sexual Problems |
| | | No assigned readings | Final paper & Treatment Plan Due May 7th |