



**Department of Education
Counseling Program**

SYLLABUS

EDUC 6351 Abnormal Behaviors and Treatment Planning

SEMESTER: Fall 2023

Thursdays 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

EMAIL: samuel.garcia@sulross.edu

PHONE: (830)279-3036

**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO
MAKE AN APPOINTMENT:**

IN-PERSON - Thursdays 10:00 p.m. – 6:00 p.m.

VIRTUAL (Collaborate) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:

[Counseling Program Web Page](#)

Chair for the Education Department/Counseling Program:

[Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College:

[MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College:

[SRSU-RGC Vice President](#)

President Sul Ross State University

[SRSU President](#)

Required Text:

- 1) Sue, D., Sue, D., Sue, S., and Sue, D. (2022). Understanding Abnormal Behavior (12th ed.). Cengage: New York.

ISBN 13: 978-0-357-36521-2

- 2) American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders 5-TR. Washington, DC: Author.

ISBN 13: 978-0890425756

- 3) Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). The complete adult psychotherapy treatment. Planner (6th ed.). Wiley: New Jersey.

ISBN 13: 978-1119629931

Course Purpose: This course prepares a student to gain an understanding of the etiology of abnormal behaviors and develop the skills to construct and implement the most appropriate treatment. Knowledge, awareness, and skills are all necessary to be able to be effective in ‘helping’ roles.

Course Description: This course is designed to teach basic concepts, theories, and etiology of abnormal behaviors. Students will learn to identify contextual and individual-level factors that shape an understanding of abnormal behavior and formulate treatment plans accordingly.

Learning Objectives/Outcomes for the Course:

This course is designed to meet CACREP Core Standards (RESEARCH AND PROGRAM EVALUATION). The following standards are covered in this course.

Common Core

- 2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 2.F.1.l: self-care strategies appropriate to the counselor's role
- 2.F.3.c: theories of normal and abnormal personality development
- 2.F.3.d: theories and etiology of addictions and addictive behaviors
- 2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior

- 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 2.F.5.g: essential interviewing, counseling, and case conceptualization skills
- 2.F.5.h: developmentally relevant counseling treatment or intervention plans
- 2.F.5.l: suicide prevention models and strategies
- 2.F.5.m: crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 2.F.7.c: procedures for assessing the risk of aggression or danger to others, self-inflicted harm, or suicide
- 2.F.7.e: use of assessments for diagnostic and intervention planning purposes
- 2.F.8.b: identification of evidence-based counseling practices

Clinical Mental Health Counseling

- 5.C.1.a. history and development of clinical mental health counseling
- 5.C.1.b. theories and models related to clinical mental health counseling
- 5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- 5.C.1.e. psychological tests and assessments specific to clinical mental health counseling
- 5.C.2.b: knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders
- 5.C.2.e: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
- 5.C.2.d: diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 5.C.2.e: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- 5.C.2.f: impact of crisis and trauma on individuals with mental health diagnoses
- 5.C.2.g: impact of biological and neurological mechanisms on mental health
- 5.C.2.h: classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- 5.C.2.j: cultural factors relevant to clinical mental health counseling
- 5.C.2.l: legal and ethical considerations specific to clinical mental health counseling
- 5.C.3.a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues School Counseling
- 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- 5.G.2.g: characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 5.G.2.i: signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

TExES Competencies Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge

- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.
- (8) legal and ethical standards, practices, and issues.
- (9) the characteristics and educational needs of special populations.

Standard II. Learner-Centered Skills

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
- (5) coordinate resources for students within the school and community

Standard III. Learner-Centered Process

- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change.
- (4) implement effective referral procedures to facilitate the use of special programs and services.

Standard IV. Learner-Centered Equity and Excellence for All Learners

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications

- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members.
- (4) facilitate learners' access to community resources.
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development

- (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.
- (4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

TExES Competencies

Competencies covered throughout this program:

Competency 001 (Human Development) The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity) The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students) The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management) The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

Competency 006 (Counseling) The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment) The school counselor understands the principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 009 (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and facilitate student learning.

Competency 010 (Professionalism) The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE OBJECTIVES	PROGRAM SLOs	TEA STANDARDS	CACREP STANDARDS
Students will demonstrate understanding of counselor roles during a crisis, disaster, or other trauma-causing event, including impact of violence on children, by appropriately responding to a	Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Learner Centered Knowledge (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.	F8A

case study, including formulation of appropriate responses to multiple victim/survivor scenarios.			
Students will differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma causing events, and will demonstrate the ability to use psychological first aid, by appropriately responding to a case study which includes evaluation and appropriate responses to multiple victim/survivor scenarios.	Counseling graduate students will demonstrate proficiency in the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP) core counseling areas, including Theories, Career, Ethics, Group Counseling, Practice, and Research.	Learner Centered Skills (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.	2.F.5.L: CRISIS INTERVENTION, TRAUMA-INFORMED, AND COMMUNITY-BASED STRATEGIES, SUCH AS PSYCHOLOGICAL FIRST AID
Students will demonstrate understanding of the diagnostic process and treatment planning by providing accurate diagnosis; appropriate treatment objectives, planning, and intervention strategies; appropriate use of	Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Learner-Centered Professional Development (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.	2.F.3.C: THEORIES OF NORMAL AND ABNORMAL PERSONALITY DEVELOPMENT 2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS 2.F.7.E: USE OF ASSESSMENTS FOR DIAGNOSTIC AND INTERVENTION

<p>medical and adjunctive services; placement criteria and referral services within the continuum of care; and preferred clinician characteristics for multiple case studies designed to reflect a variety mental and emotional disorders as described in the DSM. Assessment will be based on responses to multiple case studies and the mid-term and final examinations.</p>			<p>PLANNING PURPOSES</p>
<p>Students will differentially describe counselor characteristics and behaviors that influence helping processes across multiple case studies and the final project, which are designed to reflect a variety of DSM diagnostic categories.</p>	<p>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</p>	<p>Learner Equity and Excellence for All Learners (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.</p>	<p>2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS</p> <p>2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</p> <p>2.F.3.F: SYSTEMIC AND ENVIRONMENTAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</p>
<p>Students will demonstrate principles of biopsychosocial</p>	<p>COUNSELING GRADUATE STUDENTS WILL DEMONSTRATE</p>	<p>Learner Equity and Excellence for All Learners (9) Counseling</p>	<p>2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR</p>

<p>case conceptualization and treatment planning as assessed by evaluation of responses to multiple case studies and the final project.</p>	<p>KNOWLEDGE, TECHNIQUES, AND INTERVENTIONS FOR PREVENTION AND TREATMENT TO WORK WITH DIVERSE POPULATIONS IN VARIOUS SETTINGS.</p>	<p>students will learn how to use counseling-related research techniques and practices to address student needs.</p>	<p>INTERVENTION PLANS</p> <p>2.F.7.E: USE OF ASSESSMENTS FOR DIAGNOSTIC AND INTERVENTION PLANNING PURPOSES</p>
<p>Students will identify appropriate approaches to clinical evaluation, including diagnostic interviews, mental status examinations, symptom inventories, and other assessments, across a variety of DSM categories and diagnoses. Assessment will be based on selection of appropriate evaluation strategies and measures on multiple quiz case studies and the final project.</p>	<p>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</p>	<p>Learner-Centered Professional Development (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards. (4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.</p>	<p>OTHERS, SELF-INFLICTED HARM, OR SUICIDE</p>
<p>Students will identify appropriate uses of a variety of psychotropic medications, including indications and contraindications, as well as</p>	<p>Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.</p>	<p>Learner-Centered Professional Development (4) Counseling students will learn how to apply research-based practice to improve the school</p>	<p>2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS</p> <p>2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT</p>

<p>demonstrate understanding of appropriate medical referral, as related to a variety of DSM categories and diagnoses. Assessment will be based on multiple quiz case studies and the final project.</p>		<p>guidance and counseling program.</p>	<p>AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</p>
<p>Students will learn about designs used in abnormal behavior research and clinical mental health program evaluation.</p>	<p>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</p>	<p>Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.</p>	<p>2.F.8.B: IDENTIFICATION OF EVIDENCE-BASED COUNSELING PRACTICES</p>
<p>Students will demonstrate understanding of cooccurring substance abuse disorders and their impact on psychological and medical disorders through responses to multiple case studies reflecting a wide range of DSM categories and diagnoses.</p>	<p>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</p>	<p>Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.</p>	<p>2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS</p> <p>2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</p> <p>2.F.3.F: SYSTEMIC AND ENVIRONMENTAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</p>

Marketable Skills:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.
3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Dissemination Plan: Marketable skills will be included in the course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the EDUC 6318 Multiculturalism and Diversity and EDUC 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be incorporated into coursework to develop these marketable skills with specialized research focus on the EDUC 5307 Research Methodology, EDUC 6319 Psychopathology, EDUC 6320 Substance Use, Abuse and Addiction, and EDUC 6350 Counseling and the Neurosciences coursework.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816
 Eagle Pass – 830) 758-5037
 Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC’s current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browse-related issue. Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser, or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads		PC	Mac
File Extension			
Zoom			
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a

Excel Viewer	.xls • .xlsx	Download	n/a
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Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computers MUST be equipped with fully functional speakers, microphones, and a video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course menu, which is categorized by submenus.

C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION
3. RESOURCES
4. ASSIGNMENT
5. TOOLS

D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 or (888)837-2882 - 24 hrs. Monday-Sunday:

Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced-video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View your Menu on the Left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Paulette Harris
(830) 279-3023
Email: pharris@sulross.edu

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students’ awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the distance between parties, eye-contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction, and Participation:

Regular class attendance and participation are required aspects of this course. A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:

- o Full name.
- o Place of Birth.
- o Place raised
- o Describe family or culture that best describes you.
- o Your interest in your undergraduate degree.
- o Rationale for entering into the counseling program.
- o What you hope to accomplish with a Counseling training.
- o How you conclude this to be important.

Attendance has a value of 100 points for each class session for $1600/100=160$ points.

Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives, and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances. You may be authorized to view a recording to maintain your points; however, permission must be granted.

Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.

Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices, and back-ground noise during class.

Late Work:

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. **Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24 hours.**

	Qty.	CACREP	TEA	Possible points	Range	Grade Total Score Rubric (Six subtotal scores/6) equals final score and grade.
Enhanced Virtual Streaming	16	F8a; F8f; F8g; F8h	Learner Centered Communication (1)	16 x 10 pts. ea.	A = 15-16 B = 13-14 C = 11-12 D = less than 11	
Video/Article Reflection	12	F8a; F8f	Learner Centered Professional	(10 x 120)/12	A = 90-100 B = 80 - 89 C = 70 -79 D = 60 - 69	A= 5 B= 4

			Development (3)			C= 3 D= 2 F= 1
Exams	12	F8j	Learner Centered Knowledge (8); Learner Centered Professional Development (3)	(100 pts. ea.)/12	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69	
Presentation of Diagnosis and Treatment Plan Presentation	1	F8b; F8c; F8d; F8e; F8h; F8i	Learner Centered Knowledge (8); Learner Centered-Knowledge (13); Learner Centered Process (5)	100 pts.	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69	
Final Exam	1	F8j	Learner Centered Knowledge (8); Learner Centered Professional Development (3)	100 pts.	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69	
Case Analyses and Treatment Plans	12	F8a; F8b; F8f	Learner Centered Skills (9)	(100 pts. ea.)/12	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69	

Enhanced Virtual Streaming and Participation:

As your instructor, **I place heavy emphasis on Individual class participation.** The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online **Zoom** streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the **Adobe Flash Player** loaded into your personal computer. **The IT department has suggested that you use Google Chrome or Firefox as your web browser to alleviate technical difficulties.** I have placed a quick link to **Adobe Flash Player** for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Zoom interactive weekly meetings.

Video Reflections:

Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment immediately

after the collaborate class session. There will be **12 graded video/article reflections/10** with a potential value of **120 points** for each assignment with an accumulated potential of 120 points.

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the “Reply” feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and offers a rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student is unable to identify any point of views.
Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author’s intent.	Student only restates the video content.

Exams:

Weekly exams are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete an exam on a weekly basis. exams are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (12) exams with a **100-point potential for each exam.** Each exam will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions.

Presentation of Diagnosis and Treatment Plan Presentation:

Students will prepare an in-class PowerPoint presentation of an assigned category of DSM 5 diagnoses. For this presentation, students will research in the same depth as if they were doing a case analysis for a diagnostic category but instead will summarize and present the material in class. This presentation should be about 15-20 minutes in length and may include video material, other students' participation in a role-play, or other teaching techniques. The presentation must include clinical example(s). These will be scheduled and due to correspond with the syllabus calendar. Students must submit to the instructor an outline of the presentation at least one week prior to the due date. The instructor will request that students who are interested in a presentation indicate this during the third week of class. 6 to 8 slides, 15 to 20 minutes in length.

Final Exam:

The final exam is a 100-question True/False, multiple-choice, and fill-in-the-blank questions that are designed to assess comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities, and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date and each student will have two hours to complete the exam.

Case Studies:

All students are expected to complete ten Case Study Diagnoses. Using your required Reading text, you will be expected to provide a brief diagnostic formulation, narrative, rationale, and treatment plan for each of the **12 cases** you are given by the instructor. Each Case Study Diagnosis is worth **120 points** possible points toward your final grade in the course. You are free to consult and discuss the cases with class members. You will be provided with samples of the appropriate style and format for submitting the Case Study Diagnoses. These samples will be posted on Blackboard for your review and consideration.

Competency Level	Advanced (25)	Novice (10)	Student (5)	Unacceptable (0)
1. Competency 1: Historical Background information: age, gender, work, health, status, family mental health history, family and social relationships, drug alcohol history, life difficulties, goals, and coping skills and weaknesses.	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
2. Competency2: Describes the problem or symptoms that the client presented. Describes physical, feelings, and perceptions related to the symptoms.	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
3. Competency 3 Includes any screening or diagnostic assessments outcomes or psychotropic or other forms of medications in use if present.	Student is able to identify 90% of all background information offered in the case narrative	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.
4. Competency 4 Provides Primary diagnosis with modifiers, differential diagnosis, ICD9 and ICD 10	Student is able to identify 90% of all background information offered in the case narrative.	Student is able to identify 70% of all background information offered in the case narrative.	Student is able to identify 50% of all background information offered in the case narrative.	Student is able to identify below 40% of all background information offered in the case narrative.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Aug 31	Introduction: Professor and Student Introduction Syllabus Review Orientation Videos Collaborate Thursday 6:00 p.m.
Sep 07	Reading Assignment: Ch 1 Abnormal Behaviors

	<p>Exam 1: Ch 1</p> <p>VR 1:</p> <p>Case Study 1</p> <p>Collaborate Thursday 6:00 p.m.</p>
Sep 14	<p>Reading Assignment: Ch 2 Understanding and Treating Mental Disorders</p> <p>Exam 2: Ch 2</p> <p>VR 2:</p> <p>Case Study 2</p> <p>Collaborate Thursday 6:00 p.m.</p>
Sep 21	<p>Reading Assignment: Ch 3 Assessment and Classification of Mental Disorders</p> <p>Exam 3: Ch 3</p> <p>VR 3:</p> <p>Case Study 3</p> <p>Collaborate Thursday 6:00 p.m.</p>
Sep 28	<p>Reading Assignment: Ch 5 Anxiety & Obsessive Compulsive and Related disorders</p> <p>Exam 4: Ch 5</p> <p>VR 4:</p> <p>Case Study 4</p> <p>Collaborate Thursday 6:00 p.m.</p>
Oct 05	<p>Reading Assignment: Ch 6 Trauma and Stressor Related Disorders</p> <p>Exam 5: Ch 6</p> <p>VR 5:</p> <p>Case Study 5</p>

	Collaborate Thursday 6:00 p.m.
Oct 12	Reading Assignment: Ch 8 Depressive and Bipolar Disorders Exam 6: Ch 8 VR 6: Case Study 6 Collaborate Thursday 6:00 p.m.
Oct 19	Reading Assignment: Ch 9 Suicide Exam 7: Ch 9 VR 7: Case Study 7 Collaborate Thursday 6:00 p.m.
Oct 26	Reading Assignment: Ch 12 Schizophrenia Spectrum Disorders Exam 8: Ch 12 VR 8: Case Study 8 Collaborate Thursday 6:00 p.m.
Nov 02	Reading Assignment: Ch 13 Neurocognitive and Sleep-Wake Disorders Exam 9: Ch 13 VR 9: Case Study 9 Collaborate Thursday 6:00 p.m.
Nov 09	Reading Assignment: Ch 15 Personality Psychopathology Exam 10: Ch 14

	<p>VR 10:</p> <p>Case Study 10</p> <p>Collaborate Thursday 6:00 p.m.</p>
Nov 16	<p>Reading Assignment: Ch 16 Disorders of Childhood and Adolescence</p> <p>Exam 11: Ch 16</p> <p>VR 11:</p> <p>Case Study 11</p> <p>Collaborate Thursday 6:00 p.m.</p>
Nov 23	Thanksgiving Holiday
Nov 30	<p>Reading Assignment: Ch 17 Law and Ethics in Abnormal Psychology</p> <p>Exam 12: Ch 17</p> <p>VR 12:</p> <p>Case Study 12</p> <p>Collaborate Thursday 6:00 p.m.</p>
Dec 07	<p>Final Exam Due</p> <p>Presentation of Diagnosis and Treatment Plan Presentation</p>