

**USU-REH 6320 Syllabus
Diagnostic & Statistical Manual (DSM V-TR) of Mental Health Disorders
(3 credits)
Fall Semester 2026**

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Office Hours: By Appointment – Happy to meet whenever; I will do my best to adjust to your schedule.

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Course Date and Time:

- Fall 2026 Semester – August 31st through December 18th
- Asynchronous Offering

Course Description:

- This course provides an in-depth exploration of the process of assessing clinical mental health using the Diagnostic and Statistical Manual, including etiology, diagnostic criteria and process, disorder subtypes, and associated features and disorders.

Readings:

- Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (2 to 3 posted weekly in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental health disorders* (5th ed., text revision: DMV-5-TR). American Psychiatric Publishing.
 - ISBN: 9780890425763

Optional Textbooks

- Morrison, J. (2014). *DSM-5-TR made easy: The clinician's guide to diagnosis*. New York, NY: The Guildford Press.
 - ISBN: 978-1-4625-5134-7
- Preston, J., & Johnson, J. (2020). *Clinical psychopharmacology made ridiculously simple* (9th ed.). MedMaster Inc.
 - ISBN 13#: 978-1-935660-40-8

- Neukrug, E., & Britton, B. S. (2026). *Psychopharmacology and brain transforming interventions: A guide for mental health professionals*. Cognella.

Additional Readings: Selected research articles will be made available in CANVAS.

Course Objectives & Outcomes:

• **STUDENT LEARNING OUTCOMES: USU IDEA Learning Outcomes**

Student Learning Outcome	Assessment Methods	CACREP 2024 Standards
<i>Learning fundamental principles, generalizations, or theories:</i> Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.	In Class Case Studies Final Diagnostic Report Final Exam	Standard 3.G.7 Standard 3.G.11
<i>Learning to apply course material (to improve thinking, problem solving, and decisions):</i> Demonstrate the ability to perform the diagnostic process.	In Class Case Studies Final Diagnostic Report Final Exam	Standard 3.G.11
<i>Learning to apply course material (to improve thinking, problem solving, and decisions):</i> Developing an understanding of common psychopharmacological medications used in the treatment of mental illness.	In Class Case Studies Lecture with Psychiatrist	Standard 3.E.18
<i>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course:</i> Demonstrate the ability to critically evaluate a case and discuss the ramifications of the diagnostic process for the quality of life of the client.	In Class Case Studies Final Diagnostic Report Final Exam	Standard 5.D.9

STUDENT OUTCOMES & COURSE OBJECTIVES

Through formal lectures, assigned readings, class activities and discussion, the student will:

Learning Objective 1: Learning fundamental principles, generalizations, or theories.

Learning Outcome 1: Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.

Learning Objective 2: Learning to apply course material (to improve thinking, problem solving, and decisions).

Learning Outcome 2: Demonstrate an initial ability to perform the diagnostic process through the successful completion of multiple case studies.

Learning Objective 3: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Learning Outcome 3: Demonstrate the ability to critically evaluate a case and discuss the ramifications of the diagnostic process for the quality of life of the client.

CACREP STANDARDS

Specific CACREP 2024 standards addressed throughout this course from the *eight common core areas* include:

B. Social & Cultural Diversity

3. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.

C. Lifespan Development

5. Theories and neurobiological etiology of addictions.

E. Counseling Practice & Relationships

4. Case conceptualization skills using a variety of models and approaches.

13. Developmentally relevant and culturally sustaining counseling treatment or intervention plans.

18. Classification, effects, and indications of commonly prescribed psychopharmacological medications.

G. Assessment and Testing

1. Historical perspective concerning the nature and meaning of assessment and testing in counseling.

11. Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.

12. Procedures to identify substance use, addictions, and co-occurring disorders.

Specific CACREP standards from the *Clinical Rehabilitation Counseling* (Standard 5.D.9) specialty include:

- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities.

Learning Environment

Proper decorum is to be observed in the classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students should minimize distractions by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimize other Internet web pages while class is in session. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion).

3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.

Learning Activities and Grading Scale

Assignment	Frequency	Points	AI Use Permitted	Total Points
Syllabus Quiz	1	10	No	10
Personal Introduction	<u>Part A:</u> Person Introduction <u>Part B:</u> Response to Peers (2 @ 5 pts)	Part A – 20 points Part B – 10 Points	No	30
Library Modules	1) Plagiarism 2) Citing Sources	2 at 10 pts each	No	20
Artificial Intelligence Survey	2 (one at beginning and one at the end of the semester)	25 pts each	No	50
Case Studies	<u>Part 1,</u> Personal Review: 5	35 pts each	Yes	175
	<u>Part 2,</u> AI Review: 5	25 pts each		100
List of Common Psychopharmacological Interventions and Treatment Options	1	50	Yes	50
Diagnostic Paper	1 – Notes 2 – Actual Write Up	20 pts 80 pts	Yes	100
Self-Reflection	1	30 pts	No	30
Final Exam	1	50 pts	No	50
				Total Points:

Grading Scale:

A: 578 – 615	A-: 553 – 577
B: 516 – 552	B-: 492 – 515
C: 455 – 491	C-: 425 – 454
D: 363 – 424	F: 362 or Below

Specific Assignment Instructions

Due Dates: Assignments are typically due by 11:59 PM (MST) on the due date posted in CANVAS. Assignments typically open one to two weeks in advance of the due date and you are always welcome to turn assignments in early.

- Syllabus Quiz: 10 pts
 - This is an “open syllabus” quiz. It is ten questions based on the syllabus.

- Personal Introduction: 20 pts for self-introduction, 10 points for peer responses.
 - Part A: Generally speaking, this is meant as a way to “introduce” yourself to the rest of the class and get to know your classmates better. Additional guidelines for this assignment are provided in CANVAS.
 - Part B: You are required to view and respond to 2 other personal introductions; CANVAS will automatically assign you to those 2 individuals.
- Library Modules(1 – Avoiding Plagiarism and 2 – Citing Sources; 10 points each, total of 20 points): Part of a graduate program is learning how to correctly cite information. The style guide published by the American Psychological Association (APA) is the format used in the majority of “soft science” fields, including counseling. This can be a relatively new thing to learn and is sometimes quite frustrating. There are two modules built into this course to help you learn the correct way to use APA formatting. You can take each quiz up to 3 times.
- Case Studies (5 at 35 points each): Due by 11:59 PM (Mountain Time) on their respective date as noted in CANVAS (turn in via the Backpack Learning Tool).
 - Case studies and an assignment template are provided, and you will work through the case to provide a diagnosis.
 - The Case Study Template Form is located in the Preliminary Documents folder in CANVAS.
- Common Pharmacological Interventions Worksheet
 - Although we do not prescribe medications and other treatments for mental illness, understanding these interventions and their potential impact on the persons you serve is important.
 - This assignment is meant to help you improve your understanding of common treatments, their intended purpose, and potential side-effects.
 - It is meant to be a useful reference tool for you in future coursework and your direct service provision.
- AI & Technology (total of 50 pts)
 - Pre Test (Beginning of the Semester – 25 pts)
 - Post Test (End of the Semester – 25 pts)
 - Additional Information in CANVAS
- Diagnostic Paper/Movie Review (100 Points):
 - Part 1 – Notes you take while watching your selected movie that help you with your final write up.
 - Part 2 – Actual Diagnostic Report write up.
 - Essentially, this is a sixth and highly expanded case study. Turned in via the Packback Learning Tool.
 - See Canvas for Additional assignment information.
- Self-Reflection Paper (30 points):
 - See CANVAS for additional details.
- Final (50 points):
 - Will consist of multiple choice and case study/short answer questions.
 - Delivered via CANVAS.

Late Assignment Policy: Late assignments are typically not accepted. Please visit with the instructor as individual circumstances require. Professional courtesies are at the discretion of the

instruction. If formal accommodations are required, please go through the Utah State University Disability Resource Center: <https://www.usu.edu/drc/>.

AI Policy:

In this course, students are permitted and encouraged to use AI tools such as ChatGPT, Copilot, and others on specific assignments (see *Learning Activities and Grading Scale* table on page 4 and assignment instructions in CANVAS). Students will be **responsible** for the content and quality of their assignment submissions, which are expected to meet the assignment criteria and will be graded accordingly. Students are likewise expected to **exercise responsibility** and adhere to the following best practices:

- Thoroughly review AI output for relevance, depth, inaccuracies, bias, plagiarism, copyright infringement, and other issues, making corrections as needed.
- Refrain from inputting or producing imagery, video, or audio of another person's likeness or voice in an AI tool without their express permission.
- Refrain from submitting sensitive or private information about another person to an AI tool.
- Refrain from uploading copyright-protected or paywalled content to an AI tool without the creator's permission.
- Cite AI as a reference whenever its outputs are used, quoted, or paraphrased.

An essential outcome of this course is to strengthen students' foundational skills as thinkers, creators, and communicators by doing and presenting their own work. It is also recognized that the use of AI in the counseling field is growing and AI is a tool that has the potential to improve service delivery. It is equally imperative that students personally develop and demonstrate the assessment and conceptualization skills taught in this course to be better prepared to perform effectively with or without the assistance of AI in their future service delivery.

If there is strong suspicion or evidence of the incorrect use of or representation of AI as the student's sole work in a submission, it may be reported as an academic integrity violation in accordance with [Article 6 of the USU Student Code](#), which outlines due process for instructors and students, including options for appeal. Possible sanctions may include a reduced grade, failing the assignment, and/or requirement to resubmit the assignment.

Utah State University Policies

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USUPolicy 550: Appropriate Use of Computing, Networking, and Information Resources and the accompanying Terms of use for USU IT resources, as well as Article V-3.B.25.c of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code](#) Article V Section V-3 for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;

- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#). You can also refer to the following for additional information.

- 1) [USU MRC Program Evaluation and Student Assessment Plan](#)
- 2) [USU Student Retention and Remediation Plan](#) (pages 47 – 53 of USU MRC Student Handbook)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employee](#)." This means that if you share information with me about incidents of [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the [USU Title IX Coordinator](#). I will also share with you information about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resources](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](#).

Inclusive Excellence

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](#).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](#).

Emergency Procedures

In the case of a drill or real emergency, classes will be notified about cancellation or other potential impacts through official university communication. Those channels will likely be either an Aggie Alert notification; or notification by a USU MRC program faculty/staff, or official USU representative through an @usu.edu email. In the event of a disaster that does not permit

enough time for notifications, please prioritize your own health and safety first. Review the [USU Emergency Management](#) for more information.

Food Security

For those students in the Cache Valley Area, the USU Student Nutrition Access Center (SNAC) offers free food assistance to all students. Students are welcome to visit the pantry once per calendar week. There are no questions or qualifications required to access this service; you simply need to present your student ID card or A#. The pantry is committed to supporting student well-being by ensuring access to nutritious food options. For more information, including pantry hours and location, please visit [SNAC Food Pantry](#). Accessing the SNAC Food Pantry is a smart way to manage your food needs and stay focused on your academic success.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT App”](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Course Schedule

Date	Topic & Corresponding CACREP Standards/Course Objectives	Reading(s) from DSM V-TR and CANVAS Modules	Assignments
Week #1 Aug. 31 st – Sept. 6 th	- General Course Introduction - Conducting an Intake Assessment/Interview CACREP: 5.D.9;	- DSM V Section I, pages 5 – 29 Gottlieb – How I Bombed My First Therapy Session APA – History of the DSM	- Syllabus Quiz (10 pts) - Personal Introduction (20 pts)

Week #2 Sept. 7 th – 13 th	- Artificial Intelligence and Mental Health Assessment - Overview of medications/ drugs and their classifications. - Ethical Decision Making, Scope of Practice, and Suicide Assessment CACREP: 3.E.18	- See CANVAS for required readings. - National Institute of Mental Health – Mental Health Medications	AI Survey (Pre)
Week #3 Sept. 14 th – 20 th	Neurodevelopmental Disorders CACREP: 3.G.11.	- DSM V TR: Pages 35-100 - Assessment and Diagnosis of Neurodevelopmental Disorders - Assessment of ASD - Treatment of Autism - Treatment of ADHD	- Personal Introduction Part B (10 pts) - Library Modules (Paraphrase vs Summarize and Correct Citation)
Week #4 Sept. 21 st – 27 th	Schizophrenia Spectrum & Other Psychotic Disorders CACREP: 3.E.18.; 3.G.11.;	- DSM V TR: Pages 101-138 2015 Delusional Disorder - Khan Academy Video on Schizophrenia	Case Study #1 – Parts 1 & 2
Week #5 Sept. 28 th – Oct. 4 th	Bipolar and Related Disorders CACREP: 3.E.18.; 3.G.11.	- DSM V TR: Pages 139-176 - Bipolar Disorder: What is it? Harvard School of Medicine - May Clinic – Bipolar Disorder	
Week #6 Oct. 5 th – 11 th	Depressive Disorders CACREP: 3.E.18.; 3.G.11.	- DSM V TR: Pages 177-214 - Antidepressants Article - Suicide Article - Unobtainable Goals - White Matter Article - Inside the Depressed Mind (CNN)	Case Study #2 – Parts 1 & 2
Week #7 Oct. 12 th – 18 th	Anxiety Disorders CACREP: 3.E.18.; 3.G.11.;	- DSM V TR: Pages 215-262 - Anxiety Disorders – Stats and Facts - Anxiety Disorders – NAMI	
Week #8 Oct. 19 th – 25 th	Obsessive Compulsive Disorders	DSM V TR: Pages 263-294	Case Study #3 – Parts 1 & 2

	• CACREP: 3.E.18.; 3.G.11.;	• Obsessive Compulsive Disorder – NIMH • Obsessive Compulsive Disorder – Mayo Clinic • What is Obsessive Compulsive Disorder - APA	
Week #9 Oct. 26 th – Nov. 1 st	Trauma and Stressor Related Disorders	• DSM V TR: Pages 295-328 • Service Dogs and PTSD (APA) • Elephants, Stress, and PTSD (NY Times)	• Case Study #4 – Parts 1 & 2
Week #10 Nov. 2 nd – 8 th	• Dissociative Disorders • Somatic Symptom and Related Disorders CACREP: 3.E.18.; 3.G.11.;	• DSM V T: Pages 329-348 and 349 -370 • Kim Noble – Artist with Dissociative Disorder • Video Clip – All of Me	
Week #11 Nov. 9 th – 15 th	• Disruptive, Impulse Control, and Conduct Disorders • Substance-Related & Addictive Disorders CACREP: 3.C.5.; 3.G.11.; 3.G.12.;	• DSM V TR: Pages 521-542 and 543-566 • Kleptomania – When The mind Refuses to Let you Think Straight • Ketamine as a Treatment for Depression (Harvard)	• Case Study #5 – Parts 1 & 2
Week #12 Nov. 16 th – 22 nd	• Neurocognitive Disorders CACREP: 3.G.11.	• DSM V TR: Pages 591-644	
Week #13 Nov. 23 rd – 29 th	• Personality Disorders • Alternative DSM V Model for Personality Disorders CACREP: 3.G.11.;	• DSM V TR: Pages 744-778 and 881-901 • Videos on Personality Disorders	• Diagnostic Report Write Up (movie review)
Week #14 Nov. 30 th – Dec. 6 th	• Medication Induced Movement Disorders & Other Adverse Effects of Medications • Culture and Psychiatric Distress • CACREP: 3.E.13.	• DSM V TR: Pages 708-820 and 859-879 • AAP DSM Cultural Concepts in the DSM 5 • Antipsychotic Medications (Optional)	• Common Treatments/ Interventions
Week #15 Dec. 7 th – 13 th	• Other Conditions that May be a Focus of Clinical Attention Course Review and Wrap up	DSM V TR: 821-836	• Self-Reflection Paper • AI Survey (Post)
Week #16	** No Class – Final Exam		• Final Exam

Dec. 14 th – 18 th		
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Disclaimer

Over the course of the semester, adjustments to the syllabus may be required. In the event this happens, students will be notified of the change, how it potentially impacts them, and an updated version of this syllabus will be provided.