

**College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

MHS 6070 Mental Disorders
FALL 2011 **CRN:** 81537 **Time and Location:** Tues. 5:00-7:45, AB3 - 203

1. **Instructor Information**

**Professor:** Signe M. Kastberg, Ph.D.

**Office:** AB3 - 258

**Office Hours:** Tuesdays 2-4:30pm or by appointment (including Skype)

**Office Phone:** 239-590-7798

**Email:** skastberg@fgcu.edu

1. **Course Description**

Mental disorders emphasizing recognition of behavioral symptoms and their social and cultural contexts linked to appropriate helping approaches and referral for further diagnosis and treatment.

* **Course Prerequisites:** *Identify as appropriate, or note None.*
* **Course Co-requisites:** *Identify as appropriate, or note None.*
1. **Textbooks and Instructional Materials**

**Required:** American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders 4th ed Text Revision (DSM-IV-TR).

Barlow, D. H. & Durand, M. V., (2012). Abnormal Psychology: An Integrated Approach (6th ed). Belmont, CA: Wadsworth Cengage.

Additional Readings: Articles and other readings will be assigned occasionally throughout the semester. These will be made available electronically or distributed in class.

**Recommended Resources:**

**Technology Resources:** Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/ *Approved 3‐27‐09 by Faculty Senate; Approved 4‐30‐09 by Provost and Vice President for Academic Affairs Page | 3*

**Library Resources:**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com>

**SECTION 2: Outcomes, Objectives, Assessments**

1. **College of Education Proficiencies**
* *List appropriate Knowledge/Skills proficiencies (KSP) as noted on critical task(s).*
* *List appropriate Disposition proficiencies (DP) as noted on critical task(s).*
1. **Program Outcomes, State Competencies, and National Standards**

CACREP Standards Met (School and Mental Health Counselors)

| OBJECTIVE | CACREP  STANDARD |
| --- | --- |
| 1. Explore potential etiologies, learn diagnostic process and nomenclature, and discuss the treatment, referral, and prevention of mental and emotional disorders.  | C-2 |
| 2. Understand the disease concept and etiology of addictions and co-occurring disorders. | C-4 |
| 3.  Identify appropriate treatment settings for mental disorders and differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. | C-5, L-3 |
| 4. Explore principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning  | C-7 |
| 5. Identify and become familiar with current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. | E-3 |
| 6.  Discuss use of medications, including classifications, indications, and contraindications of commonly prescribed medications for mental disorders so that appropriate referrals can be made and assistance in medication management can be provided.  | G-3 |
| 7.  Learn the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools.  | K-1 |
| 8. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care.  | K-2 |
| 9. Gain insight into the impact of co-occurring substance use disorders on medical and psychological disorders and the potential for substance use disorders to coexist with a variety of medical and psychological disorders.  | A-6, K-3 |
| 10. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. | K-4 |
| 11. Discuss appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. | K-5 |
| 12. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. | L-1 |
| 13. Show ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. | L-2 |

**Teaching/Learning Methods:**

The curriculum will integrate textbook and other readings, PowerPoint presentations, individual and small group presentations, video presentations, clinical problem solving, demonstrations, and independent information gathering. Mental Status Exam skills and treatment planning skills will be applied via role play and recorded case vignettes. Other class exercises will supplement and reinforce knowledge and skills. The class will be using the FGCU resource, Angel, to access information, assignments, and study guides. You must have a current FGCU email account. You should check your FGCU email regularly, as this is the primary way I will make contact with you if necessary. I will *not* be using ANGEL email. Information on ANGEL is available online at http://elearning.fgcu.edu/frames.aspx and

http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x  | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

1. **Course Outcomes/Objectives/Assessments**

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders. These strategies will help students develop skills in differential diagnosis for use in treatment planning. Awareness of the DSM-IV-TR as a resource, and the methods used in determining the diagnostic classification of a client, will be the major focus of the course.

At the completion of this course students will be able to:

* Identify symptoms and causes of DSM-IV-TR mental disorders
* Obtain pertinent information that contributes to a complete and accurate DSM-IV-TR diagnosis
* Perform a Mental Status Exam and apply skills to evaluation and diagnosis of mental disorders
* Apply theories, models, and methods of assessment to the identification of mental disorders
* Consider differential diagnosis in assessing/identifying mental disorders
* Understand manifestations of cultural diversity in mental disorders
* Identify legal issues related to the assessment, diagnostic, and treatment process
* Develop appropriate treatment planning strategies
* Readings: selected from textbooks and supplemental readings
* Homework assignments (3): Assignments focus on acquiring and applying information, decision-making, and problem solving. Homework assignments will be submitted when due and discussed in class. All students will complete Homework #1; students will then choose *two* of the remaining homework assignments to complete and submit. If a student wishes to improve his/her grade, a fourth homework assignment may be submitted; the lowest grade of the four submitted homework assignments will be dropped. Additional guidelines will be provided. Students are encouraged to complete *all* homework assignments to reinforce learning; however, only three are required and a maximum of four will be reviewed by the instructor.
* Student presentations (topics to be assigned): Students will individually research and present selected topics in groups of three or four. Duration of presentation is approximately 15 minutes per group (5 minutes per person) and will be followed by question and discussion. Additional guidelines will be provided.
* Writing assignment: a specific mental disorder will be reviewed - clinical features, epidemiology, etiology, course, familial patterns, treatments, differential diagnosis, and impact on person/family/society. Additional guidelines will be provided.
* Writing assignment: review a movie or book that features mental illness. Write a report that includes signs and symptoms leading to a diagnosis, differential diagnosis, personal reactions, and assess stigma/discrimination encountered by the character. Additional guidelines will be provided.
* Exams (described below)
* Treatment plan: in response to case study information provided, you will formulate an accurate and comprehensive treatment plan with diagnoses across all Axes and including specific goals and objectives. Additional guidelines will be provided.
* Read and utilize “Important Information” (see below).

**Exams**: There will be three (mostly) non-cumulative exams (see schedule).

Exams will be a mix of short answer, multiple choice, and brief essay. All material covered until that point in the course may be on the exam although the focus is on the material covered since the previous exam. There will be no makeup exams. If you have an emergency and need to miss an exam on the date it is given, contact me immediately for alternative arrangements.

1. **Field/Clinical Activities and Assignments**

*Identify activities as appropriate. Include required number of hours (if appropriate).*

1. **Critical Task(s)**

**Title:**

**Description:** *Insert a clear and comprehensive description of the task including all requirements as taken from the most current LiveText rubric in the coral share drive repository. (The folder begins with “LiveText Rubrics” and ends with the date the repository was more recently updated.)*

1. **Grading Policy-each of the ten required demonstrations of learning are worth 10 points:**
* Homework Assignments (3 @10 pts. each)
* Examination I
* Examination II
* Examination III
* Presentation
* Movie/Book report
* Mental Disorder review
* Treatment Plan

Additional information on grading is included below.

Grades will be assigned in accordance with the guidelines outlined below. Fair grading is very important to me. I attempt to bring as much objectivity to it as possible. I do this by using rubrics for many of the assignments. The rubrics spell out the criteria that I use to evaluate performance. I use a variety of opportunities for students to demonstrate their learning. I assign a score for each of these opportunities, then simply add up the total number of points you have earned at the end of the semester.

These points are then translated to a final grade:

 A 93 or more points earned

 A- 89-92 points

 B+ 85-88 points

 B 82-84 points

 B- 79-81 points

 C+ 75-78 points

 C 72-74 points

 C- 69-71 points

 F < 71 points

 I Incomplete (see College guidelines)

Participation - Class participation is absolutely critical to the success of the course. Each person is an important part of group discussion and other in-class learning activities, and therefore regular attendance, punctual arrival, and active participation are required. Come to class prepared to take part in discussions and activities. Likewise, full and equal participation in assigned group projects is expected.

Personal Counseling - Sometimes students find that the material we explore as part of the course is troubling, upsetting, or triggers emotional reactions that are difficult to manage. Due to ethical considerations, I cannot counsel individuals who are currently students in my courses. I strongly encourage you to avail yourself of the services provided by the college Wellness Center if you find yourself encountering emotional turmoil, whether in relation to the course or other issues. This is a wonderful opportunity to directly experience the helping professions at work.

Writing

Some assignments lend themselves to a simple listing of items or recommendations. Others will require a narrative. Please familiarize yourself with the following “Guidelines for Written Work.” If you would like to improve your writing, I urge you to take advantage of the services provided by the Writing Center on campus; they serve both undergrad and graduate students.

**Guidelines for Written Work**

1. Format: Written assignments are to be typewritten and double-spaced, with your name at the top, following APA guidelines. Use 10- or 12-point font size. Leave 1” margins at top, bottom, and sides. Check spelling and grammar, and cite references appropriately.

2. Due Dates: Homework assignments and other written work that are handed in late will be penalized 2 points for each day late. Specifically, assignments are due when class convenes on the date specified. If the assignment is not turned in at that time, it is late.

3. Audience: Who are you writing for? Please assume an educated audience. Specifically, your target should be a person in the social sciences who has some knowledge of your particular topic.

4. Evaluation Criteria: In evaluating your written work, I will be looking for the following components:

1. **Quality writing skills** – Good writing is *essential*. If I can’t understand your writing, I am limited in my ability to appreciate your ideas. Avoid rambling! Be clear, concise, and well-organized in presenting your material. There is no excuse for typos or spelling errors at this level of study. Clarity of expression is *very* important. Beyond the basics of good grammar and sentence structure, quality writing includes staying within stated guidelines for paper length, using appropriate academic writing, and citing sources as necessary when including ideas and phrases that are not original to you. A direct quote must *always* be cited with author, date, and page number. The same is true when you are quoting statistics. Confused about citation? Check out the library’s helpful resources on Mental Health Counseling, including the *Publication Manual of the American Psychological Association* (BF76.7 .P83 2001 REF).
Do not hesitate to seek assistance from the reference librarians, and also from the Writing Center. In fact, take advantage of them as needed.
2. **Theme development –** Be sure to articulate your central message clearly and succinctly. Your title (if you are using one) should reflect this focus. The introduction and conclusion of your paper should refer to your theme in specific terms. Avoid making claims that are not supported by evidence. Cover a few issues in depth, rather than spreading yourself too thin. Show depth in expanding your thoughts, and by providing arguments to support your position --i.e. how did your reading for the course (or lectures, discussions, etc.) bring you to this conclusion or what is the rationale for your conclusion or recommendation?
3. **Use of examples/evidence** – Illustrate your point(s) with specific case examples and data from your readings and class work. Use evidence to support your conclusions, but don’t get lost in the details. Get to the point. Always cite statements that are not your original thought.
4. **Creativity and original thinking** —Don’t just summarize the texts/articles you’ve read; your writing should reflect your own unique interpretation and ideas. Originality is encouraged. Use an intriguing introduction to grab the reader’s interest. Don’t confuse originality with uninformed opinions. Acquaint yourself thoroughly with the topic first.
5. **Integration and application** – Demonstrate not only your knowledge of theoretical perspectives, but also your ability to integrate theory and practical applications. Apply your ideas to specific populations, settings, or situations. Note the implications of theory for practice. Connect ideas from across the course or even with material in other courses.
6. **Attendance and General Policies**

Attendance - This program educates professionals who will be responsible for facilitating growth and adjustment in others—a significant responsibility indeed! As your instructor, I expect that you will take your education as seriously as a professional counselor takes her or his professional job. Accordingly, my expectation is that students will attend all classes and required class activities.  Students are allowed to miss up to two classes without penalty or risk of course failure, although I may require additional work to make up missed classes.  I appreciate an email informing me of your absence and reason for the absence. If three classes are missed, for any reason, you will be required to initiate discussions with me to create a plan of remediation to make up the course time missed.  Students who miss four or more classes will be assigned a grade of F for that course, or if within the college’s timeframe for withdrawal, will have the opportunity to withdraw from the course and register for that course in a subsequent semester.  Please refer to FGCU’s website for more details on withdrawal dates and policies. For public health reasons, I ask that you stay at home and do *not* attend class when you are suffering from a contagious illness. Each class, one or more students may be absent. It is impossible for me to re-teach the material for every class. Therefore, **if you miss a class, please contact a reliable classmate to find out what you have missed and contact me if you have questions *after* you have done due diligence with your classmates**.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings..

1. **Course Schedule**

**This is a separate document.**

**SECTION 3: College and University Policy Statements/Resources**

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Important University Dates**

*Complete as desired with dates for holidays, drop/add, etc.*

**Standards Matrix**

