

**College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5336 Abnormal Conditions and Interventions
Fall, 2025**

Instructor: Scott Peters, Ph.D., LPC-S

Class time & Location: Mondays, 7:00-9:45; Classroom Hall #206

E-mail & Phone: speters@tamusa.edu 784-2532 (office), 473-1433 (cell)

Office Hours: M, T, W, 5:30-6:45

Office Location: Classroom Hall, #214H

If those times do not work, simply let me know and we can schedule a mutually agreed-upon day/time.

The most efficient way to contact me is email. If you need to contact me on a more urgent basis, please do not hesitate to call or text me.

Required Textbooks:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

Possible Supplemental Resources

Berger, R., & Quiros, L. (2014). Supervision for trauma-informed practice. *Traumatology*, 20(4), 296-301.

<http://dx.doi.org/10.1037/h0099835>

Caplan, G. (1963). Types of mental health consultation. *American Journal of Orthopsychiatry*, 33(3), 470-481.

<https://doi.org/10.1111/j.1939-0025.1963.tb00381.x>

Caplan, G., Caplan, R., & Erchul, W. P. (1995). A contemporary view of mental health consultation: Comments

on 'Types of mental health consultation' by Gerald Caplan (1963). *Journal of Educational and*

Psychological Consultation, 6(1), 23-30. doi:[10.1207/s1532768xjepc0601_2](https://doi.org/10.1207/s1532768xjepc0601_2)

Drugs.com; <https://www.drugs.com/>

Flannery, R. B., & Everly, G. S. (2000). Crisis intervention: A review. *International Journal of Mental Health*,

2(2), 119-125.

<https://m.nccism.com/upload/Crisis%20Intervention%20A%20Review.pdf>

National Institutes of Mental Health; <https://www.nimh.nih.gov/index.shtml>

Rudd, D. M., Mandrusiak, M., & Joiner Jr., T.E. (2005). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. *Journal of Clinical Psychology*, 62(2), 243-251. doi: [10.1002/jclp.20227](https://doi.org/10.1002/jclp.20227)

National Center for PTSD. <https://www.ptsd.va.gov/>

National Center for Trauma Informed Care. <https://www.samhsa.gov/nctic>

Substance Abuse and Mental Health Services Administration (2018). What is integrated care? SAMHSA/HRSA Center for Integrated Health Solutions; <https://www.integration.samhsa.gov/about-us/what-is-integrated-care>

Substance Abuse and Mental Health Services Administration; <https://www.samhsa.gov/>

Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavior*, 19(2), 256-264. doi.org/10.1016/j.cbpra.2011.01.001

Strong Star. <https://tango.uthscsa.edu/strongstar/>

Trauma Informed Care Project; <http://www.traumainformedcareproject.org/>

Course Description:

This 3-hour course is designed to assist the student counselor in addressing a variety of clients and concerns, including crisis, trauma, suicidality as well as those with selected mental disorders. Students will learn to complete biopsychosocial assessments, case conceptualizations and treatment planning. Additionally, topics such as psychopharmacology and integrated behavioral health will be addressed.

Student Learning Outcomes:

The following objectives were developed to meet the referenced CACREP standards in the Counseling Curriculum, Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling sections.

- ✓ Students will understand and demonstrate knowledge of biopsychosocial assessments, case conceptualization, and treatment planning
- ✓ Students will understand and demonstrate knowledge of how to intervene with clients presenting a variety of abnormal conditions; among them, depressive, bipolar, psychotic, anxiety, obsessive-compulsive disorders
- ✓ Students will understand and demonstrate knowledge of consultation and its role in counseling

- ✓ Students will understand and demonstrate knowledge of the impact of various forms of crises (trauma, disasters) on clients related to diversity, across the lifespan, individuals, couples, and families
- ✓ Students will understand and demonstrate knowledge related to crisis and trauma
- ✓ Students will understand and demonstrate knowledge of suicidality and interventions
- ✓ Students will understand and demonstrate knowledge of common psychopharmacological interventions, their actions, indications, contraindications, and potential side effects

CACREP Standards:

Section 2: Professional Counseling Identity

F. Counseling Curriculum

3. Human Growth and Development

- g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. Counseling and Helping Relationships

- c. Theories, models, and strategies for understanding and practicing consultation
- l. Suicide prevention models and strategies
- m. Crisis intervention, trauma-informed, and community-based strategies, such

Psychological First Aid

Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling

1. Foundations

- c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. Contextual Dimensions

- f. Impact of crisis and trauma on individuals with mental health diagnoses
- h. Classifications, indications and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

Section 5: Entry-Level Specialty Areas

F. Marriage, Couple, and Family Counseling

2. Contextual Dimensions

- g. Impact of crisis and trauma on marriages, couples, and families
- l. Physical, mental health, and psychopharmacological factors affecting marriages, couples, and families

TEA School Counseling Standards: N/A

Domain I-

Competency 001—(Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Please look over the “Manuscript Hints” document I provided **before** submitting your manuscript to me. Make sure the title page, abstract, main text, and reference page look like those in the document. Also, make certain you have followed the hints.

Please submit them in Word document format to speters@tamusa.edu. Also, when submitting, please write a message in the body of the email; i.e. “Scott, here’s my manuscript.”, Dr. Peters, I think this manuscript is my best work.”

Key Performance Indicator (#1)

CACREP CORE OR SPECIALTY AREA: Human Growth and Development

The **Developmental and Strategic Model** assignment is used to determine the level of student knowledge and skills related to the following CACREP Standard(s):

2. F. 3. h. a general framework for understanding differing abilities and strategies for differentiated interventions

KEY PERFORMANCE INDICATOR:

Developmental and Strategic Model

Students will choose two developmental levels (children, adolescent, adults, older adults) and an abnormal condition (e.g., mood disorder, anxiety disorder, trauma). They will then compare those levels in relation to: (a) the abnormal condition; (b) developmental level; (c) development of goals and strategies to intervene with both, dependent upon their developmental level, and (d) Discuss any potential counselor challenges and adjustments for the two levels. The APA formatted Manuscript will be a minimum of eight pages, not including cover page, abstract, and reference page. Total of 11 pages minimum. At least six references to be included.

GRADING RUBRIC:

Dimension	2	1	0	Total
Overall, a well-developed, structured, and developmentally appropriate model allowing for client differences	Manuscript was excellent; well written, clear, and included all aspects that student was tasked with addressing	Manuscript was mostly well written and/or covered most, but not all aspects were covered	Manuscript was poorly written and/or omitted most of the areas to be covered	
Clearly demonstrated an ability to differentiate between two distinct populations based on	Manuscript was very clear in differentiating developmental levels between the	Manuscript was somewhat clear in differentiating the two groups	Manuscript lacked any clear or cogent differentiation	

their respective developmental levels	two groups		between the two groups	
Demonstrated the ability to tailor an intervention for an abnormal condition based upon the developmental levels of the two clients	Manuscript was clear in its demonstration to tailor an approach to the abnormal condition based on the specified clients' developmental level	Manuscript was mostly clear in its demonstration to tailor an approach to the abnormal condition based on the specified clients' developmental level	Manuscript was unclear in relation to tailor an approach between the two groups	
Discussed strategies to adjust for potential client and challenges for both client populations	Manuscript clearly articulated strategies for addressing potential client challenges	Manuscript articulated strategies for addressing potential challenges, but were not clear	Manuscript either omitted strategies or strategies were inappropriate based on clients' level	
References consistent with Manuscript and all aspects were addressed	References cited were consistent with Manuscript and all aspects were covered	References mostly consistent with Manuscript and all aspects or some aspects were not included	References were either lacking or were not utilized in body of Manuscript	

EVALUATION PROCESS:

The instructor will complete the following rubric to assess *Human Growth and Development's* CACREP standard. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
10	Mastery	4	Able to perform at a high level without supervision on a consistent basis
8-9	Proficient	3	Able to perform without supervision on a consistent basis
7-8	Developing	2	Able to perform with supervision on a consistent basis
5-6	Beginning	1	Able to perform with supervision on an inconsistent basis
0-4	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

Key Performance Indicator (#2)

CACREP CORE OR SPECIALTY AREA: *Clinical Mental Health Counseling*

The **Biopsychosocial Case Conceptualization and Treatment Planning** assignment is used to determine the level of student knowledge and skills related to the following CACREP Standard(s):

5. C. 1. c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

KEY PERFORMANCE INDICATOR:

Biopsychosocial Case Conceptualization and Treatment Planning

Students will be provided with a list of client populations and concerns that prompted their seeking services...it will include some basic information on the client.

Students will then develop an *individualized* manuscript that includes:

a) A biopsychosocial assessment (based upon what information YOU feel is needed to “know the client” in order to assist them).

b) A case conceptualization (taking in all the information you have to tell a “story” of the client).

c) A treatment plan (based on the concerns of the client and aimed at improving functioning, thus their quality of life)

These areas should be individualized to the client....

This APA formatted manuscript should be a minimum of eight pages in length (excluding cover page and reference page); **No need for an abstract for this manuscript....**

*There is no number of references, but if you are using an intervention, it should have to empirical support. That should be cited.

Note: you will have “basic information”; so that means you will be expected to be imaginative in details, notably in the biopsychosocial domain. In other words, you will decide what questions to ask, then you decide what the client’s answers are. **The overall goal is to demonstrate knowledge of how to use a biopsychosocial to construct a strong case conceptualization then to develop a treatment plan.**

GRADING RUBRIC:

Dimension	2	1	0	Total
All aspects of the Manuscript were covered. The Manuscript was very clear, well	The Manuscript included all aspects in the assignment. Manuscript was	The Manuscript included most, but not all aspects in the assignment. Manuscript was well written and	The Manuscript omitted critical aspects and was poorly written (i.e., grammar, spelling, lacked clarity, etc.)	

written and flowed well	very well written and flowed well	flowed relatively well		
A well developed and clear understanding of the reasons for, and benefits of, a biopsychosocial assessment	Manuscript clearly explained the rationales for and potential benefits of a biopsychosocial assessment, via the questions asked	Manuscript explained some, but not all of the rationales for and some, but not all potential benefits of a biopsychosocial assessment via the questions asked	Manuscript poorly explained the rationales and few if any potential benefits of a biopsychosocial assessment via the questions asked	
The chosen model was utilized, and the biopsychosocial assessment followed the model fully	Manuscript followed and applied the model very well covering all aspects of client and concern(s)	Manuscript, for the most part, followed and applied the model covering most, but not all aspects of client and concern(s)	Manuscript poorly followed and applied the model and/or covered few if any aspects of client and concern(s)	
A well-written clearly articulated case conceptualization of the client and concern(s)	Manuscript provided a very clear and concise case conceptualization	Manuscript provided the case conceptualization but was not very clear nor very concise.	Manuscript's case conceptualization was poorly articulated and/or omitted critical aspects	
A well-defined and well-written treatment plan for addressing client and concern(s)	Manuscript's treatment planning was clear, logical, and addressed client and concern(s)	Manuscript's treatment planning covered most, but not all, client, and concern(s)	Manuscript's treatment planning was poorly written and/or articulated	

EVALUATION PROCESS:

The instructor will complete the following rubric to assess *Clinical Mental Health Counseling's*

CACREP standard. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
10	Mastery	4	Able to perform at a high level without supervision on a consistent basis
8 - 9	Proficient	3	Able to perform without supervision on a consistent basis
6 - 7	Developing	2	Able to perform with supervision on a consistent basis
5	Beginning	1	Able to perform with supervision on an inconsistent basis
0-4	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Also, I'd appreciate it greatly if you did not employ the use of AI tools (other than for grammar or spelling)...Thanks

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

With that...a student is allowed 2 absences without consequences. However, a 3rd will result in a letter grade drop. So, be judicious about the reasons you are absent. The only excused absences are (a) COVID, (b) military obligations, (c) religious obligations.

Please know that while I am aware that life and life challenges often occur without notice; attendance, punctuality, and participation are crucial in successfully demonstrating competence in this course. Should circumstances impact your being present, it may be prudent to drop, then re-take the course.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

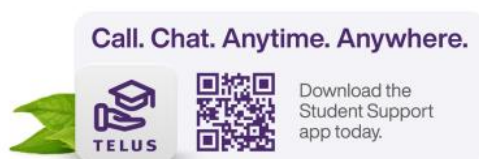
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital

appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and

responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as

academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Course Requirements

<u>Class Participation, Preparation and Small group activities</u>	20 %
Students are expected to be fully prepared and actively engaged in class discussion. During class meetings, there will be activities where students will practice/discuss assessing and intervening with a variety of abnormal conditions	
<u>Developmental and Strategic Model Manuscript</u>	20 %
Students will write an APA formatted Manuscript. Please see above for details and scoring rubric.	
<u>Biopsychosocial Case Conceptualization and Treatment Planning Manuscript</u>	20 %
Students will write an APA formatted Manuscript. Please see above for details and scoring rubric.	
<u>Exam I</u>	20 %
Multiple choice, short answer, and case scenarios	
<u>Exam II</u>	20 %
Multiple choice, short answer, and case scenarios	

Note: While there are percentages assigned for each above-referenced requirements, please understand, each one must be successfully completed in order to earn a passing grade in this course. Any absences or coming in late impacts one's ability to participate.

Also, I do not deduct points for a manuscript that is late....BUT, due to the volume of manuscripts I read and evaluate, if a manuscript is late, I may not be able to evaluate and assign a grade. This naturally results in potentially repeating the course.

Grading Policy

A=	90-100
B=	80-89
C=	70-79
D=	61-69
F=	Below 60

<u>CACREP</u>	<u>Assignment</u>	<u>Due Date</u>	<u>Percentage</u>
5.C.2.h; 5.F.2.l.; 5.C.1.c.; 2.F.3.g.; 2.F.5.m. 5.C.2.f.; 5.F.2.g.	Exam I	3/17	20 %
5.C.2.h; 5.C.1.c.; 5.F.2.l.	Exam II	5/12	20 %
2.F.3.h.	Developmental and Strategic Model Manuscript	4/7	20 %
5.C.1.c.; 5.C.2.h.; 5.F.2.i.	Biopsychosocial Case Conceptualization and Treatment Planning Manuscript	5/5	20%



Schedule of Course Activities

<u>Date</u>	<u>CACREP</u>	<u>Topic(s) Discussed</u>	<u>Selected Reading(s)</u>	<u>Assignments</u>
8/27		Introduction; course expectations		
9/3	5.C.2.h.; 5.F.2.1.	Review of DSM-V; Psychopharmacology	DSM-V TR; Drugs.com Class handouts	
9/10	5.C.1.c.; 5.C.2.h.; 5.F.2.i	Biopsychosocial Assessments (BA)	Class handouts	
9/17	5.C.1.c.; 5.C.2.h.; 5.F.2.i	Biopsychosocial Assessments (BA) Case Conceptualization (CC)	Class handouts	
9/24	5.C.1.c.; 5.C.2.h.; 5.F.2.i.	Treatment Planning (TP)	Class handouts	
10/1	2. F. 3.g.; 2.F.5.m.; 5.C.2.f.; 5.F.2.g	Crisis and crisis intervention	Class handouts	
10/8		Spring Break		
10/15	2.F.5.c.; 5.C.1.c.; 5.C.2.h.; 5.F.2.1.	Treatment of Depressive disorders	DSM-V TR; SAMHSA; NIMH	Exam I
10/22	2.F.5.c.; 5.C.1.c.; 5.C.2.h.; 5.F.2.	Treatment of Bipolar disorders	DSM-V TR; SAMHSA; NIMH	

10/29	2.F.5.c.; 5.C.1.c.	Consultation	Types of mental health consultation. A contemporary view of mental health consultation	
11/5	2.F.5.c.; 5.C.1.c.; 5.C.2.h.; 5.F.2.l.; 2.F.3.g.; 2.F.5.m.	Treatment of Trauma and Stressor Related Disorders; Trauma, trauma-informed care	DSM-V TR; SAMHSA; NIMH; National Center for PTSD; Strong Star; Supervision for trauma-informed practice; National Center.	DSM Model Manuscript
11/12	2.F.5.c.; 5.C.1.c.; 5.C.2.h.;	Treatment of Anxiety disorders	DSM-V TR; SAMHSA; NIMH	
11/19	2.F.5.c.; 5.C.1.c.; 5.C.2.h.; 5.F.2.l.	Treatment of Psychotic disorders	DSM-V TR; SAMHSA; NIMH	
11/26		Study day	Stay home	
12/3	2.F.5.l.; 5.F.2.g.	Suicidality & Interventions	Safety planning intervention: A brief intervention to mitigate suicide risk; The case against no-suicide contracts: The commitment to treatment statement as a practice alternative.	BCC & TP Manuscript Due
12/10	2.F.5.c.; 5.C.1.c.; 5.C.2.h.; 5.F.2.l.	Behavioral Health Integration	What is integrated care? SAMHSA; NIMH	Exam II

* Schedule subject to change depending upon understanding of content and level of participation.

* Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility.

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