INSTRUCTOR: Kenneth Parnell, Ph.D., Assistant Professor, APCE
GRADUATE ASSISTANT: Mackenzie May may8590@bears.unco.edu
MEETS: April 12-14 and 26-28; F 4-10pm, Sat 8-5pm, Sunday 8-4pm
CREDIT HOURS: Three (3) semester hours
OFFICE HOURS: T: 10-12; Th 12-2pm
CONTACT INFORMATION:
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   Email: kenneth.parnell@unco.edu
   Phone: 970.351.1687 (Office)
   Fax: 970.351.2625

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, 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.

Instructor Qualifications: Dr. Kenneth Parnell earned his Ph.D. in Counseling Psychology from the University of Nebraska and a MS in Couple and Family Therapy from the University of Maryland. His research interests and areas of specialization include intimate relationships, help-seeking, and therapy process and outcome.

Methods of Instruction: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures, discussions, videos/DVDs, cases, and group processing of cases). This course is intended to be comprehensive and therefore will be intense and fast-paced. Students are informed of deadlines in advance and are expected to adhere to them. **Advanced reading assignments must be completed in order to participate effectively.**

Important Note: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advanced notice and/or accommodations as possible.
Required Texts (there are 2 texts required for this course):

Several journal articles will also serve as required readings in addition to the texts. These specific articles are noted below both in the Course Schedule and Reference List. Articles may be updated periodically. You will be responsible for securing these readings from the UNC Library online system when they are not on Canvas.

Recommended Texts:

COURSE KNOWLEDGE and SKILL OUTCOMES (OBJECTIVES):
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).
2. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC.A.6).
   *This standard is assessed through the Diagnostic Assessment assignments and exam.*
3. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP II.G.3.c & CACREP CMHC.A.9).
   *This standard is assessed through the Diagnostic Assessment assignments.*
4. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.C.2).
   *This standard is assessed through the Diagnostic Assessment, Treatment Plan, and Disorder Domain Presentation assignments.*
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).
   *This standard is assessed through the Treatment Plan and Disorder Domain Presentation assignments.*
6. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC.C.7).
   *This standard is assessed through the Diagnostic Assessment and Treatment Plan assignments.*
7. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8).
   *This standard is assessed through the Diagnostic Assessment and Treatment Plan assignments.*
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).

This standard is assessed through the Diagnostic Assessment/Treatment Plan assignments and the exam.

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).

This standard is assessed through the Diagnostic Assessment, Treatment Plan, and Disorder Domain Presentation assignments.

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).

This standard is assessed through the Diagnostic Assessment assignments and exam.

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).

This standard is assessed through the Diagnostic Assessment, Treatment Plan, Disorder Domain Presentation assignments, and the exam.

12. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5).

This standard is assessed through the Diagnostic Assessment and Treatment Plan assignments and the exam.

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).

This standard is assessed through the Diagnostic Assessment and Treatment Plan assignments.

**Profession Wide Competency Areas:**

It is essential to act in accordance in the Profession Wide Competency areas that are applicable to this course and if you do not an individualized plan will be developed (in consultation with the CP faculty). These areas include: Ethical and Legal Standards; Communication and Interpersonal Skills; and Professional Values and Attitudes (see below).

**Ethical and Legal Standards:** All students are required to know and adhere to the American Psychological Association’s ethics code (APA, 2002; 2010, 2017). Ethical violations may result in failure of the course and possibly dismissal from the program. As students training to be counseling psychologists in health service psychology, they are expected to demonstrate competence in the following areas:

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Conduct self in an ethical manner in all professional activities.

**Communication and Interpersonal Skills:** Communication and interpersonal skills are foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and it is expected that these skills are evident from you throughout your time in the program, which include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions.
**Professional Values and Attitudes:** You are expected to respond professionally in increasingly complex situations as a student training to be a counseling psychologist in health service psychology. Based on this competency area, students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes
- Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).

**Course Requirements and Assignments:** Unless indicated otherwise, please submit all assignments electronically to Canvas. Assignments are due before class on the respective due dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for each day that it is late. Exceptions will be made only in cases of documented family or personal emergencies.

1) **Class attendance and Participation (25 points):** Attendance is mandatory. Because of the interactive format missing more than four hours of class (consecutive or cumulative) will automatically result in reduction of one letter grade and/or may result in an incomplete or failing grade. Please be present when class starts and ends (and for all that happens in between). Repeated tardiness will result in a total course grade reduction of at least one letter grade. Please read the assigned readings prior to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day. Students are responsible for all of the material in the assigned readings, as not everything in the readings can be discussed during class time. Effective participation is an important aspect of this course. Students are expected to, be prepared for class, engage in class discussion, respond to instructor questions/inquiries, engage with group activities, and respond to peers in an appropriate and effective manner, and work effectively with their groups. Students will be graded on 1) Active Participation, 2) Relevance of participation to topic under discussion, 3) Evidence of level of preparation, 4) Listening/Cooperation, 5) Effectively worked with peers during group activities (as assessed by group members), 6) Appears prepared for class.

2) **Quizzes (10-20 points each):** Students are to complete quizzes for each designated diagnosis area covered in class (see the class schedule). Content for the quizzes may come from both the course readings and the lecture material. However quizzes will primarily focus on DSM readings. These are intended to facilitate your learning of the DSM. Quizzes will be available in Canvas at the beginning of the course and each must be completed by May 3rd. Students may use the DSM during quizzes. The use of any other resource is prohibited. Once you begin a quiz you will have 30 minutes to complete it.

3) **Diagnostic Assessment and Treatment Plan Assignments:** You will be given two case studies during the course for which you will be asked to write up a Diagnostic Assessment and Treatment Plan (DA/TP) for each case. Time will be provided in class to work on this assignment as well. Detailed instructions for writing these will be provided to you in class during its corresponding lecture. Please note: Incomplete submissions will not be accepted and will be considered late until they are completed.

- **DA/TP 1 (20 points):** To be completed in pairs.
• DA/TP 2 (20 points): To be completed in pairs. For the second DA/TP you will be expected to demonstrate increased understanding and the ability to incorporate feedback from the first DA/TP when applicable.

4) Mental Health Disorder Domain Presentation (50 points):

- In groups of two or three, you and your partners will provide an in-depth presentation on a particular mental health disorder domain - ideally, one that is of professional interest to you and corresponds with your program track and/or current field placement.
- Each presentation should cover all (and maybe more than) of the following areas:
  - Diagnostic criteria for each disorder (in several instances, briefer overviews are strongly encouraged)
  - Possible etiology and common causal/risk factors
  - Issues related to proper assessment (e.g., how diagnoses are determined, psychometric instrumentation)
  - Issues regarding co-occurrence
  - Common differential diagnoses within the domain and other disorders
  - Issues related to domain disorder occurrence among various diverse groups
  - Accepted treatments (evidence-based vs. otherwise)
  - Current critical and relevant research: What have we been trying to do and where are we headed? What are the current trends?
  - Any other salient issues specific to the domain/disorders not directly requested above

- Available presentation topics will be offered by the instructor in class. Once offered, topics may be chosen on a first-come, first-serve basis.
- Presentations will occur on the dates as provided in the Course Schedule (included in this syllabus). Please consult those pre-assigned dates in advance of selecting your presentation topic.
- Presentations should be approximately 60 minutes in length. You are welcome to incorporate multimedia into your presentations (approximately 10 minutes max).
- Please include a minimum of six legitimate sources other than the DSM to support your presentation—at least three of which must be scientific journal articles.
- You are to submit your presentation slides (in PPT, but you may present via Prezi) in Canvas by 5pm on the day before your presentation. The instructor then will post a version of your slides onto Canvas for the entire class to access in time.
- Presentations will be graded on (a) depth, accuracy, and appropriateness of information provided; (b) degree of clarity with which the information is disseminated/communicated to the audience; and (c) your actual presentation style.

5) Final Exam (50 points; Last day of class): The cumulative final exam will consist of elements of a DA/TP assignment and is to be completed IN CLASS on the last day. Further information will be provided in class.

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<td>Mental Health Disorder Domain Presentation</td>
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| April 12 | • Course Orientation/Introductions  
• Introduction to Psychopathology  
• Introduction to Biopsychosocial Approaches  
• Introduction to Diagnostic Assessment  
• Treatment Planning  
• Ethical/Multicultural Issues | DSM: pages 5-25 (introduction)  
715-727; 733-748  
Prilleltenksy, 2009  
Hays, McLeod, & Prosek, 2009 |  |
| April 13 | • Depressive Disorders  
• Bipolar & Related Disorders  
• Sleep/Wake Disorders  
• Sexual Disorders | DSM  
Kress, Hoffman, & Eriksen, 2010  
Schwartz & Feisthamel, 2009  
Introduction to your Jongsma text | Treatment Plan 1 Due |
| April 14 | • Anxiety Disorders  
• Obsessive Compulsive & Related Disorders  
• Neurocognitive Disorders | DSM  
Granello, 2010  
Stanley & Brown, 2012 |  |
| April 26 | • Trauma- and Stressor Related-Disorders  
• Dissociative Disorders | DSM  
O’Donnell, Begg, Lipson, & Elvander, 2011 | Treatment Plan 2 Due Presentations |
| April 27 | • Neurodevelopmental Disorders  
• Disruptive, Impulse-Control and  
  ➢ Schizophrenia Spectrum Disorders  
  ➢ Personality Disorders  
  ➢ Feeding and Eating Disorders | DSM  
Miller et al., 2014 |  |
| April 28 | ➢ Substance-Related and Addictive Disorders  
➢ Paraphilic Disorders | DSM | Presentations  
Exam |
Additional Required Readings:


**PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS THE FIRST DAY**

**MAKE SURE TO SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS***

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Academic Conduct: 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 ACA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

ACCOMMODATIONS STATEMENT: 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 worldviews 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.

**APCE Policy on Plagiarism**: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

**Honor Code**: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC’s Policies**: UNC’s policies and recommendations for academic misconduct will be followed.

**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. Thank you for your cooperation.

**The Use of Computers and Tablets**: Students are encouraged to bring laptops and tablets to class for the use of class-related activities. The use of devices for non-class related activities is prohibited.