Meeting Times

Weekly webinar will be held on Tuesday at 6pm central. Please sign in with your full name and section #. A recording will be posted after. Please refer to the Getting Started page of your course.

https://lamar.adobeconnect.com/harris5350/

Contact Information

Patricia A. Harris, EdD, CSC, NCC, NCSC
MEd., Licensed Professional Counselor

paharris@lamar.edu (use this to contact me)

Office: Ed Building #225

Office Phone: 409 880-7235 (email is preferred)

Catalog Description

A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment. Prerequisites: Approval of instructor or 12 semester hours of CNDV coursework

Objectives

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

1. Produce quality graduate work, behaviors, and outcome
2. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner.
3. Identify etiologies and diagnoses based on symptoms presented
4. Identify and learn about diagnoses using the DSM5
5. Evaluate potential for suicide risk and risk assessment plans related
6. Devise treatment plans based on diagnoses
7. Identify involvement of family in treatment
8. Recognize professional issues biases and stigma of mental disorders
9. Differentiate between mental health diagnoses and developmentally appropriate reactions
10. Distinguish legal and ethical considerations in presented cases
11. Understand the role CNS role plays in normal and abnormal psychology of humans
12. Understand Affective Disorders and as related to normal and abnormal behaviors
13. The role of Psychopharmacology in treating abnormal behaviors and disorders
14. The role neuroscience plays in understanding humans abnormal psychology and behaviors
Outcomes

STUDENT LEARNING OUTCOMES

- Learning to identify etiologies, diagnoses, and treatment plans based on DSM 5
- Ability to conduct a suicide risk assessment
- Ability to devise treatment strategies for systematic diagnoses using DSM5
- Ability to apply legal and ethical considerations in presented cases
- Ability to understand the CNS, Affective Disorders, and Psychopharmacology.
- Ability to learn about human psychopathology and abnormalities

Course Materials

REQUIRED TEXTBOOKS & BIBLIOGRAPHY


Revel: Revel is a media technology that combines all types of media for your learning needs. If you wish to purchase Revel for any of the books listed in this syllabus, you may contact Pearson. To the left of your course information where all options are, you should find Revel option and if you access it, it will lead you to Open Pearson. Follow the instructions for access. If you lease Revel, you will find a wealth of information at your fingertips that will save you time and hard work. Revel is optional and not required. If you decided to get Revel:

Revel can be purchased/leased from Pearson. It is technology-based and includes a textbook (a textbook included with Revel all for $79 a semester), videos, power point presentations, and more. To learn more about this title visit the Pearson Higher Education catalog: https://www.pearson.com/store/p/abnormal-psychology-a-scientist-practitioner-approach/P100002491586/9780134320373

Should you have any trouble accessing Revel Customer Success. Information needed for both:

-- REVEL and Pearson Tech Support: https://support.pearson.com/getsupport/s/contactsupport scroll to the bottom and fill out the short for to be directed to support options. All support starts with the form to make sure the information is captured correctly

*Accessing labs and videos is your responsibility.

Videos and Links

REQUIRED ELECTRONIC COURSE MATERIALS

For any reason, you are having difficulties finding a video, or accessing a video that is posted or have technical problems, then use other means of watching educational clips and videos from Revel or other sources such as Khan’s Academy, library videos, and as related to the topic listed for that week. Use the video or your choosing and based on your interest. Do not let a technical error prevents you from moving forward or finding a video. The sources I mentioned earlier and the net are full of great videos. http://pearsonmylabandmastering.com/ to open an account or enter the lab for this course. The YouTube: https://youtu.com

will show you how to register and how to sign in. http://khanacademy.org/

* Course Policies

Nota Bene:
This is a distance education course. In order to complete this course successfully, you will need access to a computer and the Internet on a daily basis. Even though this is a Blackboard only course, it is expected that this course will include significant interaction between the instructor and the students, between the students and the content, and students and students. This includes discussion postings and responses, webinars, virtual office hours, and emails.

**COURSE STRUCTURE**

This course is presented in an intensive five-week format. Each week includes readings from assigned texts on the topic, video lectures from professors, discussion with your colleagues, and assignments for you to apply the concepts discussed in each week. A Final Project Steps 1, 2 and 3, introduced in Week 1 will culminate by Week 5. It is important to review the syllabus, all course materials and due dates at the onset of the course.

**Online webinars, web conferences, & threaded discussions**

The Instructor will be available for questions and answers as indicated in this syllabus. Contact me via email first, set an appointment, then we will meet at a specific time if answers via email or the webinar are still not satisfactory. In addition, the professor will be available for questions and answers during a weekly webinar, should you select to attend- it is optional. The day and time for the webinar will also be posted on the “Getting Started” page under Webinars along with login information. Although the web conference is not mandatory. The web conferences will be recorded, if deemed necessary. Check your emails, announcements, and web pages on a daily basis for any changes, information, announcements, clarifications, or other often and on daily basis. One on one conferences, emails, and phone calls will also take place and be arranged should you wish to schedule one. So, arrangements can be made for one on one conferences as needed upon request.

Online Recorded Webinars will be posted after the webinar by the professor in BB Course Announcements. Discussions are posted under Getting Started page and graded by your IA. Questions regarding any content or course requirement, email your IA and the professor of the course.

**COURSE REQUIREMENTS AND ASSIGNMENTS (All course assignments must be submitted in APA format)**

It is very important that you keep up with the assigned readings, lectures, and activities. All assignments, including weekly discussions must adhere to the American Psychological Association (APA) style 7th edition guidelines (APA, 2010).

**DISCUSSIONS (100 points; 20 points per week)**

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

Requirements: You are expected to participate at least 3 separate days a week in the weekly discussion area. Discussion topics/questions are provided in the Discussion Board area. In addition, you are expected to respond to three of your fellow students’ postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week’s readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position.

Each week has at least one discussion question. The discussion questions require an original response (which includes at least one APA reference) and responses to at least 3 other students’ postings.

Initial postings for the discussion board are due by Day 4, and responses are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. You may post peer responses before your main post. Responding to an Instructor’s post may count for one peer response. Discussions will be graded according to the Discussion Posting and Response Rubric. Due to the nature of these assignments, late discussion posts are not allowed.
APPLICATION ASSIGNMENTS (300 Points)

Each of the first four weeks (75 points for each of Weeks 1-4), you will submit an assignment where you will demonstrate your understanding of the concepts learned. Some assignments will demonstrate your mastery while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.

COURSE PROJECT (200 Points)

Overview

As Clinical Mental Health Counselors, we are trained to diagnose clinical disorders present in our clients. Before we treat actual clients, we hone our skills using case studies. For your final project, you will select a person (historical/none-fictional; celebrity/public figure; living/dead but a real character/person) to evaluate and diagnose. You will apply your knowledge from the entire course to the development of this project. This Final Project will help you to synthesize and display your understanding of assessment, diagnosis, treatment planning, family involvement, and legal/ethical issues. You should also listen to the lecture, review supplemental materials, and use the rubrics as guides to help you complete the assignment. This assignment will count toward your final grade and is due by Day 7. It is worth 200 points.

Directions

For the Final Project, you will have a specific template to follow found under the Final Project heading where you will select a person for whom you will develop a case study with diagnosis and treatment recommendations. The person can be a public figure or a non-fictional character, (historical/none-fictional; celebrity/public figure; living/dead). Cases presented in your texts or in the course are NOT eligible for use in this project.

Your Final Project will contain the following sections:

Introduction to the topic (Note: in APA style, the Introduction does not get a separate heading)

- Identifying Information: Age, gender, ethnicity, relationship status, and vocation of the individual.
- Presenting Problem: The individual’s primary problems or concerns.
- History of the Present Problem: When did the problem begin? How severe is the problem, i.e., does it impact the individual’s work, relationships, or leisure pursuits? Are any stressful life events associated with the presenting problem?
- Personal and Family History: Information about family background, relationship history, developmental history, education/work history, medical history, substance abuse, and/or previous counseling/psychiatric experiences that may be related to the presenting problem.
- Diagnosis: See template for format.
- Justification: Include descriptions of the individual’s signs and symptoms to support your diagnosis.
- Treatment: Report the recommended treatments for the disorder and evaluate the individual’s prognosis for improvement.
- Legal and Ethical Considerations: Comment on any legal or ethical concerns in the diagnosis and treatment of this individual.
- Conclusion

Your paper should be 10-15 text pages (not including title or reference pages). Use your textbooks and the DSM to support your writing. You may also use information from other scholarly sources such as articles found in the Lamar library. Depending on the person you select, information from non-scholarly resources may be relevant as well. Be sure to write your paper using APA style and
cite all references accordingly. An APA formatted template has been provided for your use here and in Course Resources. Submit your completed assignment to the course in Blackboard for grading AND to your course binder in TK20 for your program portfolio.

**Important:** your project must demonstrate knowledge, understanding, and application of information learned in this course and specifically in regard to DSM5 diagnosis and treatment. That is the bottom line of this project.

**Comprehensive Final Exam (400 points)**

A comprehensive exam of this course will cover all content specified.

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**Accreditation Standards**

**COURSE OBJECTIVES**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th><em>CACREP Common Core Curricular Areas</em></th>
<th><em>CACREP School Domains</em></th>
<th><em>CACREP Clinical Mental Health Domains</em></th>
<th>Curricular Experience in 5350</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify etiology and diagnoses based on symptoms presented</td>
<td>C. 2; D 1</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Construct diagnostic assessment using the DSM</td>
<td>C 7; D 7; G 1; K 1; K 2; L 1; L2; L3</td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Evaluate potential for suicide risk and action plans related to that risk</td>
<td>D 6; G 3</td>
<td>Wk 3 discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Devise treatment strategies for diagnoses</td>
<td>C 7; D 7; G 1; K 2</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Identify involvement of family in treatment</td>
<td>C 5; C 8</td>
<td>Week 5 discussion; wk 5 assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Recognize professional issues biases and stigma of mental disorders

7 Differentiate between mental health diagnoses and developmentally appropriate reactions

8 Distinguish legal and ethical considerations in presented cases

*Note: Please note that the listing of CACREP standards does not imply accreditation status. These standards are listed to demonstrate curriculum alignment only

✅ Evaluation

GRADING PROCESS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>20 points each week for five weeks</td>
<td>100</td>
<td>10 %</td>
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<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30%</td>
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<td>Final Project</td>
<td>200 total points.</td>
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<td>400 total points.</td>
<td>400</td>
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Breakdown

GRADING PROCESS

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### Criteria

- 900-1000 points = A
- 800-899 points = B
- 700-799 points = C
- 600-699 points = D
- Below 600 points = F

### Institutional Policies

#### Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website ([https://students.lamar.edu/academic-support/academic-policies.html](https://students.lamar.edu/academic-support/academic-policies.html)).

#### Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at [https://www.lamar.edu/academic-calendar](https://www.lamar.edu/academic-calendar) for specific dates.

#### Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website (http://www.lamar.edu/disability-resource-center/).

**Academic Support**

Academic Support can be located at https://www.lamar.edu/students/#acad-supp.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

**Student Services**

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.*

*Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in the course is urged to contact the LU Strong program. The program is located in the Setzer Student Center, Room 230 at 409-880-8458 or at lustrong@lamar.edu. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.*

*Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.*

*Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.*

**Academic Continuity Policy**

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

**Emergency Procedures**

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

**Severe Weather**

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence/Active Shooter**

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell
phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. Lamar University uses Proctorio for online proctoring. For additional information about online proctoring click here (https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access (“hacking”) to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.
Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. More comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard) even if the course meets on campus.

COVID-19 Requirements

The Lamar community is beginning this semester during a health crisis, which is unprecedented for a university and which has erupted on a massive scale. President Evans has outlined and required the following personal mitigation steps.

- Adhering to social distancing protocols (6 feet)
- Following enhanced personal hygiene practices, including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available
- Self-screening for any signs or symptoms of COVID-19 before coming to campus (or leaving dorm room if a campus resident) and seeking medical care if feeling ill
- Wearing masks or other face coverings inside all buildings at all times except when alone in an office or dorm room

Students taking this class are required to wear masks or face coverings in the classroom at all times. Faculty and students share
the same goals during this health crisis; we want success in this course, and we want the campus to remain open. Members of the Lamar community share significant and unrelenting responsibilities. As members of the larger world community, we have not only the opportunity but the duty to develop and to exhibit a sense of social responsibility. Masks protect those people around you, and everyone has to wear a mask for this measure to benefit all of us. During this Coronavirus pandemic, wearing a mask is a sign of mutual respect. The journal *Proceedings of the National Academy of Sciences* suggests that “among all strategies for reducing transmission, wearing face masks may be the central variable that determines the spread of the virus.”

We are responsible for each other. Each of us has to protect the Lamar family and to remember that we have especially vulnerable populations among us; for example, some students have chronic illnesses or disabilities, some students have children, some students are older, and some faculty are older. Our individual choices are of the utmost importance. The university has confidence that all students will recognize their part in maintaining a safe environment for the campus community and that students will make the best choices while on and off-campus. In large part, your behavior will determine if the campus remains open for the entire semester. Also, an outbreak on the campus would affect not only our campus but the regional communities. Universities have an ethical responsibility to lead and to model good behavior. You, the students, are the heart of the university. Everyone has to participate because an outbreak becomes everyone’s problem.

Students who exhibit any of the symptoms of COVID-19 have a civic responsibility not to expose others to the virus. If a student has symptoms like a fever or a cough, the student should seek medical help and not attend class. As President Evans has stated, “In the spirit of caring for one another and ensuring the health of each other, it is important that we accept a role of responsibility.”

Any student who has a medical condition or a disability that would prohibit the student from wearing a mask should provide documentation to the Lamar Disabilities Resource Center.

### Course Subject Outline

#### Table of Contents

1. Abnormal Psychology: Historical and Modern Perspectives
   2. Research Methods in Abnormal Psychology
   3. Assessment and Diagnosis
   4. Anxiety, Trauma- and Stressor-Related Disorders (week 1)

2. Obsessive-Compulsive and Impulse Control Disorders
   6. Somatic Symptom and Dissociative Disorders
   7. Bipolar and Depressive Disorders
   8. Feeding and Eating Disorders (week 2)
   9. Gender Dysphoria, Sexual Dysfunctions, and Paraphilic Disorders
   10. Substance-Related and Addictive Disorders
   11. Schizophrenia Spectrum and Other Psychotic Disorders
   12. Personality Disorders (week 3 and 4)
   13. Neurodevelopmental, Disruptive, Conduct, and Elimination Disorders
   14. Aging and Neurocognitive Disorders
   15. Abnormal Psychology: Legal and Ethical Issues (week 4 and 5)

The above recommended chapters to study each week of the 5-week course. The below is another suggestion. You plan your study and review timeline on your own pace. All work, assignments, and projects must be submitted via BB. It is your responsibility to submit the right assignment/project to the right site/location/folder. While course designers did their best to avoid any errors, they cannot be eliminated. Changes will take place should errors are found in the course design. You will be notified.
### Week 1:

| Read and/or view materials in "Getting Started". |
| Familiarize yourself with the course and the components that we will be using in the course. Read syllabus carefully. |
| View and read lectures - (in Week 1) |
| **Lecture:** Abnormal Human Behavior-Legal and Ethical Considerations |
| **Readings:** |
| Revel-Textbook |
| Chapter 2 Historical and Contemporary Views of Abnormal Behavior |
| **Assignment 1:** Submit by 11:59 pm Day 7. Go to Week 1 for Assignment template and instructions. |
| Discussion 1: Submit initial post by Day 4 and respond to three classmates by Day 6. Go to Week 1 for Discussion prompt. |
| Review Instructions for Final Project. Due Week 5. Go to Week 5 and Resources for more details. |

### Week 2:

| Lecture: |
| View and read chapters - (in Week 2) Panic and Anxiety Disorders |
| Mood Disorders |
| **Readings:** |
| Revel |
| **Assignment 2:** Submit by 11:59 pm Day 7. Go to Week 2 for Assignment template and instructions. |
| Discussion 2: Submit initial post by Day 4 and respond to three classmates by Day 6. Go to Week 2 for Discussion prompt. |
| Work on Final Project. Due in Week 5. Go to Week 5 and Resources sections for more details. |

### Week 3:

| Lecture: |
| View and read chapters - (in Week 3) |
| Psychotic Disorders |
| Cognitive Disorders |
| **Readings:** |
| Revel |
| **Assignment 3:** Submit by 11:59 pm Day 7. Go to Week 3 for Assignment template and instructions. |
| Discussion #3: Submit initial post by Day 4 and respond to three classmates by Day 6. Go to Week 3 for Discussion prompt. |
| Work on Final Project. Due Week 5. Go to Week 5 and Resource sections for more details. |
### Week 4:

**Lecture:**
View and read chapters - (in Week 4)
Personality Disorders

**Readings:**
Revel

**Assignment 4:** Submit by 11:59 pm Day 7. Go to Week 4 for Assignment template and instructions.

**Discussion 4:** Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 4 for Discussion prompt.

**Work on Final Project. Due Week 5. Go to Week 5 and Resources sections for more details.**

### Week 5:

**Lecture:**
View and read lecture - (in Week 5)
Disorders of Childhood and Adolescence

**Readings:**
Revel

**Complete Course Evaluation**
Final Project Submit by 11:59 pm Day 7 in Bb. Go to Week 5 and Resource sections for directions, rubric, and other information.

**Discussion #5:** Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 5 for Discussion prompt.