

College of Education and Human Development
Department of Counseling, Health & Kinesiology
 EDCG 5336 Abnormal Conditions and Interventions
 Fall, 2026

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

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Class Meetings: Classroom Hall #303; Wednesdays, 7:00-9:45

Office Hours: M, T, W, 3:30-6:30

Office Location: Classroom Hall #214H

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

*Please note, we are in the process of updating the CACREP standards, TEA competencies, and proficiencies. Thus, there may be some minor changes to the syllabus. However, the course content, goals, and expectations for this course will not change. Any changes to the syllabus will be shared with the cohort. Thanks!

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/ntic>

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

*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.”

CACREP standards covered in this course

- 5.C.2 mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- 5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues
- 5.C.7 strategies for interfacing with integrated behavioral healthcare professionals
- 3.C.13 effects of crises, disasters, stress, grief, and trauma across the lifespan
- 3.E.18 classification, effects, and indications of commonly prescribed psychopharmacological medications
- 3.E.19 suicide prevention and response models and strategies “
- 3.E.20 crisis intervention, trauma-informed, community-based, and disaster mental health strategies “

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 11 pages. 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 their respective developmental levels	Manuscript was very clear in differentiating developmental levels between the two groups	Manuscript was somewhat clear in differentiating the two groups	Manuscript lacked any clear or cogent differentiation 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	Manuscript clearly articulated strategies for addressing potential	Manuscript articulated strategies for addressing	Manuscript either omitted strategies or strategies	

populations	client challenges	potential challenges, but were not clear	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

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.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

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 written and flowed well	The Manuscript included all aspects in the assignment. Manuscript was very well written and flowed well	The Manuscript included most, but not all aspects in the assignment. Manuscript was well written and flowed relatively well	The Manuscript omitted critical aspects and was poorly written (i.e., grammar, spelling, lacked clarity, etc.)	
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.

No Use of Generative AI Permitted in Course 5336

This assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

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

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email

account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

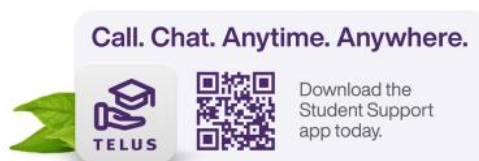
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Course Requirements

Class Participation, Preparation and Small group activities 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

Developmental and Strategic Model Manuscript 20 %
 Students will write an APA formatted Manuscript.
 Please see above for details and scoring rubric.

Biopsychosocial Case Conceptualization and Treatment Planning Manuscript 20 %
 Students will write an APA formatted Manuscript.
 Please see above for details and scoring rubric.

Exam I 20 %
 Multiple choice, short answer, and case scenarios

Exam II 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>
3.E.18.; 3.G.11.; 5.C.4.; 3.E.19.	Exam I	10/14	20 %
3.E.18.; 3.G.11.;	Exam II	12/2	20 %

5.C.4.; 3.E.19. 3.E.20.			
5.C.4.; 3.E.18.; 3.G.11.	Developmental and Strategic Model Manuscript	10/21	20 %
5.C.4.; 5.C.5.; 3.E.18.; 3.E.19.	Biopsychosocial Case Conceptualization and Treatment Planning Manuscript	12/2	20%

Schedule of Course Activities

<u>Date</u>	<u>CACREP</u>	<u>Topic(s) Discussed</u>	<u>Selected Reading(s)</u>	
<u>Assignments</u>				
8/26		Introduction; course expectations		
9/2	3.E.18.; 3.G.11.	Review of DSM-V; Psychopharmacology	DSM-V TR; Drugs.com Class handouts	
9/9	5.C.4.	Biopsychosocial Assessments (BA)	Class handouts	
9/16	5.C.4.	Biopsychosocial Assessments (BA) Case Conceptualization (CC)	Class handouts	
9/23	5.C.4.	Treatment Planning (TP)	Class handouts	
9/30	3.E.20.	Crisis and crisis intervention	Class handouts	
10/7	3.E.18.; 3.G.11.; 3.E.19.	Treatment of Depressive disorders	DSM-V TR; SAMHSA; NIMH	
10/14	3.E.18.; 3.G.11.; 3.E.19.	Treatment of Bipolar disorders	DSM-V TR; SAMHSA; NIMH	Exam I
10/21	3.E.18.; 3.G.11.; 3.E.19.; 3.C.13.	Consultation; Treatment of Trauma and Stressor Related Disorders; Trauma, trauma- informed care	Types of mental health consultation. A contemporary view of mental health consultation; DSM-V TR; SAMHSA; NIMH;	DSM Model Manuscript
10/28	3.E.18.; 3.G.11.; 3.E.19.; 3.C.13; 3.E.20	Consultation; Treatment of Trauma and Stressor Related Disorders; Trauma, trauma- informed care	Types of mental health consultation. A contemporary view of mental health consultation; DSM-V TR; SAMHSA; NIMH;	
11/4	3.E.18.; 3.G.11.	Treatment of Anxiety disorders	DSM-V TR; SAMHSA; NIMH	

11/11		Treatment of Psychotic disorders	DSM-V TR; SAMHSA; NIMH	
11/18	3.E.19.; 3.C.13.; 3.E.20	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.	
12/2		Behavioral Health Integration		BCC & TP Manuscript Due; 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.

Our research librarian is Kimberly Grotewold

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