



**James I Perkins College of Education
Human Services Department
Counselor Education Program**

**COU 591 – MENTAL HEALTH AND PSYCHOPATHOLOGY
Fall 2019**

Course Credits: 3 hours
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Office: HSTC 228
Office Hours: Tuesday 1:30 – 4:00
 Wednesday 4:00 – 5:30
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REQUIRED TEXTS:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)* Washington, D.C. Author.

Zubernis, L. & Snyder, M. (2016). *Case conceptualization and effective interventions*. Thousand Oaks, CA: Sage.

Jongsma, A. E., Peterson, L. M. & Bruce, T. J. (2010). *The complete adult psychotherapy treatment planner* (with DSM-5 updates). Hobokon, NJ: Wiley and Sons

This course uses the LiveText 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 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 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 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Failure to complete LiveText assignments will result in a grade of WH in the course.

Course Prerequisites: Students should have completed an abnormal psychology course prior to enrollment in this course as well as COU 531 and COU 585. In addition, completion of COU 533 is recommended or at minimum concurrent enrollment.

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, online activities, and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

COURSE JUSTIFICATION:

This online 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 three hours per week. Textbook and other readings are woven into the content to support key concepts. In addition, students are required to complete multiple writing assignments that evaluate their ability to think, interpret, and consider multiple outcomes. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. Students are required to complete a 3.5 hour online training on conducting a mental status examination. The final assessment involves viewing a two hour movie and the development of treatment plans for four of the characters.

Counselor Education 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.

Course Objectives/Student Learning Outcomes:

Through the activities and objectives in COU 591 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, COU 591 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which are aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet **CACREP, SBEC, and CAEP standards** as described in the following matrix:

Objectives/Learning Outcomes	Method of Instruction	Method of Assessment	Standards
Utilizes developmentally relevant counseling treatment or intervention plans	Textbook, journal articles, case studies with class activities	Case studies, discussions, online activities	CACREP F.5.h
Demonstrate the development of measurable outcomes for clients	Textbook, journal articles, case studies with class activities	Case studies, discussions, online activities	CACREP F.5.i CORE C.10.8.a
Understands evidence-based counseling strategies and techniques for prevention and intervention	Textbook, journal articles, case studies with class activities	Case studies, discussions, online activities	CACREP F.5.j CORE C.10.7.b
Understands principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Textbook, journal articles, case studies with class activities	Case studies, discussions, online activities	CACREP CMH 1.c
Understands neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Textbook, lecture, class activities	Case studies, discussions, online activities	CACREP CMH 1.d CACREP CRC 1.e
Understands etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CMH 2.b
Recognizes potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CMH 2.e CACREP CRC 2.g
Recognizes impact of biological and neurological mechanisms on mental health	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CMH 2.g

Understand classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CMH 2.h
Utilizes techniques and interventions for prevention and treatment of a broad range of mental health issues	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CMH 3.b
Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor	Textbook, case studies, class activities	Case studies, discussions, online activities	CACREP CRC 2.f CORE C.5.2.c
Demonstrate an understanding of the diagnostic process used by medical and other health professions	Textbook, case studies, class activities	Case studies, discussions, online activities	CORE C.9.2.b

COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student's fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

1. **Online assignments:** (500 points) Students will have assignments associated with each module. Directions are found in D2L.
2. **Online discussions:** (260 points) Students will participate in discussions related to the module topic. Failure to participate in a discussion will be considered an absence. In order to receive full credit for the discussion, the initial post must be completed at least 24 hours prior to the time the discussion locks.
3. **National Depression Screening Day Participation:** (40 points) Students will work in groups to plan and carry out this screening event.
4. **Final Project:** (200 points) Students will watch a full-length feature movie and write treatment plans for the main characters.

Tentative Course Outline/Calendar

All assignments for the course will be due on Tuesday. Discussions will lock at 8:00 PM. In order to receive full points for a discussion, your initial post must be done at least 24 hours prior to the discussion locking. Dropbox assignments are due at 11:59 PM. Late assignments are not accepted. In extenuating circumstances, the professor may grant an extension. This will only occur if you have made the request prior to the deadline or in the event of an emergency. Technology problems or procrastination will not be considered as extenuating circumstances.

****CCEI – Case Conceptualization and Effective Interventions Book**

Module	Readings	Assignments	Points	Due Date
Getting Started Introduction	Module Content CCEI Preface, Chap. 1-2	Getting Started Quiz	20	8/29
		Introductory Discussion	20	8/29
		Where Do Problems Come From	30	9/3
		Case of Katy Discussion	20	9/3
Clinical Assessment	Module Content Mental Status Exam Training (this will take 3.5 hours)	Mental Status Exam Test	100	9/10
Diagnosis & Case Conceptualization	Module Content CCEI Chap. 3 <i>Book Chapter: Clinical Thinking Skills: Diagnosis, Case Conceptualization, and Treatment Planning</i>	The T/C Model and the Case of Katy	30	9/17
		Nate's Problems Discussion	20	
Treatment Planning & Documentation	Pgs 1-13 Jongsma	My Treatment Plan Collaborative Documentation Discussion	30 20	9/24
Depressive Disorders	Module Content CCEI Chap. 4 EBT Planning for Depression Video	Carlos' Treatment Plan Carlos Alternative Discussion	30 20	10/1
Bipolar Disorders	Module Content CCEI Chap. 5	Bipolar Treatment Plan No discussion this week	30	10/8
Anxiety Disorders	Module Content CCEI Chap. 6	**National Depression Screening Day** 10/10	40	10/15
		Treatment Comparisons	30	
		Social Anxiety Case Study	20	
Obsessive Compulsive and Related Disorders	Module Content CCEI Chap. 7 Movie: As Good As It Gets	As Good As It Gets Treatment Plan OCD Discussion	30 20	10/22
Trauma and Stress Related Disorders	Module Content CCEI Chap. 8	Brainspotting Adjustment Disorder Discussion	30 20	10/29
Feeding and Eating Disorders	Module Content CCEI Chap. 9	Compare and Contrast Table No discussion this week	30	11/5
Substance-Related and Addictive Disorders	Module Content CCEI Chap. 10	Substance Use Resources	30	11/12
		12 Step Discussion	20	

Personality Disorders	Module Content CCEI Chap. 11	Personality Disorder Treatment Plan The Case of Dal Discussion Brother John Discussion	30 20 20	11/19
Disorders with Typical Childhood Onset	Module Content CCEI Chap. 12	Case of Colby Tyler Working with Children Discussion	30 20	12/3
Final Project	Movie: What's Eating Gilbert Grape	Livertext Portfolio Self Evaluation Final Project	20 200	12/10

*Schedule is subject to change. The instructor retains the right to make alterations and adjustments to this syllabus as necessary. Changes will be posted in Announcements in the course shell on D2L.

Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within 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.

Student Ethics and Other Policy Information:

Attendance - Because this is an online course, actual class attendance cannot be taken. However, students are expected to sign in to the class on a regular basis and fully participate in discussions and other online activities. It is strongly recommended that you arrange for a backup location with access to the internet in the event that your primary location experiences technical problems. Internet access is always available on campus. Failure to participate in a discussion by the deadline will be considered an absence. Two absences will result in a letter grade drop.

Students with Disabilities - To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) 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/>.

Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the

components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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/>

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points. I have gone to great lengths to explain plagiarism in the Getting Started module in order to prevent you from making an unintentional mistake.

Students who engage in behavior that meets the criteria for cheating will receive an F in the course and will be required to meet with the faculty. Consequences may include removal from the program.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Face-to-Face Meetings

International students in residence in the Nacogdoches campus area are required to meet face-to-face with the instructor several times in person over the course of the semester. Meetings will be scheduled via e-mail once the term is underway. This time will be spent clarifying course material specific to counseling as taught in the United States. All students have the option of either scheduling an in-person meeting during the faculty member's office hours or a virtual meeting via Zoom as needed. E-mail the instructor to request a time.

OTHER RELEVANT INFORMATION

This is an online course; therefore, students should have a backup plan in case the primary computer that they use ceases to function properly – for whatever reason. Students should also be aware of the quality of their Internet connections. It is a good idea for students to backup their work - especially for major assignments.