PCOU 5391 Sec 701–MENTAL HEALTH AND PSYCHOPATHOLOGY
Fall 2021

Course Credits: 3 hours
Instructor: Wendy Killam, Ph.D., NCC, CRC, LPC
Office: 214 Human Services Building
Office Hours: Mondays 9:30am to noon
Tuesdays 9:30am to noon
Phone: 936-468-1366
Email: wkkillam@sfasu.edu

Texts:


Course Prerequisites:
Students should have completed an PCOU 5310 abnormal behaviors course prior to enrollment in this course or at minimum be concurrently enrolled. A basic understanding of abnormal behaviors and the DSM is needed for success in this course.

Course Description
This course is an overview of biopsychosocial framework for the study of mental health and mental disorders. Client conceptualization, assessment and treatment planning are emphasized. Additionally, this course addresses psychiatric rehabilitation philosophy and best practices for working with people who experience persistent or long-term mental illness. It will provide an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, community-based services, treatment, and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

TCCNS Credit Hour Justification Seminar on Alcohol and Substance Abuse Online Course
This course spans 15 weeks. The course contains extensive written content that includes the same information received by students in a face-to-face lecture course. Students are required to
engage with the online modules for at least eight hours per week including responding to discussions each week which highlight cases and issues related treating substance use disorders in counseling. For discussion initial posts, students are required to use references to support ideas, and they must respond to at least two peers in a substantial fashion. Students also are required to complete an in-depth project where they apply key course concepts regarding the treatment of mental health disorders. Additionally, group and other application assignments in the course allow students to gain insight and understanding into various types of treatments, interventions and issues related to mental disorders in the DSM 5. Also, primary source readings are woven into the module content to support key concepts and provide multiple diverse perspectives on factors pertinent to the treatment of mental disorders within the field of counseling. In addition, students are required complete exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two to three hours completing associated activities and assessments.

LiveText Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

College Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
Relation of the Course to the Mission Statement, Values and Vision of the College
Through the activities and objectives in PCOU 5391 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the counseling profession and
following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, PCOU 5391 follows the mission, vision and core values of the college of education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

COUNSELOR EDUCATION PROGRAM –
Program Learning Outcomes
Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
Social and Cultural Diversity (CACREP 2.F.2)
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
Human Growth and Development (CACREP 2.F.3)
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.
Career Development (CACREP 2.F.4)
Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.
Counseling and Helping Relationships (CACREP 2.F.5)
Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.
Assessment and Treatment Planning (CACREP 2.F.7)
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
Research and Program Evaluation (CACREP 2.F.8)
Students will demonstrate an understanding of research methods to inform evidence-based practice.

COUNSELOR EDUCATION PROGRAM - Student Learning Outcomes
Professional Orientation and Ethical Practice
Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
Human Growth and Development
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.
Helping Relationships
Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
Assessment and Treatment Planning
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
Research and Program Evaluation
Students will demonstrate an understanding of research methods to inform evidence-based practice.

SPECIFIC COURSE OBJECTIVES:
1. Develop knowledge and understanding of the nature of long-term mental illness and its pursuant impact on those who experience mental illness.
2. Develop an awareness of the diagnostic process employed in the medical model for diagnosis and treatment of long-term mental illness.
3. Develop knowledge of the DSM-IV diagnostic criteria for specific mental illnesses and skills in determining correct diagnosis.
4. Develop knowledge of psychopharmacological interventions used to treat mental illness.
5. Understand the role of psychopharmacological and rehabilitation interventions in the treatment of mental illness.
6. Obtain skills in writing goals and objectives for treatment plans.
7. Provide current best practices used in psychiatric rehabilitation.

STUDENT OUTCOMES:
The student will be able to:
1. Utilize the Diagnostic and Statistical Manual in determining an appropriate diagnosis.
2. Identify the typical treatment interventions appropriate to individual categories of mental illness and the concomitant side effects and actions of these medications.
3. Identify the difference between a medical and a rehabilitation/counseling intervention when working with a person who has a long-term mental illness.
4. Identify and discuss interventions currently being used to address psychiatric disabilities.
5. Demonstrate the ability to determine appropriate interventions for specific psychiatric conditions.
6. Describe the impact mental illness has on the lives of consumers/clients.
7. Develop an appropriate treatment/rehabilitation plan to address the needs of the consumer/client.

Course Objectives/Intended Learning Outcomes:
Through the activities and objectives in PCOU 5391 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, PCOU 5391 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP standards as described in the following matrix:
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*indicates a field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CACREP 3.f</td>
</tr>
<tr>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH A.6</td>
</tr>
<tr>
<td>Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.2</td>
</tr>
<tr>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.7</td>
</tr>
<tr>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH C.8</td>
</tr>
<tr>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH G.1</td>
</tr>
<tr>
<td>Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH G.2</td>
</tr>
<tr>
<td>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH J.2</td>
</tr>
<tr>
<td>Knows the principles of the diagnostic process, including differential diagnosis, and the use of current</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>CMH K.1</td>
</tr>
<tr>
<td>diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em></td>
<td>Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
</tr>
<tr>
<td>Knows the impact of co-occurring substance use disorders on medical and psychological disorders</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.3</td>
</tr>
<tr>
<td>Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.4</td>
</tr>
<tr>
<td>Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>CMH K.5</td>
</tr>
<tr>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk</td>
<td>Readings Discussions Lectures</td>
<td>Exams Papers</td>
<td>SCH D.4</td>
</tr>
<tr>
<td>Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students</td>
<td>Readings Discussions Lectures</td>
<td>Exams</td>
<td>SCH G.1</td>
</tr>
</tbody>
</table>

**Course Assignments, Activities, Instructional Strategies, use of Technology:**
APA Style 7th Edition must be followed for all papers. The Individual Treatment Plan must be submitted to live text and d2l as a .doc or .docx file in 12 point Times Romans font. Papers that are not submitted to livetext will not be graded.

1. Class Participation will demonstrate knowledge of the text and/or other assigned readings. Students are expected to read the chapters assigned for the class discussions be prepared to fully participate in classroom discussions. Participation in discussions will be graded on a 20 point scale. Discussion posts are due by date/day noted on the timeline. Response posts need to be substantial and simply stating "I agree" is not considered substantial. To earn the full possible points, references should be used to support ideas. You are expected to respond to a minimum of two peers in a substantial fashion. (Please see the grading rubric). Late posts will not earn points. Failure to participate in a discussion will count as an absence from the course. Failure to participate in part of a
discussion on-time (either main post or response posts) will count as half of an absence. If you have more than two absences from the course, your final grade will be reduced by one letter grade. **Late discussion posts do not earn points.**

2. Case Notes – you will demonstrate the ability to write case notes using SAOP format. You will be provided with information from a counseling session and the client’s treatment plan to help you write the notes.

3. Three Group Treatment Papers will be completed during the semester. The focus will be on case conceptualization, diagnosis, and treatment. DSM 5 criteria will be used for the diagnosis. Each paper is worth a maximum of 50 points. You will be assigned to a group the first week of the course. The purpose of these assignments is to allow you the opportunity to consider different viewpoints when it comes to making a diagnosis and determining treatment just like you would do if you were part of a treatment team.

4. One Individual Treatment Plan will be completed during the semester. The focus will be on writing a treatment plan. The purpose is to allow you the opportunity to learn to write a basic treatment plan and consider case conceptualization components in your treatment plan.

5. Review of Treatment Team (Group Treatment Paper Members). You will be provided the opportunity to provide feedback to the instructor on the members of your group. The feedback provided will be considered when points are assigned for treatment team participation. Treatment team participation is worth 100 possible points. If a group member is not participating, the rest of the group should let the instructor know ASAP so that appropriate intervention steps may be taken.

6. A final exam will be given that will be application in nature. Review for final will occur the week before the final exam.

****All written assignments should be typed, double spaced and follow APA 7th edition guidelines****

****Late assignments will not be accepted unless arrangements are made in advance with the instructor. Late assignments may lose 10 points per day*****

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Discussions)</td>
<td>200</td>
</tr>
<tr>
<td>Case Notes (2 assignments – 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Group Treatment Papers (3 paper 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Treatment Team Participation</td>
<td>100</td>
</tr>
<tr>
<td>Individual Treatment Plan Paper (submitted to livetext)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Final Grades are based on the points below:

A = 1000-899  B=898-799  C=798-699  F = 698 and below
Discussion Grading Rubric

<table>
<thead>
<tr>
<th>Criteria (10 total points)</th>
<th>0 Non-performance</th>
<th>6 to 7 points max Basic</th>
<th>8 to 9 points max Proficient</th>
<th>10 points max Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Posts</td>
<td>Demonstrates an understanding of key course concepts, correctly. Supports position with applicable knowledge and/or real world experiences.</td>
<td>Demonstrates a very basic or basic understanding of key course concepts.</td>
<td>Applies relevant key course concepts, correctly. References should be used to support ideas.</td>
<td>Analyzes key course concepts, correctly, using examples or supporting evidence. References should be used to support ideas.</td>
</tr>
<tr>
<td>Response Posts</td>
<td>Collaborates with peers (minimum 2 responses to get full points), relating the discussion to relevant course concepts.</td>
<td>Collaborates with peers without relating discussion to the relevant key course concepts, i.e. only sharing personal experiences or views with no support or limited support from the textbook or other sources.</td>
<td>Collaborates with peers, relating the discussion to relevant course concepts. Uses appropriate references to support ideas.</td>
<td>Collaborates with peers, relating the discussion to relevant course concepts and extending the discussion. Uses appropriate references to support ideas.</td>
</tr>
</tbody>
</table>

Case Note Instructions and Rubric

1. Uses the form to write the case note based on the case study and on the treatment plan - uses SOAP Format – write in third person!
2. Clearly identifies what goals/objectives were covered in the session links the note to the treatment plan.

<table>
<thead>
<tr>
<th>50 points per section</th>
<th>Not Done or limited 0 to 30 points</th>
<th>Basic 30 to 39 points</th>
<th>Proficient 44 to 40 points</th>
<th>Exceptional 45 to 50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>Provides an inaccurate case note of what was done during the session.</td>
<td>Provides a minimally accurate note of what was done in the session the rational is underdeveloped</td>
<td>Provides an accurate note of the session and links the note back to the treatment plan.</td>
<td>Provides an accurate note of the session linking the note back to the treatment plan in a substantial fashion.</td>
</tr>
<tr>
<td>Writing</td>
<td>Has numerous misspelling and grammar errors</td>
<td>Approaching graduate level writing</td>
<td>Demonstrate graduate level writing with few or no errors. Written in third person</td>
<td>Demonstrates graduate level writing with no errors. Written in third person</td>
</tr>
</tbody>
</table>
Group Treatment Paper Information and Rubric

1. Meet with your group and review the case study. Consider possible the possible diagnosis for the client. Attempt to agree upon a diagnosis – if not possible then list the ones that the group came up with along with the rational for each. The rational should be written in third person and be based on the information provided and the criteria in the DSM 5. The rational needs to be factual not what you feel or think but based on the facts presented. When writing this section, consider what you would put in a client’s chart to support your diagnosis. What symptoms does the client have that support the diagnosis?

2. Write a Treatment Plan (state your theory or theories). Include two problems and for each problem, include two objectives, for each objective include at least two interventions. Thus, your treatment plan needs to address at least two problems for the client and should connect back to the diagnosis. When documenting sessions, often the case note will link back to the diagnosis that is noted and the specific problem, objective, and intervention on the treatment plan.

The paper is worth 50 points. Each section is worth 25 points. You will be graded on the accuracy of your diagnosis as well as the ability to write a measurable and reasonable treatment plan. Only one plan needs to be submitted per group.

<table>
<thead>
<tr>
<th>25 points per section</th>
<th>Not Done or limited 0 to 14 points</th>
<th>Basic 15 to 19 points</th>
<th>Proficient 20 to 23 points</th>
<th>Exceptional 24 to 25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnosis</td>
<td>Provides and inaccurate diagnosis and the rational is not strong</td>
<td>Provides a minimally accurate diagnosis and/or the rational is underdeveloped</td>
<td>Provides a diagnosis but it may need to be refined further and the rational is developed</td>
<td>Provides an accurate diagnosis and solid rational</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>Does not develop an accurate or useable treatment plan</td>
<td>Develops a basic treatment plan</td>
<td>Develops a solid treatment plan that includes workable goals, objectives, and interventions. It is measurable selected!</td>
<td>Develops a treatment plan that includes workable goals, objectives and interventions that is measurable</td>
</tr>
</tbody>
</table>

Individual Treatment Paper Instructions and Grading Rubric

1. Brief Formulation of the Problem: What do you see as the client’s problems and suggest why this client is seeking treatment now. What has the client done in the past to address the 7 problems? How have sociocultural factors (ie race, religion, gender, ses, sexual orientation) impacted this client in his or her experience with significant others?

2. Provide a Diagnosis for the client/clients (include your rational for the diagnosis). The rational should be written in third person and be based on the information provided and the criteria in the DSM 5. The rational needs to be factual not what you feel or think but based on the facts presented. When writing this section, consider what you would put in a client’s chart to support your diagnosis.

3. Brief Developmental Context for the client: How did the client’s problems originally develop? Consider family of origin roles, family systems structure, and other environmental factors in your response. How do these developmental experiences interact with current stressors, crisis
and social supports to shape the client’s subjective worldview and current conflicts? Identify the client’s pathogenic beliefs about himself or herself and faulty expectations of others.

4. Therapeutic Process: How do you feel toward the client? How might these feelings help or hinder the therapeutic process? How might the clients perceive your group? How will these factors impact the counseling process? How might these feelings help or hinder the counseling process? What challenges if any might you face in working with the client?

5. Write a Treatment Plan (state your theory or theories). Include two problems and for each problem, include two objectives, for each objective include at least two interventions. Include a brief discussion of the theory used for the treatment plan supported by at least three references (two to three paragraphs – paragraphs should be at minimum six to eight sentences) at the end of the treatment plan

The paper is worth 100 points. Each section is worth 20 points. You will be graded on the accuracy of your diagnosis as well as the practicality of your treatment plan. The paper should be four to five pages in length and use peer reviewed sources to support the use of the theory selected.

<table>
<thead>
<tr>
<th></th>
<th>Limited/Not Done 0 to 9 points</th>
<th>Basic 10 to 15 points</th>
<th>Proficient 16 to 17 points</th>
<th>Exceptional 18 to 20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formulation of the Problem</strong></td>
<td>Provides very little information regarding the problem</td>
<td>Provides a very basic conceptualization of the case</td>
<td>Provides an accurate conceptualization of the problem.</td>
<td>Provides a solid conceptualization of the case that demonstrates an understanding of human behavior</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td>Provides and inaccurate diagnosis and the rational is not strong</td>
<td>Provides a minimally accurate diagnosis and/or the rational is underdeveloped</td>
<td>Provides a diagnosis but it may need to be refined further and the rational is developed.</td>
<td>Provides an accurate diagnosis and solid rational</td>
</tr>
<tr>
<td><strong>Developmental Context</strong></td>
<td>Does not explain how the current issues might have developed</td>
<td>Provides a basic explanation of how the problems have developed because of environmental factors.</td>
<td>Demonstrates a basic understanding of how developmental issues have impacted the client.</td>
<td>Demonstrates a solid understanding of how developmental issues have impacted the client.</td>
</tr>
<tr>
<td><strong>Therapeutic Process</strong></td>
<td>Does not indicate a strong understanding of the therapeutic process.</td>
<td>Demonstrates some understanding of the therapeutic process.</td>
<td>Demonstrates some understanding of how one’s own personal values and beliefs impact the counseling process. Demonstrates limited understanding of how one may be</td>
<td>Demonstrates a solid understanding of how one’s personal issues, values and beliefs may impact the counseling process. Demonstrates an understanding of how the client</td>
</tr>
</tbody>
</table>
perceived by the client. perceives one and how this can also impact the therapeutic process.

| Treatment Plan | Does not develop an accurate or useable treatment plan | Develops a basic treatment plan | Develops a solid treatment plan that includes workable goals, objectives, and interventions. It is measurable and peer reviewed source are used to support the theory selected! | Develops a treatment plan that includes workable goals, objectives and interventions that is measurable. The treatment plan is based on a counseling theory. It is measurable and peer reviewed sources are used to support the theory selected |

**Tentative Course Outline/Timeline:**

*Subject to Change with Notice*

All initial/main posts are due by Tuesdays at 10:30 pm Central Time with response posts due by Friday at 6:00pm Central Time. Exception: The first week of class the main post is due by 6:00pm Friday and responses are due by Sunday at 10:30pm. All assignments are due by 10:30pm on the date and time noted on the timeline.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Text Readings/Modules</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/23-8/29</td>
<td>Chapters 1 and 2 Developing Effective Treatment Plans Real World Treatment Planning: Systems, Culture, and Ethics</td>
<td>Initial discussion post due by Tuesday Response discussion posts due Friday</td>
<td>20 points</td>
</tr>
<tr>
<td>Week 2 8/30-9/5</td>
<td>Chapter 3 Safety-Related Clinical Issues and Treatment Planning</td>
<td>Initial discussion post due by Tuesday Response discussion posts due Friday</td>
<td>20 points</td>
</tr>
<tr>
<td>Week 3 9/6-9/12</td>
<td>Chapters 4 and 5 Depressive, Bipolar, and Related Disorders Anxiety Disorders</td>
<td><strong>Case Note Due by 9/12</strong> Initial discussion post due by Tuesday Response discussion posts due Friday</td>
<td>50 points 20 points</td>
</tr>
<tr>
<td>Week 4 9/13-9/19</td>
<td>Chapter 6 Obsessive-Compulsive and Related Disorders</td>
<td><strong>Group Treatment Plan Due 9/19</strong></td>
<td>50 points</td>
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</tbody>
</table>
| Week 5 9/20-9/26 | Chapter 7 Trauma- and Stressor-Related Disorders | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
| Week 6 9/27-10/3 | Chapter 8 Substance-Related and Addictive Disorders | **Case Note Due by 10/3**  
Initial discussion post due by Tuesday  
Response discussion posts due Friday | 50 points |
| Week 7 10/4-10/10 | Chapter 9 Personality Disorders | **Group Treatment Plan Due by 10/10** | 50 points |
| Week 8 10/11-10/17 | Chapter 10 Schizophrenia Spectrum and Other Psychotic Disorders | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
| Week 9 10/18-10/24 | Chapter 11 Feeding and Eating Disorders | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
| Week 10 10/25-10/31 | Chapter 12 Disruptive, Impulse-Control, and Conduct Disorders, and Elimination Disorders | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
| Week 11 11/1-11/7 | Chapters 13 Neurodevelopmental and Neurocognitive Disorders | **Group Treatment Plan Due by 11/7** | 50 points |
| Week 12 | Chapter 14 Dissociative Disorders and Somatic Symptom and Related Disorders | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
|--------|--------------------------------------------------------------------------------|-----------------------------------------------|--------|
| Week 13 | Chapter 15 Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria | Initial discussion post due by Tuesday  
Response discussion posts due Friday | 20 points |
| 11/21-11/28 | Thanksgiving Break | | |
| Week 14 | Individual Treatment Plan Paper Due 12/3  
Review for Final | | 100 points |
| Week 15 | Final Exam - You will have two hours to complete it from when you start. You cannot start and come back to it later | | 300 points |

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**
Student Ethics and Other Policy Information:
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance: Failure to participate in a discussion the week that it is due will result in a grade of 0. Points will be deducted for late discussion posts. Additionally, failure to participate in a discussion will be considered an absence from the course. Participation in the discussion late will count as half an absence. Participation in part of the discussion (responses posts only or main post only) will count as half an absence. Please see the grading rubric in the course room.

Two or more absences from the course will result in a one letter grade deduction of the final grade.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**If you plagiarize on a paper or cheat on an exam you will earn a F in the course**

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes:

- fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services
  - www.sfasu.edu/counselingservices
  - 3rd Floor Rusk Building
  - 936-468-2401
- SFASU Human Services Counseling Clinic
  - www.sfasu.edu/humanservices/139.asp
  - Human Services Room 202
  - 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**Additional Information Specific to Educator Preparation:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Other Relevant Course Information:
This is an online course thus you should have a backup plan in case your primary computer that you use goes out. It is also a good idea to backup your work especially for major assignments. Also, if you need to contact me, please use my regular email wkkillam@sfasu.edu rather than the email in d2l.

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not
accepted unless arrangements are made in advance or there is a major extenuating circumstance (ie death in immediate the family or unexpected hospitalization).

Please be respectful and considerate of others. Due to the seminar nature of this course and the fact that at times even well-seasoned professionals disagree on ethical and moral issues, you may find yourself disagreeing with others. Please feel free to express your opinion but also listen to and respect opinions that may substantially differ from your own.

Email is the quickest way to reach the instructor but typically the instructor does not respond to emails on weekends or holidays.