



COUN 5334 Effective Human Behavior (On-Line)

Fall 2017

Course Number is a required course for Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling

College of Education, Department of Counselor Education

Instructor: Emily DeFrance, Ph.D.
Sam Houston State University
Office: Off campus in Roanoke, VA
Cell Phone: (540) 355-8393 (long distance)
Fax: (540) 772-5187 (long distance)
Email: edu_ead01@shsu.edu
Online Office Hours: By appointment only (remote)

Office hours: Office hours will be through the Virtual Office and via Email. I will be on-line weekly and will provide information as to when I am online.

Class Format: ONLINE This is an on-line class with no designated class meetings, which may include discussions, power points, and lectures.

Location of class: www.shsu.edu, then click on SHSU Online, then click on your class, COUN 5334 Effective Human Behavior.

Course Description: (Catalogue)

COUN 5334 Effective Human Behavior. A study is made of the dynamics of human behavior with emphasis on understanding dysfunction as well as the basic nature of human beings who successfully cope with the problems that confront them in everyday life. Attention is given to development of emotional health in personal and social contexts such as home, school, work, and marriage. Prerequisite: COUN 5397.

Textbooks

Required Texts:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, D.C.: American Psychiatric Association. ISBN: 978-0890425558
- Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *Complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley. ISBN: 978-1118067864 (**Can be found in the Newton Gresham Library under e-books.**)
- Granello, P. F. (2013). *Wellness counseling*. Boston, MA: Pearson. ISBN: 9780132996570
- Seligman, L., & Reichenberg, L. W. (2014). *Selecting effective treatments: A comprehensive systematic guide to treating mental disorders, includes DSM-5 update chapter* (4th ed.). Hoboken, NJ: Wiley. ISBN: 978-1-118-73801-6

Other readings as assigned.

Recommended Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th. ed.). Washington, DC: Author.

The World Health Organization. (1990). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Retrieved from <http://www.who.int/classifications/icd/en/bluebook.pdf> (Book is available in Blackboard in the Reference Materials section)

Course Content:

This on-line course is structured to cover a wide range of human behaviors. The course will revolve around student discussion of assigned reading material and their own life experiences, lecture materials and power points posted on-line, video presentations, and research materials.

We will survey and sample the various issues related to diagnosis and treatment planning and the wellness approach to helping. The course will consist of various reading materials, students' participation in online discussions, audio presentations, assessments, case studies, the writing of diagnoses and treatment plans, and working with client from a wellness perspective. Everyone must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

Course Objectives: The following objectives will be met during this course:

This course was designed to meet various objectives and competencies (course objective, CACREP – Objectives [Council for the Accreditation for Counseling and Related Educational Programs], SBEC Standards [State Board for Educator Certification – Standards for the School Counselor Certification – TExES] and National Council for Accreditation of Teacher Education [NCATE]). This was done to ensure that students have covered topics in this course that will prepare them for exit and certification examinations as well as licensing requirements.

The class calendar will note how the class activity, topic, or assignments will fulfill the objective or competency required. The following abbreviations will be used: CO= Course Objectives, CA= CACREP objectives, SB= SBEC, and NC= NCATE competencies and standards.

Matrix

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and
-----------------------	--	--	--

			Disposition Proficiencies CF —Conceptual Framework Indicator N —NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards CA-CACREP 2009 Standards
1. Students will explore theories of adjustment and effective human behavior.	Discussions and Case Studies	Discussion participation Exams Journal Article Review	<i>CACREP- G.3.a, G.3.b</i>
2. Students will examine the nature, causes, prevention, and treatment of mental disorders.	Case Study/Diagnosis	Discussion participation Exams Journal Article Review	<i>CACREP- G.3.f, G.3.g, G.5.d</i>
3. Students will develop the ability to identify and label human behavior including an understanding of addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	Treatment plan project	Discussion participation Treatment Plan #1 Journal Article Review	<i>CACREP- G.3.f, G.3.g</i>
4. Students will learn principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.	Case Study Assessment	Discussion participation Exams Journal Article Review	<i>CACREP CMH.G.1</i>
5. Students will gain knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the <i>Diagnostic and Statistical Manual</i> .	Case Study Assessment	Discussion participation Exams Journal Article Review	<i>CACREP CMH.G.2</i>

NCATE Unit Standards – Standards for the College of Education

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for **CACREP 2009 Standards**: <http://www.cacrep.org/template/index.cfm>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:
http://www.shsu.edu/~edu_edprep/

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories,

Important:

- Developing skill in expressing oneself *orally* or in writing (This class is online, but you may call me during “office hours”.)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Requirements:

- **Late assignment policy:** All work is due on the date specified. Late work will NOT be accepted or awarded credit unless approved by the professor BEFORE HAND.
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including all on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- All written assignments should be double-spaced and *in APA format (including title page, abstract page, and references page)*. Information about APA formatting will be accessible through DocSharing (Students are encouraged to access the Writing Center). <http://www.shsu.edu/~wctr/>
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2005 Code of Ethics.
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
3. A drop of a letter grade will occur for each subsequent absence.

For purposes of this on-line class, failure to participate in a weekly discussion board will constitute an absence and will result in the loss of discussion board points for that week (if available). Failure to participate for two different weeks will result in the loss of a letter grade. Late participation in a discussion, after the due date, will constitute an absence.

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

ASSIGNMENTS AND COURSE EVALUATION:

A. Two course exams (100 points each).

- Exams may consist of essay, short answer, objective questions, diagnosing, and treatment planning and will cover all material covered up to that point.

I. Exam I (Total Points = 100)

- Diagnosis Question with Treatment Methods (20 points)**
- Grading Rubric

Identifying most appropriate Clinical diagnosis/rationale	10
Reporting WHODAS score with rationale	5
Making appropriate treatment recommendations	5
Total	20
- Diagnosis and Treatment Planning Question (30 points)**
- Grading Rubric

Identifying most appropriate Clinical diagnosis/rationale	8
Reporting appropriate WHODAS Score with rationale	5
Making appropriate treatment recommendations	5
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions For each of three problems	12
Total	30
- Short Answer Questions (50 points)** 50

Grading Rubric for Exam I

- | | |
|---|--|
| 5 | High-The counseling student demonstrates a clear understanding of the material and is able to give examples of the use of the material. |
| 4 | High Average
The counseling student demonstrates a more than average understanding of the material and can give some examples of the use of the material. |
| 3 | Average-The counseling student demonstrates an understanding of the material but does not give examples of its use. |
| 2 | Low Average-The counseling student demonstrates a minimal understanding of the material and does not give clear examples. |
| 1 | Low- The counseling student does not demonstrate any understanding of the material. |

II. Exam II (Final Exam) (Total Points = 100)

- Diagnosis Question, Treatment Methods and Treatment Plan (50 points)**
- Grading Rubric:

Identifying most appropriate diagnosis/rationale	15
Reporting appropriate WHODAS Score with rationale	10
Appropriate treatment Plan for 2-3 problems using a wellness approach	25

Total	50
-------	----

- **Essay Questions (2 questions) (50 points total)**
 Grading Rubric:

Comprehensive Answers	10
Grammar	5
Content of topic	10
Total	25 each

B. Treatment Plan Projects (2 for 100 points each) (CACREP G.3.f, g)

- Students will be given two different case scenarios from which they will develop a five Axis Diagnosis and a complete treatment plan.
- Grading Rubric

A. Identifying most appropriate Clinical diagnosis with rationale	30
B. Reporting appropriate WHODAS Score with rationale	10
C. Making appropriate treatment recommendations	10
D. Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions	
For each of three problems	50
Total	100

C. Journal Article Review (1-50 points)

- Journal article review will cover one of the following topics:
 - Prevention and treatment of mental illness
 - Models of biopsychosocial assessment

This will be submitted on-line.

- Grading Rubric
- | | |
|-------------------------------|-----------|
| A. Following APA guidelines | 20 points |
| B. Grammar | 15 points |
| C. Using a Counseling Journal | 5 points |
| D. Content | 10 points |
| Total: | 50 points |

D. Online Discussion (8 at 10 points each, 80 points total)

- Read/Review the chapters required for the discussion
- Participate in the discussion. I will post for you the discussion statement to respond to. Please see class schedule for discussion due dates.
- Discussion instructions: To participate in the discussion, take time to think about what you write and how it relates to the topic and the specific discussion statement. You will then be expected to make a minimum of THREE entries per discussion.
 - FIRST *respond to the discussion questions in your first entry* (by Thursday at midnight to give everyone a chance to see your initial post) and
 - THEN *give feedback to the comments of two of your classmates* in your second and third entries (by Sunday at midnight)
- **20-word minimum** for EACH entry.
 - **Grading Rubric***

10 points	Active involvement in the discussion and providing significant input, which includes one original post and a minimum of two responses to
-----------	--

	classmates' posts.
8 points	Active involvement in the discussion and providing input but without significant comments, which includes one original post and a minimum of two responses to classmates' posts.
5 points	Active involvement in the discussion and providing input but without significant comments, which includes one original post.
0 points	Late posts or posts that do not contain one original post.
* All posts must be related to the discussion topic and responses must add to the discussion or pose additional questions to be eligible for points.	

All papers must comply with APA format. No assignments will be accepted late unless prearranged with instructor.

GRADES:

The final grade for the course will be based on a total of the scores obtained from all of the instructional activities.

1. Opportunities to Excel (2 EXAMS 100 points each)	200 points
2. Treatment Plans (100 points each-2)	200 points
3. Journal article review (50 points)	50 points
4. Discussions (10 points/discussion)	80 points
5. Case Study	100 points

Total Points **630**

A = 567-630
 B = 504-566
 C = 441-503
 F = Below 441

EXPECTATIONS:

This class is operating on the assumption that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and involve yourself in every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others' learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success--personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

Online Participation Policy:

1. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:
 - a) Check the course website frequently and respond appropriately and on the subject.
 - b) Focus on one subject per message or use pertinent subject titles.
 - c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
 - d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
 - e) Cite all quotes, references and sources.
 - f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
 - g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
 - h) All postings should be of top quality, on time, and rich in text. This means no comments such as “atta boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master’s degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “Netiquette” guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

2. This is a course that requires a lot of reading, online discussions, and treatment plans and case study, in addition to two exams. Please read this syllabus carefully and budget your time well. Note that I do expect you to do some reading during your Thanksgiving break, as theoretically you have only two days off for the holiday.
3. Students are expected to post all assignments in the appropriate place by the date indicated in the course outline and syllabus. Discussion Board Assignments are to be posted on BlackBoard. Other Assignments should be submitted to BlackBoard as required.
4. Students are expected to log in regularly during the week and are expected to post a substantive contribution to the discussion at those times. Participation in the online discussions is required to pass this class. Those sessions substitute for class sessions on campus, so students should plan to spend about three or more hours each week participating online. SHSU Online course statistics will be used to monitor student activity on the course website and grade points will be assessed on consistent postings and the overall quality of their content.
5. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
6. Students are expected to submit all assignments on BlackBoard by the date indicated in this syllabus. The syllabus will be the primary mode of knowing when assignments are due,

regardless of errors in BlackBoard. **Late work will not be accepted or awarded credit. There will be no make-up work.**

7. Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.

SHSU Advanced Dispositions and Diversity Proficiencies
(field experience is not required for this course)

COUN 5334 Effective Human Behavior, Fall 2017

Course Schedule
(Schedule is subject to change with notice)

DSM = DSM-5
GRA = Wellness Counseling
SET = Selecting Effective Treatments (Readings will be added)

Tentative Calendar: (Topic dates are subject to change, but this can guide your textbook readings)

Week of...	Assignment(s)	Due Dates
1: Week of August 23	Course Introduction	Video Introduction; Discussion 1 8/27
2: Week of August 28	Introduction to DSM-5 and ICD-10 (See Reference Material for the on-line version of the ICD-10 Blue Book) Neurodevelopmental Disorders Other Conditions that may be a focus of Clinical Attention Introduction to Treatment Planning and Levels of Care	DSM Section 1:5-25; DSM 31-86; SET 41-124; DSM 715-727; SET 1-40 Discussion 2 9/3
3: Week of September 4	Schizophrenia Spectrum and Other Psychotic Disorders WHODAS	DSM 87-122; SET 403-438 DSM 745-748 Journal Article Due 9/10
4: Week of September 11	Bipolar Disorders Depressive Disorders Anxiety Disorders Wellness Challenge	DSM 123-154; SET 169-189 DSM 155-188; SET 149-169 DSM. 189-234; SET 191-237 GRA-Chapter 1 Discussion 3 9/17
5: Week of September 18	Obsessive Compulsive and Related Disorders	DSM 235-264;

	Trauma and Stressor Related Disorders Evolution of Wellness	SET 216-221 DSM 265-290; SET 221-229 GRA – Ch 2 Discussion 4 9/24
6: Week of September 25	Dissociative Disorders Theoretical Models of Wellness	DSM 291-308; SET 427-435 GRA-Chapter 3 Treatment Plan 1 Due 10/1
7: Week of October 2	Change Science	GRA – Ch 4 Discussion 5 Due 10/8
8: Week of October 9	Exam covers pages 5-308 and 745-748 in the DSM 5 and chapters 1 - 4 in the Wellness Book	Exam I due 10/15
9: Week of October 16	Somatic Symptom and Related Disorders Feeding and eating Disorders	DSM 309-328; SET 323-335 DSM 329-354; SET 84-87; 274-285
10: Week of October 23	Elimination Disorders Sleep-Wake Disorders Incorporating Wellness Counseling	DSM 355-360 DSM 361-422 GRA – Ch 6
11: Week of October 30	Sexual Dysfunctions Gender Dysphoria	DSM 123-450 DSM 451-460 Treatment Plan 2 Due 11/5
12: Week of November 6	Disruptive, Impulse-Control, and Conduct Disorders Substance-Related and Addictive Disorders Self-Care	DSM 461-480 DSM 481-590 GRA – Chapter 11 Discussion 6 11/12
13: Week of November 13	Neurocognitive Disorders Personality Disorders Meaning and Wellness	DSM 591-644 DSM 645-684 GRA-Ch 12 Discussion 7 11/19
14: Week of November 20	THANKSGIVING BREAK Paraphilic Disorders	DSM 685-706

	Other Mental Disorders	DSM 707-708
15: Week of November 27	Medication Induced Movement Disorders Spirituality and Wellness	DSM 709-714 GRA – Ch 13 Discussion 8 12/3 Case Study Due 12/3
16: Week of December 4	Final Exam due	FRIDAY 12/8

Grades are due in to Registrar by noon on 12/11/17.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling Education program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course.**
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: You may take full benefit of technology during instruction. Many links to websites will be offered to allow you to explore information beyond our text. PowerPoints will be supplied to aid you in your readings in the text, both accessible on the Navigation Pane of BlackBoard and in DocSharing. I will post notes/lectures this way as well.
 - Technology during exams: All technology may be used during exams, which are untimed and you may take each exam at your own pace, following submission deadlines.
 - Technology in emergencies: In an emergency, you may need additional time to complete an assignment; you will be given the new deadline. If it is a personal emergency, I require that you contact me to let me know details of your emergency, so that other accommodations may be provided.
- Visitors in the Classroom- Only registered students may access class on BlackBoard. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance Expectations:

You will be expected to be “present” online through discussion board and by submitting assignments on time. All assignments are due by 9pm on Sundays, except the final exam, which will be due by midnight on Friday.

Course Expectations

- Late assignments will not be accepted without *prior* approval by the professor. Late posts to the discussion board will receive reduction in grade. (It’s best not to wait until the last minute to do your discussion board postings as BlackBoard could unexpectedly go down.)
- All written assignments should be double-spaced and *in APA format (including title page, abstract page, and references page)*. Information about APA formatting will be accessible through DocSharing (Students are encouraged to access the Writing Center.
<http://www.shsu.edu/~wctr/>)

You do not have to be on campus to utilize the Writing Center services. You can email work to them and they will help with corrections. They only ask that you not wait until the last minute as they need time to respond. Handouts from the APA Publication Manual will be posted for you in BlackBoard in Doc Sharing.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University’s adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students’ assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to

students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.