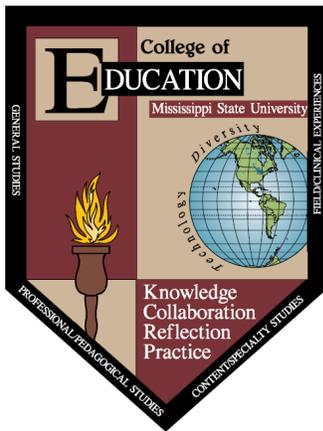


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

|                                    |   |
|------------------------------------|---|
| <b>Course Prefix &amp; Number:</b> | COE 8633  |
| <b>Course Title:</b>               | Psychosocial Rehabilitation   |
| <b>Credit Hours:</b>               | Three (3) semester hours  |
| <b>Course Type:</b>                | Lecture   |
| <b>Catalog Description:</b>        | Three hours lecture. Counseling techniques that assist in the adjustment of seriously mentally ill clients. |

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of

skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Objectives:**

Students will:

- Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. (CMH K.1.; CFPOs #2, 4, 8; InTASC 4)
- Understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care (CMH K.2.; CFPOs #4, 5, 12; InTASC 4, 5)
- Know the impact of co-occurring substance use disorders on medical and psychological disorders (CMH K.3.; CFPOs #2, 4, 8; InTASC 4)
- Understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations (CMH K.4.; CFPOs #2, 4, 8; InTASC 4)
- Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CMH L.1.; CFPOs #2, 4, 8; InTASC 4, 5)
- Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CMH L.2.; CFPO # 3; InTASC 4, 5)
- Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CMH G.3.; CFPOs #2, 4, 8; InTASC 4, 5 )
- Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments. (CMH G.4. .; CFPOs #2, 4, 8; InTASC 4, 5)
- Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (CMH C.2. .; CFPOs #2, 4, 8; InTASC 4, 5)

### **Topics covered in course: (45 clock hours)**

Introduction to the DSM 5

Schizophrenia

Pharmacology in Psychiatric Disorders

Bipolar Disorder

Depressive Disorder

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Anxiety Disorder  
Obsessive Compulsive Related Disorders  
Trauma Stressor Related Disorders  
Dissociative Disorder  
Feeding and Eating Disorders  
Personality Disorders  
Disruptive, Impulse Control and Conduct Disorders

**Texts:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental Disorders: DSM-5 (5<sup>th</sup> ed.)*. Washington, D.C.: Author.

Kring, Johnson, Davidson, & Neale. (2014). *Abnormal psychology, most current Ed.* New York: Wiley.

Sinicola & Peters-Strickland (2012). *Basic pharmacology for counselors and psychotherapists, 2<sup>nd</sup> Edition.* New York: Pearson College Texts (division of Allyn & Bacon).

**Methods of Instruction:**

Lecture, discussion, and in class diagnosis activities

**Student Activities:**

Diagnosis and Treatment Activity

Students will be paired and randomly given a specific diagnostic category from the *DSM-IV-TR* from which to develop a case study. The students will then make a thorough study of that diagnosis and prepare a 15 minute video-taped vignette illustrating an intake interview of a person who illustrates that condition. One group member will take the role of therapist and one group member will act as the person with the specific diagnosis. Students will prepare a written script of the vignette and a detailed treatment plan for the client. The plan should include any pharmacological or psychotherapeutic treatment that would be appropriate for the client. Long-term and short-term treatment goals should also be included. The group will prepare an annotated bibliography of journal references that include both pharmacological treatment and psychotherapeutic treatment of the specific condition. References should generally be in the last 5 years and should include no less than 20 references. All citations should be from journals in the mental health or health sciences field, such as the Journal of Mental Health Counseling, Journal of Counseling Psychology, Journal of Clinical Psychiatry, Journal of the American Medical Association and other pertinent journals in counseling, psychology, pharmacology, or psychiatry. (CMH K.1, 2, 3, & L 1, 2, 3.)

### Personal Growth Experience

Students will complete a “*personal growth experience*” during the semester. The experience might be to attend a personal growth workshop, read a self-help book, attend a retreat, engage in a personal growth group, attend professional counseling or therapy, or other therapeutic experience. This “experience” should be completed before April 1<sup>st</sup>. Write a personal reaction to the experience. (Section II K. G. 2. 5. a.)

### Written Examinations

Students will be examined with a midterm examination and a comprehensive final examination. The final examination will be given in accordance with Mississippi State University policy at the completion of the course during examination week. The midterm examination and final examinations include multiple choice, matching, and essay questions from all the course material. Both examinations require diagnoses from taped vignettes of clients with specific mental disorders. Please bring your DSM-IV-TR for the diagnostic portion of these examinations. (CMH K.1, 2, 3, 4 & L 1, 2, 3, 4.)

### **Academic Integrity/Honor Code Policy:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu/>

### **Cell Phone and Technology Policy:**

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

### **Nondiscrimination Policy:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

**Accommodations for Persons with Disabilities:**

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

**Field Component:**

Students will complete 20 hours (minimum) in a psychosocial rehabilitation setting. In this summer session, the student may substitute observation at a facility that cares for patients with dementia. The student must contact the appropriate site and have a permission agreement with both the community mental health system representative and the instructor. As a part of the experience the student should keep a personal log. (CMH K.1, 2, 3, 4, & L 1, 2.)

**Evaluation of Student Progress:**

| <u>Assignments</u>       | <u>Points</u>     |
|--------------------------|-------------------|
| Case Study               | 200 points        |
| Field Experience         | 100 points        |
| Personal Growth          | 100 points        |
| Quizzes                  | 250 points        |
| <u>Final Examination</u> | <u>350 points</u> |
| Total                    | 1000 points       |

**Incomplete Grades:**

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove

an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. “

### **Department Retention Policy:**

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### **Academic Programs Standards Policy:**

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### **Course Instructor Policies:**

#### **Absences**

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

**Written Assignment Policy**

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader. In addition, all work submitted should be the result of the student's original efforts.

**Email Policy**

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.