

University of North Texas at Dallas
COUN 5480 Diagnosis in Counseling
Fall 2015
(3 hours)
SYLLABUS

Department of Counseling and Human Development		Division of Education and Human Services	
Instructor Name: Amy McCortney, Ph.D., LPC-S, NCC			
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Office Hours:		By appointment	
Virtual Office Hours:		M, W and F 5-9:00 p.m.	
Classroom Location:		DAL2 336	
Class Meeting Days & Times:		Thursdays 7:00 to 9:50 pm	
Course Catalog Description:		Principles and models of biopsychosocial assessment, case conceptualization, and concepts of normalcy leading to an appropriate framework for counseling treatment plans or referral within a managed care framework. DSM-IV diagnosis, disorder prevention, and promotion of optimal mental health are studied.	
Prerequisites:		COUN 5680 and COUN 5710	
Required Text:		American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Washington, DC: Author. American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. Classnotes, readings, and powerpoints on Blackboard website.	
Recommended Text and References:		Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). <i>The complete adult psychotherapy treatment planner</i> . (5th ed.). Hoboken, NJ: Wiley. Seligman, L. & Reichenberg, L.W. (2012). <i>Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders</i> . (4th ed.). San Francisco, CA: John Wiley & Sons.	
Access to Learning Resources:		Blackboard Learn: <i>If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in</i>	

	<p>support: Help Desk: Phone: 972-780-3626 Email: http://web3.unt.edu/helpdesk/service Walk-in: Founders Hall Rm. 127 CITC Help Desk website: http://www.unt.edu/helpdesk/index.htm. UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>
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Course Goals or Overview:

The goal of this course is to understand principles and models of biopsychosocial assessment, case conceptualization, and concepts of normalcy leading to an appropriate framework for counseling treatment plans or referral within a managed care framework as well as DSM-IV diagnosis, disorder prevention, and promotion of optimal mental health.

Learning Objectives/Outcomes: At the end of this course, the student will

1	Discuss historical trends and philosophies related to diagnosis and treatment of mental disorders. (CACREP II.G.1.a, CMHC A1)
2	Discuss the range of mental health service delivery and the counseling services network. (CMHC C5)
3	Explain ways in which developmental crises, disability, psychopathology, and situational and environmental factors affect both normal and abnormal behavior. (IIG3f)
4	Use principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology to develop appropriate diagnoses and counseling treatment plans. (IIG5d; CMHC G1; SC G1; SACC D5, G1)
5	Conduct an intake interview, a mental status evaluation, a biopsychosocial history, a diagnostic interview, and a mental health history. (IIG5c; CMHC G2, H2; SC H1; SACC)
6	Discriminate between what is a disorder and what is not; what is clinically significant impairment and what is not; substance abuse and dependence; and what might be an adjustment disorder rather than a diagnosable condition. (CACREP II.K.3.c; CC C.4, 5; SC C.2.d, h; CUC C.4, 9)
7	Discuss how age, gender, sexual orientation, ethnicity, disability, culture, spirituality, and other factors are related to disorder presentation, diagnoses, access to treatment, counselor assessment, and counselor evaluation (IIG.2.a; CMHC E1, H1; SC E4; SACC E1)
8	Discuss relevance and potential biases of commonly used diagnostic tools with multicultural populations. (CMHC K4)
9	Establish treatment plans which are based on initial assessment and ongoing evaluation of efficacy of interventions used. (CACREP II.K.7.g; CC C.4)
10	Identify and discuss ethical and legal issues related to diagnosis and treatment planning in counseling (CACREP II.G.1.j; CMHC A2, B1; SC A2, B1, SACC A2, B1)
11	Demonstrate familiarity with a variety of empirically supported treatments and counseling modalities (e.g., individual, group, family, and/or other referrals) useful for a variety of diagnoses. (CACREP II.K.5.d; II.K.6.e; CC C.7; SC C.2.a; CUC C.4, 10)
12	Evaluate up-to-date research concerning empirically supported treatments, standards of care,

	and outcomes based on study of professional journals, books, and internet information. (CACREP II.K.8.c, e; II.K.1.c)
13	Describe methods of conferring with managed care entities and other providers in a confidential and professional manner. (CACREP II.K.1.b, h; CC B.1)
14	Discuss assessment methods used and indicate counseling progress in a manner which will assist in securing funding from managed care and related entities. (CACREP II.K.7.b) <i>Note:</i> CC = Community Counseling; SC = School Counseling Standard; CUC = College/University Counseling

COURSE SCHEDULE

Please note: Instructor may alter schedule of events as necessary or as mandated by class needs.

Date	Topic/Film	Assignments
Aug. 27	Course orientation & introductions Introduction to the DSM Role of diagnosis in counseling Risks & benefits of diagnosis	<ul style="list-style-type: none"> ▪ DSM pp. xli-25 ▪ Seligman Ch. 1 ▪ Cosgrove et al. (2006); Grohol (1996); Hohenshil (1996); Ivey & Ivey (1998); ▪ Choose a diagnosis for the treatment summary, and reserve it on the “1st Project Sign-up” link- first come, first served.
Sept. 3 online	<i>(cont. Lecture 1)</i> V codes Ethical and cultural considerations	<ul style="list-style-type: none"> ▪ DSM pp. 709-714; 715-727; 809-816 (skim 817-831); 833-837 ▪ Smart & Smart (1997); White Kress et al. (2005) ▪ Tab your DSM ▪ <i>Begin reading for next week</i>
Sept. 10	Introduction to managed care Differential diagnosis Multiaxial assessment Mental status assessment	<ul style="list-style-type: none"> ▪ DSM pp. 731-759 ▪ Anderson (2000); Braun & Cox (2005); Daniels (2001); Nelson & Nuefeldt (1996); Polanski & Hinkle (2000)
Sept. 17 online	Somatic-related and factitious disorders Neurocognitive disorders	<ul style="list-style-type: none"> ▪ DSM pp. 309-327; 591-643 ▪ Seligman Ch. 7; 9 ▪ Gintner (1995); Hill & Spengler (1997); McLaughlin (2002); Rosenhan (1973) ▪ Objectives homework due
Sept. 24	Sleep-wake disorders	<ul style="list-style-type: none"> ▪ DSM pp. 361-422 ▪ Seligman Ch. 3 ▪ HMHL (1994); Kuhn et al. (1999) ▪ Somatic/neuro quiz due
Oct. 1 online	Substance-related and addictive disorders	<ul style="list-style-type: none"> ▪ DSM pp. 481-589 ▪ Seligman Ch. 6 pp. 243-266 ▪ Evans (1998) ▪ Sleep dx due

Oct. 8	<i>Flex day</i> ; diagnosis practice	<ul style="list-style-type: none"> ▪ Substance dx due ▪ Review treatment planning
Oct. 15	Midterm Exam	<ul style="list-style-type: none"> ▪ Submit final project option/topic for approval
Oct. 22 online	Personality disorders	<ul style="list-style-type: none"> ▪ DSM pp. 645-684; 761-781 ▪ Seligman Ch. 8 ▪ Fong (1995)
Oct. 29	Depressive & Trauma-related disorders	<ul style="list-style-type: none"> ▪ DSM pp. 123-188; 265-290 ▪ Seligman Ch. 4 ▪ Seligman & Moore (1995) ▪ Personality dx due ▪ Mood dx practice (in class)- bring the handout
Nov. 5 online	Anxiety disorders	<ul style="list-style-type: none"> ▪ DSM pp. 189-264 ▪ Seligman Ch. 5 ▪ Beamish et al. (2002); Fong & Silien (1999) ; Roussov (2012)
Nov. 12	Dissociative disorders Schizophrenia & other psychotic disorders	<ul style="list-style-type: none"> ▪ DSM pp. 87-122; 291-307 ▪ Seligman Ch. 9 ▪ Walker et al. (2004) ▪ Anxiety dx due ▪ Psychotic dx practice (in class)- bring the handout
Nov. 19 online	Sexual and gender dysphoria disorders	<ul style="list-style-type: none"> ▪ DSM pp. 423-459; 685- 705 ▪ Seligman Ch. 6 pp. 274-287 ▪ Seligman & Hardenburg (2000); Thanasiu (2004)
Nov. 26	<i>No class- holiday</i>	
Dec. 3	Feeding and eating disorders Impulse-control disorders	<ul style="list-style-type: none"> ▪ DSM 329-354; 461-480 ▪ Seligman Ch. 6 pp. 266-274, 287-303 ▪ Craigen & Foster (2009); Polivy & Herman (2002); White Kress et al. (2004) ▪ Final project due; also submit to turnitin and tk20
Dec. 10	Final Exam	<ul style="list-style-type: none"> ▪ Course evals

PARTICIPATION, PREPARATION, & HOMEWORK

Attendance, participation, and professionalism are professional responsibilities even in online courses. This includes checking your UNT email and Blackboard announcements on a very regular basis (every other day, minimally, is the suggested frequency); students are responsible for all information posted to email and Blackboard.

This is a reading-intensive course, and students are expected to complete scheduled readings prior to class on the due date. Careful preparation will facilitate understanding of lectures and successful completion of in-class exercises. Readings from the DSM 5 and Blackboard readings, are always required; listed Seligman (1998) and Jongsma et al. (2014) text readings are suggested, and will definitely help with the Medication/Treatment Planning assignment.

Supplemental required and recommended readings are available via **Blackboard**. At instructor's discretion you will be provided with practice exercises to be completed during class or before the next class.

Participation is best manifested by readiness and *active* participation in class discussion. It may be helpful to jot down thoughts or questions during your reading time, and bring these to class to stimulate discussion. ...there are no "stupid" questions or observations in this learning environment; fellow students likely have the same questions you have.

MIDTERM & FINAL EXAMINATION

Two in-class examinations are required for this course. Exams will include objective questions (true/false, multiple-choice, short-answer) and case vignettes which require the identification of diagnoses and treatment plans. Use of the DSM 5 is allowed during exams; this is the reason you are required to "tab" your book, i.e., in order to facilitate easily finding information you need during exams.

MEDICATION & EBT TREATMENT PLANNING SUMMARY

Regardless of your work setting or guiding theory, you will be expected to have a high degree of familiarity regarding psychotropic medications and commonly used treatments for a variety of diagnosable disorders. The purpose of this assignment is to assist students to build a reference source regarding common medications and counseling methods used to treat a variety of specific disorders. A secondary purpose of the assignment is to familiarize students with methods for obtaining such information; over the course of the semester, students will have the opportunity to compile a notebook of resources/readings they may use in their future professional careers. It is expected that this information may also be used to enhance empathy, educate clients, collaborate with other professionals, and converse with managed care personnel. These goals will be accomplished by assigning each student a diagnosis for which he or she will become an expert. Students will compile and share a minimum of two resources for this assignment (include a correctly formatted APA style reference page).

First, compile a **1-page listing of psychotropic medications** currently used to treat the specific diagnosis you are assigned. Do not simply copy this information off any website; this assignment will be submitted to turnitin.com for an originality report. For each medication include as much of the following as possible:

- a) All names/classifications of medication (i.e., name-brand, generics)
- b) Typical prescription dosage
- c) Time it takes for medication to work
- d) Potential benefits of the medication for the client
- e) Potential risks/side effects of the medication for the client
- f) If there are no common medications for your diagnosis, you must write a 1-page (single-spaced) discussion of the reason no medications are used/available.

Second, compile a **1-2 page listing and brief description of Empirically Supported Treatments (ESTs)** [aka: Evidenced-Based Treatments (EBTs), Empirically Validated Treatments (EVTs), or Evidence-Based Best Practices (EBBP)] for the assigned diagnosis. Include as much of the following information as possible:

- a) Type of treatment
- b) Length of treatment
- c) Sample counseling goals/objectives
- d) Specific methodology used in the treatment
- e) Potential benefits
- f) Risks/contraindications

Students are encouraged to use professional and online resources, sources must be cited, and references must be included on the handouts using correct APA formatting (sources such as Wikipedia are NOT scholarly sources and are not allowed). A minimum of 3 scholarly resources are required. Assignments are due on the day we are scheduled to cover the assigned diagnosis. On the due date, **bring enough copies to share with all classmates**. The assignment will be graded as follows:

- Accuracy, quality, and thoroughness of information (8 points)
- Professional appearance of summaries (2 points)
- Professionalism/preparedness of oral summary (2 points)
- Grammar, use of APA style citations and references (3 points)

Projects should be submitted to www.turnitin.com found on your Blackboard Assignments link, by the due date.

FINAL PROJECT

Students will select one of the following options to comprise a final project; be prepared to submit option and topic in class on **October 15th**:

OPTION 1: EBT CASE STUDY

Students will select a character from a book (preferred) or public figure to serve as the basis for a *comprehensive* case study. Students will use what they know of this character to construct an in-depth case conceptualization using **Resource C** and covering the following:

- a) Presenting problem
- b) Biopsychosocial history
- c) Mental status report (only if applicable)
- d) DSM diagnosis
- e) Theoretically- and diagnostically-based conceptualization of client concerns/functioning
- f) Evidence-based treatment plan including attention to ongoing assessment

All data included in the report must be written using professional language, based on evidence provided in the media source(s), and supported with rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students will provide a rationale for treatment plan choices by incorporating data from at least three (3) scholarly sources.

Students should format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) according to the Resource C case conceptualization guidelines. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines. Specific grading criteria will be distributed in class.

Movies are NOT acceptable. Sources must be confirmed with me prior to beginning.

Accepted resources:

Angelou, M. (1970). *I know why the caged bird sings*. New York: Random House.
Axline, V. (1964). *Dibs in search of self*. New York: Random House.
Burgess, A. (1962). *A clockwork orange*. New York: Norton.
Burroughs, A. (2002). *Running with scissors: A memoir*. New York: Picador.
Chase, T. (1987). *When rabbit howls*. New York: E.P. Dutton.
Fitzgerald, F.S. (1925) *The great Gatsby*. New York: Charles Scribner.
Frey, J. (2003). *A million little pieces*. New York: Doubleday.

Garland, A. (1997). *The beach*. New York: Riverhead.

Golding, W. (1954). *Lord of the flies*. New York: Perigree.

Greenberg, J. (1964). *I never promised you a rose garden*. New York: Penguin.

Haddon, M. (2003). *The curious incident of the dog in the nighttime*. New York: Vintage.

Hautzig, D. (1999). *Second star to the right*. New York: Penguin.

Hornbacher, M. (1998). *Wasted: A memoir of anorexia and bulimia*. New York: HarperCollins.

Leathan, V. (2006). *Bloodletting: A memoir of secrets, self-harm, & survival*. Oakland, CA: Harbinger.

Lee, H. (1960). *To kill a mockingbird*. New York: HarperCollins.

Menzie, M. (2003). *Diary of an anorexic girl*. Nashville: W Publishing.

Miller, J. (2001). *The day I went missing*. New York: St. Martin's.

Morrison, T. (1970). *The bluest eye*. New York: Penguin.

Orion, D. R. (1997). *I know you really love me: A psychiatrist's journal of erotomania, stalking, and obsessive love*. New York: Macmillan.

Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.

Salinger, J.D. (1951). *The catcher in the rye*. New York: Back Bay.

Schiller, L., & Bennett, A. (1994). *The quiet room: A journey out of the torment of madness*. New York: Warner.

Schreiber, F. R. (1973). *Sybil*. New York: Warner.

Slater, L. (1998). *Prozac diary*. New York: Penguin.

Steele, K., & Berman, C. (2001). *The day the voices stopped: A schizophrenic's journey from madness to hope*. New York: Basic.

Theroux, P. (1982). *The mosquito coast*. New York: Avon.

Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.

Zusak, M. (2005). *The book thief*. New York: Alfred A. Knopf.

Alternative to the book, you may select a public figure for your case study. Following are some approved suggestions, but you may certainly submit someone else for approval:

Jodi Arias
 Casey Anthony
 Kate or John Gosselin
 Aaron Hernandez
 Michael Jackson
 Lindsay Lohan
 Jared Loughner
 Marilyn Monroe
 Hemy Newman
 Joshua Phillips
 Charlie Sheen
 Eric Smith
 Andrea Sneiderman
 Nadya Suleman
 Kanye West

Other potentially appropriate materials (including autobiographies) will be considered on a case-by-case basis only (students must consult me). **Minimum 5 pages, not including title page and any reference page (it will be exceedingly difficult to complete this assignment fully and accurately with fewer than 5 pages).** This assignment will also be submitted to turnitin.com; submit a hard copy to class.

OPTION 2: POSITION STATEMENT

Students will select a controversial issue related to the DSM 5 and submit a research paper in which they define the issue, outline a history of the issue, use scholarly sources to provide evidence related to multiple sides of the issue, critique this information, and present their own position and rationale. The following topics are provided as *sample issues* that would be appropriate for the project:

- a) Was it wise/necessary to abandon the multi-axial diagnostic system in changing from the DSM-IV-TR to the DSM 5?
- b) Will the DSM 5 gain widespread acceptance, or will it continue to be controversial with working mental health providers?
- c) Are DSM 5 [insert diagnosis(es)] diagnoses culturally appropriate for use with [insert population]?
- d) Are DSM 5 [insert diagnosis(es)] diagnoses gender-biased?
- e) Are [insert diagnosis(es)] overdiagnosed in [insert population]?
- f) Should [insert diagnosis(es)] have been included in the DSM 5?
- g) Should a diagnosis related to self-injurious behavior have been added to the DSM 5?
- h) Other issues related to specific controversial diagnoses (e.g., Gender Identity Disorder, Dissociative Identity Disorder, personality disorders)

Students are expected to use a minimum of 8 scholarly sources (e.g., professional journal articles or book chapters) in construction of this position statement, and it is expected that position statements will be approximately 7-10 pages in length text. Papers must be written and formatted in accordance with APA style. Specific grading criteria will be distributed in class.

All projects are due by the beginning of class on December 3rd. Projects should be submitted to www.turnitin.com on your Blackboard Assignments link.

Programmatic evaluation:

Turnitin:

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assessments (KA) must be uploaded into the Tk20 system for instructors to assess.

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Instrument	Points
PARTICIPATION, PREPARATION, & HOMEWORK	20
MIDTERM	20
FINAL EXAMINATION	20
MEDICATION & TREATMENT METHODS AWARENESS SUMMARY	15
FINAL PROJECT	25
TOTAL	100

Grade Determination:**A = 100–90 points****B = 89-80 points****C = 79-70 points****D = 69-60 points****F = 59 or below****IMPORTANT POLICIES****Blackboard:**

We will be using Blackboard as a course management tool this semester. Students may access the course using their EUID and password via <http://Blackboard.unt.edu>. Once within Blackboard, you will be able to view announcements, download and print copies of class materials, access course readings, and check your grades. The instructor may also post audio files of lectures for those who are absent or who would like to review class sessions. Students are responsible for all class material on Blackboard.

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations.

The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made. The instructor will reply with affirmation or modification and place a copy of the communication in the student's file.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Bad Weather Policy:

Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Written communication with this professor should also follow the guidelines of netiquette; "social media" or text message-type communications will not receive a response.

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Academic Misconduct:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic misconduct includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students will be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Cheating and plagiarism are types of academic misconduct. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal (University of North Texas Graduate Catalog, 2002, p. 94).

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor.

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism will also jeopardize your standing in the program. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

Technology Requirements:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also,

no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Appendix A:

Online participation rubric	Excellent performance	Good performance	Fair performance	Poor performance	Does not stand
	4	3	2	1	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not provide a sufficient response, or original responses do not express their agreement
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not provide any responses
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not provide any responses; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, grammatical errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect; the views and experiences of others

