

applications..

Pre-requisite Knowledge or Courses: Basic computer and word processing skills. Microsoft Word 2003 or later.

Proficiency in graduate school-level writing in the English language is a “must”. Rarely do we find ourselves “masters” of academic writing. If you think you are having difficulties of any kind with your writing skills, AUSFBA has a host of resources to “tune up” your skills. Do not allow time or embarrassment lead you to avoid these issues! A little time brushing up your skills will pay tremendous dividends in your studies and in your career

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association’s Standards of Practice /or the

American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work

Course Objectives:

Upon completion of this course students should be able to:

1. Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.
2. Understand and use the DSM-IV-TR system for the classification and diagnosis of psychological disorders.
3. Consider the complex factors that contribute to psychological and behavioral dysfunction, including biological, developmental, psychodynamic and socio-cultural issues.
4. Obtain a general understanding of the common treatments of major classes of mental illness.

Reading and Lecture Schedule:

You are expected to read the Abnormal Psychology text thoroughly. The DSM-IV-TR should be read selectively and used as a reference. You must become very familiar with its use; you need not memorize all the details of every diagnosis. Below are approximate guidelines for which text chapters correspond to the teaching outline. It is understood that, given the weekend format of the class, almost all of your preparations will be done before weekly class meetings. Ultimately, it is your responsibility to choose a reading and study schedule that works for you. In the strictest sense, because there are only three exams and weekly quizzes for the class, you are not "responsible" for processing all the material until then, but you will be expected to participate in a thoughtful way throughout. A rough schedule is included below. You may be asked to do some supplemental reading.

The course outline below lists Mental Disorders and related matters for which you will read all chapters in both textbooks regarding these weekly topics before the week they are covered in class. The order and focus of each week may change as we proceed.

Week 1

Introductions
Syllabus & Assignment Overview

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|---------|---|
| Week 2 | Psychopathology: Overview, History and Perspectives DSM-IV TR: Multi-Axial Diagnoses, Analysis and Assessment |
| Week 3 | Childhood Disorders Anxiety Disorders |
| Week 4 | Delirium, Dementia and Amnestic Disorders. Hand out Exam #1 |
| Week 5 | Thought Disorders |
| Week 6 | Mood Disorders |
| Week 7 | Anxiety Disorders |
| Week 8 | Dissociative Disorders. Hand out |
| Week 9 | Exam #2 |
| Week 10 | Somatoform and Factitious Disorders |
| Week 11 | Eating, Sleep and Impulse Control Disorders |
| Week 12 | Sexual and Gender Identity Disorders and Presentations. Hand out Exam #3 |
| Week 13 | Personality Disorders and Presentations |
| Week 14 | Adjustment Disorders and V-Codes and Presentations |
| Week 15 | Culture and Diversity and Presentations |

Course Requirements:

Your performance will be evaluated in four ways: a written assignment, a presentation, three take-home examinations, and weekly quizzes.

ASSIGNMENT 1: Psychopathology Research/Topic Paper (100 points)

(Due to instructor two days after the end of the term via email attachment)

The topics and outlines for these papers will be randomly assigned to students by the instructor.

ASSIGNMENT 2: Case Presentation (100 points)

[Presented in class during Weeks 12 to 15 of the course and the schedule for presentations randomly assigned)

A 15-20 minute presentation. Use of media is fine as a complement to the presentation, and reading of papers and media (e.g., a PPT) is not allowed. Presentation note cards are fine.

ASSIGNMENT 3: CLASS ATTENDANCE AND PARTICIPATION (150 points)

Because this is a high-intensity class attendance is critical. You are expected to attend all classes. If you are absent even once, your ability to synthesize the material will be undermined. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn up to 10 points a day for attending and participating in a meaningful way during our class meetings.

ASSIGNMENT 4: TAKE-HOME EXAMINATIONS (100 points each)

There will be three take-home, short-essay examinations distributed Weeks 4, 8, and 12. You will have 10 days to complete the examinations.

ASSIGNMENT 5: QUIZZES (150 points)

There will be ten quizzes given at the beginning of class on lecture and textbook reading material.

Student Assessment:

Criteria for Class Participation

| | |
|-------------|---|
| Grade | |
| A = 90+ | Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings |
| B = 80 – 89 | Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings |
| C = 70 – 79 | Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics |
| F = <70 | Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions. |

Criteria for Class Presentation

| | |
|-------------|--|
| Grade | |
| A = 90+ | Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates |
| B = 80 – 89 | Presentation is well organized and provides adequate coverage of the topic area |

| | |
|-------------|--|
| C = 70 – 79 | Coverage of material is marginal; presentation is slightly disorganized |
| F = <70 | Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student. |

Criteria for Papers

| | |
|-------------|---|
| Grade | |
| A = 90+ | Paper is in appropriate APA format, well thought out and provides excellent coverage of material |
| B = 80 – 89 | Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate |
| C = 70 – 79 | Insufficient number of references provided AND limited coverage |
| F = <70 | Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted |

Grading

| | | | |
|--------|----|----------|----|
| 93-100 | A | 70-72 | C- |
| 90-92 | A- | 69 below | F |
| 91-89 | B+ | | |
| 83-36 | B | | |
| 80-82 | B- | | |
| 77-79 | C+ | | |
| 73-76 | C | | |

Library

All resources in Argosy University’s online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University’s core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.