

**Texas A&M University Central Texas**  
**COUN 5307**  
**Abnormal Behavior**

**Instructor and Contact Information.**

Instructor: Gerald Pennie, PhD, LPC, NCC  
Office: 318 H Warrior Hall  
Email: gpennie@tamuct.edu

**Office Hours:**

Face to face: TWR 1:00-4:00 pm

**Mode of instruction and course access:**

This course is online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**Student-instructor interaction:**

Email is the preferred communication method. Students can expect a 48 business hour response window under normal circumstances. Students are free to book office appointments through the instructor or the department. In the event that you need to contact me via e-mail, please include “**COUN 5307**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5307 – Attendance.**”

**Attendance**

This is a completely asynchronous online course. As such the expectation is that every student will engage in the required material each week. Each week students will need to complete the weekly tasks located in modules which may include: quizzes, discussion postings, videos, presentations, or any other task as a way to provide information while also assessing and evaluating student’s retention and application of material covered. These modules will open at the beginning of each week (Monday at 8 am) and close at the end of each week (Saturday at 11 pm). **There may be times that students will need to complete one task for the week in order to gain access to other tasks.** Please be mindful of these accommodations and plan accordingly.

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Course Overview and description.**

This course examines human deviance and when deviance is categorized as abnormal. Class topics will focus on theories of the etiology and maintenance of abnormal behavior and an introduction to treatment options to change behaviors. The standards for normal and abnormal behavior are defined differently by cultures, families and societies. Focus will be placed on issues of nationality, culture, race, ethnicity, gender, and sexual orientation. This course examines the theories of and current research in abnormal psychology, including group dynamics that influence behaviors.

**Student Learning Outcomes.**

1. Students will demonstrate the ability to explain the historical definitions of abnormal behavior and psychopathology.
2. Students will demonstrate understanding of diagnostic approaches in psychopathology.
3. Students will demonstrate understanding of treatment options and techniques for behavioral change.
4. Students will demonstrate a current understanding of the research supporting treatment options.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
<b>Common Core for all students</b>		
Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams. <b>(IIF1c)</b>	Research Report	<b>SLO 1</b>
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. <b>(IIF1e)</b>	Research Report	<b>SLO 1</b>
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. <b>(IIF2h)</b>	Research Report	<b>SLO 1</b>
Theories of normal and abnormal personality development. <b>(IIF3c)</b>	Weekly Assignments, Research Report	<b>SLO 1</b>

Theories and etiology of addictions and addictive behaviors. <b>(IIF3d)</b>	Weekly Assignments	<b>SLO 1</b>
Biological, neurological, and physiological factors that affect human development, functioning, and behavior. <b>(IIF3e)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Systemic and environmental factors that affect human development, functioning, and behavior. <b>(IIF3f)</b>	Weekly Assignments, Research Report, Diagnostic Report	<b>SLO 2</b>
A general framework for understanding differing abilities and strategies for differentiated interventions. <b>(IIF3h)</b>	Weekly Assignments, Research Report	<b>SLO 2</b>
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. <b>(IIF3i)</b>	Weekly Assignments, Research Report	<b>SLO 4</b>
Essential interviewing, counseling, and case conceptualization skills. <b>(IIF5g)</b>	Weekly Assignments, Research Report	<b>SLO 4</b>
Developmentally relevant counseling treatment or intervention plans. <b>(IIF5h)</b>	Weekly Assignments, Treatment Plan	<b>SLO 3 and 4</b>
Evidence-based counseling strategies and techniques for prevention and intervention. <b>(IIF5j)</b>	Weekly Assignments, Research Report, Treatment Plan	<b>SLO 3 and 4</b>
Strategies to promote client understanding of and access to a variety of community-based resources. <b>(IIF5k)</b>	Weekly Assignments, Research Report, Treatment Plan	<b>SLO 3 and 4</b>
Use of assessments for diagnostic and intervention planning purposes. <b>(IIF7e)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Use of environmental assessments and systematic behavioral observations. <b>(IIF7j)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>

Use of symptom checklists, and personality and psychological testing. <b>(IIF7k)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Use of assessment results to diagnose developmental, behavioral, and mental disorders. <b>(IIF7l)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
<b>Standards for Clinical Mental Health Counseling (CMHC) Track</b>		
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. <b>(CMHC:VC1c)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders. <b>(CMHC:VC1d)</b>	Weekly Assignments, Research Report	<b>SLO 4</b>
Psychological tests and assessments specific to clinical mental health counseling. <b>(CMHC:VC1e)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. <b>(CMHC:VC2b)</b>	Weekly Assignments, Research Report, Treatment Plan	<b>SLO 3 and 4</b>
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. <b>(CMHC:VC2c)</b>	Weekly Assignments, Research Report, Treatment Plan	<b>SLO 3 and 4</b>
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). <b>(CMHC:VC2d)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>

Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. <b>(CMHC:VC2e)</b>	Weekly Assignments, Diagnostic Reports, Treatment Plan	<b>SLO 2 and SLO 3</b>
Impact of crisis and trauma on individuals with mental health diagnoses. <b>(CMHC:VC2f)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Impact of biological and neurological mechanisms on mental health. <b>(CMHC:VC2g)</b>	Weekly Assignments, Diagnostic Reports	<b>SLO 2</b>
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. <b>(CMHC:VC2h)</b>	Weekly Assignments, Diagnostic Reports, Treatment Plan	<b>SLO 2 and SLO 3</b>
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. <b>(CMHC:VC3a)</b>	Weekly Assignments, Diagnostic Reports, Treatment Plan	<b>SLO 2 and SLO 3</b>
Techniques and interventions for prevention and treatment of a broad range of mental health issues. <b>(CMHC:VC3b)</b>	Weekly Assignments, Treatment Plan	<b>SLO 3</b>
Strategies for interfacing with integrated behavioral health care professionals. <b>(CMHC:VC3d)</b>	Weekly Assignments, Journal Submissions	<b>SLO 1</b>
Strategies to advocate for persons with mental health issues. <b>(CMHC:VC3e)</b>	Weekly Assignments, Research Report	<b>SLO 4</b>

**Required Reading and Textbooks.**

Miller, R. B. (2015). *Not so abnormal psychology: A pragmatic view of mental illness*.  
Washington, DC: American Psychological Association.

ISBN 13: 978-1433820212

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, (5th ed.). Washington, DC: Author.

ISBN-13: 978-0890425558

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.).

ISBN-13: 978-1433805615

Johnson, S. (2017). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). Academic Press.

Additional readings may be assigned

**Course Requirements.**

Course Grades:

Diagnostic Reports(2): 30 pts.

Treatment Report (2): 30 pts.

Research Report: 20 pts.

Research Presentation: 10 pts.

Journal Submissions: 10 pts.

**Final Grade:**

90-100 pts. A

80-89 pts. B

70-79 pts. C

60-69 pts. D

Below 60 pts. F

**Posting of Grades:**

Students are to submit **ALL** assignments via Canvas, students can expect grades to be posted on Canvas after grading. **Please allow up 7-10 business days after submission for grades to be posted.**

**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

**Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas.

You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.



### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

### **General Participation.**

Students should arrive at class (face to face or online) prepared to share their views on the week's assignments and readings. Students will be required to behave in a manner expected of professionals in the field of psychology and students at Texas A&M – Central Texas. This includes but is not limited to issues of: confidentiality, attendance, polite disagreements of view, timely completion of assignments, classroom participation, and factual verbal and written statements. Additional assignments to insure learning in these areas may be assigned.

### **Research Report and Presentation (30 points)**

Research reports should be between 7 and 12 pages long and cover a variety of research findings focused on one topic to be determined between the instructor and the student prior to submission. Research reports should be based on peer reviewed journal articles. Reports must be in APA format. It is the student's responsibility to obtain and follow the APA Publication Manual (7th ed.). This review is to be original work by the student, meaning that the student based his or her work on library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses. **Students will need to prepare a 20-minute presentation surrounding their research report.**

### **Diagnostic Reports (2 submissions x 15 points possible) (30 points total)**

Diagnostic reports should be between 4 and 6 pages and cover a variety of diagnostic tools and techniques used in the assessment of an abnormal behavior or psychopathology. Reports should be based on peer reviewed journal articles but can include a variety of sources. Reports must be in APA format. It is the student's responsibility to obtain and follow the APA Publication Manual (6th ed.). This review is to be original work by the student, meaning that the student based his or her work on library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses.

### **Treatment Report (2 submissions x 15 points possible) (30 points total)**

Treatment reports should be between 4 and 6 pages long and cover treatment options for a particular behavior or psychopathology. Reports must be in APA format. It is the student's responsibility to obtain and follow the APA Publication Manual (6th ed.). This review is to be original work by the student, meaning that the student based his or her work on library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses.



**Journal Submissions (10 submissions x 1 points possible) (10 points total)**

Students will submit weekly reflective journal submissions. These reflections should be at least 300 words long and can include: personal insights from the week's task(s), content questions with personal investigations about said questions, and the like. **These submissions are NOT meant to be course, assignment, or instructor evaluations. Please note that if your submissions are of this nature they will count for 0 points.**

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy.**

If you discover that you need to drop this class, you must complete a Drop Request Form [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.



For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu). Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>]. While this syllabus represents the direction and scope of this course, it is subject to change.

### **INSTRUCTOR POLICIES.**

#### **Late Assignments and Make-up Work**

Late work will not be accepted. Make up work may be assigned at the instructor's discretion.

#### **Grade Disputes**

Conversations regarding grades and assignments are welcomed. It is highly recommended that grade disputes follow the 24/7 rule. This means that students should wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students should schedule an appointment within 7 calendar days of receiving the assignment.

#### **Extra Credit**

Various times throughout the semester students will have the opportunity to earn extra credit points. These opportunities include external meetings or presentations, online work via canvas, or additional research.

**Course Calendar**

<b>Week</b>	<b>Module</b>	<b>Readings</b>	<b>Assignments Due</b>
1 Jan. 13 (online)	Introduction and Overview	Quick Guide for TIP 59	
2 Jan. 20	Cultural Considerations in Abnormal Behavior	Miller Chapter 1	
3 Jan. 27	Historical Context and Classification	DSM Introduction Read Miller Chapter 2 & 3	
4 Feb. 3	Developmental Disorders	DSM Neurodevelopmental Miller Chapter 4	<b>Diagnostic Report 1</b>
5 Feb. 10	Anxiety Disorders	Miller Chapter 5 DSM Anxiety and Trauma	
6 Feb. 17 (WELLNESS WEEK)	Sexual Disorders	DSM Sexual Disorders	
7 Feb. 24	Depression	Miller Chapter 6 DSM Depression	<b>Treatment Plan 1</b>
8 Mar. 2	Bipolar Disorder	DSM Bipolar Disorder	
9 Mar. 9	<b>SPRING BREAK</b>		
10 Mar. 16	Substance abuse	DSM Substance Use Disorders	<b>Diagnostic Report 2</b>
11 Mar. 23	Eating Disorders	Eating disorders	
12 Mar. 30	Personality	Miller Chapter 7 DSM Personality	
13 Apr. 6	Schizophrenia, Schizoaffective, and Schizotypal Disorders	Miller Chapter 8 DSM Schizophrenia & Psychotic Disorders	<b>Treatment Plan 2</b>
14 Apr. 13 (WELLNESS WEEK)	Future Directions of Abnormal Behavior Classifications		
15 Apr 20	Research Presentations		<b>Research Report</b>
16 Apr 27	Semester Wrap Up		
17 May 4	Final Grading and Graduation		

Appendix A: Research Report Rubric

Date:	Warrior Number:				
	<i>Rating</i>				
	<b>4 (90-100% of possible points)</b>	<b>3 (89-60% of points possible)</b>	<b>2 (59-25% of points possible)</b>	<b>1 (24-1% of points possible)</b>	<b>0 (no points)</b>
<b>Articles (2 points)</b>	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single source.	Incomplete, irrelevant, or missing section.
<b>Theme (4 points)</b>	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.	Incomplete, irrelevant, or missing section.
<b>Background/Foundation (4 points)</b>	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.	Incomplete, irrelevant, or missing section.
<b>Research Questions (2 points)</b>	Research question(s) are formed through the literature review and clearly stated.	Research question(s) are formed through the literature review.	Research question(s) were not formed but could be formed through the literature review.	Research question(s) were not formed and are not apparent from the literature review.	Incomplete, irrelevant, or missing section.
<b>Reference Sheet (2 points)</b>	Information is cited properly and in APA format.	Information is cited properly.	Information is cited, but has errors.	Information is not cited or is cited incorrectly.	Incomplete, irrelevant, or missing section.

**COUN 5307 Abnormal Behavior Spring 2020**  
**Dr. Gerald Pennie, LPC, NCC**

<b>Length (2 points)</b>	Adheres to 7 – 12 page criteria.	Exceed or does not meet 7 –12 page criteria by ½ page or less.	Exceed or does not meet 7 – 12 page criteria by ½ to 1 page.	Exceed or does not meet 7 – 12 page criteria by more than 1 page.	Incomplete, irrelevant, or missing section.
<b>Format (2 points)</b>	Font, spacing, and APA format are correct.	Font and spacing, font and APA, or spacing and APA are correct.	Font, spacing, or APA format is correct.	Font, spacing, and APAP format are incorrect.	Incomplete, irrelevant, or missing section.
<b>Grammar (2 points)</b>	There is 1 or less grammatical error.	There are 2 grammatical errors.	There are 3 grammatical errors.	There are 4 or more grammatical errors.	Incomplete, irrelevant, or missing section.



Appendix B: Treatment Plan Rubric

<b>CRITERIA</b>	<b>Exemplary (90-100% of points)</b>	<b>Proficient (89-50 % of points)</b>	<b>Below (49-0% of points possible)</b>
<b>Format/Layout including citations (1.5 points)</b>	Well-written, even flow. Closely follows all the requirements related to format and layout	Acceptable format. All requirements are not followed	Poorly written, does not follow required format or layout
<b>Content Information for Student Treatment (2.0 points)</b>	Clearly stated goals, well-organized, clear and specific, complete treatment in school environment.	Reasonably stated goals, good flow, and adequate treatment plan in school environment.	Poorly stated goals, vague, confusing treatment plan in school environment.
<b>Integration of theory &amp; practice (4.0 points)</b>	Clear & direct integration of theory & practice. Integrates counseling theories with practice in a consistent, coherent, and therapeutic fashion. Presents in depth, comprehensive, detailed, logical rationale for treatment in a clinical environment.	Minimum evidence in linking theory to practice. Integrates counseling theories with practice in an acceptable manner. Presents an adequate rationale for treatment. Some inconsistencies in linking theory to practice in a clinical environment.	No connectivity between goals and treatment plan. No evidence of linking theory to practice. General, vague, superficial description of clients and treatment. Presents no logical rationale for treatment in a clinical environment.
<b>Ethical and legal implications (2.0 points)</b>	Recognizes and addresses appropriate ethical and legal issues in a clinical environment.	Able to recognize and address some ethical and legal issues in a clinical environment.	Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications in a clinical environment.

<b>Cultural/ Gender implications (2.5 points)</b>	Awareness of how culture differences affect thinking and behaving	Some evidence of culture awareness. A general understanding of how culture affects thinking and behaving	Little or no evidence of cultural awareness. No understanding of how culture affects thinking and behaving
<b>Recommendation and referral (1.5 points)</b>	Clear, appropriate detailed recommendations that identify areas for treatment in the clinical environment.	Adequate but general recommendations. Some details are missing for treatment in the clinical environment.	Inaccurate and/or unclear recommendations. Referral rationale unclear for treatment in the clinical environment.
<b>Community Resources (1.5 points)</b>	Excellent variety of community sources. Two or more suggested sources included in report.	Adequate sources of information included one or less included in report.	Void of community resources.



Appendix C: Diagnostic Report Rubric

<b>Warrior Number:</b>					
<b>CATEGORY</b>	<b>Exceeds Expectations 4 (90-100 % of points)</b>	<b>Meets Expectations 3 (89-70% of points)</b>	<b>Marginal 2 (69-25 % of points)</b>	<b>Unacceptable 1 (&lt;24% of points possible)</b>	
<b>I. Mechanics: Form</b> (Organization & Syntax) <b>(1.5 points)</b>	<ul style="list-style-type: none"> <li>❖ Accurately and completely reported ALL relevant areas of a professional assessment report</li> <li>❖ Well organized arrangement of topics</li> <li>❖ Clear summations within all topic areas</li> <li>❖ Sophisticated sentences; word choices are apt and varied</li> </ul>	<ul style="list-style-type: none"> <li>❖ Accurately and completely reported most relevant areas of a professional assessment report</li> <li>❖ Generally organized arrangement of topics</li> <li>❖ Acceptable summations within most topic areas</li> <li>❖ Varies sentences effectively; word choices are adequately varied and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>❖ Missing relevant areas of a professional assessment report</li> <li>❖ Lacks organized arrangement of topics</li> <li>❖ Unacceptable summations within TWO OR MORE topic areas</li> <li>❖ Marginal sentence variety; word choices lack variety and often inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>❖ Little or no inclusion of relevant areas of a professional assessment report</li> <li>❖ Disorganized arrangement of topic areas</li> <li>❖ Lacks summations within all topic areas</li> <li>❖ Poor &amp;/or unvaried sentence construction ; word choices poor and without variety</li> </ul>	
<b>II. Mechanics: Usage</b> (Intended Reader & Grammar, Spelling & Punctuation) <b>(0.5 points)</b>	<ul style="list-style-type: none"> <li>❖ Written language is appropriate for audience or implied reader</li> <li>❖ Perfect or near-perfect grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is generally appropriate for audience or implied reader</li> <li>❖ Adequate grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is marginally appropriate for audience or implied reader.</li> <li>❖ Inadequate grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is inappropriate for audience or implied reader</li> <li>❖ Poor grammar, punctuation, and spelling</li> </ul>	

<p><b>III. Content (Analysis) (6.5 points)</b></p>	<ul style="list-style-type: none"> <li>❖ Strong evidence of critical thinking skills</li> <li>❖ Fully integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Good evidence of critical thinking skills</li> <li>❖ Adequately integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Little evidence of critical thinking skills</li> <li>❖ Marginally integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ No evidence of critical thinking skills</li> <li>❖ Fails to integrate connections between client profile and test measures to determine clients strengths and needs</li> </ul>	
<p><b>IV. Content (Interpretation &amp; Judgment) (6.5 points)</b></p>	<ul style="list-style-type: none"> <li>❖ Information and evidence are accurate, appropriate and integrated effectively</li> <li>❖ Independent thinking solid and evident</li> <li>❖ Interpretation of assessment results is insightful</li> <li>❖ Recommendations are appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Information and evidence is generally accurate, appropriate and integrated</li> <li>❖ Good evidence of Independent thinking</li> <li>❖ Interpretation of assessment results is adequate</li> <li>❖ Recommendations are generally appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Information and evidence are only marginally accurate, appropriate and integrated</li> <li>❖ Little evidence of independent thinking</li> <li>❖ Inconsistent interpretation of assessment results</li> <li>❖ Recommendations are marginally appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Lack of an appropriate critique</li> <li>❖ Information and evidence are inaccurate, inappropriate and not integrated</li> <li>❖ Independent thinking absent</li> <li>❖ Misinterpretation of assessment results</li> <li>❖ Recommendations are inappropriate and counter-indicated from analysis of assessment in its entirety</li> </ul>	

Appendix D: Journal Submissions

<b>Date</b>	<b>Warrior Number:</b>			
<b>Criteria</b>	<b>Unsatisfactory-Beginning (&lt;24% of points)</b>	<b>Developing (25-69 % of points)</b>	<b>Accomplished (70-89% of points)</b>	<b>Exemplary (90-100% of points)</b>
<b>Content Reflection (0.75 points)</b>	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.
<b>Personal Growth (0.75 points possible)</b>	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and



	challenges, and/or future implications are overlooked.	thought of the future implications of current experience.		challenges. Synthesizes current experience into future implications.
<b>Writing Quality (0.5 points possible)</b>	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.



Appendix E: Presentation Rubric

<b>Date:</b>	<b>Warrior Number:</b>					
Criterion	Beginning	Basic	Proficient	Advanced	Exceptional	Score
<b>Organization</b>	The presentation lacked organization	The presentation was somewhat organized	The presentation was organized for the most part	The presentation was well organized	The presentation was very well organized with clear transitions	
<b>Timing</b>	The presentation lacked timing, resulting in poor coverage toward the end.	The presentation somewhat lacked a logical allocation of time to given topics.	The presentation allotted equal time to topics.	The presentation allotted time in a thoughtful way, depending on the topic.	The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly.	
<b>Documentation</b>	The presentation lacked facts, research, evidence, and sources.	The presentation included sparse facts, research, evidence, and resources.	The presentation offered facts, research, evidence, and resources.	The presentation provided relevant facts, research, evidence, and resources.	The presentation provided very relevant and current facts, research, evidence, and resources.	
<b>Content</b>	The presentation included irrelevant and unrelated content.	The presentation focused on content that was somewhat relevant and coherent.	The presentation focused on relevant and coherent content based in adequate preparation.	The presentation contained very relevant and coherent content that reflected good preparation.	The presentation was exceptionally conceived wherein topics were highly relevant and coherent and clearly reflected extensive preparation.	
<b>Presentation Delivery</b>	The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was quite effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was very effective.	
<b>Audience Engagement</b>	The presentation failed to establish and maintain audience	The presentation somewhat established and maintained	The presentation established and maintained audience	The presentation effectively established and maintained	The presentation very effectively established and	



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	interest and attention.	audience interest and attention.	interest and attention.	audience interest and attention.	maintained audience interest and attention.	
<b>Use of audio visual aides</b>	The presentation failed to employ visuals or technology.	The presentation used visuals such as a PowerPoint but it lacked appropriate formatting.	The presentation employed varied types of visuals with appropriate formatting.	The presentation employed quite effective use of varied types of visuals with appropriate formatting.	The presentation employed very effective use of varied types of visuals with appropriate formatting.	
<b>Responsiveness to audience</b>	Presenters failed to address questions from the audience.	Presenters responded to questions in ways that were somewhat irrelevant and unhelpful.	Presenters responded to questions in ways that were relevant and helpful.	Presenters responded to questions in ways that were quite effective, helpful, and enlightening.	Presenters responded to questions in ways that were very effective, helpful, and enlightening.	
<b>Presenters' Demeanor</b>	Presenters lacked animation, eye contact with the audience, poise, and professionalism.	Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism.	
<b>Total Score</b>						



**Syllabus Receipt Confirmation and Compliance Statement**

I, \_\_\_\_\_ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

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(Written Full name)

(Course #)

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(Signature)

(Date)