



COUN 5334 Effective Human Behavior (On-Line)
Spring 2018

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

College of Education, Department of Counselor Education

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Class Format: This is an on-line course and may include discussions, power points, lectures, and chats.

Class day and time: DAY/TIME: On-Line

Class location: LOCATION: On-Line

Course Description: 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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, D.C.: American Psychiatric Association. ISBN: 978-0890425558 **(Can be found in the Newton Gresham Library under e-books.)**

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

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: Wiley. ISBN: 978-1-118-779135-6

The ICD 10 classification of mental behavioral disorders: Clinical descriptions and diagnostic guidelines. **(Can be found in the Newton Gresham Library under e-books.)**

Other readings as assigned. See the resources folder in the Resources section of Weekly Course Material.

Recommended Text:

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

Matrix (A blank example is provided below):

- 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 CA-CACREP 2009 Standards
1. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders including the DSM and ICD classification systems	Discussions, Readings	Exams	CACREP, CMHC-C.2 and MCFC F.2.d
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. And Understands the relevance and potential biases of commonly used	Discussions, readings	Article Review	CACREP, CMHC-D.2, K.4

diagnostic tools with multicultural populations.			
3. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	Discussions, Readings, on-line materials	Treatment Plan Project	CACREP, CMHC-K.1
4. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Discussions, Readings, on-line materials	Treatment Plan Project	CACREP, CMHC-K.2
5. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Discussions, Readings, on-line materials	Treatment Plan Project	CACREP, CMHC-K.3
6. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Discussions, Readings, on-line materials	Treatment Plan Project	CACREP, CMHC-L.1

7. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Discussions, Readings, on-line materials	Treatment Plan Project	CACREP, CMHC-L.2
8. Students are able to develop a wellness model of helping using appropriate wellness models of counseling.	Discussions, Readings, on-line materials	Final Exam	

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

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, classification, methods, trends)

Important: LIST IMPORTANT OBJECTIVES

Course/Instructor Requirements: 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 "at a 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. 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 SHSU Online. Other Assignments should be sent to SHSU Online Messages as attachments and saved in Rich Text Format.
3. 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.
4. 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.
5. Students are expected to submit all assignments by electronic mail by the date indicated in this syllabus. Assignments should be sent as attachments and saved in Rich Text Format. **Late work will not be accepted or awarded credit. There will be no make-up work.**
6. 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.

Course Outline

Assignments

A. Two course exams (100 points each). CACREP, CMHC-C.2

- 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

- **Diagnosis Question with Treatment Methods**
- 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**
- 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

Grading Rubric

- | | |
|---|--|
| 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)

- **Diagnosis Question, Treatment Methods and Treatment Plan**
- 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)**

Grading Rubric	
Comprehensive Answers	10
Grammar	5
Content of topic	10
Total	25

CACREP Evaluation (Exam 1 is used to evaluate CACREP standards)

Novice	1 – Student demonstrates minimal understanding for the material and minimal ability to apply information. Additional learning is needed to become proficient.
Proficient	2 – Student demonstrates a clear understanding of material and a confident ability in its application.
Master	3 - Student demonstrates and exceptional understanding of the material and its application.

B. Treatment Plan Projects (2) (100 points each) (Project 2 will be evaluated for meeting CACREP Standards) **CACREP, CMHC-K.1, K.2, L.1, L.2**

- **Students will be given two different case scenarios from which they will develop a diagnostic impression 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. Writing an effective case summary	10
D. Making appropriate treatment recommendations	10
E. Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions For each of three problems	35
F. Wring a SOAP case note	5
Total	100

CACREP Evaluation

Novice (70%)	1 – Student demonstrates minimal understanding for the material and minimal ability to apply information. Additional learning is needed to become proficient.
Proficient (80%)	2 – Student demonstrates a clear understanding of material and a confident ability in its application.
Master (90%)	3 - Student demonstrates and exceptional understanding of the material and its application.

C. Journal Article Review (1-10 points) **CACREP, CMHC-D.2, K.4**

- **Journal article review will cover the following topic:**
 - **DSM 5 diagnosis with multicultural and strength based considerations**
- **Write a critique of Article 1 found in the Resources section of this course with the following content:**
 - **Brief summary of the article**
 - **Relevance and usefulness of the article**
 - **Methods used by researcher (discuss if it is a conceptual article and not research based)**

- Strengths of the article
- Limitations of the article
- Usefulness of results or conclusions drawn
- Recommendations you would make based on this article

The review will be graded based on the following rubric.

**Article Review
and Critique**

<i>Content and Organization 70 points (1 points each)</i>		Comments:
Brief Summary of Article		
Relevance and Usefulness of Article		
Methods Used by Researchers		
Specific Strengths of Research Methods Used		
Specific Limitations of Research Methods Used		
Usefulness of Results with Various Populations		
Recommendations for Further Study (What did they recommend, what recommendations would you make)		
<i>Readability and Style 15 points (.5 points each)</i>		Comments:
Paragraph and sentence transitions are present, logical and maintain the flow in the paper.		
The tone is appropriate to the content and assignment. Third person should be used.		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences		
<i>Mechanics 15 points (.5 points each)</i>		Comments:
APA guidelines are followed in the paper for relevant format including margins, in-text citations, title page and reference page		
The paper effectively uses headings, font styles, and white space as appropriate.		
Spelling is correct. Proper use of grammar/syntax. Third person is used.		
		Comments:
<i>Total Points Earned</i>		

CACREP Evaluation

Novice	1 – Student demonstrates minimal understanding for the material and minimal ability to apply information. Additional learning is needed to become proficient.
Proficient	2 – Student demonstrates a clear understanding of material and a confident ability in its application.
Master	3 - Student demonstrates and exceptional understanding of the material and its application.

D. Online Discussion (8 @ 5 points each, 40 point total: Two of the discussions will be live on-line discussions):

- 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: Top 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 Friday at 10pm) and
- THEN *give feedback to the comments of two of your classmates* in your second and third entries (by Sunday at 10pm)
- **20-word minimum** for EACH entry.

○ **Grading Rubric***

5 points	Active involvement in the discussion and providing significant input, which includes one original post and a minimum of two responses to classmates posts.
4 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.
3 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.

E. Professionalism (100 points)

The following are guidelines that will be used to evaluate students professionalism.

1. Honesty and integrity:

- a. Act with honesty or truthfulness
- b. Demonstrate integrity or firm adherence to moral principles in academic matters and professional relationships.

2. Trustworthiness:

- a. Demonstrate dependability to carry out responsibilities.

3. Empathy and cultural diversity:

- a. Differentiate appropriate interpersonal interaction with respect to culture, race, religion, ethnic origin, gender, and sexual orientation.
- b. Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.
- c. Demonstrate an ability to share someone else's feelings or experiences by imagining what it would be like to be in his/her situation

4. Communication:

- a. Communicate effectively with faculty, staff, students, clients, and other professionals.
- b. Demonstrate confidence in actions and communications.

- c. Formulate written communications with professional content and tone.
 - d. Ensure the confidentiality of communications that contain personal information
5. Punctuality:
- a. Demonstrate punctuality in academic and professional environments.
 - b. Adhere to established times for classes, laboratories, professional experiences, and meetings.
 - c. Comply with established oral and written deadlines.
 - d. Respond to requests (written, oral, e-mail, telephone) in a timely fashion.
6. Professional behavior:
- a. Display professional behavior toward faculty, staff, students, patients, and other health professionals in all settings, including but not limited to the classroom, laboratory, and clinical settings.
 - b. Show regard for persons in authority in classroom, laboratory, and clinical settings.
 - c. Exhibit fitting behavior when representing the College of Health Related Professions in extracurricular activities and professional meetings.¹
7. Ethical standards:
- a. Demonstrate high moral standards related to allied health education, practice, research, and service. These standards include, but are not limited to, telling the truth, maintaining confidentiality, and respecting individuals.
 - b. Adhere to all sections of the ACA Code of Ethics

The above is adapted from: The Human Resources Employee Relations Basic Code of Conduct may be found at <http://uams.edu/AdminGuide/WIN04401.html>

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

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 (100 points each-2)	200 points
2. Treatment Plans (100 points each-2)	200 points
3. Journal article review (10 points)	10 points
4. Discussions (5 points/discussion – 8 discussions)	40 points
5. Professionalism	100 points

Total Points	550
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A = 495-550

B = 440-494

C = 385-439

F = Below 392

Schedule

COUN 5334 Effective Human Behavior Spring 2018

Course Schedule (Schedule is subject to change with notice)

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

*** Discussion 1 must be completed with one original post and two comments to classmates by 1/21/2017 at 10pm**

**** Discussions 2-8 must be completed with one original post by Friday at 10pm and two comments by Sunday at 10pm**

Week/Date	Topic	Assignment
Week 1 1/17 – 1/21	Course Introduction Wellness Challenge	Video Introduction GRA-Chapter 1 On-line Discussion 1*
Week 2 1/22 – 1/28	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 33-68 DSM 715-727 SET 1-32 On-Line Discussion 2**
Week 3 1/29 – 2/4	Schizophrenia Spectrum and Other Psychotic Disorders Bipolar Disorders	DSM 87-122 SET 69-102 DSM 123-154 SET 103-144

	WHODAS Multicultural Issues in the Diagnostic Process	DSM 745-748 Journal Article Review Due
Week 4 2/5– 2/11	Depressive Disorders Anxiety Disorders	DSM 155-188 SET 145-174 DSM. 189-234 SET 175-218 On-Line Discussion 3**
Week 5 2/12– 2/18	Obsessive Compulsive and Related Disorders Trauma and Stressor Related Disorders Evolution of Wellness	DSM 235-264 SET 219-244 DSM 265-290 SET 245-276 GRA – Chapter 2 On-Line Discussion 4**
Week 6 2/19 – 2/25	Dissociative Disorders Theoretical Models of Wellness	DSM 291-308 SET 277-288 GRA-Chapter 3 <u>Treatment Plan 1 Due</u>
Week 7 2/26 – 3/4	Change Science	GRA – Chapter 4 On-Line Discussion 5**
Week 8 3/5 – 3/11	Exam covers pages 5-308 and 745-748 in the DSM 5, chapters 1-9 of SET, and chapters 1 - 4 in the Wellness Book	Exam 1
SPRING BREAK 3/12 – 3/16	SPRING BREAK	SPRING BREAK
Week 9 3/19 – 3/25	Somatic Symptom and Related Disorders	DSM 309-328 SET 289-310

	Feeding and eating Disorders	DSM 329-354 SET 311-340
Week 10 3/26 – 4/1	Elimination Disorders Sleep-Wake Disorders Incorporating Wellness Counseling	DSM 355-360 SET 341-352 DSM 361-422 SET 353-368 GRA – Chapter 6
Week 11 4/2 – 4/8	Sexual Dysfunctions Gender Dysphoria	DSM 123-450 SET 369-382 DSM 451-460 SET 383-392 <u>Treatment Plan 2 Due</u>
Week 12 4/9 – 4/15	Disruptive, Impulse-Control, and Conduct Disorders Substance-Related and Addictive Disorders Self-Care	DSM 461-480 SET 393-418 DSM 481-590 SET 417-460 GRA – Chapter 11 On-Line Discussion 6**
Week 13 4/16 – 4/22	Neurocognitive Disorders Personality Disorders Meaning and Wellness	DSM 591-644 SET 461-478 DSM 645-684 SET 479-534 GRA-Chapter 12
Week 14 4/23 – 4/29	Paraphilic Disorders Other Mental Disorders	DSM 685-706 SET 535-550 DSM 707-708 On-Line Discussion 7**

Week 15 4/30 – 5/6	Medication Induced Movement Disorders Spirituality and Wellness	DSM 709-714 GRA – Chapter 13 On-Line Discussion 8 **
May 7th and 8th	Final Exam	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [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: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. 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

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 or chat room will constitute an absence and will result in the loss of discussion board points for that week (if available). Participation requires that students make all three required posts. 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.

Course 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 come to 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

ALL STUDENTS ARE EXPECTED TO ACT IN ACCORDANCE WITH THE CURRENT VERSION OF THE AMERICAN COUNSELEING ASSOCIATION CODE OF ETHICS. FAILURE TO DO SO COULD RESULT IN REQUIRED REMEDIATION THAT MAY INCLUDE REMOVAL FROM THE COUNSELEING PROGRAM BY THE DEPARTMENT FACULTY.

Bibliography

- REFERENCES USED IN CREATION OF SYLLABUS (APA FORMAT)



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 and 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.