**EPCE 5366: Dysfunctional Behavior in Adults**

3 Credit Hours

Fall, 2020

Phase 2 Course

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**Office Hours:** Please contact me and we can organize a day and time

*Communication with professor: I am in full-time private practice, so my office hours are not standard. I will meet with you by appointment. If you have an emergency, please call the office number or my cell number listed above. I will call you as soon as I am free for the day, which may be after hours. I will answer emails within a 24-36 hour period.*

*Again, if you have an emergency, do not email me – you will need to call me.*

**Class Meeting:** 100% online<https://ttu.blackboard.com>

**Materials:**

Quizzes are formulated from the following text:

Woo, S. M., & Keatinge, C. (2016). *Diagnosis and treatment of mental disorders across the lifespan*. Wiley, NJ.

It is available in the TTU Bookstore, and many other online retailers.

Diagnostic Case Studies and Treatment Plans can be answered with these materials.

* ICD10 – Bluebook Mental and Behavioral Disorders - <http://www.who.int/classifications/icd/en/bluebook.pdf>
* DSMV - <https://bit.ly/2m6vYMy>
* APA style guide - <https://bit.ly/2m6vYMy>
* Adult Treatment Planner - <https://tinyurl.com/yb5okol2>

**Assignments and Weights**

**Course Goals**:

1. Familiarize graduate students with the principles of the diagnostic process so they are able to describe the symptoms, clinical presentation, and conceptualize an accurate diagnosis of disorders for clients with mental and emotional impairments using the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM-5*).

2. Introduce students to the established diagnostic criteria for mental and emotional disorders, and descriptions of treatment modalities and placement criteria.

3. Disseminate information on the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Familiarize graduate students regarding the impact of biological and neurological mechanisms on mental health.

5. Conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

6. Become familiar with typical drugs prescribed for disorders and common side effects.

# Conceptual Framework

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

1. **NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course considers both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. ASCA National Model, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* You will learn to use technology in innovative ways.
* Diagnosis is an integral part of this course, and you will be learning specific criteria used to formulate treatment plans and affect outcomes of future clients/students.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

Products for both the Master’s degree in School counseling and the Master’s degree in mental health counseling are listed as follows:

1. **Distinctive Products: EPCE: Mental Health and School Counseling Programs**
	1. MEd – School Counseling
		1. Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.
	2. MEd – Clinical Mental Health Counseling
	3. Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.
2. **Distinctive Assessments for Master’s Programs**

Diagnose based on fictional case studies using multi-axial coding and determine a course of action that best assists this person’s mental and/or physical condition/diagnosis.

1. **Counselor Education Technology Competencies**

Specific technology courses covered in this course include:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

6. Be able to use Internet based communication.

9. Be able to access and use counseling-related research databases.

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/doc/2016%20Standards%20with%20cover.pdf>.

Specific standards taught in this course are listed as follows:

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

f. impact of crisis and trauma on individuals with mental health diagnoses

g. impact of biological and neurological mechanisms on mental health

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issues

# Course Purpose

Students gain insight into the diagnostic process as based on the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*).

# Course Description

This course gives an overview of dysfunctional behavior and an analysis of dysfunctional behavior in educational and counseling settings.

# Prerequisites

**Students must have taken**

EPCE 5364 – Theories of Counseling

**AND**

Either:

5353 – Clinical Mental Health Counseling

5358 – Professional School Counseling

OR attain consent from the course instructor.

* 1. **Methods of Instruction**

This course utilizes readings, group discussion boards, class individual and group assignments, interactive and experiential assignments, computer assignments, videos, and student generated research presentations.

# Course Objectives/Learning Outcomes and Assessments

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| --- | --- |
| **Course Objectives** | **Assessments** |
| Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (5.C.2.b.). | Diagnose case studies using ICD and DSM-5 coding and assessment procedures. As part of the case study, describe the person’s symptoms and clinical presentation and determine a course of action that best assists this person’s mental and/or physical condition; Mid-term, Final, Quizzes |
| Impact of biological and neurological mechanisms on mental health (5.C.2.g.) | Mid-term, Final, Quizzes |
| Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (5.C.2.h.) | Class discussion postings; Case studiesMid-term, Final, Quizzes |
| Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Disease (5.C.2.d.) | Case studies – treatment planningMid-term, Final, Quizzes |

# Course Requirements/Methods of Evaluation Employed

* 1. Quizzes - Online Auto-Scored – unlimited attempts – highest score
	2. Discussions Posts and Responses - 1 original post, 2 reaction posts per discussion post assignment
	3. Midterm Examination
		1. Case Studies and Treatment Plans
	4. Final Examination
		1. Case Studies and Treatment Plans

# Assignment Descriptions and Instructions

# Quizzes

# There will be 2 quizzes that correspond to the reading covered prior to the quiz. You can earn 10 points towards per quiz for a total of 20 points for the 2 quizzes.. You have unlimited chances to complete the quizzes. Take your time so you get the best grade possible. They are due on the Sunday at 11:59pm after they are assigned.

* 1. **Discussions**

There will be 4 discussion posts throughout the semester. Your original post is due by Friday, 11:59 PM CST of the assigned week. Original posts must be 200-300 words and include at least one citation from a textbook and peer-reviewed journal article. Any resource quoted or summarized must be referenced in the post and the citation written below at the end in APA format.

Your response to two classmate’s original post (at least) is due Sunday, 11:59 PM CST of the assigned week. In your reply you may ratify, object or compare/contrast information in the posting. Whatever response you choose, you must go beyond a simple statement of opinion and rationalize your responses with logic and evidence. Enhance your classmate’s original post by adding information if you agree. If you challenge your classmate’s posting, you must support your position by providing clear logic and cite references.

*Recommendations:*

1. Please do not use the phrase, “I like your post”. State if you “agree” or “disagree” and why – be real and authentic, polite and above all be creative.
2. If you miss your deadlines, you will not be able to make these discussions up. Talk with me about any potential conflicts
	1. **Mid-Term**
		1. **Case Study –** Students will complete a case study that will appear on blackboard. Students must follow the directions on the posting. Students will read the case study and diagnose the client with three possible diagnoses. Students must include a rationale for why each diagnosis is included.
		2. **Treatment Plan -** Students are to create a treatment plan for the top diagnosis using the Adult Treatment Planner or any other resources they would like. Do not copy and paste from the internet, each submission will be screened with Turn-it-in. If the percentage is higher than 40% you will lose one letter grade. So be creative in your answers and use your own language.
	2. **Final**
		1. **Case Study –** Students may choose from a variety of case studies that will appear on blackboard. Students must follow the directions on the posting. Students will read the case study and diagnose the client with three possible diagnoses. Students must include a rationale for why each diagnosis is included and follow the length formats in the instructions.
		2. **Treatment Plan -** Students are to create a treatment plan for the top diagnosis using the Adult Treatment Planner or any other resources they would like. Do not copy and paste from the internet, each submission will be screened with Turn-it-in. If the percentage is higher than 40% you will lose one letter grade. So be creative in your answers and use your own language.

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| --- | --- | --- | --- | --- |
| Date | Week | Reading | Activities | Due |
| 8-24 to 8-30 | 1 |  | Preparation for Semester | Introduction DP |
| 8-31 to 9-6 | 2 | Ch 1 | Intake and Interviewing |  |
| 9-7 to 9-13 | 3 | Ch 2 | Essentials of Diagnosis | DP 2 |
| 9-14 to 9-20 | 4 | Ch 3 | Fundamentals of Treatment | Quiz – due 9/27 at 11:59pm |
| 9-21 to 9-27 | 5 | Ch 4 | Neurodevelopmental Disorders: ASD |  |
| 9-28 to 10-4 | 6 | Ch 5 | Neurodevelopmental Disorders: ADD/ADHD |  |
| 10-5 to 10-11 | 7 | Ch 6 | Psychotic disorders | DP 3 |
| 10-12 to 10-18 | 8 | Ch 7 | Mood Disorders |  |
| 10-19 to 10-25 | 9 | Ch 8 | Mood Disorders (con’t)MIDTERM DUE | due 10/25 at 11:59pm |
| 10-26 to 11-1 | 10 | Ch 9 | Anxiety, OC, and Trauma Disorders |  |
| 11-2 to 11-8 | 11 | Ch 10 | ED, ODDD, and CD | DP 4 |
| 11-9 to 11-15 | 12 | Ch 11 | Substance Related DOPsychopharmacology PPT | Quiz – due 11/22 at 11:59pm |
| 11-16 to 11-22 | 13 | Ch 12 | Neurocognitive DO |  |
| 11-23 to 11-29 | 14 | Ch 13 | Personality DO |  |
| 11-30 to 12-6 | 15 |  | FINAL DUE | Due 12/5 at 11:59pm |

**Grading Guide:**

Students earning:

90-100 points will receive a grade of A

80-89 points will receive a grade of B

70-79 points will receive a grade of C

60-69 points will receive a grade of D

Below 60 points will receive a grade of F

# Required Text:

####

Woo, S. M., & Keatinge, C. (2016). *Diagnosis and treatment of mental disorders across the lifespan.* Wiley & Sons.

# Course Policies

# Electronics: All phones should be turned off during class. You may bring your laptop or tablet to class for taking notes and doing research that is related to class. However, if you are using your laptop, notebook, or phone for anything not class related, you will be asked to turn it off and not bring it again.

# Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**XI. Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

**XVI. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

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