

George Mason University
College of Education and Human Development
Counseling Program

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

Faculty

Name: Dr. Lakesha Roney
Office Hours: By Appointment on Mondays (email to schedule)
Office Location: Krug Hall Suite, 202 (Counseling Office)
Office Phone: 703-993-2087 (Counseling Office)
Business Phone:
Email Address:

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 TR 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 the first day of class.

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 ensure 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 | Assigned readings that discuss this Standard include: Chapters 3, |

| | | |
|---|--|--|
| | 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.) | 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 “Middle Childhood” and others. (Given the nature of this Standard, it is covered in many classes.) | Assigned readings that discuss this Standard include: Chapters 2, 5,6,8, 10, 12, 14, 16, & 18 in <i>The life span: Human 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 | 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 |

| | | |
|--|---|--|
| | Standard, it is covered in many classes.) | 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

*** You may choose from one of these two formats of the DSM-5 TR-TR to use in this course.**

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders, Text Revision DSM-5 TR-tr* (5th ed.). Amer Psychiatric Pub Inc.

American Psychiatric Association. (2022b). *Diagnostic and Statistical Manual of Mental Disorders, Text Revision DSM-5 TR-tr* (5th ed.) [E-book]. Amer Psychiatric Pub Inc.

*** I will provide you a link to the additional Treatment Planner books as PDF documents.**

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The Complete Adult Psychotherapy Treatment Planner (Practice Planners) 6th Edition*. John Wiley and Sons, Inc.

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

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.

Lee, C. (n.d.). *Elements of Culturally Competent Counseling*. Retrieved May 17, 2022, from <https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-24.pdf>

Phillips, L. (2022, January 4). *Culture-centered counseling*. Counseling Today. Retrieved May 16, 2022, from <https://ct.counseling.org/2021/11/culture-centered-counseling/>

The professional counselor and the diagnostic process: Challenges and ... (n.d.). Retrieved May 17, 2022, from <https://www.counseling.org/Resources/Library/VISTAS/2009-V-Online/Mannarino-Loughran-Hamilton.pdf>

Yee, E. (n.d.). *Aca Counseling Corner Blog*. ACA(WEB usage). Retrieved May 16, 2022, from <https://www.counseling.org/news/aca-blogs/aca-counseling-corner/aca-member-blogs/2019/01/03/why-cultural-competence-matters>

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 Week 5 (8/19/22) & Week 11 (10/31/22): ***Only use the case studies for both the First and Second Treatment Plan Assignment and the Individualized Treatment Plan Template provided on Blackboard.***

Due Date Week 5 (8/19/22) - First Treatment Plan Assignment “Marco” (Practice): Submit on Blackboard under Assignments

Due Date Week 11 (10/31/22)- Second Treatment Plan Assignment “Teresa” (Final Version): Submit on Blackboard using the Via link, this is required by CACREP

**** Please see the CACREP Assessment Rubric on the final page of this syllabus:***

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

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.

**** Treatment Planning Training, The Clinician Guide to Treatment Planning, 2 School Counseling Sample Treatment Plans, and 2 Mental Health Treatment Plans are provided to use as a guide when completing this assignment.***

*** 10 points each**

Cultural Formulation Interview - DUE Week 9 (10/17/22): Each student is required to partner with another student, you are responsible for finding a partner to complete this assignment. Submit to Blackboard; Submit these 2 documents- Biopsychosocial Assessment with Cultural Formulation Interview Questions document (for review only; this will not be graded) and your Cultural Formulation paper 1-2 pages. Please submit on Blackboard under Assignments.

The DSM-5 TR 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. The Cultural Formulation paper 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. – **The Biopsychosocial Assessment with Cultural Formulation Interview Questions document 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 response to the following topics: 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.**

**** The Cultural Formulation Interview Training and the 2 APA Cultural Formulation Interview Documents are for your reference ONLY. While you are interviewing your classmate, use the Biopsychosocial Assessment with Cultural Formulation Interview Questions document to record the responses during your interview. This will be submitted along with the 1–2-page paper addressing the topics A-D highlighted in bold above. There will be an included video of the Cultural Formulation Interview for future clarification on how to use the interview questions. Please contact me or feel free to ask questions in class prior to the assignment due date for further clarification.***

*** 15 points**

In-class Role Play and Disorder Information Sheet-DUE dates will be assigned: *Each student will be assigned to a group by the instructor for this assignment. Submit to Blackboard and it will be graded as a Group Assignment. The submitted Disorder Information Sheet will be emailed to the entire class after the role play.*

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: Week 15 (11/28/22) *The test is on Blackboard under Assignments. It will be released on 11/28/22 at 12:00AM and will be due to on 12/5/22 at 11:59 PM, please submit on Blackboard under Assignments.*

*** 25 Points**

• Other Requirements

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**

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

Fall Semester: Monday, August 22, 2022 to Monday, December 5, 2022

| Week | Topic | Readings / Assignments Due | Course Obj. # |
|--------------|---|--|---------------|
| Wk. 1 | Introductions Review of Syllabus Expectations & Cautions Reflections on Experiences of Mental Illness Cultural Implications around Diagnosis & Assessment | | 1, 4 |
| Wk. 2 | Introduction to Assessment & Diagnosis History of the DSM Introduction to Use of the DSM-5 Treatment Planning Overview | DSM-5 TR- DSM-5 TR Basics Introduction Use of the Manual Cautionary Statement for Forensic Use of DSM-5 TR Tx Planner- Introduction | 1, 2, 4 |

| | | | |
|--------------|---|---|------|
| | | <p>Diagnosis and Treatment Planning Skills- Chapter 1</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | |
| Wk. 3 | <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 TR- Neurodevelopmental Disorders</p> <p>Tx Planner- Attention Deficit Hyperactivity Disorder; Autism Spectrum Disorder; Intellectual Developmental Disorder</p> <p>Diagnosis and Treatment Planning Skills- Chapter 2</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5 |
| Wk. 4 | <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 TR- Schizophrenia Spectrum & Other Psychotic Disorders</p> <p>Tx Planner- Psychoticism</p> <p>Diagnosis and Treatment Planning Skills- Chapter 3</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5 |
| Wk. 5 | <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 TR- Bipolar & Related Disorders</p> <p>Tx Planner- Bipolar Disorder</p> <p>Diagnosis and Treatment Planning Skills- Chapter 4</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5 |

| | | DUE: Treatment Plan #1 | |
|---------------|---|--|---------|
| Wk. 6 | <p>Depressive Disorders</p> <ul style="list-style-type: none"> - Major Depressive D/O - Persistent Depressive D/O (Dysthymia) - Other Specified & Unspecified Depressive D/O <p>Medical Referrals & Psychopharmacology</p> <p>Role-Play Triad 4: _____</p> | <p>DSM-5 TR- Depressive Disorders</p> <p>Tx Planner- Unipolar Depression; Low Self Esteem</p> <p>Diagnosis and Treatment Planning Skills- Chapter 5</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5 |
| Wk. 7 | <p>Anxiety Disorders</p> <ul style="list-style-type: none"> - 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 <p>Cultural Considerations for Mood & Anxiety Related D/O's</p> <p>Role-Play Triad 5: _____</p> | <p>DSM-5 TR- Anxiety Disorders</p> <p>Tx Planner- Anxiety. Panic/Agoraphobia; Social Anxiety; Specific Phobia</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5, 4 |
| Wk. 8 | Fall Break (Classes Do Not Meet) | No readings or assignments due | |
| Wk. 9 | <p>Obsessive-Compulsive and Related Disorders</p> <ul style="list-style-type: none"> - Obsessive-Compulsive D/O - Body Dysmorphic D/O - Hoarding D/O - Trichotillomania - Excoriation (Skin-Picking) D/O - Other Specified & Unspecified Obsessive Compulsive and Related D/O <p>Case Consultation & Referral</p> <p>- Role-Play Triad 6: _____</p> | <p>DSM-5 TR- Obsessive-Compulsive and Related Disorders</p> <p>Tx Planner- Obsessive-Compulsive Disorder</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5 |
| Wk. 10 | <p>Trauma, Stressor-Related, and Dissociative, Disorders</p> <ul style="list-style-type: none"> - 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 | <p>DSM-5 TR- Trauma, Stressor-Related, and Dissociative, Disorders</p> <p>Tx Planner- Posttraumatic Stress Disorder (PTSD); Physical Emotional Abuse Victim; Sexual Abuse Victim</p> | 2, 5 |

| | | | |
|---------------|---|--|------------|
| | <ul style="list-style-type: none"> - Dissociative Amnesia - Depersonalization/Derealization D/O - Other Specified Dissociative D/O - Unspecified Dissociative D/O <p>Case Consultation & Referral</p> <p>Role-Play Triad 7: _____</p> | <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> <p>DUE: Cultural Interview Formation</p> | |
| Wk. 11 | <p>Disruptive, Impulse-Control & Conduct Disorders</p> <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 <p>Role-Play Triad 8: _____</p> | <p>DSM-5 TR- Disruptive, Impulse-Control & Conduct Disorders</p> <p>Tx Planner- Anger Control Problems; Conduct Disorder/Delinquency; Oppositional Defiant Disorder</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 2, 5, 3, 6 |
| Wk. 12 | <p>Somatic Symptom and Related Disorders, Feeding and Eating Disorders, Elimination Disorders Sleep-Wake Disorders</p> <ul style="list-style-type: none"> - Pica - Anorexia Nervosa - Bulimia Nervosa - Binge-Eating D/O - Other Specified & Unspecified Feeding or Eating D/O <p>Case Consultation & Referrals</p> | <p>DSM-5 TR- Somatic Symptom and Related Disorders, Feeding and Eating Disorders, Elimination Disorders Sleep-Wake Disorders</p> <p>Tx Planner- Eating Disorders</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> <p>DUE: Treatment Plan #2</p> | 5 |
| Wk. 13 | <p>Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders</p> <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 | <p>DSM-5 TR- Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders</p> <p>Tx Planner- Female Sexual Dysfunction; Male Sexual Dysfunction; Sexual Abuse; Sexual Identity Confusion-Adult</p> | 5, 3, 6 |

| | | | |
|---------------|--|---|---|
| | <ul style="list-style-type: none"> - 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 <p>Role-Play Triad 9: _____</p> | View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week | |
| Wk. 14 | <p>Personality Disorders</p> <ul style="list-style-type: none"> - Cluster A Personality D/O's - Paranoid Personality Disorder - Schizoid Personality Disorder - Schizotypal Personality Disorder - Cluster B Personality D/O's - Antisocial Personality Disorder - Borderline Personality Disorder - Histrionic Personality Disorder - Narcissistic Personality Disorder - Cluster C Personality D/O's - Avoidant Personality Disorder - Dependent Personality Disorder - Obsessive-Compulsive Personality Disorder <p>Other Mental Disorders and Additional Codes</p> <ul style="list-style-type: none"> - Relational Problems - Abuse and Neglect - Educational and Occupational Problems - Housing and Economic Problems - Other Problems Related to the Social Environment - Problems Related to Crime or Interaction With the Legal System - Other Health Service Encounters for Counseling and Medical Advice - Problems Related to Other Psychosocial, Personal, and Environmental Circumstances - Other Circumstances of Personal History <p>Role-Play Triad 10: _____</p> | <p>DSM-5 TR- Personality Disorders</p> <p>Tx Planner- Runaway; School Violence Perpetrator; Sexual Promiscuity; Substance Abuse</p> <p>DSM-5 TR- Other Mental Disorders and Additional Codes</p> <p>View all videos on the corresponding PowerPoint posted on Blackboard and read the corresponding DSM-5 TR Factsheets to discuss during class next week</p> | 5 |

| | | | |
|---------------|---|--|------|
| Wk. 15 | Substance Use Disorders & Process Addictions - Substance Use Criterion - Differential Diagnosis Etiology of addictions and addictive behaviors Wrapping Up - FINAL EXAM | DSM-5 TR- Substance Use Disorders & Process Addictions Tx Planner- Substance Use Disorders DUE: Take-home final exam (upload to Blackboard by the following Monday 11:59PM) | 5, 7 |
|---------------|---|--|------|

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 |

| | | | | |
|--|---|--|--|---|
| <p>3. Goals for Change KPI A.9-CMHC.b.1; CACREP 5.C.3.b</p> | <p>Includes four goals for change that are conceptualized from the case vignette</p> | <p>Includes three goals for change that are conceptualized from the case vignette</p> | <p>Includes two goals for change that are conceptualized from the case vignette</p> | <p>Includes one or fewer goals for change that are conceptualized from the case vignette</p> |
| <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> |