I. INSTRUCTOR
Instructor Information
Lisa S. Peterson, PhD, NCSP, HSP, LP
Email Preference.
lisapete@nmsu.edu
Phone Number or Contact Information
575-646-2868
Office
O’Donnell Hall 201E
Office Hours
Thursdays 12:00-4:00 in person, via phone, or via Zoom at https://nmsu.zoom.us/j/2520142919 . Please reach out before joining to Zoom to ensure availability. You are welcome to set up an appointment with me if you are unable to attend office hours.
I will respond to emails and phone calls within 24 hours Monday-Friday; emails received on weekends may not be responded to until Monday.

II. COURSE
Course Textbooks/materials:

Recommended

Required readings (available on Canvas under Files→ Articles):


Online Resources:
- American Psychiatric Association, DSM-5 TR Materials
  - https://www.psychiatry.org/psychiatrists/practice/dsm
**Please note that none of the above nor other online resources are suitable replacements for the DSM-5 TR itself. Treatment information through the American Psychiatric Association website is for informational purposes only.

Course Description
Appraisal and conceptualization of mental disorders and other problems through diagnostic interviewing using the DSM-5 TR. Treatment planning for counseling with children, adolescents, and adults.

Prerequisites
Restricted to majors. Students are expected to be familiar with APA style.

Course Delivery Method
We will meet every Thursday from 4:45 to 7:15 PM in O’Donnell Hall Room 233. It is required that you complete the readings related to the material being covered that day. The instructional format will include lecture, discussion, demonstration, practice, writing, feedback, and readings. While attendance isn’t graded, to get the most out of this class you should attend each week and participate in all discussions and activities.

Course Organization
All assignments, as well as files used in the course, will be found on Canvas. This does not include your required textbooks. Students are expected to check the Announcements section regularly for updates. Any files used in the course, including articles, mini-lectures, and PowerPoints, will be available in the Files section. Discussions will be posted each week under the Discussions section. All assignments are posted on Canvas and are expected to be turned in there as well.

III. GOALS/OBJECTIVES

COURSE GOALS/OBJECTIVES
At the completion of this course, students should have an understanding of all the following aspects:

• Understand the DSM-5 TR as the current representation of a changing classification model and its application for the diagnosis of children, youth, and adults.

• Acquire knowledge of the history, structure, and statistical/epidemiological underpinnings of the DSM, including recognizing the potential cultural and other biases, and ethical uses involved in the DSM as a diagnostic system.

• Learn specific principles and models of biopsychosocial assessments, case conceptualization, and theories of adaptive/optimal human/systems development related to concepts of psychopathology, toward assessment and diagnoses of mental health status and appropriate treatment planning.
• Become familiar with the significant areas of empirical investigation concerning mental health and disorders and understand the role of theory and how it relates to the empirical investigation regarding mental health and disorders.
• Appreciate the potential abuse of diagnostic classification as a means of social control, in general, and its significance for vulnerable populations in particular.
• Understand the role of psychologists and other mental health professionals in advocating for social justice for families and individuals with mental illness.
• Develop the ability to identify, utilize, and evaluate pertinent empirical literature as regards diagnostic, psychopharmacologic, and treatment design considerations.

At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

<table>
<thead>
<tr>
<th>ENTRY-LEVEL SPECIALTY AREAS</th>
<th>SECTION 5: CLINICAL MENTAL HEALTH COUNSELING</th>
<th>1. FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP Standard</td>
<td>Corresponding Course Assignment</td>
<td></td>
</tr>
</tbody>
</table>
| 5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders | • Discussion post  
• Final exam |

<table>
<thead>
<tr>
<th>ENTRY-LEVEL SPECIALTY AREAS</th>
<th>SECTION 5: CLINICAL MENTAL HEALTH COUNSELING</th>
<th>2. CONTEXTUAL DIMENSIONS</th>
</tr>
</thead>
</table>
| 5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders | • Discussion posts  
• Case studies  
• Final exam |
| 5.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) | • Discussion posts  
• Case studies  
• Final exam |
| 5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders | • Discussion post  
• Final exam |
| 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses | • Discussion post |
| 5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation | • Case studies  
• Final exam |
IV. STUDENT SUPPORT
Please visit https://provost.nmsu.edu/faculty-and-staff-resources/syllabus/policies for university policies and student services, including Discrimination and Disability Accommodation, academic misconduct, student services, final exam schedule, grading policies and more. This link is available on the side menu of every canvas page under "Syllabus Student Resources & Policy".

Technical Support
The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. You can also go to the Student Technology Help Student Technology Help web page and Student Resources located on the Canvas web page for additional information on Canvas.

V. GRADING/ASSIGNMENTS
Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts (10 points each)</td>
<td>130</td>
<td>99-100</td>
</tr>
<tr>
<td>Reaction Papers (20 points each)</td>
<td>40</td>
<td>90-98</td>
</tr>
<tr>
<td>Case Conceptualizations (25 points each)</td>
<td>100</td>
<td>80-89</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>70-79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-69</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Assignments
**Discussion Posts (130 points):** In order to demonstrate effective communication and interpersonal skills as well as knowledge and understanding of mental disorders, 2-3 discussion questions will be posted weekly regarding the assigned readings. Respond to each discussion question with a one half-page answer. Your responses should refer to the assigned readings at minimum; however, your responses also can contain information gathered from personal and professional experiences as well as outside readings. You will also be required to post thoughtful replies to two other students’ posts. A thoughtful reply is something that adds to the conversation, as opposed to a comment such as “interesting” or “good post”. See Canvas for the discussion questions. **Discussion questions will be posted by Friday every week and you are expected to post your responses by Wednesday and respond to your classmates by the beginning of class of Thursday.** Discussion posts will begin on the second week of class (posted August 19th) and will end the week before Thanksgiving, with the final post due November 1st.7

**Reaction Papers (40 points):** Students will be required to write brief (2 pages, double-spaced, 1-inch margin) papers that should cover the following aspects:
A brief summary of the key points (in your own words), take-home messages, or thoughts you have from reading the articles/readings assigned over the previous two weeks. A combination of key points & personal reflections is appropriate. (16 points)

Two questions related to the assigned readings or lecture topic that you think is important for us to discuss in class. (4 points)

A guiding question will be provided to ensure that the paper is focused on the correct content.

**Case Conceptualizations (100 points):** Students will work on four (4) cases provided by the instructor. The students will be expected to provide a diagnosis, defend their decision, and create a treatment plan for each case. In the diagnosis process students will discuss developmental and cultural considerations. Specific guidelines and a grading rubric are provided through Canvas and on page 10.

**Final Exam (50 points):** A final exam consisting of vignettes will be given to assess overall knowledge of diagnosis and treatment.

### VI. COURSE SCHEDULE

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18</td>
<td>Course Introductions &amp; Overview</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>9/1</td>
<td>Developmental &amp; Cultural Considerations in Diagnosis</td>
<td>DSM-5 TR Section III: Cultural Formations Leighton &amp; Hughes (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Echs (2016)</td>
</tr>
<tr>
<td>9/8</td>
<td>Diagnostic Interview &amp; Mental Status Exam;</td>
<td><strong>Reaction Paper #1 Due</strong></td>
</tr>
<tr>
<td>(online)</td>
<td>Differential Therapeutics &amp; Treatment Planning</td>
<td>APA (2012) Resolution on the Recognition of Psychotherapy Effectiveness</td>
</tr>
<tr>
<td>9/15</td>
<td>Neurodevelopmental Disorders</td>
<td>DSM-5 TR Corresponding chapter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wamulugwa et al (2017)</td>
</tr>
<tr>
<td>9/22</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
<td><strong>Reaction Paper #2 Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSM-5 TR Corresponding Chapter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ratana et al (2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maura &amp; Weisman de Mamani (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abel et al (2010)</td>
</tr>
<tr>
<td>9/29</td>
<td>Bipolar and Related Disorders</td>
<td>DSM-5 TR Corresponding Chapters</td>
</tr>
<tr>
<td></td>
<td>Depressive Disorders</td>
<td>Goldstein et al (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cano et al (2015)</td>
</tr>
<tr>
<td>10/6</td>
<td>Anxiety Disorders</td>
<td><strong>Case Conceptualization #1</strong></td>
</tr>
<tr>
<td></td>
<td>Obsessive-Compulsive and Relative Disorders</td>
<td>DSM-5 TR corresponding chapters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruscio et al (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piruntinsky et al (2009)</td>
</tr>
<tr>
<td>10/13</td>
<td>Trauma and Stressor Related Disorders</td>
<td>DSM-5 TR Corresponding chapters</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10/20 | Sexual Dysfunctions  
Paraphilic Disorders  
Gender Dysphoria                                                   | Case Conceptualization #2  
DSM-5 TR corresponding chapters  
Fortunado et al (2022)  
James et al (2020)  
Junger et al (2014) |
| 10/27 | Feeding and Eating Disorders  
Elimination Disorders  
Sleep-Wake Disorders                                                    | DSM-5 TR Correspoding chapters  
| 11/3  | Disruptive, Impulse Control, and Conduct Disorders                  | Case Conceptualization #3  
DSM-5 TR Corresponding chapters  
McCabe et al (2020)  
Canino et al (2010) |
| 11/10 | Substance-Related and Addictive Disorders                           | DSM-5 TR Corresponding Chapters  
Nam, Matejokowski, & Lee (2016)  
Bahrach & Chung (2021) |
| 11/17 | Personality Disorders  
Alternative DSM-5 Model for Personality Disorders                  | Case Conceptualization #4  
DSM-5 TR Corresponding chapters  
Ronningstam et al (2018)  
McGilloway, Hall, & Bhui (2010) |
| 11/24 | Fall Break                                                           |                                                                                 |
| 12/1  | Neurocognitive Disorders  
Other Mental Disorders  
Medication-Induced Movements and other Adverse Effects  
Other Conditions that may be a Focus of Clinical Attention  | DSM-5 TR Corresponding chapters  
Reed et al (2022)  
Hillman & Latimer (2017) |
| 12/8  | Final examination                                                    | Final Exam                                                                      |

**Syllabus Modifications Statement**

The instructor reserves the right to make changes to the syllabus in order to enhance your learning experience. Students will be notified of such changes during class and in writing.

**VII. POLICIES**

**Communication**

I will send urgent and regular communication to all students using the Announcements tool in Canvas. It is a requirement in this class that you set your New Announcements in Notifications to “Right Away” to ensure that you receive any announcements. (Go to Profile>Notifications, find for new announcements and set to Right Away).

**Grading and Feedback**

I will make an effort to provide grades within 7 days from the date the assignment was submitted. Assignments will be submitted electronically via Canvas and feedback/grades will be
provided using the Speed Grader application. The instructor will inform students via Announcements on Canvas if she anticipates any delay in providing feedback/grades.

**Late Work**
All assignments must be completed on time and are due on the day indicated. Turning in assignments late will also result in delayed feedback and could impact grades on subsequent assignments. Students are responsible to contact the instructor to discuss missed assignments. In case of documented illness or crisis arrangements can be made with the instructor to minimize this penalty or obtaining an incomplete in the course. **A 5% penalty will be given for each day an assignment is late.**

**Incomplete Grades**
The grade of "I" may only be assigned if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. If an “I” grade is assigned, all assignments are expected to be completed by the end of the summer session.
## Case Conceptualization

### Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td>1</td>
</tr>
<tr>
<td>Provide an overview of client’s background information to include developmental, medical, family, school history and other relevant data when applicable.</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting Concerns/Symptoms</strong></td>
<td>2</td>
</tr>
<tr>
<td>Clearly and concisely provide an overview of the presenting symptoms/problem behaviors based on the background information provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Diagnosis and Rationale</strong></td>
<td>15</td>
</tr>
<tr>
<td>- Clearly and concisely identify a diagnosis based on the client’s information background information and provide a rationale for the diagnosis (6pts)</td>
<td></td>
</tr>
<tr>
<td>- Discuss three differential diagnoses and reasons for rule-out (3pts)</td>
<td></td>
</tr>
<tr>
<td>- Identify atypical or contradictory information (2pts)</td>
<td></td>
</tr>
<tr>
<td>- Discuss developmental and cultural considerations involved in the diagnosis process. (4pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Summary of DSM-5 TR</strong></td>
<td>2</td>
</tr>
<tr>
<td>Summarize DSM-5 TR diagnosis including primary diagnosis, level of functioning, etc. The diagnosis must be written using the correct code(s).</td>
<td></td>
</tr>
<tr>
<td><strong>Treatment Plan</strong></td>
<td>5</td>
</tr>
<tr>
<td>Clearly and effectively articulate immediate, short-term, and long-term goals for treatment based on selected diagnosis.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

### Additional Comments:
COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections. Please do not come to class if you are feeling sick; communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at now.nmsu.edu.

Vaccination requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through Med+Proctor. More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:
✓ Get vaccinated for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
✓ Monitor myself for symptoms of COVID-19
✓ Report to the Aggie Health & Wellness Center or another medical professional if I have symptoms of COVID-19 or other communicable illness
✓ Wash my hands often with soap and water and/or use hand sanitizer
✓ Wear a mask if I choose to, or as directed by the latest university guidance
✓ Stay home if I feel ill or have been around someone ill
✓ Report a positive case online at now.nmsu.edu and participate in contact tracing if called
✓ Keep up to date with the latest guidance from experts at NMSU, the NM Department of Health, and the CDC.

I will abide by these practices throughout the year:
✓ I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
✓ I will follow instructions regarding seating in campus classrooms.
✓ If I am unable to attend an in-person class session due to symptoms of COVID-19 or another illness, I will communicate with my instructor ahead of time.

If I am unwilling to comply with COVID-safe practices:
✓ I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system’s COVID-19 response at now.nmsu.edu. In addition, updates are available to students and families through many communication channels. Links to visit or subscribe are available at now.nmsu.edu/plan/communication-and-information-sharing.html.