

Texas A&M University - Central Texas  
COUN 5358 - Counseling Perspective on Psychopathology  
Fall 2023

**INSTRUCTOR AND CONTACT INFORMATION**



**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Vita:** [Dr. Airhart-Larraga's CV](#)  
**Pronouns\*:** She, Her, Ella  
**Class Time:** Tuesdays 6:00 p.m. to 8:45 p.m., WH 306  
**Office:** WH 318D  
**Email:** [s.airhart-larraga@tamuct.edu](mailto:s.airhart-larraga@tamuct.edu)  
**Office Hours:** Wednesdays 9 a.m. to 2 p.m. (virtual or face to face)  
Thursdays 11 a.m. to 2 p.m. (virtual only)  
For other days / hours, email the instructor.  
**[For a face-to-face appointment, click here](#)**  
**[For a virtual appointment, click here](#)**

Importance of Pronouns: <https://pronouns.org/what-and-why>

*This course meets face-to-face with several classes held synchronously and asynchronously; supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*



canvas  
BY INSTRUCTURE



**Student-Instructor Interaction:**

I check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday are addressed on Monday.

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following links.

**[For a face-to-face appointment, click here](#)**

**[For a virtual appointment, click here](#)**

**OFFICE  
HOURS**

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-  **HELP**  
For when you need non-emergency assistance.
-  **FIRST AID CALL**  
For when you need medical assistance.
-  **EMERGENCY**  
If you feel threatened or need urgent assistance.
-  **MASS NOTIFICATIONS**  
If there is an incident, be the first to know.
-  **CHECK-IN**  
For lone working, share your position with security personnel for your personal safety.
-  **PRIVACY**  
SafeZone® does not reveal your identity unless you call for help.



## Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
  - Android Phone / Tablet  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information**, please monitor the University website [<https://www.tamuct.edu/covid19/>]

## COURSE INFORMATION

**Course overview and description:** Explore psychopathology that includes the history of abnormal behavior and an in-depth study of the specific diagnostic psychological disorders. Emphasis will be on classification systems currently used in clinical settings, treatment alternatives from a counseling perspective, and related ethical concerns.

### **Student Learning Outcomes:**

1. Students will demonstrate understanding of diagnostic categories and criteria in psychopathology.
2. Students will demonstrate understanding of psychopharmacological treatment in each diagnostic category.
3. Students will demonstrate a current understanding of the research supporting treatment options.
4. Students will demonstrate multicultural awareness and sensitivity in diagnosing and treating clients from different racial, ethnic, and cultural backgrounds.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
a. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situation and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f).	Fishbowl Discussions Case Conceptualizations	SLO 1, 2, & 3
b. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC.A.6).	Case Conceptualizations Case Conceptualization Presentation	SLO 1 & 4
c. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.C.2).	Case Conceptualizations Final Exam	SLO 1 & 4
d. Understand the range of mental health service delivery - such as inpatient, outpatient, partial treatment and aftercare - and the clinical mental health counseling services network (CACREP CMHC.C.5).	Case Conceptualizations	SLO 1, 2, 3, & 4
e. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC.C.7).	Case Conceptualizations	SLO 3

<p>f. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8).</p>	<p>Fishbowl Discussions</p>	<p>SLO 4</p>
<p>g. Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1).</p>	<p>Fishbowl Discussions Case Conceptualizations Final Exam</p>	<p>SLO 1 &amp; 4</p>
<p>h. Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC.G.3).</p>	<p>Fishbowl Discussions Case Conceptualizations</p>	<p>SLO 2</p>
<p>i. Know 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) (CACREP CMHC.K.1).</p>	<p>Case Conceptualizations Case Conceptualization Presentation Final Exam</p>	<p>SLO 1 &amp; 4</p>
<p>j. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC.K.2).</p>	<p>Case Conceptualizations</p>	<p>SLO 1</p>
<p>k. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5).</p>	<p>Case Conceptualizations</p>	<p>SLO 1</p>
<p>l. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC.G.1).</p>	<p>Case Conceptualization Presentation</p>	<p>SLO 1 &amp; 4</p>
<p>m. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.f.7.j)</p>	<p>Case Conceptualizations Case Conceptualization Presentation</p>	<p>SLO 1 &amp; 4</p>

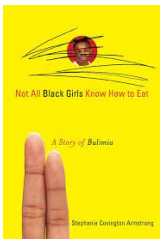
## Required Books and Textbook(s):



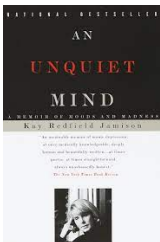
American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders, fifth edition, text revision (DSM-5-TR)*. American Psychiatric Association Publishing.



American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. American Psychological Association.



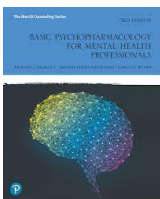
Covington Armstrong, S. (2009). *Not all black girls know how to eat: A story of bulimia*. Independent Publishers Group.



Jamison, K. R. (1996). *An unquiet mind*. Vintage Books.



Morgan, K. (2013). *Mind without a home: A memoir of schizophrenia*. Hazelden.



Sinicola, R. S., Peters-Strickland, T. S., & Wyner, J. D. (2020). *Basic psychopharmacology for mental health professionals (3<sup>rd</sup> ed.)*. Pearson.

\*\*\* You are not required to purchase books at the university bookstore – I encourage you to shop around to find the best deals! \*\*\*

## Required Articles:

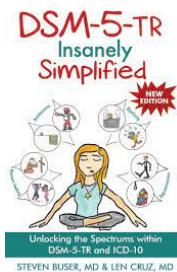
Gleeson, S. (2022). 'Not a monster': Destigmatizing borderline personality disorder. *Counseling Today*. <https://ct.counseling.org/2022/10/not-a-monster-destigmatizing-borderline-personality-disorder/>

Peters, H. J., Schwenk, H. N., Ahlstrom, Z. R., & McIalwain, L. N. (2017). Microaggressions: The experience of individuals with mental illness. *Counselling Psychology Quarterly*, 30(1), 86–112. <https://doi-org.tamuct.idm.oclc.org/10.1080/09515070.2016.1164666>

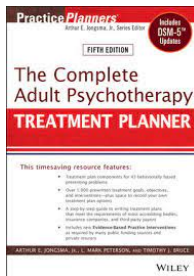
Rosen, D. C., Nakash, O., Kwong, A., & Branstetter, H. (2017). Culturally responsive assessment and diagnosis in the mental health intake. *The Behavior Therapist*, 40(3), 93–98.

Smith, K. (2017, July). Healthy conversations to have. *Counseling Today*. <https://ct.counseling.org/2017/07/healthy-conversations-to-have/>

## Recommended Textbook(s):



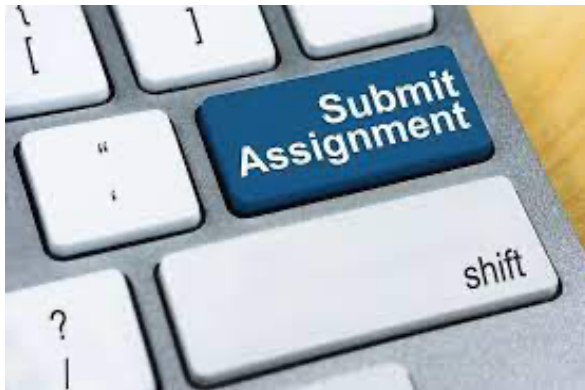
Buser, S. & Cruz, L. (2022). *DSM-5-TR Insanely Simplified: Unlocking the spectrums within DSM-5-TR and ICD-10*. Chiron Publications.



Jongsma Jr, A. E., Peterson, M. L., & Bruce T. J. (2014). *The complete adult psychotherapy treatment planner*. Wiley.

## COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

\*\*\* ALL ASSIGNMENTS ARE DUE TUESDAYS AT 11:59 P.M. \*\*\*



**Professionalism: (50 points):** As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on your ability to meet deadlines for course assignments, class participation, attendance, the technical quality of your writing, and your demeanor when interacting with the instructor and your colleagues. *Rubric on Canvas.*

**Reflection Papers (4 x 10 points each = 40 points):** Students will individually complete 4 reflection papers. The reflection paper will be *1-2 pages in length* and will consist of the following sections (use as subheadings in your paper): **(1) brief overview of assigned reading(s), (2) how you will apply the knowledge gained to help you assess, diagnose, and provide counseling to your clients, and (3) observations, reflections, and reactions to the assigned reading.** The papers must follow APA 7 formatting guidelines including citations, reference section, and cover page. An abstract is not necessary. *Rubric on Canvas.*

- **Reflection # 1:** Read 2 Articles – (articles available through the university library)
  - *Culturally responsive assessment and diagnosis in the mental health intake*
  - *Microaggressions: The experience of individuals with mental illness*
- **Reflection # 2:** Read *Mind Without a Home: A Memoir of Schizophrenia* by Kristina Morgan
- **Reflection # 3:** Read *An Unquiet Mind* by Kay Jamison
- **Reflection # 4:** Read *Not All Black Girls Know How to Eat: A Story of Bulimia* by Stephanie Covington Armstrong

**Case Conceptualizations (2 x 25 points each = 50 points):** Students will complete 2 case conceptualizations over the course of the semester. The case conceptualization will focus on an assigned movie. You will choose a character from the movie as your “client” and complete the case conceptualization on this client. Please address the required components of the assignment. The paper must follow APA 7 formatting to include citations, reference section, and cover page. An abstract is not necessary. **Paper should be submitted in WORD format (not pdf).** *Rubric for the assignment posted on Canvas.*



- **Case Conceptualization # 1:** “Skeleton Twins” released in 2014



- **Case Conceptualization # 2:** “The Starling” released in 2021



Required components:

1. Client description
  - a. Demographic Information
  - b. Family, legal, medical information
  - c. Available Supports and Client Strengths
  - d. Coping Efforts and Past Help-Seeking
2. Mental Status Exam (fill out form provided on Canvas & attach as appendix to the case conceptualization)
3. Paragraph discussing anything notable from the mental status exam
4. Cultural Formulation (pg. 861)
  - a. Cultural identity of the client
  - b. Cultural concepts of distress
  - c. Psychosocial stressors / cultural concepts of vulnerability and resilience
  - d. Cultural features of the relationship between the individual and the clinician
5. Cross-Cutting Symptom Measure - Adult or Child (pg. 847) (fill out form provided on Canvas & attach as appendix to the case conceptualization)
6. Paragraph discussing the results of the cross-cutting symptom measure
7. Assessment (identify & describe 1-2 assessment tools to be used with your client)
8. Diagnosis (Code & appropriate specifiers, description) or Diagnoses (if applicable)
9. Support for Diagnosis (why this and not something else)
10. Medications a Prescriber May Use (Class of Medications) and Why
11. Therapeutic Approach to Working with the Client (e.g., CBT, EMDR, etc.) and why
12. Treatment Plan
  - a. One Goal (Must connect back to the therapeutic approach)
  - b. Two Objectives per goal (what the client will do to achieve the goal)
  - c. Two Interventions per objective (what you will do specifically to help the



client achieve the goal)

13. Your observations, reflection, and reactions to the "client"

**Case Conceptualization Presentation (30 points):** **GROUP ASSIGNMENT** – Groups will be created on the first day of class. Each group will select a movie and movie character that demonstrates the assigned DSM disorder; the character from the movie is the “client” for the case conceptualization. **You will be assigned a presentation date based on your movie choice.** Please prepare a PowerPoint presentation (or Prezi or Canva) and complete a 20-minute presentation *in class* addressing the following points. You are required to complete a peer evaluation as part of the assignment. Peer evaluation posted on Canvas. *Rubric for the assignment posted on Canvas.*

1. Client description
  - a. Demographic Information
  - b. Family, legal, medical information
  - c. Available Supports and Client Strengths
  - d. Coping Efforts and Past Help-Seeking
2. Mental Status Exam (fill out form provided on Canvas)
3. Cultural Formulation (pg. 860)
  - a. Cultural identity of the client
  - b. Cultural concepts of distress
  - c. Psychosocial stressors / cultural concepts of vulnerability and resilience
  - d. Cultural features of the relationship between the individual and the clinician
4. Cross-Cutting Symptom Measure – Adult or Child (pg. 847)
5. Assessment (identify & describe 1-2 assessment tools to be used with your client)
6. Diagnosis (Code, appropriate specifiers, description)
7. Support for Diagnosis
8. Short Clip from Movie Demonstrating Diagnosis (no more than 3 minutes)
9. Medications a Prescriber May Use and Why (if medications are mentioned in the movie, discuss why these are appropriate or not)
10. Therapeutic Approach to Working with the Client (e.g., CBT, EMDR, etc.) and why
11. Treatment Plan
  - a. Two Goals (Must connect back to the therapeutic approach)
  - b. Two Objectives per goal (what the client will do to achieve the goal)
  - c. Two Intervention per objective (what you will do specifically to help the client achieve the goal)
12. Your observations, reflection, and reactions to the "client"

**Final Exam (30 points):** A final exam worth 30 points will be given the last week of class. The exam will cover all the topics from week 1 to week 15. The exam will be multiple choice and available via the Canvas platform. You will be given 3 hours to complete the exam and it must be completed in one sitting.

**\*\*Extra Credit Opportunity (5 points):** You can listen to two podcasts of your choice related to a DSM-5-TR diagnosis and write a 1-page reflection on each podcast focusing on the following (1) brief overview of the podcast; (2) how you will apply the knowledge gained to help you assess, diagnose,

and provide counseling to your clients, and (3) observations, reflections, and reactions to the podcast. You may submit up to two reflections (each is worth 2.5 points for a max total of 5 points) for 5 points toward your final grade.

**Fishbowl Discussions:** These are part of your overall professionalism (participation) grade. The Fishbowl Discussion (Association of College and University Educators, 2016) format motivates students to complete class reading assignments and empowers students to be in charge of their own discussion. Two or three students are randomly selected to facilitate a 20-minute discussion on the assigned reading. The rest of the students are expected to actively participate in the discussion by asking questions or sharing thoughts / opinions. All students will complete a self-reflection guide at the end of each fishbowl discussion.

## Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Activity	Points
Professionalism	50 points
Reflection Papers (4 x 10 points each)	40 points
Case Conceptualizations (2 x 25 points each)	50 points
Case Conceptualization Presentation	30 points
Final Exam	30 points
Total	200 points

### Grade Equivalent

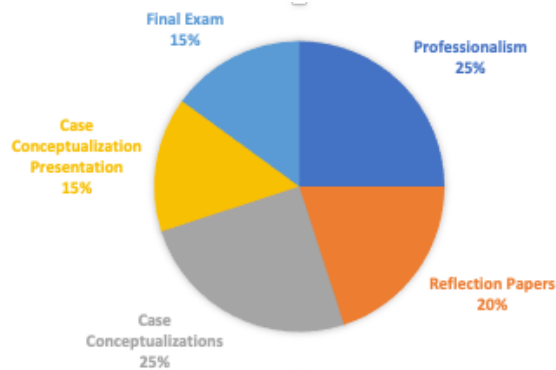
A = 180 to 200 points

B = 160-179.99 points

C = 140-159.99 points

D = 120 to 139.99 points

F = 0 to 119.99 points



**Posting of Grades:** Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

**Late work policy:** *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Monday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism.” However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within **one week of the posted deadline**. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

**\*\*\* Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor. Please send an email if you will be absent from any class. You will be allowed one absence with no penalty. *There will be a grade reduction in the total professionalism grade for additional absences.*

**Plagiarism Note:** Plagiarism constitutes using others’ ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

### ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

## COURSE CALENDAR

Class Meets Tuesdays 6:00-8:45 pm unless otherwise indicated on the schedule;  
**all assignments due Tuesdays 11:59 pm**

Week	Assigned Readings / Videos / Movies / Podcasts  Class Topic	In Class Activity	Assignments Due
Week 1: August 29, 2023  <b>Face to Face Class</b>	Syllabus review, overview of the DSM-5-TR, differential diagnosis, MSE, writing a diagnosis, completing a case conceptualization, using person-centered language, pronouns, Cross-Cutting Symptom Measure (pg. 847), cultural formulation (pg. 860). Structure of each class including fishbowl discussions.		
Week 2: September 5, 2023  <b>Face to Face Class</b>	<b>Culturally responsive assessment and diagnosis in the mental health intake</b> (Rosen et al., 2017)  <b>Microaggressions: The experience of individuals with mental illness</b> (Peters et al., 2017)  The role of culture and intersecting identities in the diagnostic process	<u>Fishbowl Discussion</u>	<b>Reflection Paper 1</b>
Week 3: September 12, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Anxiety Disorders (pg. 215)</u>  DSM-5-TR Focus: <u>Obsessive-Compulsive and Related Disorders (pg. 263)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 7 Treatment of Anxiety Disorders</b>	<b>CC Presentation</b>	
Week 4: September 19, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Neurodevelopmental Disorders (pg. 35)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 9 Treatment of ADHD</b>	<b>CC Presentation</b>	
Week 5: September 26, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Disruptive, Impulse-Control, and Conduct Disorders (pg. 521)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 9 Treatment of ADHD</b>	<b>CC Presentation</b>	
Week 6: October 3, 2023	<b>Mind Without a Home: A Memoir of Schizophrenia</b> by Kristina Morgan	<b>CC Presentation</b>	<b>Reflection Paper 2</b>

<p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <u>Schizophrenia Spectrum and Other Psychotic Disorders (pg. 101)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 8 Treatment of Psychotic Disorders</b></p>	<p><u>Fishbowl Discussion</u></p>	
<p>Week 7: October 10, 2023</p> <p><b>*ASYN-CHRONOUS CLASS – Recorded Lecture</b></p>	<p>DSM-5-TR Focus: <u>Substance-Related and Addictive Disorders (pg. 543)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 13 Treatment of Chemical Dependency and Co-Occuring Disorders</b></p>	<p><b>***Participation in discussion board required to get attendance credit***</b></p>	<p><b>Case Conceptualization # 1 Due</b></p>
<p>Week 8: October 17, 2023</p> <p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <u>Depressive Disorders (pg. 177)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 5 Treatment of Unipolar Depression</b></p>	<p><b>CC Presentation</b></p>	
<p>Week 9: October 24, 2023</p> <p><b>Face to Face Class</b></p>	<p><b>An Unquiet Mind</b> by Kay Jamison</p> <p>DSM-5-TR Focus: <u>Bipolar and Related Disorders (pg. 139)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 6 Treatment of Bipolar Disorder</b></p>	<p><u>Fishbowl Discussion</u></p>	<p><b>Reflection Paper 3</b></p>
<p>Week 10: October 31, 2023</p> <p><b>*ASYN-CHRONOUS CLASS – Recorded Lecture</b></p>	<p>DSM-5-TR Focus: <u>Neurocognitive Disorders (pg. 667)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 10 Treatment of Cognitive Disorders</b></p>	<p><b>***Participation in discussion board required to get attendance credit***</b></p>	
<p>Week 11: November 7, 2023</p> <p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <u>Trauma- and Stressor-Related Disorders (pg. 295)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 7 Treatment of Anxiety Disorders</b></p>	<p><b>CC Presentation</b></p>	
<p>Week 12:</p>	<p><b>Not All Black Girls Know How to Eat: A Story of Bulimia</b> by Stephanie Covington Armstrong</p>	<p><u>Fishbowl Discussion</u></p>	<p><b>Reflection Paper 4</b></p>

<p>November 14, 2023</p> <p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <b><u>Feeding and Eating Disorders (pg. 371)</u></b></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 14 Treatment of Comorbidity and Other Disorders</b></p>		
<p>Week 13: November 21, 2023</p> <p><b>*ASYN-CHRONOUS CLASS – Recorded Lecture</b></p>	<p>DSM-5-TR Focus:</p> <ul style="list-style-type: none"> <li>• <b><u>Dissociative Disorders (pg. 329)</u></b></li> <li>• <b><u>Somatic Symptom and Related Disorders (pg. 349)</u></b></li> </ul>	<p><b>***Participation in discussion board required to get attendance credit***</b></p>	<p><b>Case Conceptualization # 2 Due</b></p>
<p>Week 14: November 28, 2023</p> <p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <b><u>Personality Disorders (pg. 733)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Cluster A Personality Disorders (pg. 737)</b></li> <li>• <b>Cluster C Personality Disorders (pg. 764)</b></li> </ul> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 12 Treatment of Personality Disorders</b></p>	<p><b>CC Presentation</b></p>	
<p>Week 15: December 5, 2023</p> <p><b>Face to Face Class</b></p>	<p><b>‘Not a Monster’: Destigmatizing Borderline Personality Disorder (Gleeson, 2022)</b></p> <p>DSM-5-TR Focus: <b><u>Personality Disorders (pg. 733)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Cluster B Personality Disorders (pg. 748)</b></li> </ul> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 12 Treatment of Personality Disorders</b></p>	<p><b><u>Fishbowl Discussion</u></b></p>	
<p>Week 16: December 12, 2023</p>	<p><b>Final Exam Due - December 12, 2023 at 11:59 p.m.</b></p> <p><i>Final Exam opens at 9:00 p.m. on November 29<sup>th</sup>. You have until December 6, 2022 at 11:59 p.m. to complete &amp; submit the exam. Once you start the exam, you must complete it.</i></p> <p><b>*** There will be no extensions for the final exam ***</b></p>		<p><b>Case Study Conceptualizations (due date ongoing)</b></p> <p><b>Extra Credit Due</b></p>

**\*\*Professor reserves the right to amend the syllabus at any time**



# IMPORTANT UNIVERSITY DATES

## ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
October 25, 2022	Fall Semester Admissions Application Opens
January 15, 2023	Priority Deadline for Federal Application for Financial Aid (FAFSA)
March 20, 2023	Advising for Summer and Fall Begins
March 20, 2023	Class Schedule Published for Fall Semester
April 3, 2023	Registration Opens for Fall Semester
June 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
June 23, 2023	Priority Deadline for International Student Admissions Applications
July 1, 2023	School Counselor Program Application deadline (Fall)
July 22, 2023	Priority Deadline for VA Certification Request (Fall)
July 26, 2023	Deadline for Scholarship Applications for the Fall Semester
August 1, 2023	Spring 2024 Admissions Application Opens
August 1, 2023	Summer 2024 Admissions Application Opens
August 11, 2023	Priority Deadline for Admissions Applications
August 25, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)

October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session
October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 9, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
November 10, 2023	Veteran's Day
November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends
December 15, 2023	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 15, 2023	Deadline for Fall Degree Conferral Applications to the Records and Admissions Office \$20 Late Application Fee
December 15, 2023	Fall Commencement Ceremony Bell County Expo 3 pm

## TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

### ADA Access and Accommodations

Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you be-

lieve you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

## Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

## Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlss&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will

reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<https://tamuct.libguides.com/index>]

### **University Writing Center**

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support

throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOonline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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