

University of Texas at Tyler
College of Education and Psychology
Department of Psychology and Counseling
Course Syllabus
COUN 5348: Mental Health in Schools

I. COURSE DESCRIPTION:

COUN 5348: Mental Health in Schools (3 credit hours)

Examines mental health needs for students in early childhood, elementary, middle, and high school settings, including etiology, symptomology, treatment approaches, and crisis intervention strategies.

II. INSTRUCTOR INFORMATION:

Instructor: Maegan J. Tatum, Ph.D., LPC-S, NCC, BC-TMH

Office Hours: By appointment

Email: maegantatum@uttyler.edu

Phone: (662) 506-2059

Note: Email is the best way to contact the instructor. I will do my best to respond to emails within 24 hours. If 24 hours have passed and you have not heard from me, please email me again.

III. REFERENCES:

a. Required text(s):

Reichenberg, L. & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders* (5th ed.). Hoboken, NJ: Wiley & Sons.

- eBook available through UT Tyler Library
<https://libguides.uttyler.edu/c.php?g=1066647&p=7761774>

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

b. Supplemental text(s):

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

- Online APA Resource: <https://apastyle.apa.org>

American School Counselor Association [ASCA] (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Other readings will be posted on Canvas.

IV. COURSE OBJECTIVES MET DURING THIS COURSE:

CACREP Core Objectives (ILG):

1. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications; (G.1.b)
2. the role and process of the professional counselor advocating on behalf of the profession; (G.1.h)
3. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; (G.1.i)

4. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (G.3.f)
5. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (G.3.g)
6. an orientation to wellness and prevention as desired counseling goals; (G.5.a)
7. counselor characteristics and behaviors that influence helping processes; (G.5.b)
8. essential interviewing and counseling skills; (G.5.c)
9. crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (G.5.g)
10. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.A.5)
11. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (III.A.6)
12. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (III.C.2)
13. Knows the disease concept and etiology of addiction and co-occurring disorders (III.C.4)
14. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (III.C.7)
15. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (III.C.8)
16. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (III.D.1)
17. Demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.6)
18. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
19. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans. (III.G.1)
20. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. (III.K.1)
21. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (III.K.2)
22. Knows the impact of co-occurring substance use disorders on medical and psychological disorders. (III.K.3)
23. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (III.K.4)
24. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (III.K.5)
25. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (III.L.1)
26. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (III.L.3)

V. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

- a. **Course Requirements:** Students are expected to participate in all class assignments and activities.

- b. **Attendance and Participation:** Students are expected to attend class by checking in online **at least once a week** to listen to lectures, complete assigned quizzes, and participate in class discussion. Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to post thoughtful questions and responses and interact with your instructor and classmates.
- c. **Assignments:** All assignments for this course must be original work and reflect graduate-level presentation, including APA format, correct spelling, and appropriate punctuation and grammar. Everything you submit should be typed, double-spaced, have one-inch margins, and have your name on it.

Policy Regarding Late Assignments: Assignments will be considered late if not submitted on Canvas on the date specified. Late work will result in a reduction of points (10% per day past the due date). **Late work will not be accepted after 48 hours past the due date.** Contact Dr. Tatum as soon as possible if you will not be able to turn in your assignments on time.

All assignments will be due according to the course calendar located on the last page of this document and on Canvas.

1. Weekly Discussion Posts

Students will participate in weekly discussion posts where we will assess your participation as if you were in a regular in-person class. You are expected to be an active and engaged member of the class through the discussion posts. You will create an initial post in order to respond to the discussion prompt. **Initial posts must be created by Wednesday at 11:59pm each week.** Following your initial post responding to the prompt, you must comment on at least two other students' posts to facilitate further exploration. **Responding comments must be completed by Sunday at 11:59pm.**

In order to earn the maximum number of points (10 pts each, 150 total), posts must be thoughtful and well-composed, spelled correctly, utilize proper grammar, contribute the conversation in a meaningful way (do not simply repeat what others have said; ex. – make a new point, provide new information and ideas, ask an insightful question).

Misuse of the discussion board will not be tolerated.

2. Quizzes

Students will complete quizzes based on the assigned readings from the Reichenberg & Seligman text. Quizzes are worth 10 points each for a total of 100 points. Your lowest two quizzes will be dropped. Quizzes must be completed by **Sunday at 11:59pm on the week in which they are due.** See Course Schedule for due dates.

3. Case Studies/Client Maps

Students will complete # case studies through this course. Case studies will be presented in Canvas. Students must utilize knowledge gained through the Reichenberg & Seligman text as well as the DSM-5 in order to provide appropriate diagnoses and client maps for the clients described. One or more diagnoses may be applicable to each case. Students must be prepared to justify diagnoses and client maps in order to receive full credit. Diagnoses and client maps are due by **Sunday at 11:59pm on the week in which they are due.** See Course Schedule for specific due dates.

4. Final Paper

Students will write a 3-5 page reflection paper on mental health in schools, the role of the school counselor, and thoughts, concerns, etc. about your future as a school counselor. Although this assignment is not intended to be a research paper, students must use at least 5 outside resources. The paper must follow current APA guidelines and include a cover page and reference pages, not considered in the 3-5 page requirement. Papers will be graded on content, organization, writing skill, grammar, and APA-style adherence. The paper is due by **Tuesday, December 7th at 11:59pm.**

d. Evaluation Procedures:

Assignment	Points
Discussion Posts (15 total)	10 points each (150 total)
Quizzes (12 total)	10 points each (100 total)
Case Studies/Client Maps (4 total)	25 points each (100 total)
Final Paper	50 points
Total	400

Grades will be assigned based on the following points:

- A: 360-400 D: 240-279
B: 320-359 F: below 240
C: 280-319

- e. **Instructional Strategies:** Instruction will consist of online lecture and powerpoint, online class discussion, media, case study application, reading from the text and articles, and quizzes.

VI. SPECIAL CONSIDERATIONS

- a. **Cheating/Plagiarism:** Students are strongly encouraged to read the [*Manual of Student Policies and Procedures for Student Affairs: Chapter 8 – Student Conduct and Discipline*](#), especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the manual will be strictly enforced.
- b. **Technology Requirements:** All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas helpdesk at **(903)566-7439** or email them at itsupport@patriots.utt Tyler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at **(844)214-6949**. If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email only if there are difficulties with Canvas. Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**
- c. **Diversity:** Case studies and other examples inherent in this course will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.
- d. **Online Communication:** All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. *lol, btw, omg*) and/or

emoticons (i.e. (: - / , :-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Be aware that using capital letters to express yourself is considered SHOUTING.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

VII. DEPARTMENTAL POLICIES

- Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.
- Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.
- Informed Consent Statement for Counseling Services:** Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:
 - The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
 - There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
 - At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
 - Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
 - Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

d. Psychology and Counseling Retention Policy: Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for

student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

VIII. UNIVERSITY POLICIES

- a. **UT Tyler Honor Code:** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
- b. **Students Rights and Responsibilities:** To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>
- c. **Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>
- d. **UT Tyler a Tobacco-Free University:** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

- e. **Grade Replacement/Forgiveness Census Date Policies:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (Census Date is typically the 12th class day. For Fall 2019, the Census Date is Sept. 9th.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 9th for the Fall 2019 semester) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

- f. **State-Mandated Course Drop Policy:** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (typically the 12th class day; January 28th for Spring 2019; See Academic Calendar for the specific date in other semesters).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

- g. **Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.
- h. **Student Absence due to Religious Observance:** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
- i. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
- j. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

- k. Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
- l. Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
- i. "Cheating" includes, but is not limited to:
- copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

m. UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

IX. COVID-19 Policies

- a. **Information for Classrooms and Laboratories:** Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.
- b. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Course Schedule

DATE	TOPIC	READINGS	ASSIGNMENT DUE
8/23-8/29	Introduction	R&S Ch. 1 DSM-5 p. 5-25	Discussion Post
8/30-9/5	Neurodevelopmental Disorders	R&S Ch. 2 DSM-5 p. 31-86	Discussion Post Quiz
9/6-9/12	Bipolar Disorders; Disruptive, Impulse-Control, and Conduct Disorders	R&S Ch. 4 and 16 DSM-5 p. 123- 154; 461-480	Discussion Post Quiz
9/13-9/19	Depressive Disorders	R&S Ch. 5 DSM-5 p. 155-188	Discussion Post Quiz Case Study/Client Map
9/20-9/26	Anxiety Disorders	R&S Ch. 6 DSM-5 p. 189-234	Discussion Post Quiz
9/27-10/3	Obsessive-Compulsive and Related Disorders; Somatic Symptom and Related Disorders	R&S Ch. 7 and 10 DSM-5 p. 235- 264; 309-328	Discussion Post Quiz
10/4-10/10	Trauma- and Stressor-Related Disorders; Dissociative Disorders	R&S Ch. 8-9 DSM-5 p. 265-308	Discussion Post Quiz Case Study/Client Map
10/11-10/17	Gender Dysphoria; LGBTQ+	R&S Ch. 15 DSM-5 p. 451-460	Discussion Post Quiz
10/18-10/24	Feeding and Eating Disorders; Elimination Disorders	R&S Ch. 11-12 DSM-5 p. 329-360	Discussion Post Quiz
10/25-10/31	Sleep-Wake Disorders	R&S Ch. 13 DSM-5 p. 361-422	Discussion Post Quiz Case Study/Client Map
11/2-11/7	Substance-Related and Addictive Disorders	R&S Ch. 17 DSM-5 p. 481-590	Discussion Post Quiz
11/8-11/14	Neurocognitive Disorders	R&S Ch. 18 DSM-5 p. 591-644	Discussion Post Quiz
11/15-11/21	Personality Disorders	R&S Ch. 19 DSM-5 p. 645-684	Discussion Post Quiz Case Study/Client Map
11/22-11/28	THANKSGIVING HOLIDAY	--	--
11/29-12/5	School Counselors and Mental Health	See Canvas	Discussion Post
12/7	Final Paper Due		Discussion Post Final Paper