

CNE 487 ABNORMAL BEHAVIOR IN SCHOOLS
College of Education and Applied Science
Department of Educational Leadership and Counseling

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Text/Readings: REQUIRED:

Comer, R. J. (2004). *Abnormal Psychology* (5th ed.). New York: W. H. Freeman and Co. ISBN # 0716757923
 Gorenstein, E. E. & Comer, R. J. (2002). *Case Studies in Abnormal Psychology*. New York: Worth Publishers. ISBN# 0716738546
 Erikson, K., & Kress, V.E. (2005). *Beyond the DSM Story*. Thousand Oaks, CA: Sage Publications. ISBN# 0761930329

RECOMMENDED:

Diagnostic and Statistical Manual of Mental Disorders (4th ed.) Text Revision (DSM-IV-TR). Washington, DC: American Psychiatric Association.

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.

Standards Matrix:

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	CACREP Standards
To acquire a basic understanding of both the nature and the etiology of various DSM-IV-TR psychological disorders.	<ul style="list-style-type: none"> Students will participate in class discussions and activities design to facilitate the acquisition of factual knowledge, terminology, and classification of mental disorders. Students will read a biography or autobiography of an individual with a mental disorder. 	<ul style="list-style-type: none"> Online participation Book report Final Exam Online activities 	2b, 2c, 2e
To acquire an understanding of the process of diagnosis (the DSM-IV-TR system) as well as an appreciation of some of the technical, clinical, and ethical issues associated with diagnosis.	<ul style="list-style-type: none"> Students will demonstrate knowledge of signs and symptoms of a mental disorder by writing a case study to be presented in class. Students will conduct a clinical interview during a role play in order to gather information that would assist in the diagnosis of a mental disorder. 	<ul style="list-style-type: none"> Case study Final Exam Online activities 	1h, 2b, 2c, 2e, 5b, 5c, 7f, 7h, 7i
To review the mainstream perspectives for the various disorders examined.	Students will participate in a Service-Learning experience.	Reflection paper	2b, 2c

To acquire an understanding of broad treatment approaches to the disorders discussed above.	Students will create a treatment plan for the case study they write.	<ul style="list-style-type: none"> • Treatment Plan • Online activities • Final Exam 	2c, 5b, 5c
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Web address for state standards: CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

Course Format: This course will utilize a variety of online teaching methods including: readings, online discussion, self directed activities, tests, and written assignments. Students are expected to be prepared for discussion by completing the reading assignments. Mastery of objectives will be demonstrated through participation in online discussions, completion of written 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 online discussion, video presentations, assessments, and other activities that may stimulate growth and knowledge of abnormal psychology.

Attendance Policy: The following policy represents the attendance policy for all courses in the Counseling Program:

1. Students are expected to spend time online participating in discussions. There is not a set time to log on. However, students are expected to check the discussion boards and announcements a *minimum* of twice a week. Monitoring and contributing to discussions more frequently will increase student understanding.
2. Failure to contribute to discussions at least once a week will result in a drop of a letter grade.

Religious Holy Days: An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection shall not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to the planned absence.

Course Requirements:

1. All students are expected to participate in online discussions and activities.
2. Students will write a case study and discuss possible etiology of the described disorder.
3. Students will read a biography or autobiography of an individual with a mental disorder and write a book report that meets the requirements outlined in the rubric.
4. Students will complete a Service-Learning experience and write a reflection paper about the experience.
5. Students will complete final exam.

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.

Evaluation:	Class participation and online activities	600 points
	Case Study	100 points
	Book Report	100 points
	Service Learning/Reflection	100 points
	Final Exam	100 points
	TOTAL POINTS	1000 points

All assignments are expected to be completed by the date and time posted on Blackboard. If there are extenuating circumstances, late assignments may be accepted if you contact me prior to the date and time the assignment is due. Failure to communicate with me will result in a grade of zero. Ten points will be deducted for every day an assignment is late. Assignments are posted at least two weeks prior to the due date. I *strongly* recommend that you not wait until the last minute to complete the work.

Grade Determination

A = 900 – 1000
 B = 800 - 899
 C = 700 - 799
 F = below 699

If your total points are borderline, no consideration for grade adjustment will be given if you have had a late assignment or failed to turn in an assignment.

Disability Statement: Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Assignment Details:

BE SURE TO REVIEW THE GRADING RUBRIC FOR EACH ASSIGNMENT

Learning Modules: Each learning module will have an assignment that is designed to allow students to demonstrate mastery of the content covered. The points and due dates are explained within the module. The due date for the module is the date in which all work associated with that module should be completed, including discussions.

Book Report: Students will write a 2 page report on a biography or autobiography of an individual with a mental disorder. Additional requirements are explained on Blackboard. Be sure to have the book approved by the professor prior to reading.

- Service Learning Assignment:** Students will spend a minimum of 2 hours in a setting related to a mental disorder. Time can be spent observing or volunteering. Some suggested settings include an AA meeting, a mental health support group, a mental health clinic or hospital, and an ED or AB classroom. Upon completion, students will write a 2 page personal reflection about the experience and the impact that it had on their professional development.
- Case Study:** Students will write a case study of a hypothetical individual with a mental disorder. The case study should include adequate information to enable another student to make a diagnosis. Included in the case study should be information suggesting the possible etiology of the disorder. Case studies will be shared online and students will use the information to suggest a diagnosis. A treatment plan will be written to address the issues related to the mental disorder.
- Final Exam:** Students will take a final exam covering material presented in class and in the textbook.