

<b>Course</b>	COUN 5150 Psychopathology
<b>Term, Day, Time</b>	Spring 1, 2010 – Saturday # 2 – 8:00am-5:00pm 1/9, 1/23, 2/6, 2/20, & 2/27 (1pm - 5pm)
<b>Instructor</b>	Name: Dr. A. A. Sappington Phone: (904) 797-2025 (Best times 10:00-6:00 Wed, Th, Fri, Sat) Email: <a href="mailto:drewsappington@msn.com">drewsappington@msn.com</a>
<b>Catalog Description/ Content Area</b>	<p><b>COUN 5150: Psychopathology</b> This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization. Multicultural and ethical components are integrated.</p> <p>Content Areas: diagnosis, helping relationships, social and cultural diversity, assessment</p>
<b>Knowledge and Skills Outcomes</b>	<p><b><i>Upon successful completion of this class students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Define the impact of co-occurring substance use disorders on medical and psychological disorders;</li> <li>2. identify the disease concept and etiology of addiction and co-occurring disorders;</li> <li>3. label the principles, models, and documentation formats of bio-psycho-social case conceptualization and treatment planning;</li> <li>4. demonstrate the ability to incorporate psychosocial, social, and occupational functioning on the Global Assessment of Functioning Scale;</li> <li>5. describe 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>;</li> <li>6. define the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care;</li> <li>7. describe the relevance and potential biases of commonly used diagnostic tools with multicultural populations;</li> <li>8. Describe appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events.             <ol style="list-style-type: none"> <li>a. Differentiate between an apparent DSM diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.</li> </ol> </li> <li>9. Demonstrate appropriate use of diagnostic tools, including the current edition of the <i>DSM</i>, to describe the symptoms and clinical</li> </ol>

	<p>presentation of clients with mental and emotional impairments;</p> <p>10. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals; and</p> <p>11. Summarize the current actions in your state legislation regarding professional counseling and diagnosis</p>																		
<p><b>Materials</b></p>	<p>Sarason, I. and Sarason, B. (2005). <b>Abnormal Psychology: The Problem of Maladaptive Behavior.</b> (11<sup>th</sup> Edition). Prentice Hall. ISBN# 0-131-18111-4</p> <p>American Psychiatric Association. (2000). <b>Diagnostic and Statistical Manual of Mental Disorders.</b> (4<sup>th</sup> Edition). Text Revision. American Psychiatric Association. ISBN# 0-890-42025-4</p> <p>To Order Textbooks go to the local North FL website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks or go directly to <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</p> <p><b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b></p>																		
<p><b>Method of Instruction</b></p>	<p>Lecture, discussion, and group work.</p>																		
<p><b>Grading</b></p>	<table border="1" data-bbox="513 1020 1409 1797"> <thead> <tr> <th data-bbox="521 1031 1198 1115">Assignments</th> <th data-bbox="1198 1031 1401 1115">Maximum Points</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1115 1198 1188">• Diagnostic Paper (Use Syllabus guidelines)</td> <td data-bbox="1198 1115 1401 1188">20 Points</td> </tr> <tr> <td data-bbox="521 1188 1198 1262">• Class presentation (See Syllabus)</td> <td data-bbox="1198 1188 1401 1262">10 Points</td> </tr> <tr> <td data-bbox="521 1262 1198 1356">• Test 1--[Multiple choice = 20, brief written (take-home) = 15]</td> <td data-bbox="1198 1262 1401 1356">35 Points</td> </tr> <tr> <td data-bbox="521 1356 1198 1451">• Test 2--[Multiple choice = 20, brief written (take-home) = 15]</td> <td data-bbox="1198 1356 1401 1451">35 Points</td> </tr> <tr> <td data-bbox="521 1451 1198 1545">• Test 3--[Multiple choice = 20, brief written (take-home) = 20]</td> <td data-bbox="1198 1451 1401 1545">40 Points</td> </tr> <tr> <td data-bbox="521 1545 1198 1640">• Test 4--[Multiple choice = 20, brief written (take-home) = 10]</td> <td data-bbox="1198 1545 1401 1640">30 Points</td> </tr> <tr> <td data-bbox="521 1640 1198 1713">• Class Participation and Attendance</td> <td data-bbox="1198 1640 1401 1713">10 Points</td> </tr> <tr> <td data-bbox="521 1713 1198 1787"><b>TOTAL</b></td> <td data-bbox="1198 1713 1401 1787"><b>180 Points</b></td> </tr> </tbody> </table>	Assignments	Maximum Points	• Diagnostic Paper (Use Syllabus guidelines)	20 Points	• Class presentation (See Syllabus)	10 Points	• Test 1--[Multiple choice = 20, brief written (take-home) = 15]	35 Points	• Test 2--[Multiple choice = 20, brief written (take-home) = 15]	35 Points	• Test 3--[Multiple choice = 20, brief written (take-home) = 20]	40 Points	• Test 4--[Multiple choice = 20, brief written (take-home) = 10]	30 Points	• Class Participation and Attendance	10 Points	<b>TOTAL</b>	<b>180 Points</b>
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Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

**Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.** As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

**Activities/Projects**

**NOTE: CONSULT SYLLABUS FREQUENTLY—**

It is used to give assignments and the guidelines for carrying out the assignments. Grades are based upon compliance. If you don't keep referring to syllabus, you will probably not pass the course. (But if you do, course should be relatively simple.)

**Class Participation.** Students are expected to actively participate in class by making meaningful contributions to the discussions and activities. The DSM text should be brought to each class session. Assigned readings must be completed prior to the class session.

**Writing Exercises.** Students will apply the knowledge they obtained from the readings and activities to practical professional situations via writing exercises. Writing assignments will be given throughout the course.

Other activities may include: role play, case vignettes research assignments, current events, and field experiences

**Exams:**

- There will be an exam at the **beginning of class** on each exam day. There is a test every other session for weekly classes or every session for biweekly classes. This is a major hassle, but it breaks down what has to be learned and it keeps people from getting overwhelmed at the end of the term.
- Each exam has three parts:
  - Standard matching, multiple choice, and fill-in-the-blank questions: These will be questions about material in book and/or lecture. [Study tip: Active study techniques such as "SQ3R" and "blank paper" study techniques are helpful here. Just reading material over and over usually does not work at this level. Memorizing answers to sample questions does not work.] [Test-taking tip: Try to answer the questions before you look at the answer choices, so that you know what you are looking for. Answer all of the easy questions first, then go back for others.]
  - Diagnosis questions using DSM IV: On tests 2-4, you will be provided with brief descriptions of clients and asked to diagnose them. You can use the DSM IV to find the diagnosis and its code number, but this is very difficult unless you have been practicing. Diagnosing patients is one of the things you are likely to do in real life while working as a counselor.
  - Brief written questions (take-home questions; 3 or 4 per test). I can tell you these questions ahead of time. I. On the first test, you will be asked to provide a brief (about one paragraph) example of an experimental study, a correlational study, and a case study. (Not a definition of each, but an example of a study that used that methodology.) These could be summaries of published studies, but they could also be made up examples. Xeroxing a published article isn't enough by itself; must be able to briefly summarize and indicate what kind of study it is. II. On each of the remaining tests, for each general diagnostic category covered (for instance, Anxiety Disorders), you will be asked to 1) provide a brief (one paragraph or less) description of a patient who fits that category. This description could be of a patient you have worked with, or someone you have known, or an example you ran across in Dear Abby, etc. Notice that this is not the same thing as just listing symptoms from book --Not "has hallucinations" but an example of the hallucinations this person is having (e.g. hears two voices commenting on his ongoing activities). The whole point is to bring the abstract information alive. (You would find an example for only one of the subcategories within a category—for instance, in Anxiety Disorders, you might give an

example of PTSD, but you wouldn't have to give an example for the rest of the subcategories.) 2) Give the exact diagnosis, and diagnostic code, of the person described (for instance, 295.3, Paranoid Schizophrenia).

- For Test 2, there would be three brief written patient descriptions, one each for Anxiety Disorders, Somatoform **or** Dissociative Disorders, and Mood Disorders.
- For Test 3, the four descriptions are for Eating **or** Sleep Disorders, Physical Disorders (example of a physical problem made worse by psychological factors), Sexual Disorders, and Substance Disorders
- For Test 4, descriptions are for Schizophrenia and Personality Disorders. (Or, you could substitute a Childhood Disorder.)
- **WRITTEN QUESTIONS ARE DUE AT THE START OF TEST.** If you forget them, or haven't printed them out yet, then you may write out the questions on the back of the test, but you may not turn them in after the test. It is not OK to have answers that are identical word-for-word those of another student.

**If a test is missed**, even for an excused absence, the make-up test will follow the scheduled test in the subsequent class period--in other words, you **would be taking two tests at once.**

#### **CHEATING**

Apologies for mentioning this, because I know it rarely applies to graduate students. Most are very aware that cheating undermines the worth of a Webster degree for everybody, and have far too much personal pride to do such a thing. I could leave the room during a test and grades would not change for 99+ percent of students.

**But** if a student does cheat by copying on a test or a take-home assignment, he/she will probably be caught because of some standard precautions I use. If caught, I will fail him/her for the course and turn the matter over to the Webster administration.

#### **EXTRA CREDIT OPTION:**

Turn in a preliminary version of the patient descriptions the start of the class period in which disorder is scheduled to be discussed (see syllabus), which would be one or two classes before test. 1 pt extra credit for each description.

TIP: Keep a copy of preliminary versions for yourself, use them for class discussion. We will probably have students present these to class and ask other class members to diagnose based on description. This gets you free feedback, and makes sure you have something to contribute to class.

[I will probably look these over quickly and return them; that does not mean that the description is okay to turn in for test; pay attention to class discussion and modify your preliminary version if needed.]

**EXTRA CREDIT CANNOT RAISE GRADE MORE THAN ONE LETTER** (can go from "C" to "B," or from "B" to "A," but not from "C" to "A"). **ALL EXTRA CREDIT MUST BE TURNED IN AT START OF CLASS.**

#### **Diagnostic Paper**

- Paper will be on a diagnostic subcategory, which you will sign up for on

the first day. **The following six headings and sections MUST be used. Grade depends upon how closely guidelines are followed.** Twenty percent off for each section omitted. Paper should be five pages or less.

- I. Brief overview of overall diagnostic category (for example, Mood Disorders)—not exact copy of book material, but paraphrase is OK.
- II. Brief description of subcategory (for example, Dysthymia) you will focus on.
- III. Brief description of therapy approach commonly used with subcategory patients. Give evidence on effectiveness.
- IV. Measurement device--Find a measurement instrument--psychological test or interview protocol--That would help you diagnose someone with the diagnosis you are reporting on (you may have to use measure for the overall category instead of your subcategory). The measure should appear in a professional journal or in Buross' Mental Measurements Yearbook. These can be accessed on the computer through the Passports system. Include reliability and validity information.
- V. Research article--Find and summarize one research article relevant to the subcategory that you do your classroom presentation on. This must be an empirical research article (It must be about the collection of data, evidence. It cannot be an opinion piece; it cannot simply describe a concept or therapy technique.). The article must have appeared in a professional, peer-reviewed journal such as The Journal of Abnormal Psychology, The Journal of Consulting and Clinical Psychology, or The Journal of Counseling Psychology. (It cannot be from a popular magazine, a newspaper, or a general website. It cannot be a reference to a book.) Follow these guidelines:
  - Begin section by giving authors' names and date of publication using APA style. [For instance, "Jones (1996), ran a study which investigated \_\_\_\_."]
  - What question were researchers trying to answer?
  - Briefly describe study—what did investigators do?
  - Give the major finding of the study—what was the answer to that research question?
  - Tell whether the study is correlational or experimental.
  - If study is correlational, tell what variables are being correlated. If study is experimental, tell which is independent and which is dependent variable. If you have trouble doing this, find another study. You are probably dealing with an opinion piece or something not based on empirical evidence.
  - Study must be described in your own words; don't just mindlessly copy something you're not prepared to explain. Don't use words you cannot define. Above all, reader should understand the point of the study.
- VI. On a separate page at the end of the paper, headed by the word "References," give the full reference to the research article and any other sources used in paper. Every article cited in the paper must appear here, and every article cited in References must appear in

paper. You must have at least three references--the research article, a reference for the measurement device, and any other source (such as a textbook) you used to write the paper. Use the APA style for references. This style is in Webster's Passport Paper guidelines or the APA Publication Manual. It looks like this:

- Jones, C. B. (1996). Unlikely correlations between Slagoff and McNasty rheumatic figures, Journal of Irreproducible Results, 73, 176-188.

Please notice that **websites are not appropriate for your main references**: you want professional, peer-reviewed journals. [You can use the Passports website to find appropriate articles in peer-reviewed journals.] A lot of websites offer unreliable information.

**STYLE:** APA style must be used. Proper English must be used. This includes using complete sentences, making sure that subjects and verbs agree, and using paragraphs in which there is a topic sentence and only one idea expressed. The paragraphs must logically follow each other. In other words, paper should be easy to read and understand. Test it out with a couple of people before you turn it in.

#### **Class Presentation**

- CLASS PRESENTATION WILL BE GRADED ON TWO DIMENSIONS--HOW ENTERTAINING TALK IS, AND HOW INFORMATIVE.
- Don't just show slides with power point and read the slides. This will result in a failing grade. **Do not just read Power Point slides.**
- You will give a presentation to the class on the diagnostic category used for your paper. (You will sign up for the category). As with the paper, you will give a brief overview of the general diagnostic category (for instance, Mood Disorders), a description of the specific subcategory you will focus on (for example, Major Depression), a therapy technique commonly used, a measurement tool (for instance, a symptom checklist) that could be used for diagnosis, and a relevant research article you ran across. Talks should be between five and ten minutes, not counting questions and comments from audience.
- Presentation must be **given during the class in which topic is scheduled** to be discussed.
- **Face the audience**, not the computer screen or the projection screen.
- Give something in talk which class cannot easily get out of textbook. Easiest way is to **focus on your research article, and/or give vivid examples** of a patient who fits that diagnosis.
- Don't just ramble or give random facts. Give a logical, clearly organized presentation in which one point leads to the next. The listener should know at all times why you are giving a particular piece of information, or the relevance of a film clip.
- Slides should be few and each should make a specific point. Don't present blocks of text on screen (It's okay to list symptoms needed for diagnosis, but don't read them word for word). Any film clips should accomplish something relevant, such as showing us what a particular type of patient is like.

- If you use powerpoint or a similar tool, **practice ahead of time; set up during the break.**
- **When in audience listening to speaker, be courteous.** Pay attention, don't look at your computer or do anything else except listen to speaker. Ask questions and make comments afterwards.
- In spite of all these requirements, the presentation can be pretty informal and laid back. It is mainly a way to get you used to public speaking, which you will probably do as a counselor. If possible, give some information that is not in book or explain something a little more clearly than the book does. Try to make it interesting for your classmates. Here are some tips:
  - Give vivid examples of a patient who fits category.
  - When you talk about research, give an easily understood overview. Don't give too many details at first (but do be prepared to provide details if asked). For example—"participants had been diagnosed as schizophrenics," but not "subjects were 48 schizophrenics between the ages of 24 and 52, of whom 16 had been diagnosed according to ...." Make sure class understands WHY researcher was running study, what question he/she was trying to answer. Be sure class understands main technique used by researcher to answer that question, and what researcher found. Be sure you understand every term you use. (Not "researchers used a modified Tukey T to ascertain level of significance..." but rather "researchers used statistical techniques to determine that the results were unlikely to happen by chance.") Listeners should understand the point of a study.
  - Talk should give more information than is practical on a series of slides. If you use Power Point at all, use it to punctuate and illustrate talk, not to duplicate it. I think slides work best when they do one of two things: provide humor or present tables and so forth that would take forever to explain with words. But you do not have to use slides, Power Point, or any such tools. You are just trying to help out your fellow students by giving them some information.
  - Think of a talk as telling a story, with one part flowing logically into next. Never try to memorize exact wording, but rather think of yourself as leading a tour, pointing out this interesting feature, and then that one.
  - You might think about leading off with a general paragraph giving audience an overview of topic, following up with the points you think it would be most useful for audience to know, and then letting audience ask questions about the details they are interested in.
  - Focus on audience--what you think would be helpful for them to know, how you might be able to help them understand--and not on yourself. The audience is at the talk for information, not for you.
  - **DO NOT READ TALK** (and for heaven's sake, do not try to memorize word for word—you will scare yourself to death). It is OK to have a 3X5 card with main points as a "cheat sheet" which you could quickly refer to. It is even OK to have more extensive notes you could use to look up details if somebody asks. But try not to depend on

notes.

**Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is responsible for obtaining all missed information, including any changes in assignments. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advance permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.**
- Make-up assignments for missed class—For each topic missed (see syllabus) make 5 questions from the subtitles of the relevant book chapters (as described in class under "SQ3R"). Provide the answers, along with the page number (or section of class notes) where answer can be found.
- Attendance on the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in **no later** than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last

	<p>week of the course to allow timely completion and grades to be submitted.</p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b><u>Academic Honesty</u></b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b><u>Drops and Withdrawals</u></b> Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b><u>Special Services</u></b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b><u>Disturbances</u></b> By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. <b>Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.</b> Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.</p> <p>The carrying of weapons onto campus is forbidden.</p> <p><b><u>Conduct:</u></b> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> <li>1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> </ol>

	<p>3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.</p> <p>4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.</p> <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p><b>Course Policies</b></p>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important <b>that everyone feels safe, comfortable, and free</b> to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your</p>

feelings and thoughts known, yet, to **do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

#### ***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

#### **Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

#### **Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work,

	<p>you must also give them credit with a citation.</p> <p><b>All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.</b> Plagiarism will not be excused by ignorance on the student’s part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.</p> <p><b><u>Course Attendance:</u></b>  The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. <b>Students are expected to attend all class sessions of every course.</b> It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p><b>Note:</b>  To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>
<p><b>Weekly Schedule</b></p>	<p><b>Pre-Assignments for Week 1:</b></p> <ul style="list-style-type: none"> <li>• Read Sarason &amp; Sarason (S &amp; S) Chapters 1-4; DSM-IV TR pps. xxiii-xxxvii, 1-12 and 27-37.</li> <li>• Come in with a written example of an experimental study, a correlational study, and a case study. (These can be made-up examples; you do not have to find real ones unless you want to. DO NOT JUST XEROX AN ARTICLE; you must be able to explain what kind of study it is). Be prepared to present to class.</li> </ul> <p><b>NOTE: CONSULT SYLLABUS FREQUENTLY—</b></p> <p>It is used to give assignments and the guidelines for carrying out the assignments. Grades are based upon compliance. If you don't keep referring to syllabus, you will probably not pass the course. (But if you do, course should be relatively simple.)</p>

	<p><b>Week 1</b></p>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Introduction</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Abnormal Behavior In Historical Context</li> <li>• Research methods</li> </ul> <p><b>P.M. Session (1-5PM)</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Clinical Assessment, Diagnosis</li> <li>• Approaches to explaining psychopathology</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>• Read S &amp; S Chapters 7, 8, and 11, and pp 172-176; DSM-IV TR 345-515</li> <li>• Prepare for TEST on Chapters 1-4 [type out answers to take home questions ]</li> <li>• Prepare preliminary patient descriptions for Chapters 7, 8, and 11 if want extra credit</li> </ul>
	<p><b>Week 2</b></p>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Disorders I</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST ONE, Chapters 1-4; final version take-home questions due; turn in preliminary patient descriptions for Chapters 7, 8, &amp; 11 due if want extra credit.</li> <li>• Anxiety Disorders</li> <li>• Somatoform and Dissociative Disorders</li> </ul> <p><b>P.M. Session (1-5PM)</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Mood Disorders</li> </ul> <p><b>Assignments for Week 3:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST 2 on Chapters 7, 8, and 11, and pp 172-176. Be sure to bring DSM-IV to class next period, for test.</li> <li>• Prepare final version of take-home questions for Chs 7, 8, and 11.</li> <li>• Read S&amp;S pp 157-172, Chapters 6, 9, and 14; DSM-IV TR pps 535-597 and 191-297.</li> <li>• Outline of Diagnostic paper and three references</li> <li>• Prepare preliminary version of questions for Chapters 6, 9, and 14 if want extra credit</li> </ul>

	<p><b>Week 3</b></p>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Disorders II</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST TWO on Chapters 7, 8, and 11, and pp 172-176; turn in final version take-home questions; extra credit questions for Chapters 6, 9, and 14</li> <li>• Turn in preliminary version of paper</li> <li>• Eating and Sleeping Disorders</li> <li>• Physical Disorders</li> </ul> <p><b>P.M. Session (1-5PM)</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Sexual and Gender Identity Disorders</li> <li>• Substance Related Disorders</li> </ul> <p><b>Assignments for Week 4:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST 3 on Chapters 6, 9, and 14 and pp 157-172; prepare take-home questions</li> <li>• Finish Diagnostic papers to turn in at start of period</li> <li>• Read S&amp;S Chapters 10, 12, and 16; DSM-IV TR pp. 685-731 and 297-345</li> </ul>
	<p><b>Week 4</b></p>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Disorders III</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• TEST THREE on Chapters 6, 9, and 14, and pp 157-152; final version take-home questions on Chapters 6, 9, and 14; extra credit preliminary questions for Chapters 10, 12, and 16</li> <li>• Diagnostic papers turned in</li> <li>• Personality Disorders</li> </ul> <p><b>P.M. Session (1-5PM)</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Schizophrenia and other Psychotic Disorders</li> <li>• Retardation, disorders of childhood</li> </ul> <p><b>Assignments for Week 5:</b></p> <ul style="list-style-type: none"> <li>• Prepare for TEST FOUR on Chapters 12, 13 and 16.</li> </ul>
	<p><b>Week 5</b></p>	<p><b>P.M. Session (1-5PM)</b>  <b>THEME: Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• Course evaluation, Miscellaneous</li> <li>• TEST FOUR</li> </ul>

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 12/14/09