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Texas A&M University Central Texas
COUN 5307
Abnormal Behavior

</div>

Instructor and Contact Information.
Instructor: Brian Le Clair, PhD, LMFT
Office: online
Email: bleclair@tamuct.edu

Office Hours:
Email me for appointments
Class time: W 4:00-6:45 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 hybrid online course. This means that we will meet both synchronously and asynchronously. 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:

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

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Theories and etiology of addictions and addictive behaviors. **(IIF3d)**	Weekly Assignments	**SLO 1**
Biological, neurological, and physiological factors that affect human development, functioning, and behavior. **(IIF3e)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Systemic and environmental factors that affect human development, functioning, and behavior. **(IIF3f)**	Weekly Assignments, Research Report, Abnormal Behavior Report	**SLO 2**
A general framework for understanding differing abilities and strategies for differentiated interventions. **(IIF3h)**	Weekly Assignments, Research Report	**SLO 2**
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. **(IIF3i)**	Weekly Assignments, Research Report	**SLO 4**
Essential interviewing, counseling, and case conceptualization skills. **(IIF5g)**	Weekly Assignments, Research Report	**SLO 4**
Developmentally relevant counseling treatment or intervention plans. **(IIF5h)**	Weekly Assignments, Abnormal Behavior Report	**SLO 3 and 4**
Development of measurable outcomes for clients **(IIF5i)**	Weekly Assignments, Abnormal Behavior Report	**SLO 3 and 4**
Evidence-based counseling strategies and techniques for prevention and intervention. **(IIF5j)**	Weekly Assignments, Research Report, Abnormal Behavior Report	**SLO 3 and 4**
Strategies to promote client understanding of and access to a variety of community-based resources. **(IIF5k)**	Weekly Assignments, Research Report, Abnormal Behavior Report	**SLO 3 and 4**
Use of assessments for diagnostic and intervention planning purposes. **(IIF7e)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**

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Use of environmental assessments and systematic behavioral observations. **(IIF7j)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Use of symptom checklists, and personality and psychological testing. **(IIF7k)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Use of assessment results to diagnose developmental, behavioral, and mental disorders. **(IIF7l)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Standards for Clinical Mental Health Counseling (CMHC) Track		
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. **(CMHC:VC1c)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders. **(CMHC:VC1d)**	Weekly Assignments, Research Report	**SLO 4**
Psychological tests and assessments specific to clinical mental health counseling. **(CMHC:VC1e)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. **(CMHC:VC2b)**	Weekly Assignments, Research Report, Abnormal Behavior Report	**SLO 3 and 4**
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. **(CMHC:VC2c)**	Weekly Assignments, Research Report, Abnormal Behavior Report	**SLO 3 and 4**

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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). **(CMHC:VC2d)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. **(CMHC:VC2e)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2 and SLO 3**
Impact of crisis and trauma on individuals with mental health diagnoses. **(CMHC:VC2f)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Impact of biological and neurological mechanisms on mental health. **(CMHC:VC2g)**	Weekly Assignments, Abnormal Behavior Report	**SLO 2**
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. **(CMHC:VC2h)**	Weekly Assignments, Abnormal Behavior Report,	**SLO 2 and SLO 3**
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. **(CMHC:VC3a)**	Weekly Assignments, Abnormal Behavior Report,	**SLO 2 and SLO 3**
Techniques and interventions for prevention and treatment of a broad range of mental health issues. **(CMHC:VC3b)**	Weekly Assignments, Abnormal Behavior Report	**SLO 3**

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Strategies for interfacing with integrated behavioral health care professionals. **(CMHC:VC3d)**	Weekly Assignments, Journal Submissions	**SLO 1**
Strategies to advocate for persons with mental health issues**. (CMHC:VC3e)**	Weekly Assignments, Research Report	**SLO 4**

Required Reading and Textbooks.
Kress, V. E, & Paylo, M. J. (2018). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.). Columbus, OH: Pearson.
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:

Abnormal Behavior Report:	40 pts.
Research Report (Annotated Bib):	20 pts.
Research Presentation:	20 pts.
Discussions:	10 pts
Journal Submissions	10 pts
Total Points Possible	100 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 Can-vas. 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

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For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: 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/Annotated Bibliography and Presentation (30 points)
Students will submit a full report covering both diagnostic impressions and treatment plan options. This report will need to have between 15 and 20 sources, each a page long and cover a variety of assessment tools, diagnostic impressions, and treatment options 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 (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. This presentation will be worth 10 points.**

Abnormal Behavior Report (40 points possible).
Students will submit a full report covering both diagnostic impressions and treatment plan options. This report will need to be an audio recorded PowerPoint and cover a variety of assessment tools, diagnostic impressions, and treatment options 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 (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.

Discussion Posts (10 points possible). Throughout the semester there will be various topics that students will need to submit their thoughts on the topic. For each assignment students will need to submit their thoughts and respond to each post from various students. Some discussion posts require two parts. The first part will be **collaborative effort in which students work in groups to respond to the prompts of discussion**. The second part will be the rebuttals and response. Students will be **expected to offer rebuttals for each group submission by the Wednesday of that week and the original presenters will be expected to respond by the following Sunday. Failure to complete any part of this assignment will result in a loss of points.** *It is the responsibility of each student and group to submit assignments on time as the points of each classmate depends on timely submissions.*

Journal Submissions (10 points possible)
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

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
   o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
   o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

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].

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, FOL-LOW-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 pre-serve 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 ex-amination 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].

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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.
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 WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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 are 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.

Portfolio: As part of the evaluation for the CMHC program, students will assemble an e-portfolio documenting their   learning from their involvement in the following activities. This portfolio will be built digitally. The required portfolio items will be assignments in the different CMHC courses.

1. 1) Professional Development
   1. a) Professional Organization Membership (Foundations Course)
   2. b) Workshop/Training Attendance or Presentation – (1 per long term)
   3. c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
   4. d) Resume (Requires Career Center Evaluation – Group Course)
2. 2) Wellness

1. a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
2. b) Attend Four Counseling Sessions (Foundations Course)
3. 3) Professional Practice
    1. a) Theory Integration Paper (Theories Course)
    2. b) Transcripts (Methods & Practicum Courses – 30 minutes)
    3. c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
    4. d) Formative and Summative Assessments

i) CCS-R (Practicum / Internship 1&2 Courses)

5. e) Liability Insurance (Practicum / Internship 1&2 Courses)
6. f) Hours Logs (Practicum / Internship 1&2 Courses)

4. 4) Multicultural Competence
    1. a) AMCD Codes (Culture Course)
    2. b) Diversity Interview (Foundations, Culture Courses)
    3. c) CIA Project (Culture Course)
5. 5) Group Counseling Work
    1. a) ASGW Best Practices (Group Course)
    2. b) Group Journal (min 10 hours) (Group Course)
6. 6) Ethical Foundations
    1. a) ACA Codes of Ethics (Ethics Course)
    2. b) LPC Rules (Ethics Course)
    3. c) Ethics and the Discipline Presentation (Ethics Course)
    4. d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
7. 7) Advocacy & Social Justice
    1. a) Advocacy and Social Justice Competencies (Culture Course)
    2. b) CIA Project (Culture Course)
    3. c) Service Learning Project (Culture Course)

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Week	Module	Readings	Assignments Due
August 24 (Asynchronous)	Introduction and Overview Developing Effective Treatment Plans;	Quick Guide for TIP 59 Ch. 1	**Syllabus Agreement due.** **Introduction video due**
August 31	Real World Treatment Planning: Systems, Culture, and Ethics	Ch. 2	
September 7 (Asynchronous)	Cultural Considerations in Abnormal Behavior Safety-Related Clinical Issues and Treatment Planning	Ch. 3	
September 14	Depressive, Bipolar, and Related Disorders	Ch. 4	
September 21 (Asynchronous)	Anxiety Disorders	Ch. 5	
September 28	Obsessive-Compulsive and Related Disorders	Ch. 6	
October 5 (Asynchronous)	Trauma- and Stressor-Related Disorders	Ch. 7	
October 12	Substance-Related and Addictive Disorders	Ch. 8	**Research Report Proposal due**
October 19 (Asynchronous)	Personality Disorders	Ch. 9	
October 26	Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 10	
November 2	Feeding and Eating Disorders	Ch. 11	
November 9 (asynchronous)	Disruptive, Impulse-Control, and Conduct, and Elimination Disorders	Ch. 12	

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November 16	Neurodevelopmental and Neurocognitive Disorders	Ch. 13	
November 23	Dissociative Disorders and Somatic Symptom and Related Disorders	Ch. 14	**Abnormal Behavior Report**
November 30 (Asynchronous)	Sleep Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Ch. 15	
December 7			**Research Report Research Presentation**
December 14	Semester Wrap Up		

Course Calendar
*** This syllabus is eligible for review and can be changed with prior notice from the instructor.

Appendix A: Research Report/Annotated Bibliography (SLO 5)

Date:		Warrior Number:			
Criterion	**Exemplary**	**Proficient**	**Below Standards**	**Does not meet**	
Quality of Sources	All sources demonstrate careful consideration of validity and sources do not repeat same information	Several sources are credible but others are not current or have questionable validity	Sources meet guidelines for types selected but there is no consideration of validity	Sources do not meet guidelines for types of sources used	
Accuracy	Includes the complete and accurate bibliographic citation for each source and is organized according to citation method used	Makes 3-5 errors on citations.	Makes 6-10 errors on citations.	Makes more than 10 errors on citations.	
Annotations Content	**Summaries** are accurate, **evaluation** addresses validity of source and **usefulness** for assignment is included for every source	One component of the annotation is missing or very limited in several citations	One component of the annotation is missing in many citations	Little or no information specific to the source is included	
Annotations Structure	Well-written, unique to the source, avoids vague statements. Appropriate length.	Well written but contain some generic statements OR not appropriate length.	Poorly written, many generic statements, too short	Annotations are missing or are not coherent.	
Overall Quality	Bibliography could be used to generate a comprehensive research paper	Bibliography provides sources to create a paper on the topic	Sources miss key topics required by presentation assignment	Sources used would not create an informative	

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	with excellent sources.	but is missing some key information		paper	
				TOTAL POINTS	

Appendix B. Abnormal Behavior Report

Criteria	Exemplary (90-100% of points possible)	Proficient (89-70% of points possible)	Approaching (69-50% of points possible)	Below (49-0% of points possible)
Format/Layout including citations (2.5 points possible)	❖ Well-written, even flow. ❖ Closely follows all the requirements related to format and layout ❖ Sophisticated sentences; word choices are apt and varied ❖ Written language is appropriate for audience or implied reader ❖ Perfect or near-perfect grammar, punctuation, and spelling	❖ Written language is generally appropriate for audience or implied reader ❖ Adequate grammar, punctuation, and spelling ❖ Acceptable summations within most topic areas ❖ Varies sentences effectively; word choices are adequately varied and appropriate	❖ Written language is marginally appropriate for audience or implied reader. ❖ Inadequate grammar, punctuation, and spelling ❖ Missing relevant areas of a professional assessment report ❖ Lacks organized arrangement of topics ❖ Marginal sentence variety; word choices lack variety and often inappropriate	❖ Poorly written, does not follow required format or layout ❖ Lacks summations within all topic areas ❖ Poor &/or unvaried sentence construction; word choices poor and without variety ❖ Written language is inappropriate for audience or implied reader ❖ Poor grammar, punctuation, and spelling
Content Information for Client Treatment (4.0 points possible)	❖ Clearly stated goals, well-organized, clear and specific, complete treatment in clinical or other	❖ Reasonably stated goals, good flow, and adequate treatment plan in clinical or other	❖ Acceptably stated goals, vague, confusing treatment plan in clinical or other	❖ Poorly stated goals, vague, confusing treatment plan in clinical or other environments.

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	environments.	environments.	environments.	
Integration of theory and practice (5.0 points possible)	❖ 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.	❖ Acceptable 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.	❖ 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.	❖ Little if any connectivity between goals and treatment plan. ❖ Little if evidence of linking theory to practice. ❖ General, vague, superficial description of clients and treatment. ❖ Presents no logical rationale for treatment in a clinical environment.
Ethical and legal implications (4.5 points possible)	❖ Recognizes and addresses appropriate ethical and legal issues in a clinical or other environment.	❖ Able to recognize and address some ethical and legal issues in a clinical or other environment.	❖ Marginal ability to recognize and address some ethical and legal issues in a clinical or other environment.	❖ Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications in a clinical or other environment.
Cultural/Gender Implications (3.5 points possible)	❖ Awareness of how culture differences affect thinking and behaving	❖ Acceptable evidence of culture awareness. ❖ A general understanding of how culture	❖ Some evidence of culture awareness. ❖ Marginal understanding of how culture	❖ Little or no evidence of cultural awareness. ❖ Little to no understanding of how culture

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		affects thinking and behaving	affects thinking and behaving	affects thinking and behaving
Recommendation and referral (2.0 points possible)	❖ Clear, appropriate detailed recommendations that identify areas for treatment in the clinical environment	❖ Adequate but general recommendations. ❖ Most details are present 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.
Community Resources (2.0 points possible)	❖ Excellent variety of community sources. ❖ Three or more suggested sources included in report.	❖ Acceptable sources of information included. ❖ One or two included in report.	❖ Adequate sources of information included ❖ One or less included in report.	❖ Void of community resources
Case Analysis (8.25 points possible)	❖ Strong evidence of critical thinking skills ❖ Fully integrates connections between client profile and test measures to determine clients strengths and needs	❖ Good evidence of critical thinking skills ❖ Adequately integrates connections between client profile and test measures to determine clients strengths and needs	❖ Little evidence of critical thinking skills ❖ Marginally integrates connections between client profile and test measures to determine clients strengths and needs	❖ No evidence of critical thinking skills ❖ Fails to integrate connections between client profile and test measures to determine clients strengths and needs
Case Interpretation and Judgment (8.25 points possible)	❖ Information and evidence are accurate, appropriate and	❖ Information and evidence is generally accurate, appropriate	❖ Information and evidence are only marginally accurate, appropriate	❖ Lack of an appropriate critique ❖ Information and evidence are

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	integrated effectively ❖ Independent thinking solid and evident ❖ Interpretation of assessment results is insightful ❖ Recommendations are appropriate and indicated from analysis of assessment in its entirety	and integrated ❖ Good evidence of Independent thinking ❖ Interpretation of assessment results is adequate ❖ Recommendations are generally appropriate and indicated from analysis of assessment in its entirety	and integrated ❖ Little evidence of independent thinking ❖ Inconsistent interpretation of assessment results ❖ Recommendations are marginally appropriate and indicated from analysis of assessment in its entirety	inaccurate, inappropriate and not integrated ❖ Independent thinking absent ❖ Misinterpretation of assessment results ❖ Recommendations are inappropriate and counter-indicated from analysis of assessment in its entirety

Appendix C: Journal Submissions

Date	Warrior Number:			
Criteria	Unsatisfactory-Beginning (<24% of points)	Developing (25-69 % of points)	Accomplished (70-89% of points)	Exemplary (90-100% of points
Content Reflection (0.75 points)				
	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.
Personal Growth (0.75 points possible)				
	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.
Writing Quality (0.5 points possible)	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

Date:	Warrior Number:					
Criterion	Beginning	Basic	Proficient	Advanced	Exceptional	Sco
Organization	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	
Timing	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.	
Documentation	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.	
Content	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.	
Presentation Delivery	The presenters	The presenters'	The presenters'	The presenters'	The presenters'	

	lacked effective use of voice volume, tone, animation, grammar, and pronunciation.	use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective.	use of voice volume, tone, animation, grammar, and pronunciation was effective.	use of voice volume, tone, animation, grammar, and pronunciation was quite effective.	use of voice volume, tone, animation, grammar, and pronunciation was very effective.	
Audience Engagement	The presentation failed to establish and maintain audience interest and attention.	The presentation somewhat established and maintained audience interest and attention.	The presentation established and maintained audience interest and attention.	The presentation effectively established and maintained audience interest and attention.	The presentation very effectively established and maintained audience interest and attention.	
Use of audio visual aides	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.	
Responsiveness to audience	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.	
Presenters' Demeanor	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	
Total Score						

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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.

_____

(Written Full name)   (Course #)

_____

(Signature)   (Date)

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