

George Mason University
College of Education and Human Development
Counseling Program

EDCD 656.DL1 – Diagnosis and Treatment Planning for Mental Health Professionals
3 Credits, Spring 2022
Mondays 7:20 – 10:00 PM – Synchronous Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Covers human development throughout the life span, including emotional, physical, and cognitive development; and emphasizes personal adjustment and achievement.

Course Overview

This course introduces students to fundamental concepts in the classification of psychopathology as well as the clinical interviewing skills necessary to apply DSM-5 diagnoses to clients in a sound and ethical manner. The course incorporates an explicit focus on the role of race and culture in diagnosis and treatment. The course will introduce students to formulating treatment plans utilizing the accepted standards of care in the fields of mental health counseling, clinical and counseling psychology, and psychiatry. Finally, the course will focus on clinician self-awareness as a critical dimension in accurate diagnosis and effective treatment planning. Course materials will be delivered in a variety of methods including lecture, required readings, research activities and visual media.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24, 2022

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Monday** and finish on **Sunday**.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Objectives

This course is designed to enable students to do the following:

1. Critique and examine the major theories of human growth and development and their applicability across different cultures; to include, individual and family development, learning, normal and abnormal personality development across the lifespan (CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c.).
2. Understand biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.e.; 2.F.3.f.).
3. Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h.).
4. Gain knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i.).
5. Understand and appreciate the complexities of culture and its influence on human growth and development (CACREP 2.F.3.f.).
6. Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
theories of individual and family development across the lifespan (CACREP 2.F.3.a)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on “Theory, Research, and Foundations” and others. (Given the nature of this Standard, it is covered in most classes.)	Assigned readings that discuss this Standard include: Chapters 1 and 2 in <i>The life span: Human Development for helping professionals</i>
theories of learning (CACREP 2.F.3.b)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 4, 5, 6, 7, 9, 11 on “Early Years” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 3, 6, 9, and 11 in <i>The life span: Human Development for helping professionals</i>
theories of normal and abnormal personality development (CACREP 2.F.3.c)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 on	Assigned readings that discuss this Standard include: Chapters 2, 5,6,8, 10, 12, 14, 16, & 18 in <i>The life span: Human</i>

	“Middle Childhood” and others. (Given the nature of this Standard, it is covered in many classes.)	<i>Development for helping professionals</i>
biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e)	This Standard is part of Course Objective #2, which is addressed in Classes 2, 5, 7, 8, 9, 10, 11, 12, 13 on “The Early Years” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 2, 5, 7, 9, 11, 13,15, & 17 in <i>The life span: Human Development for helping professionals</i>
systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)	This Standard is part of Course Objective #2 and Course Objective #5 which are addressed in Classes 4, 5, 7, 8, 9, 10, 11, 12, 13 on “The emerging self and socialization” and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from <i>The life span: Human Development for helping professionals</i> (Chapters 4-15) and class lectures/discussions. Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)	This Standard is part of Course Objective #3, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on and others. (Given the nature of this Standard, it is covered in many classes.)	Course activities that address this Standard include readings from <i>The life span: Human Development for helping professionals</i> (Chapters 4-15) and class lectures/discussions.
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)	This Standard is part of Course Objective #4, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on “Identity Development in Adolescence,” “Young Adulthood” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 4, 5, 7, 8, 9, 10, 12, &14 in <i>The life span: Human Development for helping professionals</i> Additionally, this Standard is measured as part of the Research Paper Key Assignment, which assesses KPI A.3.a.1
impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)	This Standard is part of Course Objective #6, which is addressed in Classes 5, 7, 8, 9, 10, 11, 12, 13 on “Adolescence” and others. (Given the nature of this Standard, it is covered in many classes.)	Assigned readings that discuss this Standard include: Chapters 5, 7, 8, 9, 11, 13,& 15 in <i>The life span: Human Development for helping professionals</i>

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.2
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Human growth & development”

Required Texts

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: Author.

Nussbaum, A. M. (2013). *The pocket guide to the DSM-5 diagnostic exam*. Arlington, VA: American Psychiatric Association.

Diagnosis and Treatment Planning Skills A Popular Culture Casebook Approach (DSM-5 Update) SECOND EDITION. Alan M. Schwitzer & Lawrence C. Rubin.

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

IMPORTANT NOTE TO STUDENTS

*** A text revision of the DSM 5 (DSM 5-TR) is scheduled to be published March 18, 2022. I would recommend that use the library version, rent a version, or borrow version from another student until the new version is published. There will be only a few changes but I wanted to make you aware of the new publication prior to you investing in this version prior to the new version being published.**

Additional Readings:

Castillo, R. J. (1997a). Why culture?. In *Culture and mental illness: A client centered approach* (pp. 3-24). Boston, MA: Brooks/Cole.

Castillo, R. J. (1997b). Culture & clinical reality. In *Culture and mental illness: A client centered approach* (pp. 25-38). Boston, MA: Brooks/Cole.

Castillo, R. J. (1997c). Culture and personality. In *Culture and mental illness: A client centered approach* (pp. 39-54). Boston, MA: Brooks/Cole.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

• Assignments and/or Examinations

Two Treatment Plans- DUE 2/21/22 & 4/11/22

An essential element of this course is the ability of the student to be able to formulate and plan for the treatment of the client. You will be required to complete two formal treatment plans. Detailed instructions, case vignettes, and grading rubric will be provided. You will be given feedback on the first treatment plan, which you should incorporate when completing the second

treatment plan. The second treatment plan is a Counseling program required performance-based assessment (specific information to be discussed in class) (**Key Assignment: KPI A.9CMHC.b.1; CACREP 5.C.3.b, 5.C.2.j**). Continuation in the program may be contingent on satisfactory performance on this assessment.

*** 10 points each**

Cultural Formulation Interview - DUE 3/28/22

The DSM-5 Cultural Formulation Interview (CFI) is an evidence-based tool is composed of a series of questionnaires that assist clinicians in making person-centered cultural assessments to inform diagnosis and treatment planning. The CFI can be used in clinical encounters with all patients and all clinicians, not just with cultural minorities or in situations of obvious cultural difference between clinicians and patients. This is because all of us bring our own cultures, values, and expectations to the clinical encounter, including often invisible influences on how we approach specific aspects of care. You will be required to use the CFI to guide interview process in writing a peer's biopsychosocial history. Presenting issues can be fictional and focus on diagnosis(es) that will be of focus in this course, for example, a presenting can be symptoms related to PTSD and Sexual Abuse. This document should be typed, single-spaced, please conceal the identity of the peer you are interviewing but include their demographic (age, gender identity, race, ethnicity, spiritual/religious background, immigration status if applicable) information in your paper. **A biopsychosocial history form will be provided for you to complete and to be submitted with your paper which should be a minimum of one page and a maximum of two pages in length. The paper should include: A.) a brief description of the presenting issue; B.) a discussion of your reactions, thoughts, and feelings in response to the issue; C.) describe your ideas you about the way that culture influences mental illness; and D.) explain how the CFI assisted you in collecting information from your participant.**

*** 15 points**

In-class Role Play and Disorder Information Sheet-DUE dates will be assigned

The class will be split up into triads. Each triad will be assigned a date in which they will perform an 8–10 minute role-play in front of the class demonstrating either a partial counseling session with a student (for SC students) or clients (for CMHC/CAC students) with a specific disorder (disorder will be assigned by instructor). One group member will play the student/client, one will play the school counselor/mental health counselor, and the third group member will facilitate a class debriefing after the role-play. The debriefing should focus on what additional information the class would like to gather from the student, discussion of the diagnosis, and thoughts regarding the goal plan.

In addition to the role-play, the group will create an information sheet for their assigned disorder that will be disseminated to the class following the role-play (bring copies for the class). The information sheet should be in an outline format, single spaced, no longer than 1 page, and include the following sections:

A. Recommended Therapeutic Interventions: List recommended interventions school counselors/counselors can use for students with the disorder (i.e., CBT, DBT, etc.).

- B. Resources for School Counselors/Counselors:** List professional resources that would be helpful to counselors working with clients with this disorder. The resources should include classroom supports, journal articles, and cultural considerations.
- C. Commonly Used Medications** (if any): List the medications that are most prescribed for the disorder.
- D. Resources for Students/Clients:** It is very important that we can provide students/clients with additional resources that may be useful for them. Research potential resources for students/clients with your assigned disorder. These resources may include books (written for the general public), websites, and support groups (in-person/online).

*** Role Play/Debriefing 10 Points; Disorder Information Sheet 10 Points**

Final Exam (open book/notes)- DUE Last Class 5/9/22

*** 25 Points**

• Other Requirements Class Participation

Attendance, arriving to class on time, and actively participating in class discussions and activities are all included in the participation grade. In order to get an A or A- for class participation you must attend all scheduled classes.

• Grading

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Graded Assignments

Two Treatment Plans	20 points (10 points each)
Cultural Interview Formulation	15 points
In-class Role Play/Debriefing	10 points
Disorder Information Sheet	10 points
Take-home Final	25 points
Class participation	<u>20 points</u>
Total	100 points

Late Assignments: Late assignments will result in a point reduction

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Week	Date	Topic	Readings / Assignments Due	Course Obj. #
Wk. 1	1/24/22	<p>Introductions</p> <p>Review of Syllabus</p> <p>Expectations & Cautions</p> <p>Reflections on Experiences of Mental Illness</p> <p>Cultural Implications around Diagnosis & Assessment</p>		1, 4
Wk. 2	1/31/22	<p>Introduction to Assessment & Diagnosis</p> <p>History of the DSM</p> <p>Introduction to Use of the DSM-5</p> <p>Treatment Planning Overview</p>	<p>DSM-5- pp. 19-24</p> <p>Pocket Guide- pp. 3-31</p> <p>Tx Planner- Introduction</p> <p>Diagnosis and Treatment Planning Skills- Chapter 1</p>	1, 2, 4
Wk. 3	2/7/22	<p>Neurodevelopmental Disorders</p> <ul style="list-style-type: none"> - Intellectual Disability - Autism Spectrum D/O - Attention-Deficit/Hyperactivity D/O - Specific Learning Disorder - Motor Disorders <p>Diagnostic Criteria and Diagnostic Features</p> <p>Role-Play Triad 1: _____</p>	<p>DSM-5- pp. 31-86</p> <p>Pocket Guide- pp. 59-67</p> <p>Tx Planner- Attention Deficit Hyperactivity Disorder; Autism Spectrum Disorder; Intellectual Developmental Disorder</p> <p>Diagnosis and Treatment Planning Skills- Chapter 2</p>	2, 5
Wk. 3	2/14/22	<p>Schizophrenia Spectrum & Other Psychotic Disorders</p> <ul style="list-style-type: none"> - Schizotypal (Personality) D/O - Delusional D/O - Brief Psychotic D/O - Schizophreniform D/O - Schizophrenia - Schizoaffective D/O - Other Specified & Unspecified Schizophrenia Spectrum and Other Psychotic D/O <p>Role-Play Triad 2: _____</p>	<p>DSM-5- pp. 87-122</p> <p>Pocket Guide- pp. 68-71</p> <p>Tx Planner- Psychoticism</p> <p>Diagnosis and Treatment Planning Skills- Chapter 3</p>	2, 5
Wk. 4	2/21/22	<p>Bipolar & Related Disorders</p> <ul style="list-style-type: none"> - Bipolar I D/O - Bipolar II D/O - Cyclothymic D/O - Other Specified & Unspecified Bipolar and Related D/O <p>Psychopharmacological approaches</p> <p>Role-Play Triad 3: _____</p>	<p>DSM-5- pp. 123-154</p> <p>Pocket Guide- pp. 72-76</p> <p>Tx Planner- Bipolar Disorder</p> <p>Diagnosis and Treatment Planning Skills- Chapter 4</p> <p>DUE: Treatment Plan #1</p>	2, 5

Wk. 5	2/28/22	Depressive Disorders - Major Depressive D/O - Persistent Depressive D/O (Dysthymia) - Other Specified & Unspecified Depressive D/O Medical Referrals & Psychopharmacology Role-Play Triad 4: _____	DSM-5- pp. 155-188 Pocket Guide- pp. 77-81 Tx Planner- Unipolar Depression; Low Self Esteem Diagnosis and Treatment Planning Skills- Chapter 5	2, 5
Wk. 6	3/7/22	Anxiety Disorders - Separation Anxiety D/O - Specific Phobia - Social Anxiety D/O (Social Phobia) - Panic D/O - Agoraphobia - Generalized Anxiety D/O - Other Specified & Unspecified Anxiety D/O Cultural Considerations for Mood & Anxiety Related D/Os Role-Play Triad 5: _____	DSM-5- pp. 189-233 Pocket Guide- pp. 82-86 Tx Planner- Anxiety. Panic/Agoraphobia; Social Anxiety; Specific Phobia	2, 5, 4
Wk. 7	3/21/22	Obsessive-Compulsive and Related Disorders - Obsessive-Compulsive D/O - Body Dysmorphic D/O	DSM-5- pp. 235-264 Pocket Guide- pp. 87-89 Tx Planner- Obsessive-Compulsive Disorder	2, 5

		- Hoarding D/O - Trichotillomania - Excoriation (Skin-Picking) D/O - Other Specified & Unspecified Obsessive Compulsive and Related D/O Case Consultation & Referral Role-Play Triad 6: _____		
Wk. 8	3/28/22	Trauma, Stressor-Related, and Dissociative, Disorders - Posttraumatic Stress D/O - Acute Stress D/O - Adjustment D/O's - Other Specified & Unspecified Trauma- and Stressor-Related D/O - Dissociative Identity D/O - Dissociative Amnesia - Depersonalization/Derealization D/O - Other Specified Dissociative D/O - Unspecified Dissociative D/O Case Consultation & Referral Role-Play Triad 7: _____	DSM-5- pp. 265-290 Pocket Guide- pp. 90-94 Tx Planner- Posttraumatic Stress Disorder (PTSD); Physical Emotional Abuse Victim; Sexual Abuse Victim DUE: Cultural Interview Formation	2, 5

Wk. 9	4/4/22	Disruptive, Impulse-Control & Conduct Disorders <ul style="list-style-type: none"> - Oppositional Defiant D/O - Intermittent Explosive D/O - Conduct D/O - Pyromania - Kleptomania - Other Specified & Unspecified Impulse Control, and Conduct D/O Role-Play Triad 8: _____	DSM-5- pp. 461-480; 715-727 Pocket Guide- pp. 124-128; 180-189 Tx Planner- Anger Control Problems; Conduct Disorder/ Delinquency; Oppositional Defiant Disorder	2, 5, 3, 6
Wk. 10	4/11/22	Somatic Symptom and Related Disorders, Feeding and Eating Disorders, Elimination Disorders Sleep-Wake Disorders <ul style="list-style-type: none"> - Pica - Anorexia Nervosa - Bulimia Nervosa - Binge-Eating D/O - Other Specified & Unspecified Feeding or Eating D/O Case Consultation & Referrals	DSM-5- pp. 329-354 Pocket Guide- 101-104 Tx Planner- Eating Disorders DUE: Treatment Plan #2	5
Wk. 12	4/18/22	Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders <ul style="list-style-type: none"> - Delayed Ejaculation - Erectile D/O - Female Orgasmic D/O - Female Sexual Interest/Arousal D/O - Genito-Pelvic Pain/penetration D/O - Male Hyperactive Sexual Desire D/O - Premature (Early) Ejaculation - Other Specified Sexual Dysfunction - Unspecified Sexual Dysfunction - Gender Dysphoria - Other Specified Gender Dysphoria - Unspecified Gender Dysphoria - Voyeuristic D/O - Exhibitionistic D/O - Frotteuristic D/O - Sexual Masochism D/O - Sexual Sadism D/O - Fetishistic D/O - Transvestic D/O - Other Specified Paraphilic D/O - Unspecified Paraphilic D/O Role-Play Triad 9: _____	DSM-5- pp. 423-459; 685-705 Pocket Guide- pp. 201-218; 333-339 Tx Planner- Female Sexual Dysfunction; Male Sexual Dysfunction; Sexual Abuse; Sexual Identity Confusion-Adult	5, 3, 6
Wk. 13	4/25/22	Personality Disorders <ul style="list-style-type: none"> - Cluster A Personality D/O's - Cluster B Personality D/O's - Cluster C Personality D/O's Role-Play Triad 10: _____	DSM-5- pp. 645-684 Pocket Guide- pp. 165-175 Tx Planner- Runaway; School Violence Perpetrator; Sexual Promiscuity; Substance Abuse	5

Wk. 14	5/2/22	Substance Use Disorders & Process Addictions - Substance Use Criterion - Differential Diagnosis Etiology of addictions and addictive behaviors	DSM-5- pp. 481-590 Pocket Guide- 199-202 Tx Planner- Substance Use Disorders	5, 7
Wk. 15	5/9/22	Wrapping Up - FINAL EXAM	DUE: Take-home final exam (upload to Blackboard by 11:59PM)	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric:

EDCD 656 Treatment Plan Rubric (Key Assignment: KPI A.9-CMHC.b.1; CACREP 5.C.3.b, 5.C.2.j)

	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Diagnosis KPI A.9-CMHC.b.1; CACREP 5.C.3.b	Diagnosis fully captures all symptoms	Diagnosis captures most of the symptoms	Diagnosis captures some of the symptoms	No evidence that the diagnosis captures the symptoms
2. Behavioral Definition of Problems KPI A.9-CMHC.b.1; CACREP 5.C.3.b; 5.C.2.j	Includes four behavioral definitions that are conceptualized from the case vignette and include relevant cultural factors	Includes three behavioral definitions that are conceptualized from the case vignette and include relevant cultural factors	Includes two behavioral definitions that are conceptualized from the case vignette and include relevant cultural factors	Includes one or fewer behavioral definitions that are conceptualized from the case vignette
3. Goals for Change KPI A.9-CMHC.b.1; CACREP 5.C.3.b	Includes four goals for change that are conceptualized from the case vignette	Includes three goals for change that are conceptualized from the case vignette	Includes two goals for change that are conceptualized from the case vignette	Includes one or fewer goals for change that are conceptualized from the case vignette

<p>4. Therapeutic Interventions KPI A.9-CMHC.b.1; CACREP 5.C.3.b</p>	<p>Includes four therapeutic interventions that are conceptualized from the case vignette</p>	<p>Includes three therapeutic interventions that are conceptualized from the case vignette</p>	<p>Includes two therapeutic interventions that are conceptualized from the case vignette</p>	<p>Includes one or fewer therapeutic interventions that are conceptualized from the case vignette</p>
<p>5. Outcome Measures</p>	<p>Includes four outcome measures that are conceptualized from the case vignette</p>	<p>Includes three outcome measures that are conceptualized from the case vignette</p>	<p>Includes two outcome measures that are conceptualized from the case vignette</p>	<p>Includes one or fewer outcome measures that are conceptualized from the case vignette</p>