

Course Information:

**Fall 2025 | Quad 1**

**Course Dates: September 2\* - October 26**

**(September 1 is a holiday)**

**Modality:** Online Synchronous

**Meeting days/times:**

Zoom Class Sessions - Tuesdays, 7:15 PM to 9:15 PM PST

**URL to join [Zoom Class Session](#)Links to an external site.**

**Password: PSY6021**

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Instructor Information:

**Instructor title and name:** Marty Michelson

**Email:** [mmichels@pointloma.edu](mailto:mmichels@pointloma.edu)

**Phone:** by appointment

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PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Principles of etiology, diagnosis, treatment, and prevention of mental disorders are explored through the lens of the Diagnostic and Statistical Manual of Mental Disorders (DSM5).

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

**PLO 1:** Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

**PLO 2:** Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

**PLO 3:** Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

PLO	CLO
<p><b>PLO 1:</b> Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families</p> <p>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.</p> <p>Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.</p> <p>Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.</p> <p>Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.</p>	<p><b>CLO1.</b> Become knowledgeable of the diagnostic terminology and criteria for diagnosis.</p> <p><b>CLO2.</b> Develop conceptualization of presenting problems and writing a report in a concise manner.</p> <p><b>CLO3.</b> Develop basic skills for presenting a case to peers such as in a treatment team setting.</p> <p><b>CLO4.</b> Demonstrate basic knowledge of the DSM-5-TR criteria for major diagnostic groups and potential alternatives.</p>
<p><b>PLO 2:</b> Develop and apply self-awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients</p> <p>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process</p>	

<p>Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others</p>	
<p><b>PLO 3:</b> Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.</p> <p>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.</p>	<p><b>CLO5.</b> Demonstrate cultural considerations of symptom presentation and cultural awareness.</p>

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### Course Learning Outcomes

After completing this course, students will:

1. Become knowledgeable of the diagnostic terminology and criteria for diagnosis.
2. Develop conceptualization of presenting problems and writing a report in a concise manner.
3. Develop basic skills for presenting a case to peers such as in a treatment team setting.
4. Demonstrate basic knowledge of the DSM-5-TR criteria for major diagnostic groups and potential alternatives.

- Demonstrate cultural considerations of symptom presentation and cultural awareness.

#### Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

#### Distribution of Student Learning Hours

<b>Distribution of Course Hours</b>	
<b>Assignments</b>	<b>Course Hours</b>
Zoom Class Session	30
Reading	50.5
Course Assignments	20
Case Presentation	12
<b>TOTAL HOURS</b>	<b>112.5</b>

#### Required Texts and Recommended Study Resources

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> edition, Text Revision)*.

Kress, V. E, & Paylo, M. J. (2019). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment—Enhanced Pearson eText – Access Card (2nd ed.)*. Columbus, OH: Pearson.

First, M.B. (2024). *DSM-5-TR: Handbook of differential diagnosis*. Washington, DC: American Psychiatric Association Publishing

**NOTE:** *Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.*

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## Assessment and Grading

### **Discussions**

The primary function of our weekly discussions is to cultivate critical engagement with the *DSM-5-TR* and assigned course texts, with a focus on diagnostic assessment and clinical application. Each week's discussion will direct attention to a specific diagnostic category, inviting students to analyze, interpret, and apply diagnostic criteria to clinical practice. Discussions are intended to foster collegial dialogue and professional collaboration, modeling the kind of reflective peer consultation that characterizes ethical clinical work. These weekly discussions provide a structured opportunity to explore key diagnostic issues, integrate reading with practice, and consider the complexities of client diversity within the framework of diagnostic criteria.

### **Case Studies**

Case studies serve as the central learning tool of this course. Each week, students will engage with detailed client vignettes that simulate the realities of clinical practice. The task involves identifying diagnostic features within the client's presentation, aligning those features with the *DSM-5-TR* criteria, and formulating an evidence-based treatment plan. This process mirrors the daily responsibilities of a practicing counselor: gathering client history, making diagnostic determinations, and applying theory-driven, empirically supported interventions. By consistently practicing this method, students will deepen their diagnostic skills, refine their clinical reasoning, and strengthen their ability to translate biographical detail into accurate diagnosis and effective treatment planning.

### **Writing Reflection Posts**

Writing assignments extend the work of course readings and discussions by providing space for reflective integration. These assignments encourage students to engage both the technical demands of diagnostic assessment and the personal, ethical, and theological values that shape their emerging professional identity. In addition to analyzing content from the *DSM-5-TR* and course texts, students will consider how their values, ethical commitments, and worldview inform their practice as counselors. This reflective work acknowledges that the therapeutic process involves not only clinical knowledge but also the personhood of the therapist, whose beliefs and commitments influence the client-counselor relationship. Writing assignments therefore serve the dual purpose of assessing diagnostic competence and fostering self-awareness as developing clinicians.

### **Final Case Presentation**

The final case presentation functions as the capstone project of this course. It synthesizes the skills developed throughout the term by requiring students to analyze a comprehensive client case, identify diagnostic criteria, and develop a treatment plan grounded in theory

and evidence-based practice. This culminating assignment demonstrates proficiency in gathering biographical and clinical data, making an accurate DSM-5-TR diagnosis, and articulating a coherent plan for therapeutic intervention. The final presentation not only assesses students' mastery of course objectives but also reflects the essential tasks of professional counseling practice—diagnostic accuracy, treatment planning, and the application of clinical expertise in the service of clients.

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File](#)
- [The OWL at Purdue: APA Style](#) Links to an external site.

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the website for further formatting helps.

Assignment Distribution by Percentage:

Assignment Category	Points	Percentage
Discussions x 17	10 pts x 9	15%
Case Study x 7	35 points x 7	25%
Writing Reflection Posts x 8	25 pts x 8	25%
Surveys	5 pts	0%
Attendance & Professionalism	52	20%
Final Case Presentation Assignment	100 pts	15%
TOTAL	687	100%

Grading Scale:

## Grading Scale

### Grade Scale Based on Percentage of Points Earned

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

### Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

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### PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow distance education outside California.

### PLNU Spiritual Care

**Mission Valley:** PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their

Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

#### PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

#### PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

#### PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies Links to an external site](#).for definitions of kinds of academic dishonesty and for further policy information.

*Note:* Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AILinks to an external site.](#)

[APA Style: How to Cite ChatGPTLinks to an external site.](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AILinks to an external site.](#)

### PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student’s request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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#### PLNU Course Modality Definitions

1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
  - **Synchronous Courses:** At least one class meeting takes place at a designated time.
  - **Asynchronous Courses:** All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

#### PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

**PLNU Policy:** If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent

(equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Refer to [Academic Policies Links to an external site.](#)for additional detail.

### Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Online Professionalism RubricLinks to an external site.](#)

### Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

### Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *remain*

stored throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

### GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center offers:](#)
- **Zoom Writers Workshops** offered each quad on a variety of helpful topics
- **One-to-one appointments** with the Writing Coach
- **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
- The physical office is located on the third floor of the [Mission Valley Regional Center](#)[Links to an external site.](#) off the student lounge
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content.[Watch a quick video run-through](#)[Links to an external site.](#)



and take time now to explore!

- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

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Course Schedule and Assignments

Week	Topic	Reading	Assignments
1	<p>Introduction to Psychodiagnostics &amp; Clinical Ethics</p> <p>Weekly Theme</p> <p>Foundations of Diagnosis: Ethics, Culture, and Conceptualization</p>	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 1: Developing Effective Treatment Plans</li> <li>• Chapter 2: Real World Treatment Planning: Systems, Culture, and Ethics</li> <li>• Chapter 3: Safety-Related Clinical Issues and Treatment Planning</li> </ul> <p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Introduction and Use of the DSM-5-TR: pp. 5–25</li> <li>• Cultural Formulation Interview and Cultural Concepts of Distress: pp. 749–761</li> <li>• V Codes: Other Conditions That May Be a Focus of Clinical Attention: pp. 727–748</li> </ul>	<ul style="list-style-type: none"> <li>• WK1   Discussion #1- Welcome &amp; Introduction <i>due Tuesday/Thursday</i></li> <li>• WK1   Discussion #2 <i>due Thursday/Saturday</i></li> <li>• WK1   Writing Reflection: Ethics, Culture, and Worldview in Treatment Planning <i>due Saturday</i></li> </ul>
2	<p>Depressive, Bipolar &amp; Mood &amp; Anxiety Disorders</p> <p>Weekly Theme</p> <p>Understanding and Differentiating Depressive, Bipolar and Anxiety Disorders</p>	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 4: Depressive &amp; Bipolar Disorders</li> <li>• Diagnostic features, etiology, case conceptualization, and treatment planning.</li> <li>• Chapter 5: Anxiety Disorders</li> <li>• Differentiation among Anxiety disorders</li> </ul>	<ul style="list-style-type: none"> <li>• WK2   Discussion #3 <i>due Thursday/Saturday</i></li> <li>• WK2   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK2   Writing Reflection Post: Diagnosis, Culture, and Worldview in Mood and Anxiety</li> </ul>

		<p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Depressive Disorders</li> <li>• Bipolar Disorders</li> <li>• Anxiety Disorders</li> <li>• Differential Diagnosis Notes from the DSM-5-TR Handbook: Mood Disorders chapter</li> </ul>	<p>Disorders <i>due Saturday</i></p>
<p>3</p>	<p>Obsessive-Compulsive &amp; Trauma-Related Disorders</p> <p>Weekly Theme</p> <p>Diagnosing and Differentiating Anxiety, Panic, PTSD, and OCD with Cultural and Faith Integration</p>		<ul style="list-style-type: none"> <li>• WK3   Discussion #5 <i>due Thursday/Saturday</i></li> <li>• WK3   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK3   Writing Reflection Post: Obsessive-Compulsive, Trauma, and Stressor-Related Disorders in Cultural and Worldview Perspective <i>due Saturday</i></li> <li>• Mid-Course Feedback <i>due Sunday</i></li> <li>• Mid-Course Survey <i>due Sunday</i></li> </ul>

4	Substance-Related and Addictive Disorders & Personality Disorders	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 8: Substance-Related and Addictive Disorders</li> <li>• Chapter 9: Personality Disorders</li> </ul> <p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Substance-Related Disorders</li> <li>• Addictive Disorders</li> <li>• Personality Disorders</li> <li>• DSM-5-TR Handbook: Differential diagnosis for substance-related, addictive &amp; personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>• WK4   Discussion #4 <i>due Thursday/Saturday</i></li> <li>• WK4   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK4   Writing Reflection Post: Addiction, Personality, and Worldview in Clinical Practice <i>due Saturday</i></li> </ul>
5	Schizophrenia Spectrum, Other Psychotic and Feeding & Eating Disorders	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 10: Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>• Chapter 11: Feeding &amp; Eating Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• WK5   Discussion #6 <i>due Thursday/Saturday</i></li> <li>• WK5   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK5   Writing Reflection Post: Psychosis, Eating Disorders, and Worldview in Clinical Care <i>due Saturday</i></li> </ul>

6	Disruptive, Impulse, Elimination & Neurodevelopmental Disorders	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 12 Disruptive, Impulse Control, Conduct, and Elimination Disorders.</li> <li>• Chapter 13 Neurodevelopmental and Neurocognitive Disorders.</li> </ul> <p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Disruptive, Impulse Control, Conduct, and Elimination Disorders.</li> <li>• Neurocognitive Disorders</li> <li>• DSM-5-TR Handbook: Sections on disruptive, impulse control, conduct, and elimination disorders, &amp; delirium, and major/mild neurocognitive disorders</li> </ul>	<ul style="list-style-type: none"> <li>• WK6   Discussion #8 <i>due Thursday/Saturday</i></li> <li>• WK6   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK6   Writing Reflection Post: Disruptive Behaviors, Developmental Disorders, and Cultural Worldview <i>due Saturday</i></li> </ul>
7	Dissociative, Somatic, Sleep, Sexual Disorders	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Chapter 14 Dissociative Disorders and Somatic Symptoms &amp; related Disorders</li> <li>• Chapter 15: Sleep-Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender dysphoria.</li> </ul> <p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Personality Disorders: pp. 645–684</li> </ul>	<ul style="list-style-type: none"> <li>• WK7   Discussion #7 <i>due Thursday/Saturday</i></li> <li>• WK7   Case Study ASSIGNMENT <i>due Saturday</i></li> <li>• WK7   Writing Reflection Post: Dissociation, Somatic Concerns, and Identity in Cultural and Worldview</li> </ul>

		<ul style="list-style-type: none"> <li>• Feeding and Eating Disorders: pp. 371–394</li> <li>• DSM-5-TR Handbook: dissociative disorders and somatic symptoms &amp; related disorders and sleep-wake disorders, sexual dysfunctions, paraphilic disorders, and gender dysphoria.</li> </ul>	<p>Perspective <i>due Saturday</i></p>
8	<p>Bringing It All Together: Clinical Synthesis, Presentation Skills, and Faithful Practice</p>	<p>From Kress &amp; Paylo (2nd ed.):</p> <ul style="list-style-type: none"> <li>• Review Chapters 1–14 as needed for case refinement and integration</li> </ul> <p>From DSM-5-TR:</p> <ul style="list-style-type: none"> <li>• Revisit relevant diagnostic sections for final case work</li> <li>• Appendix: Cultural Formulation Interview and V-Code categories for integrative planning</li> </ul>	<ul style="list-style-type: none"> <li>• WK8   Discussion #9 <i>due Thursday/Saturday</i></li> <li>• WK8   Final Case Presentation Assignment <i>due Sunday</i></li> <li>• WK8   Writing Reflection Post: Integration of Ethics, Culture, and Worldview in Treatment Planning <i>due Saturday</i></li> <li>• End-of-Course Evaluation <i>due Sunday</i></li> </ul>