COURSE DESCRIPTION:
This course is a study of abnormal behavior, causes, symptoms, characteristics, classifications, prevention, and treatment. It also provides an introduction to diagnosis according to the Diagnostic and Statistical Manual of Mental Health (DSM).

PREREQUISITES:
None

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course, students will:

1. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situation and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

2. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC.A.6). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

3. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP II.G.3.c & CACREP CMHC.A.9). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

4. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.C.2). Assessed via case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning exercises).

5. Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC.C.5). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning exercises).
presentation, and individual and small group case studies (diagnostic/treatment planning activities).

6. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC.C.7). Assessed via case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

7. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8). Assessed via case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

8. Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

9. Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC.G.3). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

10. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CACREP CMHC.K.1). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

11. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC.K.2). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

12. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

13. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC.G.1). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-
TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

14. Understand the impact of diversity on all of the above, and develop multicultural sensitivity in case conceptualization, assessment, diagnosis and treatment planning. Understand strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d). Assessed via midterm and final examinations, case conceptualization and treatment plan, DSM-IV-TR category presentation, and individual and small group case studies (diagnostic/treatment planning activities).

COURSE CONTENT:
Content for this course includes an introduction to causes, symptoms, characteristics, and classifications of abnormal behavior. Students will be introduced to diagnostic criteria, according to the DSM-IV-TR, for mental and emotional disorders. Students will also discuss the prevention and treatment of various mental and emotional disorders. They will understand the impact of crisis, trauma, and culture on diagnosis and the assessment of mental disorders.

Method of Instruction: Lecture, group discussion, video, individual and small group case studies (diagnosis and treatment planning exercises), and diagnostic presentations.

Required Texts:


Recommended Texts: (first three are suggested as appropriate to your interests)


---and/or---
Supplemental Materials: *It is the responsibility of the student to obtain these materials, available on the Internet, which relate to his/her major area of study.*

   (Available through the ACA webpage.)
---and/or---
American Association of Marriage and Family Therapy 2001 *Code of Ethics.*
   (Available through the AAMFT webpage.)
---and/or---
American Psychological Association *Ethical Principles of Psychologists and Code of Conduct, 2002.* (Available through the APA webpage.)
---and/or---
American School Counselor Association 2004 *Ethical Standards for School Counselors.*
   (Available through the ASCA webpage.)

**COURSE REQUIREMENTS:**

1. **Diagnostic Presentations:** Students will develop a review of one of the DSM-5 chapters, and will present it during the last weekend of class. A *minimum* of 7-10 resources from the literature should be utilized (not including the text; the DSM-5 can be one resource), and the presentation should be approximately 30 minutes in length. More specific information on this assignment will be given the first day of class.

2. **Case Study Conceptualization:** Students will be provided with a case study that is *based on the chapter that they are assigned* for Item 1 (above). They will develop biopsychosocial case conceptualization including DSM-5 diagnosis, and outline an effective treatment plan for the case. It will include a description of client strengths and resources (family, social networks, community systems, etc.), as well as appropriate treatment modalities and resources for format of service delivery. Students should identify empirically validated treatment interventions. A general theoretical perspective/approach should be incorporated into the treatment plan and used to support interventions selected. If psychopharmacological interventions are appropriate for the case assigned and are recommended in the paper, these should be supported by the literature, and indications and/or contraindications should be discussed. The case conceptualization will also provide a review of the current literature on that diagnosis. A *minimum* of 7-10 resources from the literature should be utilized (not including the text; the DSM-5 can be one resource). The paper will be graded according to the depth and coherence of the analysis in accordance with course material. There is a maximum page limit of 10 pages for each paper (CACREP II.G.5.d, CACREP
II.G.3.h, & CACREP II.G.5.a). More specific information regarding this assignment will be presented the first day of class.

3. **Small Group Case Conceptualization & Treatment Planning Case Studies.** Students will be divided into small groups and provided with case studies throughout the course, for which they will offer a formal DSM-5 diagnosis and a brief biopsychosocial treatment plan. Students will identify empirically validated treatment interventions and incorporate a theoretical perspective. These will be presented in class.

4. **Midterm and Final Examinations:** A midterm examination will be given the first weekend of class (Sunday) and a final examination will be given on the second weekend of class (Sunday). Both examinations will be multiple choice and possibly short answer, and will be based on material from the textbook as well as from lectures and case studies.

5. **Participation:** Graduate students are expected to be responsible for regular and punctual class attendance. Because this information may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in small group diagnostic activities. Please note that attendance is mandatory. Please see me if you feel that this may be a problem. Active participation is essential and your participation grade will be evaluated in the following way:

- **Excellent (80-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- **Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

**COURSE EVALUATION:** Your final grade will be based on the following:

1. Presentation of Selected Diagnostic Category (25%)
2. Case Conceptualization & Treatment Plan Paper (25%)
3. Small Group Case Conceptualization & Treatment Plans (10%)
4. Midterm and Final Examinations (15% Each)
5. Class Participation (10%)

**Note:** Missing class without getting prior approval will result in an unexcused absence. Each *unexcused* absence will result in a one letter grade deduction from
your final grade. *Being tardy for class (more than 10 minutes late) three or more times will be counted as one unexcused absence.*

NOTE: Missing four hours or more of class will result in failure of the class. Attendance and participation is critical to active learning in this course; class time is spent on application of the material in the readings, and therefore this is not a component that can be missed. Missing significant portions of time (less than four hours) will also result in corresponding deductions from your grade (i.e., missing one hour = one full letter grade deduction.)

A final letter grade is based on total points accumulated from each of the above elements, (weighted proportionally as noted) as a percentage of the total class points available:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

An “A” grade is reserved for students who do *exceptional* work in *all* areas of the course. A “B” grade means that you met all of the requirements, at a level expected of most graduate students. A “C” grade means that your work is below the average of your peers. All of these grades are likely to be assigned in this course; grades are not personal and have nothing to do with how much I like anyone as an individual. They reflect the level of performance only; the most frequent grade in this course is a B.

**Portable Electronic Devices:**
Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical.

**PowerPoint Presentations and Lecture Materials:**
PowerPoint presentations & lecture materials used in class are for instructional purposes only and will not be released to the students for personal use.

**Academic Conduct:** *Academic Honesty* – University of Northern Colorado Student Handbook ([http://www.unco.edu/dos/handbook/stuhndbk.htm#acadexpect](http://www.unco.edu/dos/handbook/stuhndbk.htm#acadexpect)) states:
"In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. **Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication.** Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals." *Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.*

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at [http://www.unco.edu/disability-support-services/](http://www.unco.edu/disability-support-services/)

**Inclusivity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit: [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).
Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Course Schedule: Outline is subject to modifications as instructor sees appropriate

<table>
<thead>
<tr>
<th>Dates</th>
<th>Reading Material</th>
<th>Assignments and Exams</th>
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</table>
| Weekend One:   | Chapters 1-2 in the textbook and corresponding chapters in the DSM-5             | Readings as Assigned
| Friday         |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
| Saturday       | Chapters 3, 4, 6, in the textbook and corresponding chapters in the DSM-5        | Readings as Assigned
|                |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
| Sunday         | Chapters 14-15 in the textbook and corresponding chapters in the DSM-5          | Readings as Assigned
|                |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
|                |                                                                                  | **Midterm Exam**                                                                     |
| Weekend Two:   | Chapters 5, 7 and corresponding chapters in the DSM-5                           | Readings as Assigned
| Friday         |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
| **ALL Assignments** Due by 4PM |                                                                              | **Presentations**                                                                    |
| Saturday       | Chapters 8, 9, 10, 11 and corresponding chapters in the DSM-5                   | Readings as Assigned
|                |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
|                |                                                                                  | **Presentations**                                                                    |
| Sunday         | Chapters 12, 13 and corresponding chapter in the DSM-5                           | Readings as Assigned
|                |                                                                                  | Individual and small group vignettes: diagnostic and treatment planning activities   |
|                |                                                                                  | **Presentations**                                                                    |
|                |                                                                                  | **Final Examination**                                                                |