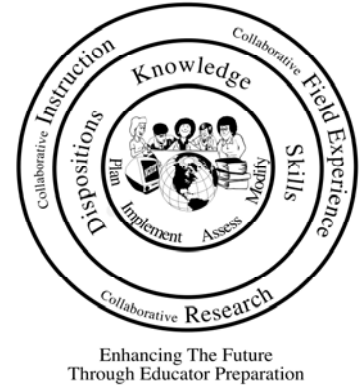


**CNE 534 Effective Human Behavior  
College of Education and Applied Science  
Department of Educational Leadership and Counseling**

**Fall 2007**

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The curricula for this course includes: (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Required Text/Readings:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders 4<sup>th</sup> edition-text revised*. Washington, D.C.: American Psychiatric Association.

Goethals, G. R., Worshel, D., & Heatherington, L. (1999). *Pathways to personal growth: Adjustment in today's world*. Boston, MA: Allyn & Bacon.

Johnson, S. L. (1997). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning*. San Diego, CA: Academic Press.

Other readings as assigned.

**Recommended Text:** Publication Manual of the American Psychological Association (5<sup>th</sup> Ed.)

**Catalogue Course Description:**

**CNE 534 Effective Human Behavior.** A study is made of the dynamics of human behavior with emphasis on understanding dysfunction as well as the basic nature of human beings who successfully cope with the problems that confront them in everyday life. Attention is given to development of emotional health in personal and social contexts such as home, school, work, and marriage. Prerequisite: CNE 597.

**IDEA Objectives:**

*Essential*

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning to apply course material (to improve thinking, problem solving, and decisions).

*Important*

- Learning how to find and use resources for answering questions or solving problems.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

**Course Objectives:**

<b>Objectives/ Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards: CACREP NCATE SBEC</b>
1. Students will explore theories of adjustment and effective human behavior.	Learning module activities	Online activities Exam Journal Article Review	<i>CACREP- K.3.a , K.3.d SBEC 001.A-D NCATE 1,4</i>
2. Students will examine the nature, causes, prevention, and treatment of mental disorders.	Learning module activities Case Studies	Online activities Exam Journal Article Review Case Studies	<i>CACREP- K.3.c , K.7.h NCATE 1,4 SBEC 001A-D</i>
3. Students will develop the ability to identify and label human behavior including an understanding of addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	Learning module activities Case Studies	Online activities Exam Journal Article Review Case Studies	<i>CACREP- K.3.c NCATE 1,4 SBEC 001-A-D</i>
4. Students will learn principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.	Learning Module activities Case Studies	Online activities Exam Journal Article Review Case studies	<i>CACREP CC.C.4 NCATE 1,4 SBEC 001-A-D</i>

5. Students will gain knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the <i>Diagnostic and Statistical Manual</i> .	Learning Module activities Case Studies	Online activities Exam Journal Article Review Case Studies	<i>CACREP CC.C.5</i> <i>NCATE 1,4</i> <i>SBEC 001-A-D</i>
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Web addresses for standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

**SBEC: Standards for the School Counselor Certificate:**

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

NCATE: <http://www.ncate.org>

### Course Format:

This course will be conducted as a graduate seminar on-line and is structured to cover a wide range of human behaviors. The seminar will revolve around student discussion of assigned reading material and their own life experiences, online learning modules and research materials.

**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

**Plagiarism:** Plagiarism is defined as using the ideas or words of another individual without giving proper credit. It is 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 will not receive credit and no additional opportunity will be given to recover the lost points.**

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

### **COUNSELING PROGRAM ATTENDANCE POLICY**

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected. For purposes of this on-line course, attendance will be based on you completion of required on-line discussions. **Students are expected to participate in all weekly on-line discussions. This will constitute your attendance for each class. Students who do not complete their participation in the discussion will be counted absent for that week. Attendance requires that each student makes one original post and responds to at least two posts of their classmates.**
- With a second absence, a drop of one letter grade will occur unless the student receives special dispensation. Following a second absence, the student must write a letter to the COUNSELING FACULTY explaining the extenuating circumstances for the absence. The faculty will then discuss the situation and decide if the letter grade drop will occur or if the student will be excused from that action.
- A drop of a letter grade will occur for each subsequent absence.

### **INSTRUCTIONAL ACTIVITIES:**

#### 1. Online Learning Module Activities (600 points)

Each learning module will contain activities that will have points assigned. Those activities will include, but are not limited to, discussions, case studies, and activities designed to demonstrate mastery of that goals and objectives of the module. Due dates for online activities will be posted on the module. That date indicates the time when all activities related to the module must be completed.

#### 2. Case Studies (2) (100 points each)

Students will be given two different case scenarios from which they will develop a five Axis Diagnosis and a complete treatment plan.

3. Journal Article Reviews (5) (20 points each)

Journal article reviews will cover the following topics:

- i. Issues of Adjustment and Effective Human behavior
- ii. Prevention and treatment of mental illness
- iii. Patterns of Maladaptive behavior
- iv. Models of biopsychosocial assessment
- v. Use of DSM-IV diagnoses

4. Final Exam (100 points)

The final exam will be practical application of course content.

**All papers must be written in compliance with APA style guidelines.**

**Course Evaluation:**

The final grade for the course will be based on a total of the scores obtained from all of the instructional activities.

1. Online Learning Module Activities	600 points
2. Case Studies	200 points
3. Journal article reviews (20 points each)	100 points
4. Final Exam	100 points

Total Points:	1000 points
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A = 900-1000  
 B = 800-899  
 C = 700-799  
 F = Below 700

*All assignments are expected to be completed by the date stated on the calendar. If there are extenuating circumstances, late assignments may be considered for late acceptance if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late. In the event that your grade is borderline for moving up to the next level, no consideration of grade adjustment will be made if you have had a late assignment or not fully participated in discussions.*

**Course Schedule**  
(Schedule is subject to change with notice)

DSM = Diagnostic and Statistical Manual of Mental Disorders  
PPG = Pathways to Personal Growth

Week/Date	Topic	Assignment
Week 1 Aug 20-26	Introduction to Course What is a Effective Human Behavior? --Wellness Model --Mental Health vs. Mental Illness --Proactive vs. Reactive	Getting Started Introductory Discussion Learning Module 1 <b>Journal Article Review 1</b>
Week 2 Aug 27-Sept 2	Introduction to the DSM --5 Axis System --GAF --V Codes	Learning Module 2 <b>Journal Article Review 2</b>
Week 3 Sept 3-Sept 9	Models of Assessment Treatment Planning	Learning Module 3 <b>Journal Article Review 3</b>
Week 4 Sept 10-Sept 16	Theories of Adjustment --Adjustment Disorders	Learning Module 4 PPG Chapter 1 DSM pp 679-684 <b>Journal Article Review 4</b>
Week 5 Sept 17-Sept 23	Theories of Personality --Personality Disorders	Learning Module 5 PPG Chapter 2 DSM pp685-730 <b>Journal Article Review 5</b>
Week 6 Sept 24-Sept 30	Understanding Self --Factitious Disorders Understanding Gender --Gender Identity Disorders	Learning Module 6 PPG Chapter 3 – 4 DSM pp 523-518, 576-582
Week 7 Oct. 1 – Oct. 7	Stress, Health, and Coping --Somatoform Disorders --General Medical Conditions --Cognitive Disorders --Sleep Disorders	Learning Module 7 PPG Chapter 5 DSM pp 485-512, 135-190, 597-662
Week 8 Oct 8-Oct 14	Stress, Health, and Coping --Anxiety and Stress Disorders --Dissociative Disorders	Learning Module 8 DSM pp 429-484, 519-534
Week 9 Oct 15-Oct 21	Struggling for Control --Eating Disorders --Substance Related Disorders --Impulse Control Disorders	Learning Module 9 PPG Chapter 6 DSM pp 583-596, 191-295, 663-678 <b>Case Study 1 Due</b>
Week 10 Oct 22-Oct 28	Psychological Disorders --Childhood Disorders	Learning Module 10 PPG Chapter 7 DSM pp 39-134

Week 11 Oct 29-Nov 4	Psychological Disorders --Mood Disorders	Learning Module 11 DSM pp 345-428
Week 12 Nov 5-Nov 11	Psychological Disorders --Psychotic Disorders	Learning Module 12 DSM pp 297-344
Week 13 Nov 12-Nov 18	Relationships --Support Systems --Intimacy	Learning Module 13 PPG Chapter 9 & 12 <b>Case Study 2 Due</b>
Week 14 Nov 19-Nov 25	<b>THANKSGIVING</b>	
Week 15 Nov 26-Dec 2	Relationships --Human Sexuality --Sexual Disorders	Learning Module 14 PPG Chapter 10 – 11 DSM pp 535-575
Week 16 Dec 3-Dec 9	The World of Work --Personal Fulfillment vs. Crisis	Learning Module 15 PPG 14
Finals Week Dec 10-13		<b>Final Exam</b>