



VITERBO UNIVERSITY

**Masters of Science in Mental Health Counseling
Viterbo University**

Course Information

COUN 565: Behavior Disorders
Class meets Thursdays 6:30 – 9:30
Room: MC 436

Instructor Information

Name:
Office:
Office Hours:
Phone:
Cell:
Email:

Instructor Preferred Method/Times for Student Contact: Email is by far the best way to contact me. I will just about respond within 24 hours. Office hours are posted on my office door but the best way to set up face to face time is to email good times we can meet and I'll coordinate.

Course Description

This course addresses the concept of abnormal and counseling psychology with an emphasis on accurately utilizing the DSM-V diagnostic system (major mental and personality disorders, multiple perspectives of emotional psychological distress, disturbance of behavior, recognition or resilience client strength and social, cultural contexts).

Methods of Instruction

This course will contain lectures, large and small group discussions role-play demonstrations, recorded sessions, individual evaluation reviews, and experiential activities

Required and Recommended Course Materials

Course Texts

Required:

Abnormal Psychology: An Integrative Approach , 8th Edition David H. Barlow; V. Mark Durand; Stefan G. Hofmann; ISBN-10: 1-305-95044-5, ISBN-13: 978-1-305-95044-3

Other readings as assigned

Program Mission

The mission of the Viterbo University Master of Science in Mental Health Counseling graduate program is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors, who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

Course Objectives (CACREP) As a result of successfully completing this course, the student will:

1. Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions.
2. Students will accurately select assessment instruments for client needs and program evaluations.
3. Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.
4. Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.
5. Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.
6. Students will conceptualize and apply relevant diagnostic procedures for clients.

COUN 565 Standards/Alignment Chart

The curriculum is also designed to enhance a student’s professional identity and clinical mental health counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and explicated through specific assignments as noted below.

Student Learning Outcomes	CACREP Standards:	Assignments:
Upon completion of the course students will compare and contrast theories of human development and neuro-development across the life-span and the full continuum of mental health issues to facilitate	2.F.3.c. Theories of normal and abnormal personality development	Barlow Ch.1 Class Activity
	2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	Barlow, Ch. 2/ Class Activity Clinical Chapters

<p>effective life transitions.</p>	<p>5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)</p> <p>5.C.1.b Theories and models related to clinical mental health counseling</p>	<p>Assesment Role play and Case Presentaion Assignments</p> <p>Barlow Chapters 5 – 15 and Class Activities/Lecture</p> <p>Differential Dx module – In Class</p> <p>Theory of Psychopathology paper</p>
<p>Upon completion of this course students will accurately understand the role of assessment instruments for client needs</p>	<p>5.C.1.e Psychological tests and assessments specific to clinical mental health counseling</p> <p>2.F.7.m Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</p> <p>2.F.5.g. Essential interviewing, counseling, and case conceptualization skills</p>	<p>Case studies Assessment Role Play Video Construction</p>
<p>Upon completion of this course students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.</p>	<p>5.C.3.b Techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p>2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>	<p>Final Exam & Theory of Psychopathology Paper</p>
<p>Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.</p>	<p>5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)</p> <p>5.C.2.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</p>	<p>Case Studies</p> <p>All Barlow Clinical Chapters</p> <p>Class Discussion of Reading</p>

Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.	2.F.2.c. Multicultural counseling competencies	Theory of Psychopathology paper Case Study section on cultural issues
Students will conceptualize and apply relevant diagnostic procedures for clients.	5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD) 5.C.2.e Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Case Studies Class Small Group activities and presentations Barlow Chapter 11 Small group presentations

Evaluation Method

Student Assessment/Grading

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students will be assessed based on knowledge obtained through the text and class discussions.
- Students will be assessed on skill competence by demonstrating competence in the various skills and stages of counseling. Skill competency assessment will be based on digital audio or video recordings, written reports, class discussions, and the individual's midterm and final process evaluations. Activities will include those in class and on-going counseling dyads/triads conducted in the counseling laboratory.

Grading Criteria

A = 95–100%	AB = 89–94%
B = 84–88%	BC = 79–83%
C = 74–78%	CD = 69–73%
D = 64–68%	F = <64%

COUN 565 Assignment Grading Criteria

Assignments	Point value
Theory of Mental Health Disorders Paper/Draft	100/Draft =20 points
Assessment Role Play	50

Case Presentation	30
Final Exam	75
Case Study Papers	50
Total	305 or so

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services:

<https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per

the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement

should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

Chosen Name

If you would like to change your Chosen Name please note that changing your chosen first name for certain records does not change your legal first name with Viterbo University. Chosen first name can be changed in [VitNet Self-Service](#) or with a change of information form and does not require any official documentation.

Once in VitNet Self-Service you can change your User Profile including your chosen name and pronouns. Once your User Profile is updated with your chosen name and pronouns, updates are automatically shared to internal university systems listed above (ex. Outlook & Moodle) within 24 hours. Viterbo students and employees can access a step by step guide on IIT Sharepoint site on how to update their User Profile and Emergency Contact Information.

[Student User Profile and Emergency Information Guide](#)