

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

**Summer II 2008**

**Instructor: Dr. James S. Flowers, Ph.D., LPC-S, NCC**

Office: Counseling Education Center 120

713-205-1493

Fax: (936) 294-4277

Email: [stdjsf15@shsu.edu](mailto:stdjsf15@shsu.edu)



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.

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2006). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons.

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.	WIKI Project (Blackboard Group Project)	Classroom participation and discussion  Exams  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.	Case Study/Diagnosis  WIKI Project	Classroom participation and discussion  Exams  Journal Article Review	<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.	WIKI Project	Classroom participation and discussion  Exams  Journal Article Review	<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.	Case Study Assessment	Classroom participation and discussion  Exams  Journal Article Review	<i>CACREP CC.C.4 NCATE 1,4 SBEC 001-A-D</i>
5. Students will gain	Case Study Assessment	Classroom participation	<i>CACREP CC.C.5</i>

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> .		and discussion  Exams  Journal Article Review	<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\\_floc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc)

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

### Course Format:

This course will be conducted as a graduate seminar 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, lecture materials and power points posted on-line, video presentations, and research materials.

### Expectations:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversations in class to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
3. **All work is due on the date specified. Late work will not be accepted or awarded credit.**
4. Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an "F" for the course.**

**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.*

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures, only with Dr. Henriksen's permission, provided they do not disturb other students in the process.

**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.*

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

## **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.
- 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 both absences. 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 PROCEDURES**

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is

solicited and will be expected.

### **INSTRUCTIONAL ACTIVITIES:**

- 1. Three course exams (100 points each).**
  - a. Exams may consist of essay, short answer, objective questions, diagnosing, and treatment planning and will cover all material covered up to that point. Exams will be administered on-line.**
  
- 2. Treatment Plan Projects (2) (100 points each)**
  - a. 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 (5-10 points each)**
  - a. Journal article reviews will cover the following topics:**
    - 1) Issues of Adjustment and Effective Human Behavior**
    - 2) Prevention and treatment of mental illness**
    - 3) Patterns of Maladaptive behavior**
    - 4) Models of biopsychosocial assessment**

**These will be submitted on-line. *Please see Assignments section in Blackboard for Journal Review requirements.***
  
- 4. Attendance and Participation (5 points for each discussion/14 classes)**

**Students are expected to participate in all discussion forums. Students must participate in each discussion to gain participation points. Students will receive 5 points for each discussion in which they participate. Students who fail to complete two discussions will lose one letter grade.**

**All papers must comply with APA format. No assignments will be accepted late.**

### **Course Evaluation:**

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

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| 1. Opportunities to Excel (Exams 100 points each-3)  | 300 points |
| 2. Treatment Plans (100 points each)                 | 200 points |
| 3. Journal article reviews (10 points each)          | 40 points  |
| 4. Attendance/Participation (5 points/discussion 14) | 70 points  |

Total Points:

A =

B =

C =

F =

## **ASSUMPTIONS**

I am operating on the “assumption” that you want to gain the most you can from the class and will therefore come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards