



North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision:
To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services." Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society." The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus **CON 5362 – OL1** **Diagnosis, Assessment, and Psychopathology** **Spring 2025** 3 Credit Hours

Course Instructor Contact Information

Instructor: Karlesia Montague, Ph.D., LCMHC, LCAS, NCC, CSI
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Office Hours: Tuesday 12 pm – 5 pm (on campus)
Wednesday 8 am – 1 pm (Virtual by appointment)

During office hours, I am available via phone or WebEx. I am available to meet on campus on Tuesdays. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5362" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4 pm, you will likely get a response from me by the following Tuesday at 4 pm since weekend days are not business days.

REQUIRED TEXTBOOKS & MATERIALS:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed, Text Revision). Author. <https://doi.org/10.1176/appi.books.9780890425787> (Also known as DSM-5 -TR) For assistance locating the text, look up ISBN 13: 978-0-89042-576-3

Reichenberg, L. & Seligman, L. (2016). *Selecting effective treatments: A comprehensive systematic guide to treating mental disorders* (5th ed.). Wiley. (This book can be found online in the library).

SUPPLEMENTAL TEXTBOOKS & MATERIALS:

Eriksen, K., & Kress, V.E. (2004). *Beyond the DSM story: Ethical quandaries, challenges, and best practices*. Sage Publishing. (This book can be found online in the library).

Gill, C. S., Dailey, S. F., Karl, S. L., & Barrio Minton, C. A. (2024). *DSM-5-TR learning companion for counselors*. American Counseling Association. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Wiley. (This book can be found online in the library).

LeCroy, C.W., & Holschuh, J. (2012). *First person accounts of mental illness and recovery*. Wiley (This book can be found online in the library).

Preston, J.D., O'Neal, J.H., Talaga, M.C., & Moore, B.A (2021). *Handbook of clinical psychopharmacology for therapists* (9th ed.). New Harbinger Publications. (This book can be found online in the library).

COURSE CATALOG DESCRIPTION:

This class is an extension of assessment, evaluation, and analysis in counseling and provides examination of advanced assessment skills. Experience in conducting the clinical formulation interview and treatment planning will be provided.

COUNSELING PROGRAM COURSE DESCRIPTION/GOALS:

This class provides an advanced examination of the clinical skills used in client assessment and diagnosis with an overview of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Experience in diagnosing and developing treatment plans which are commonly completed by counselors will be explored.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU, completion of phase 1 counseling courses, and CON 5361 Assessment, Evaluation, and Analysis in Counseling. This course may also be available by direct permission from the instructor.

COURSE FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. **There are four optional virtual synchronous meetings for this class (see pg. 7)**. Otherwise, the course content is offered online asynchronously. Asynchronous means we do not all have to be online at the same time, and you should review video lectures, supplemental videos, and other relevant content as it is available.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU (<https://www.nccu.edu/canvas>). Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental videos, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas account, please call the IT department at 919-530-7676.

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

STUDENT LEARNING OUTCOMES & CACREP STANDARDS ADDRESSED IN THIS COURSE

The Student Learning Outcomes for this class are based on the core and clinical mental health 2024 CACREP Standards as shown in the table below.

CACREP STANDARDS (2024)	STUDENT OUTCOME Students will be to:	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
3.E.13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	develop culturally appropriate treatment plans and interventions.	Readings (R&S chapters 2-20) and lecture videos	case studies and case conceptualization & treatment plan
3.E.15. evidence-based counseling strategies and techniques for prevention and intervention	identify and describe evidenced-based interventions to use in their clinical case studies.	Readings (R&S chapters 2-20) and lecture videos	case studies and case conceptualization & treatment plan
3.E.16. record-keeping and documentation skills	apply knowledge of record keeping and documentation skills	Readings (R&S chapters 2-20) and lecture videos	case studies and case conceptualization & treatment plan
3.E.18. classification, effects, and indications of commonly prescribed psychopharmacological medications	identify common classes of psychotropic medications to make appropriate referrals and consult with physicians and identify the potential benefits and adverse effects of medications.	Readings (R&S chapters 2-20; Preston 2021), lecture videos, and case studies	Quizzes and case studies
3.E.19. suicide prevention and response models and strategies	describe procedures to assess and prevent suicidal behaviors.	Readings (Granello (2010) and lecture video	Module quiz
3.G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	identify culturally appropriate assessments used in the assessment and treatment planning process.	Readings (R&S chapters 2-20) and lecture videos	case studies and case conceptualization & treatment plan
3.G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	identify and apply the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Readings (DSM 5TR) and lecture videos	Case studies, quizzes, and case conceptualization & treatment plan
3.G.12. procedures to identify substance use, addictions, and co-occurring conditions	demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with substance use, addictions, mental and behavioral impairments.	Readings (R&S chapters 2-20) and lecture videos	Quizzes, case studies, and case conceptualization & treatment plan
3.G.14. procedures for assessing clients' experience of trauma	identify best strategies for assessing trauma.	Readings (R&S chapter 8) and lecture videos	Case studies

3.G.16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	identify and discuss client characteristics, protective factors, risk factors, and warning signs of mental health.	Readings (R&S chapters 2-20) and lecture videos	case conceptualization & treatment plan
3.G.17. procedures for using assessment results for referral and consultation	discuss consultation and referrals to outside resources and services	Readings (R&S chapters 2-20) and lecture videos	Case studies
5.C.1. Etiology, nomenclature, treatment, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	identify and apply the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Readings (R&S Ch 2; DSM 5 TR pgs. 35-99) and lecture videos	Case studies
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	identify and describe treatment modalities and levels of care within mental health and addiction counseling. Students will analyze case fictional clients and determine appropriate delivery modalities and level of care.	Readings (R&S chapters 2-20) and lecture videos	Case studies and case conceptualization & treatment plan
5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	identify components of an intake interview, biopsychosocial assessment, mental status evaluation, and treatment plan. In addition to write a biopsychosocial assessment and treatment plan.	Readings (R&S chapter 1) and lectures videos	Case conceptualization & treatment plan
5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues	identify and apply knowledge of evidenced-based interventions to clinical case studies.	Readings (R&S chapters 2-20) and lecture videos	Module quizzes and case studies

KEY PERFORMANCE INDICATORS

Students must earn a grade of B or better on the designated KPI assignment.

KPI #1) Clinical Mental Health Counseling: Students will demonstrate knowledge of different types of assessment tools, and treatment modalities related to addiction, trauma and grief (K)

- Case study # 4 Howard (covers addiction, trauma, and grief)

KPI #2) Clinical Mental Health Counseling: Students will demonstrate culturally appropriate clinical assessment, diagnostic skills, treatment planning and application of appropriate treatment modalities to a broad range of psychological disorders as well as mental and emotional concerns. (S)

- Case Conceptualization/Treatment Plan

These assignments are meant to assess your knowledge, skills, and/or dispositions and represent a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students **must earn a grade of B or better on the designated KPI assignment.)*

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments will not be accepted.
2. Please complete all of your coursework independently unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#). The instructor will use SafeAssign in this course. SafeAssign is a plagiarism prevention tool that allows your instructor to check the originality of a homework submission. SafeAssign automatically conducts the check by comparing your assignment against a database of other assignment submissions.
3. Read the entire syllabus. Follow all directions and submit all assignments by the due date provided in the syllabus and on Canvas (no exceptions). Issues with technology (including not changing your password in time) will not be excused.
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.) and complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account and Canvas. I will correspond with you from time to time via campus email and Canvas. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in Canvas system to submit your work as a word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module folder when it becomes available.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is asynchronous. However, I am offering four optional virtual drop-in meetings on January 13 (answer any questions about the class), **February 20, March 27, and April 17, 2025, from 5:00 to 6:30 pm Eastern time.** These meetings will take place in my virtual WebEx classroom. If no one arrives by 5:15 pm, the instructor will end the virtual session. During those class meetings, students can ask the instructor questions and work on the case study. **However, if you choose to attend those meetings, please ensure you have read the assigned course material and watched the lecture videos.** Outside of those optional meetings, there are no F2F meetings. However, you are expected to log in for class weekly to review course material and submit assignments by the deadline. If you miss an assignment, you will receive a zero. If you are experiencing challenges and cannot submit an assignment, please reach out to your instructor. Communication around these challenges ahead of the submission date may help in finding solutions and ways to avoid a zero. Technology issues will not excuse any missed deadlines. Contact the campus IT helpline should you experience technical problems related to Canvas (919-530-7676). Lastly, only enrolled students are permitted to access the Canvas course. **The last day to withdraw with a WC Grade is April 3, 2025.**

Attendance Verification Policy from NCCU Scholarship and Student Aid

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course. Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least one day to confirm attendance in the course. Students who do not attend before the census date will be dropped. See here for additional information: <https://www.nccu.edu/policies/retrieve/41>

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel for our Canvas site. Each Module/Unit is also marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: readings, quizzes, video lectures, supplemental videos, and case studies, just to name a few. All tasks need to be completed by 11:59 pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least seven calendar days to access the content in the folder. Each module/unit folder is treated as equivalent to an in-class experience. If you miss access to a folder, think of it as missing a class on campus. Please check with a classmate to see what you missed. Content within a Module/Unit folder cannot be made up once the due date has passed.

Additional information about each assignment will be posted on the course Canvas site. Please check Canvas and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

(1) Short Module Quizzes (10 points each 140 points total) Due weekly on Sundays at 11: 59 pm

Rationale: To develop skills in the areas of assessment, diagnosis, and treatment planning, students will be given weekly quizzes to assess their knowledge of the weekly material.

Each quiz is online and may include true/false, multiple choice, matching, fill in the blank, or short answer (BUT mostly T/F & M/C). Quiz questions are focused on diagnosing using the DSM 5 TR and treatment planning (to include interventions and psychotropic medications). Students may take the short quizzes (except for 2 & 9) at least twice, and the average score will be recorded. There is a 60 or 90-minute time limit associated with each quiz; therefore, create a space in which you can concentrate before beginning. Students may use their textbooks and notes, but they cannot consult with other peers or take the quizzes together. Not adhering to instructions will result in a zero for all parties. Quizzes are automatically scored unless they include a short answer response. Correct answers will not be revealed; however, you will see a one-time score report. I will monitor all score reports to ensure students are grasping the material. In the event a student scores below 80%, the instructor will reach out via Canvas or email to check in with the student(s). If you have a specific question regarding a question on the quiz, the instructor will address it after the quiz closes on Sunday. Lastly, it is highly recommended that students read the assigned/required readings before taking the quiz.

(2) Case Studies (10 points each 110 points) Due weekly by Sunday at 11: 59pm

Rationale: According to the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC), clinical mental health counselors are required to assist individuals and families by evaluating and treating mental health disorders and other conditions through the use of diagnostic procedures, treatment plans, and other psychotherapeutic techniques. This assignment will provide students with the opportunity to demonstrate their knowledge and skill regarding assessment, diagnosing mental health disorders and/or substance use/addictive disorders, and treatment planning. **Lastly, it is essential that students do not distribute the case studies as some elements of the cases depict real stories from former clients.** However, enough information has been changed to protect the confidentiality of any clients and adhere to our code of ethics.

Directions: Students will complete multiple case studies throughout the semester. Some case studies will be submitted as a written product, while other case studies will be completed and shared via Discussion Board (i.e. video recording). The directions for each case study will inform you how to submit the assignment (written and submitted to Canvas **or** video response posted to the Discussion Board). Case studies submitted on the DB form will require students to attach/upload their notes with the video and respond to at least two of their peers. Response to peers can be written or recorded. The rationale for the Video method includes a) adhering to individuals’ learning preferences, b) providing students with the opportunity to practice verbally communicating

the justification of a diagnosis and treatment plan, and c) providing an opportunity for students to interact with each other in this online course.

Please spend the appropriate amount of time analyzing each case presented. This is a critical part of your training. Please note that if you do not provide enough content for each of the case studies, you will not receive full credit. Think of this as justifying a diagnosis for a client's payor source (e.g., Medicaid or private insurance like Blue Cross Blue Shield). In addition, the accuracy of your diagnosis(es) will be a factor in your final score/grade. For this assignment, professional writing with clinically appropriate language is required; do not use a conversational tone or style. Remember to use correct spelling and grammar in your written assignment. Also, please do not use abbreviations. A template and video instructions can be found on Canvas.

Each analysis must include the following four sections:

DO A CLIENT MAP: All the elements necessary for effective treatment planning include: **Diagnosis** (with codes, descriptors, and specifiers; justification of diagnosis using DSM 5TR criteria), **Objectives of treatment**, **Assessment tools** (interview, checklist or inventories), **Clinician characteristics**, **Location of treatment** (level of care), **Interventions** that are evidence-based (used to address objectives), **Emphasis of treatment**, **Numbers** (treatment modality), **Time** (frequency/duration of treatment), **Medications** (if needed), **Adjunct services**, and **Prognosis**.

Differential Diagnosis: Give an example of **at least TWO** similar diagnoses you considered and briefly explain why your chosen diagnosis is the most accurate representation of the client's symptoms. Spend some time analyzing the differential diagnosis and explain why the identified differential diagnoses are not the most accurate diagnosis(es) to assign.

Theory: Identify what theory you would use to work with this client and briefly explain how it would look. Remember the theory used must be appropriate (including culturally appropriate) for the client and his/her/their presenting problem.

Cultural considerations: Identify what cultural considerations are important to consider when working with the client. Remember, culture can include race/ethnicity, gender identity, sexual orientation, age, disability, socioeconomic status (SES), religion or spirituality, language, citizenship, or beliefs/values.

*I will also have a space for students to include **if** any additional actions need to be taken or resources to help this client (e.g., report to Child Protective Services, referral to a local food bank, etc.).

(3) DSM Debate (50 points) Due February 2, 2025 at 11: 59 pm

Rationale: While a DSM diagnosis is required to receive reimbursement, it is also important to acknowledge the limitations of labeling/diagnosing. This assignment will introduce students to both the advantages and controversies surrounding the DSM and diagnosing. In addition, allow students to consider both perspectives as they prepare to enter the profession.

Directions: Students will form a small group to participate in a debate surrounding the DSM and diagnosing. Students will conduct research and review chapters from Eriksen and Kress's book *Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices*, and *Real World Treatment Planning: Systems, Culture, and Ethics* by Kress and Paylo (in Canvas) to prepare for their debate. Half of the group will debate the need to diagnose using the DSM and the other side will debate against using the DSM and diagnosing. Students will meet on a virtual platform (e.g., Zoom, WebEx, etc.) to record their debate. One member of the group must post the recorded debate. Afterward, students will submit a 1-page reaction of their experience to include what they learned and where they stand regarding diagnosing. A rubric and instructions for the debate can be found on Canvas.

(4) Interview with a Licensed Clinical Professional (50 points) Due March 9, 2025 at 11:59 pm

Rationale: This assignment will provide students with the opportunity to learn about practitioners' experiences surrounding the diagnostic and treatment planning process.

Directions: Invite a licensed counselor at a local agency, mental health, or addiction facility to participate in a 30 minute in-person, virtual, or phone interview. Please use the interview protocol provided on Canvas to guide the interview. Please see the major assignment folder for further details and a template. The counselor must be a licensed clinical mental health counselor who is currently practicing at a facility or agency and engaging in the diagnosis and treatment planning process. Students cannot interview other licensed mental health professionals (e.g., psychiatrists, psychiatric nurses, licensed social workers, etc.) nor interview counselors who do not diagnose.

(5) Case Conceptualization and Treatment Plan (35 points) Due April 6, 2025 at 11:59 pm [KPI Assignment]

Rationale: Clinical mental health counselors develop an understanding of personal problems, define goals and plan of action reflecting client's interest, abilities, aptitudes, and mental health needs by conducting assessments and collaboratively working with clients to develop a treatment plan. The assessment is a way to collect information about problems and needs while the treatment plan guides the treatment process.

Directions: For this assignment, students will prepare a written case conceptualization and plan of care. If you are completing field experience [practicum or internship] this semester, you may utilize a client at your site. However, please do not share their real identity. Instead, use a pseudonym. If you are not at a site, students may select one of the movies listed at the end of the syllabus and prepare their written evaluation based on the main character. Please review the written example on Canvas prior to completing/submitting the assignment.

COURSE PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete assignments may result in a reduction in the total score and impact a student's final grade in the course.

Attendance & Dispositions (50 points)

Students are expected to log in frequently (weekly) and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors. Students are evaluated on attendance, participation, engagement, contributions to discussions, and interpersonal interaction with peers and the instructor. *Please review the rubric for assessment in Canvas.*

Dispositions and Participation in Class

As a part of your attendance and participation evaluation, students are encouraged to practice professional behaviors. This practice of professional behaviors includes the following:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and
- 5) Contributions to class discussion displaying critical and creative thinking skills

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area (less than 80% of the points), I will be in contact with that student immediately to address the concern. (**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.).

Class Participation

Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some ground rules. Participation:

1. Breathe and settle your body when conversations are tough. A mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety- we will aim for Brave space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact,” the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Canvas Introduction (5 points)

Canvas Introduction: For this assignment, you will a) change your profile picture in Canvas (click on “account” followed by “profile”), b) make a recorded introduction video answering the questions posted on the designated discussion board forum, and c) respond to at least two of your peers. This is how I will take attendance during the first week. The sooner you complete this task, the sooner I can verify your attendance. The University holds student loan disbursements until after attendance is verified.

- **This assignment is due by Tuesday, January 14, 2025.**

Course Readiness Quiz (10 points)

This quiz is about the syllabus and communication etiquette. You may take the quiz only once, but the quiz is not timed. You are encouraged to take your time. The purpose of this quiz is to ensure you understand the requirements and expectations surrounding this course.

- **This assignment is due by Sunday, January 19, 2025.**

OPTIONAL ASSIGNMENTS

Opportunities to Excel (Earn Additional points)

There are opportunities to earn additional points built into the course. Please review the appropriate folder in Canvas for details. Opportunities are designed to enhance your learning in this course, your professional identity as a counselor, or to assist in your preparation for work and examination as a clinical mental health counselor.

Dr. Montague’s Grace Pass

As a graduate student, you have a busy schedule. I created this grace pass to accommodate students at least once during the semester. What does this mean, and how can it be applied? If a student chooses to use the pass, she/he/they will have a 24-hour extension on one (1) assignment. Anything past 24 hours will receive a zero. It can be applied to an assignment (e.g., case study, paper, etc.). This grace pass can be applied to group work but with two conditions: 1) everyone must agree without pressure, and 2) no group member has already used their pass or plans to use it on a different assignment. If one person has already used their pass, the group cannot use the grace pass on the group assignment. This grace pass cannot be used on a quiz. If an assignment is due on Sunday at 11:59, the assignment must be submitted by the following day (Monday) by 11:59 pm (no exceptions). If you have any additional questions, please let me know. I encourage you to email me your question before using the pass on the assignment. **You will be held responsible for any misunderstanding.** I encourage you to read this policy carefully and email me if you have any questions.


TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Canvas of any changes. Use this schedule as a guide for your preparation. *Additional resources will be provided in the module (e.g., videos, articles, etc.).

Module Week/Date	DSM-5 TR Topics	Assigned Course Readings	Assignment Due Date
0 1/13/25	Orientation to the Course	Review the Syllabus & All elements available on Canvas	
1 1/13/25	Introduction to the DSM, Assessment, Diagnosis, and Treatment Planning	Review Introduction, Use of the Manual, and Cautionary Statement (DSM 5 TR: Section 1 pgs. 5-29) Review Other Conditions that May Be a Focus of Clinical Attention (DSM 5 TR pgs., 821-836) Read Reichenberg & Seligman Ch 1: Introduction to Effective Treatment Planning	Video Introduction- Tuesday, 1/14 Course Readiness Quiz- Sunday, 1/19 Quiz 1- Sunday, 1/19
2 1/20/25	Systems, Culture, and Ethics	Read [Managed Care] Systems, Culture, and Ethics by Kress (pdf chapter) Read Sociocultural Issues in Diagnosis in the DSM-5-TR by Gill and colleagues (Recommend: Skimming chapters 1-5 from Beyond the DSM Story by Eriksen and Kress (2005))	Quiz 2- Sunday, 1/26 Spend this week reading and preparing for the debate. It is due next week.
3 1/27/25	Anxiety Disorders	Review Assessment Measures and Culture/Psychiatric Diagnosis (pgs. 841-879) Review DSM 5 TR: Section II pgs. 215-261) & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 6: Anxiety Disorders	Quiz 3- Sunday, 2/2 Case Study, Sunday, 2/2 DSM Debate, Sunday, 2/2
4 2/3/25	Obsessive-Compulsive and Related Disorders	Review DSM 5 TR: Section II pgs. 263-294 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 7: Obsessive-Compulsive and Related Disorders	Quiz 4- Sunday, 2/9 Case Study- Sunday, 2/9

Module Week/Date	DSM-5 TR Topics	Assigned Course Readings	Assignment Due Date
5 2/10/25	Trauma-and Stressor-Related Disorders & Dissociative Disorders	Review DSM 5 TR: Section II pgs. 295-328; 329-348 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 8: Trauma and Stressor-Related Disorders & Ch 9: Dissociative Disorders	Quiz 5- Sunday, 2/16 Case Study, Sunday, 2/16
6 2/17/25	Substance-Related and Addictive Disorders	Review DSM 5 TR: Section II pgs. 543-665 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 17: Substance-Related and Addictive Disorders	Quiz 6- Sunday, 2/23 Case Study, Sunday, 2/23
7 2/24/25	Depressive Disorders & Suicide Assessment and Intervention	Review DSM 5 TR: Section II pgs. 177-214 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 5: Depressive Disorders Review lecture on suicide prevention, assessment and intervention Read Granello (2010) Suicide Crisis Intervention Model with 25 Practical Strategies for Implementation	Quiz 7- Sunday, 3/2 Case Study, Sunday, 3/2
8 3/3/25	Bipolar and Related Disorders	Review DSM 5 TR: Section II pgs. 139-175 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 4: Bipolar and Related Disorders	Quiz 8- Sunday, 3/9 Case Study, Sunday, 3/9 Interview with a Licensed Clinical Professional Counselor 3/9
9 3/10/25	NCCU Spring Break		
10 3/17/25	Gender Dysphoria	Review DSM 5 TR: Section II pgs. 511-520. Read Reichenberg & Seligman Ch 15: Gender Dysphoria Read supplemental readings on Gender-Affirming Care: Working with Transgender and Gender Nonconforming clients (chapters 2-4,6-7)	Quiz 9- Sunday, 3/23 No case study this week.

Module Week/Date	DSM-5 TR Topics	Assigned Course Readings	Assignment Due Date
11 3/24/25	Schizophrenia Spectrum and Other Psychotic Disorders	Review DSM 5 TR: Section II pgs. 101-138 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 3: Schizophrenia Spectrum and Other Psychotic Disorders	Quiz 10- Sunday, 3/30 Case Study Sunday 3/30
12 3/31/25	Feeding and Eating Disorders	Review DSM 5 TR: Section II pgs. 371-397 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 11: Feeding and Eating Disorders	Quiz 11- Sunday, 4/6 Case Study, Sunday, 4/6
			Case Conceptualization and Treatment Plan Analysis 4/6
13 4/7/25	Neurodevelopmental Disorders	Review DSM 5 TR: Section II pgs. 35-99 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 2: Neurodevelopmental Disorders	Quiz 12- Sunday, 4/13 Case Study, Sunday 4/13
14 4/14/25	Disruptive, Impulse-Control, and Conduct Disorders	Review DSM 5 TR: Section II pgs. 521-541 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 16: Disruptive, Impulse-Control, and Conduct Disorders	Quiz 13- Sunday, 4/20 Case Study Sunday, 4/20
15 4/21/25	Personality Disorders	Review DSM 5 TR: Section II pgs. 733-778 & Psychotropic medications (see Canvas) Read Reichenberg & Seligman Ch 19: Personality Disorders	Quiz 14- Sunday, 4/27 Case Study Sunday, 4/27
4/28/25	Extra credit Module: Somatic Symptoms and Related Disorders, Sexual Dysfunctions & Paraphilic Disorders	Review DSM 5 TR: Section II pgs. 349-370, 477-510, & 779-802 Read Reichenberg & Seligman Ch 10,14, & 20	[Optional] Bonus activity due by Wednesday, 5/4 Congrats you've reached the finish line.

Module Week/Date	DSM-5 TR Topics	Assigned Course Readings	Assignment Due Date
			

Spring 2025 Key Dates

January 20, 2025: MLK Jr Day Observance, no classes

January 27, 2025: 12 pm; End of Add/Drop Period.

February 14, 2025: Last day to file for May graduation.

February 28, 2025: Midterm progress reports due in Banner by 4 pm

March 10-16, 2025: Spring Break (no classes).

March 17, 2025: Summer & Fall 2025 registration begins.

April 3, 2025: Last day to withdraw from university and receive a prorated tuition adjustment/refund.

April 28, 2025: Last day of classes for graduating and nongraduating students

May 2, 2025: Final grades for graduating students due in Banner by 5 pm. Please notify the instructor [in advance] if you are graduating.

May 9, 2025: All grades for non-graduating students due in Banner by 5 pm.

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Course Readiness Quiz	10	1/19
Attendance/Participation/Dispositions	50	ongoing
Video Introduction	5	1/14
Graded Assignments		
Quizzes (14 x 10 points each)	140	Weekly on Sundays
Case Studies (11 x 10 points each)	110	Weekly on Sundays
Case Conceptualization with Treatment Plan (1 x 35 points)	35	4/6
The DSM Debate	50	2/2
Interview with a Licensed Clinical Professional	50	3/9
Total Available Points	450	
As a part of your attendance and participation evaluation, students are encouraged to practice professional behaviors. For any dispositional concerns, points will be deducted from your attendance/disposition score.		

Final Grading Scale	
Letter Grade	450 points
A	405-450
B	360-404
C	315 -359
F	0-314

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Canvas as directed by the deadline. Assignments submitted other than as directed will not receive credit. You can expect to receive grades (and feedback) on each task within 7-14 days after the deadline. The weekly assignments will receive feedback within just a few days (3-4 days).

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first-class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-

7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTQ Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQ) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

Information Technology Services

Information Technology (IT) Services at NC Central University provides services for campus technology. They support students' living-learning environment through services such as repair, consultation, technology solutions, and collaboration tools that promote student success.

List of Films/TV Shows

Silver Linings Playbook (2012) starring Bradley Cooper and Jennifer Lawrence
Girl, interrupted (1999) starring Winona Ryder and Angelina Jolie
A Beautiful Mind (2001) starring Russel Crow
The Soloist (2009) starring Jamie Foxx and Robert Downey Jr.
To the Bone (2017) starring Lilly Collins and Keanu Reeves.
Helen (2009) starring Ashley Judd.
Frankie and Alice (2010) starring Halle Berry
Brothers (2009) starring Tobey Maguire.
28 Days (2000) starring Sandra Bullock
Perks of Being a Wildflower (2012) starring Logan Lerman
It's Kind of a Funny Story (2010) starring Keir Gilchrist
The Aviator (2004) starring Leonardo DiCaprio
Welcome to me (2015) starring Kristen Wiig
Matchstick Man (2003) starring Nicolas Cage
Leaving Las Vegas 1996 starring Nicolas Cage
Pose (2018-2021) starring Michaela Rodriguez, Dominique Jackson, Billy Porter, Indya Moore, and Angel Curiel
Flight (2012) starring Denzel Washington
What's Eating Gilbert Grape (1993) starring Leonardo DiCaprio and Johnny Depp
Joker (2019) starring Joaquin Phoenix and Robert De Niro

SELECTED ADDITIONAL RESOURCES

- Berg, K.C., Peterson, C.B. & Frazier, P. (2012), Assessment and diagnosis of eating disorders: A guide for professional counselors. *Journal of Counseling & Development*, 90, 262-269. <https://doi.org/10.1002/j.1556-6676.2012.00033.x>
- Cartwright, A.D., Holman, L.F., Nelson, J. A., Carlisle, K. L., Baker, C. Moro, R., Monakes, S., Whitemire, S., & Hicks Becton, L. (2019). Professional counselors' and students' current knowledge, training, and experience with process addictions. *Journal of Addictions and Offender Counseling: Annual Review*.
- First, M. B. (2024). *DSM-5-TR® handbook of differential diagnosis* (First ed.). American Psychiatric Association Publishing.
- Gutierrez, D., Fox, J., Jones, K. & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling & Development*, 96 (1), 86-96. <https://doi.org/10.1002/jcad.12180>
- Johnson, K. F., Cheng, S., Brookover, D. L., & Zyromski, B. (2023). Adverse childhood experiences as context for youth assessment and diagnosis. *Journal of Counseling & Development*, 101, 236–247. <https://doi.org/10.1002/jcad.12460>
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling*, 38, 48-64.
doi:10.1002/jaoc.12028
- Jones, K.D. (2012), Dimensional and cross-cutting assessment in the *DSM-5*. *Journal of Counseling & Development*, 90, 481-487. <https://doi.org/10.1002/j.1556-6676.2012.00059.x>
- King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race

and racism. *Journal of Counseling & Development*, 97 (4), 341-351.

<https://doi.org/10.1002/jcad.12283>

Kress, V., Hoffman, R., & Eriksen, K. (2010). Ethical dimensions of diagnosing: Considerations for clinical mental health counselors. *Counseling and Values*, 55, 101-112.

<https://doi.org/10.1002/j.2161-007X.2010.tb00024.x>

Kress, V.E., Stargell, N.A., Zoldan, C.A. and Paylo, M.J. (2016), Hoarding disorder: Diagnosis, assessment, and treatment. *Journal of Counseling & Development*, 94, 83-

90. <https://doi.org/10.1002/jcad.12064>

Lenz, A.S., Henesy, R. and Callender, K. (2016). Effectiveness of seeking safety for co-occurring posttraumatic stress disorder and substance use. *Journal of Counseling & Development*, 94, 51-

61. <https://doi.org/10.1002/jcad.12061>

Lenz, A. S., & Litam, S. D. A. (2023). Integrating the social determinants of mental health into case conceptualization and treatment planning. *Journal of Counseling & Development*, 101, 416–

428. <https://doi.org/10.1002/jcad.12487>

Myers, J.E., Sweeney, T.J. and Witmer, J.M. (2000), The Wheel of Wellness Counseling for Wellness: A holistic model for treatment planning. *Journal of Counseling & Development*, 78, 251-

266. <https://doi.org/10.1002/j.1556-6676.2000.tb01906.x>

Petion, A. R., Chang, C. Y., Brown-Thompson, C., Mitchell, M. D., Grinnage, D., & Huffstead, M.

E. (2023). “Battling something bigger than me”: A phenomenological investigation of generational trauma in African American women. *Journal of Counseling &*

Development, 101, 69– 83. <https://doi.org/10.1002/jcad.12454>

Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional

counselors. *Journal of Counseling & Development*, 78, 357-364. <https://doi.org/10.1002/j.1556-6676.2000.tb01918.x>

Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470-480.
<https://doi.org/10.1002/j.1556-6676.1997.tb02363.x>

Wubbolding, R.E., Casstevens, W.J. and Fulkerson, M.H. (2017). Using the WDEP system of reality therapy to support person-centered treatment planning. *Journal of Counseling & Development*, 95, 472-477. <https://doi.org/10.1002/jcad.12162>