

University of North Texas at Dallas
Fall 2025 SYLLABUS

COUN 5480 Diagnosis and Treatment Planning in Counseling (DSM) 3 HRS	
Department of Counseling	School of Behavioral Health and Human Services
Instructor Name:	Dr. Jessica Scoggins, LPC-S, NCC
Office Location:	DAL1 105Q
Email Address:	jessica.scoggins@untDallas.edu
Office Hours:	In Person Monday/Wednesday 2:00 – 4:00 pm; please email me Virtual by Appointment
Classroom Location:	DAL1 248
Class Meeting Days & Times:	Wed 4:00 p.m. to 6:50 p.m. on days noted below
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
Method of Instruction:	Hybrid - classes meet in person every other week and have online asynchronous sessions on the alternating weeks. Pay attention to the course schedule below for any adjusted dates.
Required Text:	<ul style="list-style-type: none"> American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787 Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). The complete adult psychotherapy treatment planner. (5th ed.). Hoboken, NJ: Wiley. <p>Additional required readings and materials are available through Canvas. 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> <p>Article: Treichler, E. B. H., Evans, E. A., & Spaulding, W. D. (2021). Ideal and real treatment planning processes for people with serious mental illness in public mental health care. <i>Psychological Services</i>, 18(1), 93–103. https://doi.org/10.1037/ser0000361</p>
Recommended Texts	<ul style="list-style-type: none"> 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:	UNT Dallas Library: phone: 972-338-1616 web: https://www.untdallas.edu/library e-mail: untdlibrary@unt.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library UNT Dallas Bookstore: phone: (972) 780-3652 e-mail: 1012mgr@fhcg.follett.com Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Web: Canvas Student Guide For additional assistance, contact Student Assistance (Distance Learning)	
Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42		
Course Goals or Overview:		
	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.	
Student Learning Objectives/Outcomes: At the end of this course, the student will be able to:	CACRE P 2024 Standards	Evaluation Method
1. Explore developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	Quiz Week 5
2. Explore development of measurable outcomes for clients	3.E.14	Case Studies and Treatment Planning Homework



3. Identify evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	Medication & EBT Treatment Planning EBT Final Case Study
4. Describe classification, effects, and indications of commonly prescribed psychopharmacological medications	3.E.18	Medication & EBT Treatment Planning
5. Describe diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11	Case Studies and Treatment Planning Homework; Final Exam
6. Conduct procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	Case Studies and Treatment Planning Homework EBT Final Case Study
7. Identify and analyze etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1	Midterm Exam Final Exam
8. Identify and analyze techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	Midterm Exam Final Exam Case Studies and Treatment Planning Homework

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Canvas class announcement and email. Assignments typically due Tuesday at midnight unless otherwise specified.

Timeline	TOPICS	SLO/CACREP	Readings/Activities/Assignments
Week 1 8/27	<ul style="list-style-type: none">• Course orientation & introductions• Introduction to the DSM<ul style="list-style-type: none">● Multiaxial to Non-Axial• Role of diagnosis in counseling• Risks & benefits of diagnosis• AI & Treatment Planning• ObjectivesHomework Practice	5, 7, 8	<ul style="list-style-type: none">▪ DSM pp. xli-25▪ Cosgrove et al. (2006); Grohol (1996); Hohenshil (1996); Ivey & Ivey (1998).▪ Complete Night 1 Form



<u>Week 2</u> 9/3 ONLINE	(cont. Lecture 1) V codes Differential diagnosis Mental status assessment The Treatment Planning Process Overview of Medication	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 709-714; 715-727; 809-816 (skim 817-831); 833-837▪ Sage, 2013▪ Smart & Smart (1997); White Kress et al. (2005)▪ Tab your DSM▪ Treichler et al. (2021)▪ Jongsma (2014)▪ https://www.michigan.gov/-/media/Project/Websites/lara/bchs/Folder7/4b_Rationale_Strategies_hand_out.pdf?rev=15e1610953f847ffb2fe6d40ee74204b▪ Case Study Objectives homework
<u>Week 3</u> 9/10	Introduction to managed care Ethical and cultural considerations (DSM Criteria and Treatment Planning) Practice Tx planning	1	<ul style="list-style-type: none">▪ DSM pp. 731-759▪ Anderson (2000); Braun & Cox (2005); Bonino & Hanna (2018); Daniels (2001); Nelson & Nuefeldt (1996); Polanski & Hinkle (2000) Silveus et al. (2023)▪ Jongsma (2014)▪ Ethical and cultural considerations Quiz
<u>Week 4</u> 9/17 ONLINE	Sleep-wake disorders (DSM Criteria and Treatment Planning)	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 361-422▪ HMHL (1994); Kuhn et al. (1999)▪ Jongsma (2014)▪ Case Studies and Treatment Planning Homework: Sleep dx
<u>Week 5</u> 9/24	Somatic-related and factitious disorders Neurocognitive disorders (DSM Criteria and Treatment Planning) Practice Tx planning	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 309-327; 591-643▪ Gintner (1995); Hill & Spengler (1997); McLaughlin (2002); Rosenhan (1973)▪ Jongsma (2014)▪ Somatic/neuro quiz



<u>Week 6</u> 10/1 ONLINE	Substance-related and addictive disorders (DSM Criteria and Treatment Planning)	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 481-589▪ Evans (1998)▪ Jongsma (2014)▪ Case Studies and Treatment Planning Homework: Substance
<u>Week 7</u> 10/8	Personality disorders (DSM Criteria and Treatment Planning) Practice Tx planning	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 645-684; 761-781▪ Fong (1995)▪ Jongsma (2014)▪ Case Studies and Treatment Planning Homework: Personality dx
<u>Week 8</u> 10/15 ONLINE	Midterm Exam (Respondus) 4pm - 6:50pm		*Submit final project Case Study topic for approval
<u>Week 9</u> 10/22	Depressive & Trauma-related disorders (DSM Criteria and Treatment Planning) **Guest speaker: Rachel Allen	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 123-188; 265-290▪ Seligman & Moore (1995)▪ Jongsma (2014)▪ Case Studies and Treatment Planning Homework: Mood dx
<u>Week 10</u> 10/29 ONLINE	Feeding and eating disorders Impulse-control disorders (DSM Criteria and Treatment Planning)	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM 329-354; 461-480▪ Polivy & Herman (2002)▪ Jongsma (2014)▪ Eating & Impulse Control Case Study & Treatment Planning
<u>Week 11</u> 11/5	Dissociative disorders Schizophrenia & other psychotic disorders (DSM Criteria and Treatment Planning)	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 87-122; 291-307▪ Walker et al. (2004)▪ Jongsma (2014)▪ Medication and Evidenced Based Treatment (EBT) Planning Summary Assignment



Week 12 11/12 ONLINE	Sexual and gender dysphoria disorders (DSM Criteria and Treatment Planning)	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 423-459; 685- 705▪ Seligman & Hardenburg (2000); Thanasiu (2004)▪ Jongsma (2014)▪ Sexual and GD quiz
Week 13 11/19	Anxiety disorders (DSM Criteria and Treatment Planning) Review Medication and Evidenced Based Treatment (EBT) Planning Summary Assignment Q&A and recap on diagnosis/Tx planning	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none">▪ DSM pp. 189-264▪ Beamish et al. (2002); Fong & Silien (1999) ; Roussow (2012)▪ Jongsma (2014)▪ Case Studies and Treatment Planning Homework: Anxiety
Week 14 11/26 ONLINE	Thanksgiving Week		<ul style="list-style-type: none">▪ Final project EBT Case Study▪ Study for exam
Week 15 12/3 ONLINE	Final Exam: Respondus 4pm - 6:50pm Course evals		

Post your homework assignments to Canvas each week following the lesson. **The deadline is always Sunday by midnight**, unless otherwise indicated. See late work policy.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. All assignments **MUST** be submitted through Canvas. No assignment submitted to the instructor's email will be accepted, unless otherwise noted.

1. **Class Participation and Attendance:** Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have a letter grade dropped if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe 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 professors. Additional missed classes or chronic tardiness will result in another 10 points deduction, per evaluation requirements.
2. **Case Studies and Treatment Planning Homework:** Students will need to complete six homework assignments throughout the semester. Students will respond to a given case study by (a) applying principles and practices of diagnosis and treatment of mental and emotional disorders; (b) explore development of measurable outcomes for clients; (c) describe diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems; (d) discriminate procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (Case Vignettes will be posted on Canvas).
3. **Quizzes:** Students will complete online quizzes based on textbook content.
4. **Medication & EBT Treatment Planning:** Each student will write a Medication and Evidence Based Treatment Planning summary regarding common medications and counseling methods used to treat a variety of specific disorders. Students will need to describe classification, effects, and indications of commonly prescribed psychopharmacological medications. Secondly, students will then write a treatment plan, and identify listing Empirically Supported Treatments for a specific diagnosis. See below for further instructions.
5. **EBT Case Study:** Students will format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) according to the Resource C case conceptualization guidelines on a specific Client. Students will be responsible for providing the client's presenting problem, biopsychosocial history, Mental status report (only if applicable), DSM diagnosis, theoretically- and diagnostically based conceptualization of client concerns/functioning, and evidence-based treatment plan including attention to ongoing assessment. See below for further instructions.
6. **Midterm Exam:** Multiple choice and open ended questions over weeks 1-7 content.
7. **Final Exam:** Multiple choice and open ended questions summative exam of class content.

Instrument	Value	Total
Quizzes (3)	20	60
Case Studies and Treatment Planning Homework	40	240



Medication & EBT Treatment Planning	150	150
Midterm Exam	100	100
EBT Case Study	200	200
Final Exam	250	250
TOTAL POSSIBLE	100	1000

Grade Determination:

A= 1000-900 points

B = 899-800 points

C = 799-700 points

D = 699-600 points

F = 599 or below

TREATMENT PLAN RUBRIC:

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
Evaluation history is written in appropriate objective format	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
Diagnosis is correct and relevant	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
Diagnosis is relevant to client history as evidenced by criteria	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
Diagnosis is written accurately	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
LTG and STO are relevant to diagnosis and to the subject	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
LTG and STO are developmentally appropriate	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow
Utilizes appropriate form as directed	0-1 Inaccurate or misses several key	2 Accurate but misses 1 or 2 key	3-4 Accurate with all key concepts and	5 Accurate with all key concepts; well-



	concepts and problems with clear and logical flow.	concepts and/or problems with clear and logical flow.	clear and logical flow but not well developed.	developed explanations; and clear and logical flow
Utilizes proper grammar, spelling, & punctuation (1 point max)	0-1 Inaccurate or misses several key concepts and problems with clear and logical flow.	2 Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	3-4 Accurate with all key concepts and clear and logical flow but not well developed.	5 Accurate with all key concepts; well-developed explanations; and clear and logical flow

*Forms are available on Canvas

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

MEDICATION & EBT TREATMENT PLANNING INSTRUCTIONS

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 (including a correctly formatted APA style reference page).

1. First, compile a **1-page listing of psychotropic medications currently used to treat the specific diagnosis you chose or are assigned.** 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.

2. 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. 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

EBT CASE STUDY INSTRUCTIONS

1. Select a character from a book, movie 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

2. 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.

3. 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.

4. Be sure to use APA 7th edition formatting, references, style, headings, cover page (no abstract). Mechanics will also be graded (spelling/grammar/punctuation)

Some movies or documentaries are 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:

Alexander Murdaugh
Bryan Kohberger
Selena Gomez
Jodi Arias
Casey Anthony
Kate or John Gosselin
Aaron Hernandez
Michael Jackson
Lindsay Lohan
Jared Loughner
Marilyn Monroe
John Nash
Sean Puffy Combs
Hemy Newman
Joshua Phillips
Charlie Sheen
Erik Menendez
Terrell Owens
Eric Smith
Andrea Sneiderman
Nadya Suleman
Donald Trump
Kanye West

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 a Canvas link.

FINAL CASE STUDY RUBRIC:

Criteria	Does Not Meet Criteria (15 points)	Approaches Criteria (20 points)	Meets Criteria (25 points)	Exceeds Criteria (30 points)
Diagnosis: Applies principles and practices to the case study	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Initiate Treatment: Applies principles and practices	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Describes Individualized helping strategies and treatment modalities during precontemplation	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class s	Accurate; Clear and logical; Integrates concepts from text and class
Describes Individualized helping strategies and treatment modalities during contemplation	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Maintain Treatment: Applies principles and practices	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Describes Individualized helping strategies and treatment	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with	Accurate; Clear and logical; Integrates	Accurate; Clear and logical; Integrates concepts from text and class

modalities during preparation		clear and logical flow.	concepts from text and class	
Describes Individualized helping strategies and treatment modalities during action	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Terminate Treatment: Applies principles and practices	Has one but not both of clear/logical and integrates concepts	Accurate but misses 1 or 2 key concepts and/or problems with clear and logical flow.	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Describes Individualized helping strategies and treatment modalities during maintenance	Has one but not both of clear/logical and integrates concepts	accurate but misses 1 or 2 key concepts and/or problems with clear and	Accurate; Clear and logical; Integrates concepts from text and class	Accurate; Clear and logical; Integrates concepts from text and class
Grammar, editing, & APA 7th edition citation of at least 3 references	5 or more errors	4 or 5 errors	3 or 4 errors	Only 1 or 2 errors

Course Specific Procedures/Policies

Late policy: Written assignments are due on the day noted in the syllabus. Late papers will have a 10% deduction per day late. Students must notify the instructor with an explanation if their work will be late. No late submissions are allowed for final papers, discussion boards, and quizzes.

Web-based Plagiarism Detection: All papers will be turned in through Turnitin software which detects plagiarism and the use of AI. Artificial Intelligence programs, such as Chat GPT, are prohibited for content production. Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot. If a student is suspected of or reported for not following this policy, the consequences will be handled in accordance with the University's policies and procedures of Academic Integrity.

One of the key objectives of this course is to assess a student's ability to articulate their thoughts and ideas in their genuine voice, as opposed to relying on automated systems. This requirement aligns with the principles of counseling, where the ability to communicate authentically is paramount. Just as in a counseling session, where one must rely solely on their own communication skills, students are expected to express themselves without the assistance of AI tools in this academic setting.

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 [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations

missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Canvas Instructure 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. [Canvas Instructure Accessibility Statement is also provided.](#)

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.

Course Evaluation 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.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

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 [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty 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. Do NOT use Artificial Intelligence (AI) except for editing.

Web-based Plagiarism Detection: Please be aware in this course, students may 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.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to

[UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: 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.

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)).

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

Any violation of online netiquette may 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 [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) 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 Dean of Students as the instructor deems appropriate.

Program Guidelines:

Respect and Interaction:

Like counselors, counseling students promote respect and interaction in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

Technology Assistance:

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 listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.



If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)