

University of North Texas at Dallas

COUN 5480 Diagnosis and Treatment Planning in Counseling (DSM) SYLLABUS for Distance Learning Fall 2018

Department of Counseling and Human Development		Division of Education and Human Services	
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Classroom Location:		Founders 337, and online	
Class Meeting Days & Times:		Thursdays 7:30-9:50 pm., and online	
Course Catalog Description:		Principles and models of biopsychosocial assessment, case conceptualization, and concepts of normalcy leading to an appropriate framework for counseling treatment plans or referral within a managed care framework. DSM 5 diagnosis, disorder prevention, and promotion of optimal mental health are studied.	
Prerequisites:		COUN 5680 and 5710	
Required Text:		<ul style="list-style-type: none"> • American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Washington, DC: Author. <p>Additional required readings and materials are available through password-protected Blackboard. View this site weekly for supplemental materials, additional handouts, required readings, and all class lessons/powerpoints. You are responsible for all content assigned on this website.</p>	
Recommended Texts		<ul style="list-style-type: none"> • Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). <i>The complete adult psychotherapy treatment planner</i>. (5th ed.). Hoboken, NJ: Wiley. • Reichenberg, L.W. , & Seligman, L.(2016). <i>Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders</i>. (5th ed.). San Francisco, CA: John Wiley & Sons. 	
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p> <p>Blackboard Learn: <i>If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor.</i> The ITSS Help Desk offers phone, email and walk-in support: Help Desk: Phone: 972-780-3626</p>	

	<p>Email: http://web3.unt.edu/helpdesk/service Walk-in: Founders Hall Rm. 127 CITC Help Desk website: http://www.unt.edu/helpdesk/index.htm.</p>
<p>Tk20: This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess. To purchase, go to https://www.coe.unt.edu/tk20-campus-tools</p>	
<p>Course Goals or Overview: The goals of this course are as follows -</p>	
	<p>This course will emphasize reading, discussion, and experiential learning as its principal strategies. Didactic lectures will be supplemented with film clips demonstrating various mental disorders, discussion prompts, in-class practice activities, and homework exercises designed to facilitate development of assessment, diagnosis, and treatment planning skills.</p>
<p>Learning Objectives/Outcomes: At the end of this course, students will be able to:</p>	
1	<p>Discuss historical trends and philosophies related to diagnosis and treatment of mental disorders. (CACREP II.G.1.a, CMHC A1)</p>
2	<p>Discuss the range of mental health service delivery and the counseling services network. (CMHC C5)</p>
3	<p>Explain ways in which developmental crises, disability, psychopathology, and situational and environmental factors affect both normal and abnormal behavior. (IIG3f)</p>
4	<p>Use principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology to develop appropriate diagnoses and counseling treatment plans. (IIG5d; CMHC G1; SC G1; SACC D5, G1)</p>
5	<p>Discriminate between what is a disorder and what is not; what is clinically significant impairment and what is not; substance abuse and dependence; and what might be an adjustment disorder rather than a diagnosable condition. (CACREP II.K.3.c; CC C.4, 5; SC C.2.d, h; CUC C.4, 9)</p>
6	<p>Discuss how age, gender, sexual orientation, ethnicity, disability, culture, spirituality, and other factors are related to disorder presentation, diagnoses, access to treatment, counselor assessment, and counselor evaluation (IIG.2.a; CMHC E1, H1; SC E4; SACC E1)</p>
7	<p>Discuss relevance and potential biases of commonly used diagnostic tools with multicultural populations. (CMHC K4)</p>
8	<p>Establish treatment plans which are based on initial assessment and ongoing evaluation of efficacy of interventions used. (CACREP II.K.7.g; CC C.4)</p>
9	<p>Identify and discuss ethical and legal issues related to diagnosis and treatment planning in counseling (CACREP II.G.1.j; CMHC A2, B1; SC A2, B1, SACC A2, B1)</p>
10	<p>Demonstrate familiarity with a variety of empirically supported treatments and counseling modalities (e.g., individual, group, family, and/or other referrals) useful for a variety of diagnoses. (CACREP II.K.5.d; II.K.6.e; CC C.7; SC C.2.a; CUC C.4, 10)</p>
11	<p>Evaluate up-to-date research concerning empirically supported treatments, standards of care, and outcomes based on study of professional journals, books, and internet information. (CACREP II.K.8.c, e; II.K.1.c)</p>
12	<p>Describe methods of conferring with managed care entities and other providers in a confidential and professional manner. (CACREP II.K.1.b, h; CC B.1)</p>
13	<p>Discuss assessment methods used and indicate counseling progress in a manner which will</p>

assist in securing funding from managed care and related entities. (CACREP II.K.7.b)
Note: CC = Community Counseling; SC = School Counseling Standard; CUC = College/University Counseling

Flexible Calendar

Instructor may alter schedule of events as necessary or as mandated by class needs. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Note: Your EBT Medication & Treatment Awareness Summary must be submitted on the date the lesson is covered in “class”.

Date	Topic/Film	Assignments
8/30	Course orientation & introductions Introduction to the DSM Role of diagnosis in counseling Risks & benefits of diagnosis Sign in and introduce yourself on the Q&A Discussion board!	<ul style="list-style-type: none"> ▪ DSM pp. xli-25 ▪ Seligman Ch. 1 ▪ Cosgrove et al. (2006); Grohol (1996); Hohenshil (1996); Ivey & Ivey (1998); ▪ Choose a diagnosis for the treatment summary, and reserve it on the “1st Project Sign-up” link- first come, first served. ▪ Complete the Syllabus quiz due 9/5 midnight
9/6	<i>(cont. Lecture 1)</i> V codes Differential diagnosis Multiaxial assessment Mental status assessment ***Review objectives homework	<ul style="list-style-type: none"> ▪ DSM pp. 709-714; 715-727; 809-816 (skim 817-831); 833-837 ▪ Smart & Smart (1997); White Kress et al. (2005) ▪ Tab your DSM ▪ Objectives homework due 9/12 midnight ▪ <i>Begin reading for next week</i>
9/13 online	Introduction to managed care Ethical and cultural considerations	<ul style="list-style-type: none"> ▪ DSM pp. 731-759 ▪ Anderson (2000); Braun & Cox (2005); Daniels (2001); Nelson & Nuefeldt (1996); Polanski & Hinkle (2000)
9/20	Somatic-related and factitious disorders Neurocognitive disorders	<ul style="list-style-type: none"> ▪ DSM pp. 309-327; 591-643 ▪ Seligman Ch. 7; 9 ▪ Gintner (1995); Hill & Spengler (1997); McLaughlin (2002); Rosenhan (1973) ▪ Somatic/neuro quiz due 9/26 midnight

9/27 online	Sleep-wake disorders	<ul style="list-style-type: none"> ▪ DSM pp. 361-422 ▪ Seligman Ch. 3 ▪ HMHL (1994); Kuhn et al. (1999) ▪ Sleep dx due 10/3 midnight
10/4	Substance-related and addictive disorders	<ul style="list-style-type: none"> ▪ DSM pp. 481-589 ▪ Seligman Ch. 6 pp. 243-266 ▪ Evans (1998) ▪ Substance dx due 10/10 midnight
10/11	Review treatment planning Diagnosis practice Midterm review	
10/18	Midterm Exam	<ul style="list-style-type: none"> ▪ Submit final project topic for approval
10/25 online	Personality disorders	<ul style="list-style-type: none"> ▪ DSM pp. 645-684; 761-781 ▪ Seligman Ch. 8 ▪ Fong (1995) ▪ Personality dx due 10/31 midnight
11/1	Depressive & Trauma-related disorders	<ul style="list-style-type: none"> ▪ DSM pp. 123-188; 265-290 ▪ Seligman Ch. 4 ▪ Seligman & Moore (1995) ▪ Mood dx practice
11/8 online	Anxiety disorders	<ul style="list-style-type: none"> ▪ DSM pp. 189-264 ▪ Seligman Ch. 5 ▪ Beamish et al. (2002); Fong & Silien (1999) ; Roussov (2012) ▪ Anxiety dx due 11/14 midnight
11/15 online	Dissociative disorders Schizophrenia & other psychotic disorders	<ul style="list-style-type: none"> ▪ DSM pp. 87-122; 291-307 ▪ Seligman Ch. 9 ▪ Walker et al. (2004)
11/22	<i>Thanksgiving holiday</i>	
11/29 online	Sexual and gender dysphoria disorders	<ul style="list-style-type: none"> ▪ DSM pp. 423-459; 685- 705 ▪ Seligman Ch. 6 pp. 274-287 ▪ Seligman & Hardenburg (2000); Thanasiu (2004) ▪ Sexual and GD quiz due 11/28 midnight
12/6	Feeding and eating disorders Impulse-control disorders	<ul style="list-style-type: none"> ▪ DSM 329-354; 461-480 ▪ Seligman Ch. 6 pp. 266-274, 287-303 ▪ Polivy & Herman (2002) ▪ Final project due 12/6 midnight

12/13	Final Exam	▪ Course evals
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Post your homework assignments to Blackboard each week following the lesson. The deadline is always **Wednesday by midnight**, unless otherwise indicated.

Graduate students are expected to check their email and Blackboard regularly for professor communications, class information, or class changes.

PERFORMANCE EVALUATION AND PROCEDURES

Attendance, Preparation and Participation

Because the course is a **hybrid design**, students are expected to have thoroughly read and prepared for every class period, and to participate *actively* in class activities, whether online or on campus. This means that your quality of learning is divided between your online participation and use of materials, which support class interactions. On class weeks, students are required to complete readings or assignments prior to classtime; on non-meeting weeks, students are required to commit 3 to 4 hours of independent study time. Students' commitment and amount of time is automatically tracked by Blackboard software, and by my subjective appraisal of the quality of your work. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness.

To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Attendance is required and graduate-level class participation is expected. Absences in **excess of one excused absence** and/or **chronic tardiness** *will* affect your final grade in the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe personal illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction. Students are responsible for all material and assignments covered on days they are absent.

Graduate students are expected to maintain regular interaction with their Blackboard courses and email, in order to receive important information, any class changes, weather announcements, and student advising requirements. Students should minimally check email and Blackboard for information every other day during the week.

Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are therefore expected to refrain from all inappropriate behavior including but not limited to: text-messaging, passing notes, sleeping, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one

conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

Online Activities/Quizzes

Because class activities are divided between in-class and online participation, each week *prior to the class meeting* you are expected to:

1. Complete the assigned reading
2. View or print the powerpoint and/or video associated with that class topic (on Blackboard)

By the weekly deadline, you must also:

3. Complete the activity or quiz accompanying Blackboard materials

These items are intended to represent the week's in-class activity, and the **deadline is Tuesday** midnight of the assigned week. Online activities that are not completed prior to the beginning of the next class will not be accepted. Appendix A of this document details the grading rubric for online activities.

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. Weekly homework or quizzes that are not submitted by the required deadline **will automatically receive a grade of 0**. In order to be fair to other students, no make-up or extra credit opportunities will be given for these weekly homework assignments.

In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Format guidelines:

Unless otherwise indicated, formal papers should be written in accordance with correct APA style. Specifically, assignments should minimally:

1. Contain an APA-style cover page and reference page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain correct citations and references correctly formatted according to the current *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such.

Programmatic evaluation:

Turnitin:

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assessments (KA) must be uploaded into the Tk20 system for instructors to assess.

Grading Matrix:

Participation, preparation, &	20%
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homework	
Medication & EBT treatment planning summary	15% (due on in-class discussion date)
Midterm examination	20%
Final project (KA)	20%
Final examination	25%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Grade of Incomplete: If for some justifiable *documented* reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness) , the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

PARTICIPATION, PREPARATION, & HOMEWORK

Attendance, participation, and professionalism are professional responsibilities even in online courses. This includes checking your UNT email and Blackboard announcements on a very regular basis (every other day, minimally, is the suggested frequency); students are responsible for all information posted to email and Blackboard.

This is a reading-intensive course, and students are expected to complete scheduled readings prior to class on the due date. Careful preparation will facilitate understanding of lectures and successful completion of in-class exercises. Readings from the DSM 5 and Blackboard readings, are always required; listed Seligman (1998) and Jongsma et al. (2014) text readings are suggested, and will definitely help with the Medication/Treatment Planning assignment. Supplemental required and recommended readings are available via **Blackboard**. At instructor's discretion you will be provided with practice exercises to be completed during class or before the next class.

Participation is best manifested by readiness and *active* participation in class discussion. It may be helpful to jot down thoughts or questions during your reading time, and bring these to class to stimulate discussion. ...there are no “stupid” questions or observations in this learning environment; fellow students likely have the same questions you have.

MIDTERM & FINAL EXAMINATION

Two in-class examinations are required for this course. Exams will include objective questions (true/false, multiple-choice, short-answer) and case vignettes which require the identification of diagnoses and treatment plans. Use of the DSM 5 is allowed during exams; this is the reason you are required to “tab” your book, i.e., in order to facilitate easily finding information you need during exams.

MEDICATION & EBT TREATMENT PLANNING SUMMARY

Regardless of your work setting or guiding theory, you will be expected to have a high degree of familiarity regarding psychotropic medications and commonly used treatments for a variety of diagnosable disorders. The purpose of this assignment is to assist students to build a reference source regarding common medications and counseling methods used to treat a variety of specific disorders. A secondary purpose of the assignment is to familiarize students with methods for obtaining such information; over the course of the semester, students will have the opportunity to compile a notebook of resources/readings they may use in their future professional careers. It is expected that this information may also be used to enhance empathy, educate clients, collaborate with other professionals, and converse with managed care personnel. These goals will be accomplished by assigning each student a diagnosis for which he or she will become an expert. Students will compile and share a minimum of two resources for this assignment (include a correctly formatted APA style reference page).

First, compile a **1-page listing of psychotropic medications** currently used to treat the specific diagnosis you are assigned. **Do not** simply copy this information off any website; this assignment will be submitted to turnitin.com for an originality report. Chart format. For each medication include as much of the following as possible:

- a) All names/classifications of medication (i.e., name-brand, generics)
- b) Typical prescription dosage
- c) Time it takes for medication to work
- d) Potential benefits of the medication for the client
- e) Potential risks/side effects of the medication for the client
- f) If there are no common medications for your diagnosis, you must write a 1-page (single-spaced) discussion of the reason no medications are used/available.

Second, compile a **1-2 page listing and brief description of Empirically Supported Treatments (ESTs)** [aka: Evidenced-Based Treatments (EBTs), Empirically Validated Treatments (EVTs), or Evidence-Based Best Practices (EBBP)] for the assigned diagnosis. Narrative format. Include as much of the following information as possible:

- a) Type of treatment
- b) Length of treatment
- c) Sample counseling goals/objectives
- d) Specific methodology used in the treatment
- e) Potential benefits
- f) Risks/contraindications

Students are required to use professional and online resources, sources must be cited, and references must be included on the handouts using correct APA formatting (sources such as Wikipedia are NOT scholarly sources and are not allowed). A minimum of 3 scholarly resources are required. Assignments are due on the day we are scheduled to cover the assigned diagnosis. The assignment will be graded as follows:

- Accuracy, quality, and thoroughness of information (8 points)
- Professional appearance of summaries (2 points)
- Professionalism/preparedness of oral summary (2 points)
- Grammar, use of APA style citations and references (3 points)

Projects should be submitted to www.turnitin.com found on your Blackboard Assignments link, by the due date.

FINAL PROJECT

EBT CASE STUDY

Students will select a character from a book (preferred) or public figure to serve as the basis for a *comprehensive* case study. Students will use what they know of this character to construct an in-depth case conceptualization using **Resource C** and covering the following:

- a) Presenting problem
- b) Biopsychosocial history
- c) Mental status report (only if applicable)
- d) DSM diagnosis
- e) Theoretically- and diagnostically-based conceptualization of client concerns/functioning
- f) Evidence-based treatment plan including attention to ongoing assessment

All data included in the report must be written using professional language, based on evidence provided in the media source(s), and supported with rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students will provide a rationale for treatment plan choices by incorporating data from at least three (3) scholarly sources.

Students should format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) according to the Resource C case conceptualization guidelines. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines. Specific grading criteria will be distributed in class.

Movies are NOT acceptable. Sources must be confirmed with me prior to beginning.

Accepted resources:

Angelou, M. (1970). *I know why the caged bird sings*. New York: Random House.
Axline, V. (1964). *Dibs in search of self*. New York: Random House.
Burgess, A. (1962). *A clockwork orange*. New York: Norton.
Burroughs, A. (2002). *Running with scissors: A memoir*. New York: Picador.
Chase, T. (1987). *When rabbit howls*. New York: E.P. Dutton.
Fitzgerald, F.S. (1925) *The great Gatsby*. New York: Charles Scribner.
Frey, J. (2003). *A million little pieces*. New York: Doubleday.
Garland, A. (1997). *The beach*. New York: Riverhead.
Golding, W. (1954). *Lord of the flies*. New York: Perigree.
Greenberg, J. (1964). *I never promised you a rose garden*. New York: Penguin.
Haddon, M. (2003). *The curious incident of the dog in the nighttime*. New York: Vintage.

Hautzig, D. (1999). *Second star to the right*. New York: Penguin.

Hornbacher, M. (1998). *Wasted: A memoir of anorexia and bulimia*. New York: HarperCollins.

Leathan, V. (2006). *Bloodletting: A memoir of secrets, self-harm, & survival*. Oakland, CA: Harbinger.

Lee, H. (1960). *To kill a mockingbird*. New York: HarperCollins.

Miller, J. (2001). *The day I went missing*. New York: St. Martin's.

Morrison, T. (1970). *The bluest eye*. New York: Penguin.

Orion, D. R. (1997). *I know you really love me: A psychiatrist's journal of erotomania, stalking, and obsessive love*. New York: Macmillan.

Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.

Salinger, J.D. (1951). *The catcher in the rye*. New York: Back Bay.

Schiller, L., & Bennett, A. (1994). *The quiet room: A journey out of the torment of madness*. New York: Warner.

Schreiber, F. R. (1973). *Sybil*. New York: Warner.

Slater, L. (1998). *Prozac diary*. New York: Penguin.

Steele, K., & Berman, C. (2001). *The day the voices stopped: A schizophrenic's journey from madness to hope*. New York: Basic.

Theroux, P. (1982). *The mosquito coast*. New York: Avon.

Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.

Zusak, M. (2005). *The book thief*. New York: Alfred A. Knopf.

Alternative to the book, you may select a public figure for your case study. Following are some approved suggestions, but you may certainly submit someone else for approval:

Jodi Arias	Charlie Sheen
Casey Anthony	Eric Smith
Kate or John Gosselin	Andrea Sneiderman
Aaron Hernandez	Nadya Suleman
Michael Jackson	Donald Trump
Lindsay Lohan	Kanye West
Jared Loughner	
Marilyn Monroe	

Hemy Newman
Joshua Phillips

Other potentially appropriate materials (including autobiographies) will be considered on a case-by-case basis only (students must consult me). **Minimum 5 pages, not including title page and any reference page (it will be exceedingly difficult to complete this assignment fully and accurately with fewer than 5 pages).** This assignment will also be submitted to turnitin.com; submit a hard copy to class.

All projects are due by the due date identified on your syllabus. Projects should be submitted to www.turnitin.com on your Blackboard Assignments link.

Great books for human beings (and those who are also counselors)

- Axline, V. M. (1964). *Dibs in search of self*. New York: Ballantine.
- Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog*. New York: Hungry Minds.
- Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression*. New York: Prelude.
- De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence*. New York: Dell.
- Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else*. New York: Penguin.
- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk*. New York: Avon.
- Fulghum, R. (1989). *It was on fire when I lay down on it*. New York: Ballantine.
- Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things*. New York: Ballantine.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, and Company.
- Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers.
- Helmstetter, S. (1982). *What to say when you talk to your self*. New York: Pocket.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists*. New York: W. W. Norton.
- Kottler, J. A. (2003). *On being a therapist*. San Francisco: Jossey-Bass.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York: Brunner-Routledge.
- Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness*. Nashville, TN: Thomas Nelson.
- McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love*. New York: Prelude.
- McWilliams, P. (). *Life 101: Everything we wished we had learned about life in school-but didn't*. New York: Prelude.
- Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems*. New York: Harmony.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers*. New York: HarperCollins.

- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace*. New York: Free Press.
- Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.
- Salmonsohn, K., & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness*. Berkeley, CA: Celestial Arts.
- Seligman, M. (1998). *Learned optimism: How to change your mind and your life*. New York: Pocket.
- Shem, S. (1997). *Mount misery*. New York: Ivy.
- Walker, B. (1991). *The crazy dog guide to lifetime happiness*. Dell.
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Bad Weather Policy:

Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Professors should be addressed as "Dr. ____" in personal and written communications unless or until they are invited to call the professor by some other name. Written

communication with this professor should also follow the guidelines of netiquette; “social media” or text message-type communications will not receive a response.

Racial, ethnic, sexual, religious, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette will result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic misconduct includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students will be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Cheating and plagiarism are types of academic misconduct. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal (University of North Texas Graduate Catalog, 2002, p. 94).

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor.

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism will also jeopardize your standing in the program, in addition to faculty review, a permanent competency report, removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

**Appendix A:
Online participation rubric**

	Does not meet standard	Poor performance	Fair performance	Good performance	Excellent performance
	0	1	2	3	4
Quality and critical analysis in posts	Student did not post a sufficient response, or an original response; or responses primarily express thanks or agreement	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary
Quantity of posts	Student did not post any response	Student posted, but did not meet the minimum required number of interactions	Student posts occasionally and met the minimum required number of interactions	Student posts frequently, and contributed several responses above the requirement	Student posts frequently, and contributed multiple responses above the requirement
Interaction with classmates	Student did not post any response; responses are irrelevant	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts
Professional communication	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective communication	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication
Online etiquette	Student responses show disrespect for the views and experiences of others	Student responses show lack of sensitivity for the views and experiences of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show respect and interest in the views of others	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs

Appendix B:
Treatment plan rubric
 15 points maximum

	0 (poor, incorrect, not completed)	1 (fair)	2 (excellent; appropriate, accurate, correct)
Evaluation history is written in appropriate objective format			
Diagnosis is correct and relevant			
Diagnosis is relevant to client history as evidenced by criteria			
Diagnosis is written accurately			
LTG and STO are relevant to diagnosis and to the subject			
LTG and STO are developmentally appropriate			
Utilizes appropriate form as directed			
Utilizes proper grammar, spelling, & punctuation (1 point max)			

*Forms are available on Blackboard

***LTG (Long-term Goals); STO (Short-term Objectives)