**Texas Tech University**

**Department of Counseling**

**EPCE 5365 Dysfunctional Behavior In Children & Youth**

**Spring 2020**

**Instructor:** S. Lynn Jennings, PhD, LPCS, LSOTP

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**Class meetings:** Online; January 15, 2020 to May 12, 2020 using BlackBoard

**Office hours:** by appointment (I am on campus several Fri/Sat throughout the semester teaching another class and can make some time for face-to-face meetings in those weekends: Jan 17/18; Feb 21/22; Apr 3/4)

\*\*Because this class is online and solely utilizes BlackBoard, contact the BlackBoard Helpdesk if you need assistance or experience any problems: by phone at 806-742-4357 (HELP) or by email at ithelpcentral@ttu.edu.

**Prerequisites**

Students must have taken EPCE 5364 and 5353 or 5358, or attain consent from the course instructor.

**Methods of Instruction**

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

**Course Description**

This course gives an overview and analysis of dysfunctional behavior with regard to substance abuse and disorders affecting children and youth in educational and counseling settings.

**Required Texts**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders. (5th ed.). Washington, D. C.: American Psychiatric Publishing.

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

lifespan. (2nd ed.). Hoboken, N.J.: Wiley & Sons, Inc.

**Course Goals**

A. Familiarize graduate students with a definition of and models of abnormal behaviors primarily diagnosed in children.

B. Graduate students should be able to describe the symptoms, clinical presentation, and conceptualize an accurate diagnosis of disorders for children and adolescents with mental and emotional impairments using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

1. Graduate students should be able to describe the symptoms, clinical presentation, and conceptualize an accurate diagnosis of disorder related to substance abuse and withdrawal.
2. Introduce students to the established diagnostic criteria for mental and emotional disorders, and descriptions of treatment modalities and placement criteria with regard to disorders diagnosed in childhood and adolescence and those related to substance abuse and withdrawal.
3. Familiarize graduate students regarding the relevance and potential biases of commonly used diagnostic tools with multicultural populations as related to diagnoses affecting children, adolescents, and their immediate families.
4. Familiarize graduate students regarding the relevance and potential biases of commonly used diagnostic tools with multicultural population as related to diagnoses based on substance abuse and withdrawal.
5. Conceptualize an accurate diagnosis of disorders presented by a child and parent and discuss the differential diagnosis with collaborating professionals.
6. Conceptualize an accurate diagnosis of disorders related to substance abuse and withdrawal and discuss the differential diagnosis with collaborating professionals.
7. Become familiar with typical drugs prescribed for childhood and substance abuse disorders as well as 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.

**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 takes into account 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, accurate diagnosis), 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

* MEd – School Counseling
* 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.
* MEd – Mental Health Counseling
* 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 (A & E) for Master’s Programs (EPCE 5365 is Phase 2).

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

**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 (per the *Diagnostic and Statistical Manual of Mental Disorders*) regarding substance abuse disorders and those disorders typically diagnosed for children and youth.

**Course Objectives/Learning Outcomes and Assessments**

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| --- | --- |
| Course Objectives | Assessments |
| Knows 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 Clinical Mental Health Counseling -DIAGNOSIS K. 1)  Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (CACREP Clinical Mental Health Counseling –DIAGNOSIS K.2)  Understands the relevance and potential biases of commonly used diagnostic tools  with multicultural populations. (CACREP Clinical Mental Health Counseling -DIAGNOSIS  K. 4) | presentations |
| Is able to conceptualize an accurate multi-axial diagnosis of disorders presented  by a client and discuss the differential diagnosis with collaborating professionals. (CACREP Clinical Mental Health Counseling -DIAGNOSIS  L. 2) | Case studies |
| 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. (CACREP Clinical Mental Health Counseling -DIAGNOSIS  L. 1) | presentation; case studies |

**Course Assignments**

1) Students will complete 2 case studies throughout the course. Given the scenario, diagnose the client using the DSM-5. Conceptualize the case study, analyze the information given and provide a diagnosis using ICD and DSM Coding Procedures. Elaborate on why you chose the diagnosis. Next, offer appropriate treatment suggestions that will aid this client. Each paper must be typed, double spaced and be no more than 3 pages in length. If your paper goes over 3 pages I will deduct 10% from your grade. Each case study is worth 20 points each with a total of 40 points for both.

2) Reading and discussion participation is crucial in this class. Consequently, 4 discussions (including your introduction) will account for 5 points each with a total of 20 points towards your final grade. Each discussion consist of an **initial post by each student and a response to at least 2 of your classmates**. The discussion posts will open on the week it is due on Sunday at 8am. Your initial post is due by that Wednesday at 9pm and two responses are due by Saturday at 9pm. Your introduction post will be due on Sunday, January 19th. This is the only post that is due on a different date than the others. *Make sure you are aware of the weeks a discussion post is due and the due dates.* ***You will receive no credit for late discussion posts.*** You will not receive full credit if you do not respond to two classmates. These responses must have substance and provide well thought out ideas. A reply of, "I agree" or "Great point" will not receive credit. Discussion posts are worth 5 points each for a total of 20 points towards your final grade.

3) Powerpoint Presentation – Present information on a diagnosis/disorder related to substance abuse as well as a separate disorder typically diagnosed in children/youth. Be sure to describe the symptoms and clinical presentation of clients diagnosed with the researched disorder. Discuss referral and prevention that might be used to prevent the disorder or symptoms. Also include symptoms that might also indicate co-occurring disorders and the effects. Include a discussion on multicultural issues and biases regarding diagnosis. Include a minimum of 8 references from peer reviewed journal (unless preapproved by the instructor). 20 points possible.

4) Quizzes. There will be two quizzes in this course. They will cover information you have read in the DSM and textbook. Each quiz will cover information covered in the sections you have been reading. Each quiz is worth 10 points for a total of 20 points towards your final grade.

5) Attendance and participation in class.

**Grade Summary**

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| --- | --- | --- |
| **Assignment** | **Points Per:** | **Total Number of Points** |
| Quizzes – 2 | 10 | 20 |
| Discussion Posts - 4 including introduction | 5 | 20 |
| Case Conceptualizations – 2 | 20 | 40 |
| Powerpoint – 1 | 20 | 20 |
| **Total Points** |  | **100** |

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 60 and below |

**Tentative Course Schedule**

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| Week 1 | January 15 – January 19 | **Agenda:** Orientation to Course    **Assignments Due:**  1) Read through the syllabus and familiarize yourself with blackboard and the course requirements and expectations. **Make sure to contact me via email: lynn.jennings@ttu.edu or phone: 806-282-1137 if you have any questions or are confused about anything.**  2) Introduction Discussion Post (due by Sunday, January 19, 2020 at 11:59pm) Both initial and two response posts are due by this date |
| Week 2 | January 19 - January 26 | **Agenda:** Definition of dysfunctional behavior and introduction to the DSM  **Assignments Due:**  1) Familiarize yourself with the DSM 5, if you are not already  2) Read Chapters 1 & 2 of Woo textbook |
| Week 3 | January 26 - February 2 | **Agenda:** Overview of Disorders typically given to children/youth  **Assignments Due:**  1) Read DSM5 Neurodevelopmental Disorders (pgs. 31-86) |
| Week 4 | Feb. 2 -  Feb. 9 | **Agenda:** Overview of Disorders typically given to children/youth  **Assignments Due:**  1) Read ADHD Medications Article  2) Read Woo text chapters 4 & 5  3) Respond to Discussion Board 1 |
| Week 5 | Feb. 9 –  Feb. 16 | **Agenda:** Overview of Disorders typically given to children/youth  **Assignments Due:**  1) Read DSM Feeding and Eating Disorders (pgs. 329-354)  2) Read Woo text chapter 10 |
| Week 6 | Feb. 16 - Feb. 23 | **Agenda:** Overview of Disorders typically given to children/youth  **Assignments Due:**  1) Read DSM Oppositional Defiant Disorder (pgs. 461, and 462-466)  2) Read DSM Conduct Disorder (pgs. 461, 469-475)  3) Respond to Discussion Board 2 |
| Week 7 | Feb. 23 - March 1 | **Agenda:** Overview of Disorders typically given to children/youth  **Assignments Due:**  1) Complete Quiz 1 on blackboard (This will cover all material from week 2 to week 6)  ***\*\* Quiz is due by Saturday, March 7th at 9pm***  ***\*\*Quiz is to be taken on Blackboard*** |
| Week 8 | March 1 - March 8 | **Agenda:** Cognitive Disorders  **Assignments Due:**  1) Read DSM OCD (pgs. 235-264)  2) Read Woo text chapter 9  3) Case Conceptualization 1  ***Case Conceptualization 1 due on Saturday, March 14, 2020 by 5:00 PM*** |
| Week 9 | March 8 - March 15 | **Agenda:** Cognitive Disorders  **Assignments Due:**  1) Read DSM Trauma & Stressor-related Disorders (pgs. 265-290) |
| Week 10 | March 15 - March 22 | SPRING BREAK |
| Week 11 | March 22 – March 29 | **Agenda:** Cognitive Disorders  **Assignments Due:**   1. Read DSM Anxiety Disorders (pgs. 189-234) 2. View Pharmacology PPT (in Blackboard) |
| Week 12 | March 29 - April 5 | **Agenda:** Cognitve Disorders/STS in Counselors who work with dysfunctional behaviors in children and adolescents  **Assignments Due:**  1) Review Secondary Traumatic Stress in Counselors in Training PPT  2) Respond to Discussion Board 3  3) Complete Quiz 2 on blackboard  ***\*\* Quiz 2 is due by Saturday, April 4, 2020 at 9pm***  ***\*\*Quiz is to be taken on Blackboard*** |
| Week 13 | April 5 - April 12 | **Agenda:** Cognitive Disorders  **Assignments Due:**  1) Read DSM Somatic Disorders (pgs. 309-328)  2) Read DSM Elimination Disorders (pgs. 355-360)  3) Read DSM Sleep-wake Disorders (Related to children/youth) (pgs. 361-422) |
| Week 14 | April 12 - April 19 | **Agenda:** Substance Abuse Disorders  **Assignments Due:**  1)Read Woo text chapter 11  2) Review Substance Abuse Treatment Article  3) Case conceptualization 2 due this week    ***Case Conceptualization 2 due on Saturday, April 18, 2020 by 5:00 PM*** |
| Week 15 | April 19 - April 26 | **Agenda:** Substance Abuse Disorders  **Assignments Due:**  1) Read DSM cannabis (pgs. 516-519)  2) Read DSM alcohol (pgs. 497-503)  3) Respond to Discussion Board 4 |
| Week 16 | April 26 - May 3 | **Agenda:** Substance Abuse Disorders  **Assignments Due:**  1) Read DSM Amphetamines  2) Read DSM Caffeine and other substances  3) Powerpoint due  **\*\*Powerpoint is due by Saturday, May 2, 2020 at 5pm - this assignment will be turned in on blackboard** |

**Scholastic Dishonesty**

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed.

**Handicapping conditions/Religious Observances**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements 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. Also, if you need particular arrangements in case the building must be evacuated, please contact me at the very beginning of the class.

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.