Abnormal Human Behavior
CNDV-5350
Fall 2021  Section HC2  3 Credits  08/23/2021 to 09/26/2021  Modified 08/19/2021

Meeting Times
Online

Contact Information
Please contact me via email and allow 24 hours for a response back on weekdays and 48 hours on weekends.

Instructor: Dr. Suhad Sadik
- Email: ssadik1@lamar.edu
- Office: Online

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
Students who successfully complete this course will be able to:
1. Produce quality graduate work, performances, 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
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>*CACREP Common Core Curricular Areas</th>
<th>*CACREP School Domains</th>
<th>*CACREP Clinical Mental Health Domains</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>
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<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>
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<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>
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<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>
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<tr>
<td>5. Identify involvement of family in treatment</td>
<td>C 5; C 8</td>
<td>Week 5 discussion; wk 5 assignment</td>
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<tr>
<td>6. Recognize professional issues, biases and stigma of mental disorders</td>
<td>2.f</td>
<td>C 9</td>
<td>Wk 3 assignment</td>
<td></td>
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<tr>
<td>7. Differentiate between mental health diagnoses and developmentally appropriate reactions</td>
<td>L3</td>
<td>Wk 1 assignment</td>
<td></td>
<td></td>
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<tr>
<td>8. Distinguish legal and ethical considerations in presented cases</td>
<td>1.j</td>
<td>A.2; B.1</td>
<td>Wk 3, 5 discussion; Wk 5 assignment</td>
<td></td>
</tr>
</tbody>
</table>
*Note: Please note that the listing of CACREP standards does not imply accreditation status. These standards are listed to demonstrate curriculum alignment only

Course Materials

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](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](https://support.pearson.com/getsupport/s/contactsupport) scroll to the bottom and fill out the short form 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.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>20 points each week for five weeks</td>
<td>100</td>
<td>10 %</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 total points.</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>400 total points.</td>
<td>400</td>
<td>40%</td>
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</table>

900-1000 points = A
800-899 points = B
Institutional Policies

COVID-19 Statement

Lamar University returns to the 2021-2022 academic year after a pandemic that lasted more than 15 months. We will open for business without requirements for masks, vaccination requirements, or social distancing, as announced by Governor Abbott on July 29. However, for the health and safety of all concerned we encourage all faculty, staff, and students to take advantage of the free vaccines (available throughout the region and at the Student Health Center) as soon as possible. We strongly recommend that everyone continue to practice good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Everyone is asked to continue to self-screen for any signs or symptoms of COVID-19. Please seek medical attention if you begin to feel ill. 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. We are responsible for each other and each of us must do what we can to protect our Lamar family and to remember that we have especially vulnerable populations among us (i.e., Lamar community members with chronic illnesses or disabilities, children, and factors that predispose many to respiratory ailments). As we look out for one another, our choices are of the utmost importance.

Should state or federal guidelines change, we will provide updates as soon as practicable.

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.

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).

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.

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.
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 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.

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.

Course Subject Outline

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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</table>

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<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and/or view materials in “Getting Started”.</strong></td>
</tr>
<tr>
<td><strong>Familiarize yourself with the course and the components that we will be using in the course. Read syllabus carefully.</strong></td>
</tr>
<tr>
<td><strong>View and read lectures - (in Week 1)</strong></td>
</tr>
<tr>
<td><strong>Lecture: Abnormal Human Behavior-Legal and Ethical Considerations</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Revel-Textbook</td>
</tr>
<tr>
<td>Chapter 2 Historical and Contemporary Views of Abnormal Behavior</td>
</tr>
<tr>
<td><strong>Assignment 1:</strong> Submit by 11:59 pm Day 7. Go to Week 1 for Assignment template and instructions.</td>
</tr>
<tr>
<td><strong>Discussion 1:</strong> Submit initial post by Day 4 and respond to three classmates by Day 6. Go to Week 1 for Discussion prompt.</td>
</tr>
<tr>
<td>Review Instructions for Final Project. Due Week 5. Go to Week 5 and Resources for more details.</td>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> View and read chapters - (in Week 2) Panic and Anxiety Disorders</td>
</tr>
<tr>
<td>Mood Disorders</td>
</tr>
<tr>
<td><strong>Readings:</strong> Revel</td>
</tr>
<tr>
<td><strong>Assignment 2:</strong> Submit by 11:59 pm Day 7. Go to Week 2 for Assignment template and instructions.</td>
</tr>
<tr>
<td><strong>Discussion 2:</strong> Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 2 for Discussion prompt.</td>
</tr>
<tr>
<td>Work on Final Project. Due in Week 5. Go to Week 5 and Resources sections for more details.</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> View and read chapters - (in Week 3) Psychotic Disorders Cognitive Disorders</td>
</tr>
<tr>
<td><strong>Readings:</strong> Revel</td>
</tr>
<tr>
<td><strong>Assignment 3:</strong> Submit by 11:59 pm Day 7. Go to Week 3 for Assignment template and instructions.</td>
</tr>
<tr>
<td><strong>Discussion #3:</strong> Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 3 for Discussion prompt.</td>
</tr>
<tr>
<td>Work on Final Project. Due Week 5. Go to Week 5 and Resources sections for more details.</td>
</tr>
</tbody>
</table>
### Week 4:

<table>
<thead>
<tr>
<th>Lecture: View and read chapters - (in Week 4)</th>
<th>Assignment 4: Submit by 11:59 pm Day 7. Go to Week 4 for Assignment template and instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality Disorders</td>
<td>Discussion 4: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 4 for Discussion prompt.</td>
</tr>
<tr>
<td>Readings: Revel</td>
<td>Work on Final Project. Due Week 5. Go to Week 5 and Resources sections for more details.</td>
</tr>
</tbody>
</table>

### Week 5:

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<thead>
<tr>
<th>Lecture: View and read lecture - (in Week 5)</th>
<th>Complete Course Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorders of Childhood and Adolescence</td>
<td>Final Project Submit by 11:59 pm Day 7 in Bb. Go to Week 5 and Resource sections for directions, rubric, and other information.</td>
</tr>
<tr>
<td>Readings: Revel</td>
<td>Discussion #5: Submit initial post by Day 4 and respond to 3 classmates by Day 6. Go to Week 5 for Discussion prompt.</td>
</tr>
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**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 6th 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.

Additional Items