



James I Perkins College of Education
COU 510.020 – SURVEY OF ABNORMALITIES
Fall 2019

Course Credits: 3 hours
Prerequisites: none
Instructor: Wendy Killam, Ph.D., NCC, CRC, L.P.C.-S
Office: Human Services Building, Room 231
Office Hours: face to face Tuesdays 9:00am to noon and virtual hours Wednesday 1:00pm to 3:00pm
 It is best to call and schedule an appointment, even during office hours. Others times available by appointment.
Phone: (936) 468-1366
Email: wkkillam@sfasu.edu



Text/Readings:
REQUIRED:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5th ed.* Author. ISBN: 9780890425558 – Required

Barlow, D.H., Durand, V.M. & Hofmann, S.G. (2018) *Abnormal psychology: An integrative approach, 8th ed.* Cengage. ISBN: 9781305950443 – Required

Course Description:

This course includes an introduction to behavioral disorders. Psychological, biological and social factors in the development, diagnosis, and treatment of psychopathology are studied.

Credit Hour Justification

This course typically meets once each week for two hours and forty five minutes for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to be prepared to engage in small group activities and participate in course discussions. Additionally, students complete three major assignments that requires them to apply what they have learned. Students also have a mid-term exam and a final exam. Outside class activities average a minimum of 6 to 10 hours per week.

LiveText/Watermark 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.

Course Objectives/Intended Learning Outcomes:

Through the activities and objectives in COU 510 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 attendance, writing projects, 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, COU 510 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.

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.

Standards Matrix:

Objectives/ Learning Outcomes	Method of Instruction	Performance Assessment	CACREP Standards
Understand etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (treatment, referral, and prevention are covered in COU 591)	Class discussions/lectures, textbook, journal articles, case studies	Case Studies Exams	<i>CMH C.2.b</i>
Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and <i>The International Classifications of Diseases (ICD)</i>	Class discussion/lectures, textbooks, case studies	Case Studies Exams	<i>CMH C.2.d</i>

Course Format:

This course will utilize a variety of teaching methods including: readings, lectures, discussion, self-directed activities, and written assignments. Students are expected to be prepared for class by completing the reading assignments. Mastery of objectives will be demonstrated through participation in discussions, completion of writing assignments, and test performance.

Course Content: This is a course that will introduce various issues related to diagnosis and treatment of behavioral disorders. The course will consist of various reading materials, student participation in discussions, presentations and other activities that may stimulate growth and knowledge of abnormal behavior and psychopathology.

Course Assignments, Activities, Instructional Strategies, use of Technology:

APA Style 6th Edition must be followed for all papers. The Case Conceptualization Paper and papers 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.
2. Three Case Conceptualization Papers will be completed during the semester. The focus will be on case conceptualization and diagnosis. DSM 5 criteria will be used for the diagnosis. Each paper is worth 100 points. They must be submitted to both d2l and livetext by the deadline noted on the timeline
4. A mid-term and final exam will be given. The final exam will be comprehensive in nature. The exams will require students to apply what they have learned.

******All written assignments should be typed, double spaced and follow APA 6th edition guidelines and submitted to the dropbox by the date and time noted on the timeline******

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

Evaluation and Assessments (Grading):

Case Conceptualization (100 points each)	300 points
Mid-Term Exam	200 points
Final Comprehensive Exam	200 points
TOTAL POSSIBLE POINTS:	700 points

A – 627-700

B – 557-626

C – 487-556

F – 486 and below

Dropbox Information: The dropbox is set to only allow one submission per assignment. You need to be sure that what you submit is what you want graded. It is difficult and time consuming to reset the dropbox to give you another chance and does not always work. Thus, I will not be attempting to reset the dropbox and will review/grade what you submit. As a graduate student I expect you to ensure that you are submitting the correct paper or assignment. You would not hand in a paper then take it back again and again in a face to face course. If time permits I may grade the papers early and will not be grading papers twice. Thus, once submitted there will be no opportunities for you to resubmit work.

Case Conceptualization Paper Information and Rubric

1. Formulation of the problem: What do you see as the client's problems? What are some of the reasons this client is seeking treatment now? What has the client done in the past to address the problems? How have sociocultural factors (ie race, religion, gender, ses, sexual orientation) impacted this client in his or her experience with significant others? How might the use of assessments help to confirm the diagnosis?
2. Provide a Diagnosis (include your rational). 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. 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. APA Style/Writing: Follows APA Style and writes at a graduate student level.
5. At least five peer reviewed references should be used to support ideas throughout the paper. 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 ability to conceptualize issues.

Case Conceptualization Rubric


	0 to 10 points	11 to 15 points	16 to 17 points	18 to 20 points
Formulation of the Problem	Provides very little information regarding the problem. Does not use references to support ideas.	Provides a very basic conceptualization of the case. May or may not use references or uses them inappropriately	Provides an accurate conceptualization of the problem. Uses references to support ideas	Provides a solid conceptualization of the case that demonstrates an understanding of human behavior. Uses references to support ideas
Diagnosis	Provides an inaccurate diagnosis and the rationale is not strong. Does not adequately support ideas with the use of references.	Provides a minimally accurate diagnosis and/or the rationale is underdeveloped. May lack support in terms of the use of adequate references.	Provides a diagnosis but it may need to be refined further and the rationale is developed. Supports diagnosis with references.	Provides an accurate diagnosis and solid rationale. Supports diagnosis with sufficient references
Developmental Context	Does not explain how the current issues might have developed	Provides a basic explanation of how the problems have developed as a result of environmental factors.	Demonstrates a basic understanding of how developmental issues have impacted the client.	Demonstrates a solid understanding of how developmental issues have impacted the client.
Therapeutic process	Does not indicate a strong understanding of the therapeutic process. Lacks sufficient references to support ideas	Demonstrates some understanding of the therapeutic process. Lacks sufficient references to support ideas.	Demonstrates some understanding of how one's own personal values and beliefs may impact the counseling process. Demonstrates limited understanding how one may be perceived by the client. Supports ideas with references	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 perceives one and how this can also impact the therapeutic process. Supports ideas with references.
APA Style and Writing	Does not closely follow APA Style. There are numerous grammar and/or spelling errors.	Several APA Style errors and/or writing is not at the graduate level with spelling and/or grammar errors.	Few APA Style errors and writes at the graduate level.	Demonstrates a solid ability to write at the graduate level and follows APA Style closely

Tentative Course Outline/Calendar:

All assignments are due by 7:15pm by the date noted on the timeline. The dropbox will close at exactly 7:15pm. Therefore, you should not wait until the last minute to submit your work. Late work will not be accepted.

Timeline – subject to change with notice

Date	Readings	Topics	Assignments Due
Week 1 8/26-9/1	Chapter 1	Introduction to the Course *Abnormal Behavior in Historical Context	
Week 2 9/2-9/8	Chapters 2 & 9	An integrative approach to Psychopathology *Physical Disorders and Health Psychology	
Week 3 9/9-9/15	Chapter 3 & 16	Clinical Assessment & Diagnosis Legal & Ethical Issues	
Week 4 9/16-9/22	Chapters 4	Research Methods	
Week 5 9/23-9/29	Chapter 5	*Anxiety, Trauma- and stressor-Related, and Obsessive-Compulsive and Related Disorders	
Week 6 9/30-10/6	Chapter 7	Mood disorders and suicide	Case Conceptualization Paper 1 Due 10/6
Week 7 10/7-10/13	Chapters 8	Eating and Sleep-Wake Disorders	

Week 8 10/14- 10/20	Chapter 11	Mid-Term Exam	Taken in class on 10/17
Week 9 10/21- 10/27	Chapters 11	*Substance-Related, Addictive, and Impulse- Control Disorders	
Week 10 10/28- 11/3	Chapter 12	Personality Disorders	
Week 11 11/4- 11/10	Chapter 12	* Schizophrenia and Psychotic Disorders	Case Conceptualization Paper 2 Due 10/10
Week 12 11/11- 11/17	Chapters 14 &15	Neurodevelopment Disorders Neurocognitive Disorders	
Week 13 11/18- 11/24	Chapters 10	*Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	
Week 13 11/25- 12/1		Thanksgiving Break	
Week 14 12/2- 12/8	Chapter 6	Somatic Symptom & Related Disorder	Case Conceptualization Paper 3 Due 12/8
Week 15 12/9- 12/13		Final Exam	Taken in Class on 12/12

*indicates diversity/multicultural content

Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken with the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.

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 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 – After two absences the final grade will be lowered by one letter 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; and/or; - 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; and/or, - 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, resubmission 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).

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

Plagiarizing on a paper or cheating on an exam will result in a F in the course. You are expected to complete exams independently without help or assistance from anyone else.

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 within 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., Active Military Service (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.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936- 468-2703.

Additional Information:

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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 www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). 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 concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Course Specifics:

This course requires quite a bit of writing. You should have a backup plan in case your primary computer that you use goes out. It is also a good idea to back up your work especially for major assignments. Also, if you need to contact me please use my regular email wkillam@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 (i.e. death in immediate the family or unexpected hospitalization).

Classroom Etiquette

Electronic Devices - Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should refrain from sending or receiving text messages during class. If someone is trying to reach you in the event of an emergency, they should contact the University Police Department. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

Participation – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. If after being asked to refrain from doing so if a student or students continue to be disrespectful and have side bar discussions, the student or students may be asked to leave for the rest of the class period