Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees (for more information go to http://www.lamar.edu).

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<tr>
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<tr>
<td>Course Number</td>
<td>CNDV 5350</td>
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<tr>
<td>Course Section and Info</td>
<td>Online. July 6- August 4, 2023</td>
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<tr>
<td>Department</td>
<td>Counseling</td>
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<tr>
<td>Professor</td>
<td>Dr. M. K. Hamza</td>
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<tr>
<td>Office Hours/Link</td>
<td>See meetings details in syllabus. TBA/by appointment/ BB Email/Lamar Email/Mondays-Fridays BAP. LU email: <a href="mailto:hamzamk@lamar.edu">hamzamk@lamar.edu</a>. Leave a detailed message of the following: speak slowly, your name, contact information, reason for the call, nature of the issues on hand/question to set a time for meeting as needed.</td>
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<td>LU Email: <a href="mailto:hamzamk@lamar.edu">hamzamk@lamar.edu</a></td>
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<th>Faculty Advising Date/Time/Link</th>
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<td>Phone: 409-880-8920</td>
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| Contact Information:           | Please email me details of your contact info and reason for meeting when you wish to set a date/time for meeting, as needed. |
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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.

Course Objectives

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

1. Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.
2. Produce quality graduate work, behaviors, and outcome;
3. Be cooperative and adhere to course information and course policies and procedures;
4. Conduct performance per professor, graduate and college’s expectations;
5. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner;
6. Identify etiologies and diagnoses based on symptoms presented;
7. Identify and learn about diagnoses using the DSM5 or later versions;
8. Evaluate potential for suicide risk and risk assessment plans related;
9. Devise treatment plans based on diagnoses;
10. Identify involvement of family in treatment;
11. Recognize professional issues biases and stigma of mental disorders;
12. Differentiate between mental health diagnoses and developmentally appropriate reactions;
13. Distinguish legal and ethical considerations in presented cases;
14. Understand the role CNS role plays in normal and abnormal psychology of humans;
15. Understand Affective Disorders and as related to normal and abnormal behaviors;
16. The role of Psychopharmacology in treating abnormal behaviors and disorders;
17. The role neuroscience plays in understanding humans abnormal psychology and behaviors;
18. Requires high level of performance, ample time into learning concepts and theories, and application of those learning concepts into diagnosis and treatment per course content and instructional team directives.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

- Learning outcomes at the graduate level of performance and quality production
- 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.
- Ability to analyze, synthesize, diagnose, and evaluate at the graduate level and as required in the course, and as judged by the instructional team.

Course Materials

ACADEMIC PREREQUISITES

Prerequisites: Approval of instructor or 12 semester hours of CNDV coursework. This course is three (3) credit hours. All students must maintain a GPA of 3.0 in the course and in the Graduate Program. Expect high graduate work and quality of operation and performance.

REQUIRED TEXTBOOK

Abnormal Psychology: A Scientist-Practitioner Approach --by Authors:

Deborah C. Beidel, University of Central Florida
Cynthia M. Bulik, University of North Carolina, Chapel Hill
Melinda A. Stanley, Baylor College of Medicine

Pearson ISBN: 9780135570500 for E-Text and/or book

*Revel is highly recommended for learning. Yet, it is an optional requirement and a recommended technology to purchase or lease that will offer great media and information companion. It can be purchased/leased from Pearson but check with your instruct. So, it is up to the student to obtain it or not. It is also the student's responsibility to obtain it via Pearson.
REVEL [Optional textbook to supplement learning]

[Revel for physiology of behavior (Optional/Recommended by course lead) by:

Carlson, Neil R. (2016) or later edition. Physiology of behavior (12th Ed.). Boston: Pearson. (This Revel which includes a textbook and all content is used for different courses and good to have at all times. A great supplement reading for mental health professionals.

Revel Additional Information from Pearson. Note: Purchase or lease option of this book is your responsibility as a student and having the textbook access is required upon the start of the semester. Professors have no control over this process.

*Revel is technology-based and includes a textbook (a textbook included with Revel all for $79 a semester, price might change), videos, power point presentations, and more.

Beidel/Bulik - Revel for Abnormal Psychology: A Scientist-Practitioner Approach -- Access Card, 4/e
To learn more about this title visit the Pearson Higher Education. Should you have any trouble accessing Revel Customer Success. Information needed for both:

*Accessing labs and videos is your responsibility. Prices are an estimate and may change according to Pearson’s sales and marketing. The professor and the college has no impact on this matter.

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</table>

IMPORTANT ACCESS INFORMATION

Student Registration Instructions
To access REVEL from your Blackboard course:

1. Start from your Blackboard course.
2. Select a content area (perhaps called Content or REVEL) from the left navigation.
3. Select Open REVEL.

If you have a Pearson account, enter your username and password. Otherwise, create a new account. When your accounts are linked, select an access option:

- Redeem an access code purchased from the bookstore.
- Buy access using a credit card or PayPal.
- If available, get temporary access.

4. Your REVEL content appears.

*Course Policies

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. A FINAL EXAM IS REQUIRED. It is comprehensive and
covers all content in this course. It is important to review the syllabus, all course materials and due dates at the onset of the course. Managing your work and time is key to passing and doing well in this course, as mentioned above.

Online weekly Webinars

Webinars are optional not mandatory. This virtual, asynchronous course is presented in a 15-week or 5-week format. It differs from one section to another. Each module comprises 2 weeks or 1 week, and includes assigned readings, course videos, discussions with colleagues, and assignments that provide opportunities for students to apply the concepts covered each week. Prior to the first day of class, students must review the syllabus and Blackboard course thoroughly. The professor will be available for questions and answers as indicated in this syllabus. Contact the professor 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. If you email me, make sure you list all details- course number, section, L-number, your full name, and what is your specific question. Always, if it is a grading question, ask your IA. 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 along with login information. Although the web conference is not mandatory. The web conferences will be recorded, if deemed necessary and upon the discretion of your professor. 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 or one conferences as needed upon request. Online Webinars will be either posted as audio Webinars or live ones by the professor (look under Webinar section under Getting Started page or in Announcements) or scheduled as conferences utilizing Blackboard Collaborate. It is your responsibility to review updates, emails, and all communications on a daily basis. Arrangements can be made for additional conferences as needed upon request or as deemed necessary by the professor. Questions regarding any content or course requirement, email your IA regarding grading and the professor for content of the course. The professor update info on regular basis and often, make sure you check your system daily and do not miss new information. Also, we have 'Recorded & Uploaded' webinars, that the professor will upload to students to listen to. Arrangements can be made for additional conferences as needed upon request or as deemed necessary by the professor. 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.

Students are encouraged, but not required, to attend the weekly webinars, they can listen to recorded webinars instead. Webinars will take place at: 1 pm

<table>
<thead>
<tr>
<th>Meeting 1</th>
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<th>Meeting 3</th>
<th>Meeting 4</th>
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INSTRUCTIONAL ASSOCIATES
Each course section is led by a professor and an instructional associate (IA). You will receive a welcome e-mail from your Instructional Associate (IA) which includes contact information under the Getting Started page. Please contact your IA with any questions related to the course process. The IA/coach serves a very important role for you and for us. We have found them to be “coaches and “encouragers” to students. In the subject line, put your name, IA’s name, and section when sending an email. Questions related to course content should be directed to your professor for resolution. Often students have the same question. When this is the case, we collect the questions and post a general response in the announcements or on the course discussion board. However, if your issue is not resolved, please feel free to contact the course instructor directly.

*Note: If all fails, being unable to access a video in this course, or wish to substitute any video or learning media with other available LU learning media, you are allowed to do so. Meaning, if any of the posted videos have broken links or not enough, use other media of choice. You are permitted and recommended to do so. Other media is permitted but on your own risk and per your choice.

Blackboard Support
For all IT issues and problems, make sure you contact BB. Here is the information you need:
Web: http://luonline.lamar.edu/blackboard-support/index.html
Email: blackboard@lamar.edu
Local: 409-880-2222 | Toll Free: 1-866-585-1738

[All] technical problems, questions, concerns, BB problem and questions should not be directed to your IA or Professor, direct them to BB Support.

IMPORTANT DOCUMENTS

Important documents are posted online and must be read and reviewed carefully along with the syllabus. Students are expected to review, read, and adhere to all given instructions, no exceptions.

RESPONSE TIMES & IMPORTANT NOTE!

The course instructor and the IA will respond to student emails within 24-72 hours dependent on number of emails and questions asked and received. The instructor of this course relies heavily on emails, phone calls, and chats in communication with students. The door is open for communications so take advantage of this opportunity to learn and prosper. Make sure, you have reviewed, studies, and searched for answers (much of it is included in communications and materials uploaded) prior to asking the question, setting an appointment, or meeting with the professor or the IA.

ASSIGNMENTS

- All course activities and assignments must be entered in the Blackboard course management system. Use Google Chrome, Mozilla Firefox or Safari to access Blackboard. Student tutorials are available.
- Students are expected to keep current with the course schedule, all assignment due dates and assigned reading.
- Managing your speed and course materials is on your own. Make sure you schedule your study pace effectively. This is an online course.
- Student work is expected to be submitted in the required format for the assignment. Follow the rubric directions specifically for full value of the assignment points (scoring rubrics for each graded assignment.).
- The assigned readings are a critical component of the content of this course. The readings are meant to support the course assignments, and your implementation of the skills learned in this class. The resource section has additional information to assist you.
- Course work and assignments are built upon the notion that students are expected to spend a minimum of eight (8) hours per week on preparation for this course.

Participation in Online Discussions

You are expected to participate in all online discussion activities with correct English usage, accurate spelling, and standard grammar.
You must read and adhere to the information listed in the Online Etiquette document. Students are expected to post a response to the discussion questions early in the week and maintain a thread of discussions throughout the week as you respond to colleagues.

Points will be given, if instructions are followed, or deducted, if the following is not adhered to, for the following:

1. Managing your speed and course materials is on your own. Make sure you schedule your study pace effectively. This is an online course.
2. Following the rubric timeline and quantity of posts to discussion questions
3. Offering ideas or resources and inviting a review of them based on readings;
4. Learning and using APA citations within the discussion to enrich your position;
5. Articulating, explaining and supporting positions on ideas;
6. Exploring and supporting issues by adding explanations and examples;
7. Reflecting on and re-evaluating personal opinions based on readings;
8. Offering a review, challenging, discussing and expanding ideas of others;
9. Negotiating interpretations, definitions, and meanings;
10. Following rules, directives, and suggestions of your instructional team (IA and Professor).

Proper Communications and Professionalism

Please adhere to the directives, communications, and suggestions found in these two documents:

2. **Refer to Online Etiquette document in the course.
3. **If a video does not work/contains old information, use khan Academy, YouTube or other websites that may have good video covering content needed.
4. ***Refer to the Student Misconduct

Late Work Due to Illness

If illness obstructs your ability to complete an assignment by the designated due date/time, then you must present supporting documentation to the professor. Otherwise, the late work policy will apply. Supporting documentation from the student’s medical/mental health provider must include:

- An official letter/document by the doctor/hospital officials stating the dates you have missed or will be missing to document your request,
- the date(s) that the student was treated is very important to have in the document,
- the student's symptoms upon arrival at the treatment facility and/or the student's diagnosis,
- discharge instructions for the student,
- the date that the student may resume work- and/or school-related activities, and
- the name of the treatment provider.

Unofficial documentation will be disregarded.

Late Work Due to Unforeseen Events/Family Emergencies

If a family emergency or an unforeseen event obstructs your ability to complete an assignment by the designated due date/time, then you must present supporting documentation to the professor. The type of documentation that you provide will depend on the nature of the emergency. Appropriate types of documentation include, but are not limited to:

- a family member's obituary showing the student's name in the list of surviving family members,
- a funeral program showing the date/time of a family member's funeral and the student's name in the list of surviving family members,
- a jury duty summons and/or summary of jury duty service showing dates/times of attendance,
- Simply needed, official information to document your emergency.
Unofficial documentation will be disregarded.

1. Do not email the instructor any grading issues unless it hasn’t be resolved with the IA.
2. Any email regarding unresolved issues, grading issues, you must copy your IA.
3. Do not submit your work but as instructed via BB not to the IA email or the Professor email.

Make-up Work

All make-up work is at the discretion of the professor and is subject to a late penalty of ~10% per day, up to three (3) days. After 3 days past the due date, an assignment will be scored a grade of zero (0). Assignment rubrics include point penalties for late submissions. Discussion board assignments (i.e., 12-step meetings) are not permitted to be made-up and will be scored according to the rubric located in Blackboard.

Response Times

Email and Phone Communications

Communications with the course professor should occur within the weekly live webinars unless they are of a critical nature. The course instructional team will respond to emails and voicemails from students within 48-72 business hours after their delivery. The instructional team (IT) will not respond to student emails and voicemails after work hours on Friday, during weekends, or before work hours on Monday of each week. Please do not repeat emails if sent unless after 72 hours you have not heard from your IT.

TECHNOLOGY PREREQUISITES

Students are required to have a video camera, microphone and headset in order to be successful in weekly webinar meetings. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software in order to submit written assignments. The minimum technical skills and the system requirements for this course:

BLACKBOARD

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

For Ultra help visit: https://help.blackboard.com/Learn/Student/Ultra

SYSTEM REQUIREMENTS

Computer/Technology Requirements:

1. Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended
  - Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.
- 8 GB or more preferred /1024 x 768 or higher resolution /Broadband connection (cable modem, DSL, or other high speed) required
  - some courses are video intensive
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
  - Firefox (http://www.mozilla.org)
  - Adobe Reader (https://get.adobe.com/reader/)
  - Adobe Flash Player (http://get.adobe.com/flashplayer)
  - Java (http://www.java.com)
  - QuickTime (https://www.apple.com/quicktime/download/)
  - Silverlight (https://www.microsoft.com/silverlight/)
Most home computers purchased within the last 3-4 years meet or surpass these requirements.

1. At a minimum, students must have Microsoft Office 365 (https://my.wip.lamar.edu) click on MS Office 365). Microsoft Office 365 is available for all students.

**Required Skills:**

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

**COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS**

Students should be familiar with the Kaltura video-taping system and Blackboard tools for uploading video tapes.

**TK20 REQUIREMENT**

Not required even if you see it listed by error on the course webpages.

**DROP DATES**

Is the student responsibility to drop. This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the http://www.lamar.edu and search "Academic Calendar."

**SYLLABUS SUBJECT TO CHANGE**

While information and assurances are provided in this course syllabus, it should be understood that content may change per professor discretion. Hence, in keeping with new research and literature and that events beyond the control of the instructor could occur, and that may also result in changes to the course content or syllabus. Students will be informed of any information or substantive occurrences of syllabus changes. Syllabus may change per the discretion of the instructional team or professor and as deemed appropriate and necessary.

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**Accreditation Standards**

None. Only LPC per state requirements.

**Grading and Assignments**

**COURSE REQUIREMENTS AND ASSIGNMENTS** (All course assignments must be submitted in APA format) following the rubric and instructor.

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 or later editions guidelines (APA, 2020).

**APPLICATION ASSIGNMENTS** (300 Points)
1. Each of the first four weeks (75 points for each Week, 1-4; 4X75=300 point). That is 4 assignments for the semester.
2. You will submit an assignment where you will demonstrate your understanding of the concepts learned, and course content learned.
3. 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
4. IA discretion and professional judgement counts as the highest factor in determining your grade. Once a grade is issued, final grades are final. Should you debate, argue, or disagree to a grade issued by the IA, send your IA an email following the rules and polices of proper communications and ask for an explanation of the grade. Improper communications that do not follow the directives and suggestions of the two important documents under Proper Communications and Professionalism.
5. Course Assignments are due by the 7th day of the week or as indicated in the grading and course calendar, or syllabus information, and subject to change due to any unforeseen changes and circumstance.

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.

Discussion Requirements:

1. 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. Initial post due Day 4 and responses due Day 6.
2. In addition, you are expected to respond to two 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.
3. Each week has at least one discussion question. The discussion questions require an original Initial Post (which includes at least two APA citation/references) and responses to at least 2 other students’ postings (one citation/response for each response).
4. According to course design system, the 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/Response Rubric; and per the discretion and evaluation of the IA (Instructional Associate) best judgement. Due to the nature of these interactive discussions, late discussion responses are not allowed and will earn the student a 0 point.
5. To be more flexible and help ease the stress of course requirements due dates, both the initial postings and responses can be due without penalty on Day 7. The professor stretched the due dates to help smooth the anxiety level for some. You may submit your work as indicated above or by the 7th day (same day for assignments) without penalty. We hope this relieves you from additional stress and focus more on learning. Hence the due dates for both Assignments and Discussion posts will have the same due date every week (7th day) on the Grading section of the course. Submit by no later than 11:00 pm on Day 7. For those that wish to follow the instructions in the assignment and submit prior to the 7th day or the due date, you are welcome to do that.

*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

COURSE PROJECT (200 Points)

Overview

As Clinical Mental Health Counselors, we are trained to diagnose, evaluate, and treat per clinical disorders present in the client/patient. Before we treat actual clients. The goal is to sharpen skills using case studies. For your final project, you will select a person/patient/client (real/historical/non-fictional; celebrity/public figure; living/dead, someone you know-- but a real character/person but that person will have enough facts to generate your analysis and work based on that medical/psych/socio-
economic data. Always mask information for confidentiality reasons should that person be someone you know and chose for this assignment). 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 lectures, 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 of the final week. It is worth 200 points. Due date is scheduled and must adhere to it. No exception.

*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

Additional Final Project Directives

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. Once again, the person can be real, a public figure but 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:

1. **Introduction to the topic** (Note: in APA style, the Introduction does not get a separate heading)
2. **Identifying Information**: Age, gender, ethnicity, relationship status, and vocation of the individual.
3. **Presenting Problem**: The individual’s primary problems or concerns.
4. **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?
5. **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.
6. **Diagnosis**: See template for format.
7. **Justification**: Include descriptions of the individual’s signs and symptoms to support your diagnosis.
8. **Treatment**: Report the recommended treatments for the disorder and evaluate the individual’s prognosis for improvement.
9. **Legal and Ethical Considerations**: Comment on any legal or ethical concerns in the diagnosis and treatment of this individual.
10. **Conclusion**

Your paper should be 10-15 text pages (not including title or reference pages). Use your textbooks and the DSM5 to support your writing and each of the above items (1-10). Make sure the IA is on the same page as you are. Always email and ask the IA about your grades and other issues. He/she is your first stop. Grading is his/her responsibility. 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. TK20 for your program portfolio is not required.

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 expectation and goal of this project. So, make sure you follow those directives and keep this goal in mind.

**COMPREHENSIVE FINAL EXAM (400 points)**

A comprehensive exam of this course will cover all content specified.
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>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>20 points each week for five weeks</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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<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>
</tr>
</tbody>
</table>

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

7. *Discussions and Assignments and the Final Project are due on the 7th day submit no later than 11:00 pm. All can be done prior to that due date (the 7th) if a student wishes to submit earlier than the 7th Submit but no later than 11:00 pm on Day 7. This is done to help students manage their due dates and remember them in a better fashion. You may submit your work earlier than the 7th day if you wish. *See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

*If you see that your assignment or test or the like has more than 1 attempt, it is there for a reason. In case your system failed to upload or as such, you can re-submit. Do not use the second attempt if loaded okay the first time. The system will provide detailed info about your attempts. So, make sure you submit once.

Recommendation & Expectation for Elements of Critical Thinking, and High Quality Performance
The IA will pay close attention to the following factors when grading. Grading will be based on both: his/her discretion and expertise, and based on the rubrics. Pay attention to them as you perform your work:

1. Are the thinking processes linear, logical, and illustrates understanding of concepts (concrete and defined concepts-- cognitive, affective, and psychomotor domains)?
2. How do students think about content and subject matter issues?
3. Do the students question their subject matter/content/hypothesis (conclusions, ideas, research questions, and assumptions)?
4. Do the students make good judgments; do they involve critical thinking (creating, evaluating, and modifying their arguments; and conceptualizing, applying, analyzing, synthesizing, or evaluating information) when dealing with diverse bodies of opinions, arguments, hypothesis, and other related information?
5. Is the student being reactive to subject matter issues, and purpose? Is his or her thinking reflects scientific, sound, and reasonable thinking?
6. Are the students operating at the graduate level of expectation of performance-behaviors, attitudes, understanding, learning, and performance?

### Course Subject Outline

#### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>AAQEP Standards</th>
<th>TExES 252</th>
<th>TAC</th>
<th>Curricular Experience in 5350</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of this course, students will be able to:</td>
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<tr>
<td>1 Identify etiology and diagnoses based on symptoms presented</td>
<td>D.I.002</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>D.I.002</td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
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<td></td>
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<tr>
<td>3 Evaluate potential for suicide risk and action plans related to that risk</td>
<td>Standard I.B</td>
<td>D.II.004</td>
<td>TAC b13, c4, c5, d3, d4, f3, f4</td>
<td>Wk 3 discussion</td>
</tr>
<tr>
<td>4 Devise treatment strategies for diagnoses</td>
<td>D.I.002</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
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<tr>
<td>5 Identify involvement of family in treatment</td>
<td>Standard II.A</td>
<td>D.II.005</td>
<td>TAC c4, c5, f3, f4C; C 8</td>
<td>Week 5 discussion; wk 5 assignment</td>
</tr>
<tr>
<td>Topic</td>
<td>Readings and Lectures</td>
<td>Assignments/Discussions</td>
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<tr>
<td>6. Recognize professional issues biases and stigma of mental disorders</td>
<td>Standard I.C D.I.002 TAC e1, e2, e3, e4</td>
<td>Wk 3 assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Differentiate between mental health diagnoses and developmentally appropriate reactions</td>
<td>Standard I.D D.III.008 TAC b13, c4, c5, d3, d4, f3, f4</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>Standard 1.D</td>
<td>Wk 3, 5 discussion; Wk 5 assignment</td>
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**COURSE OUTLINE AND SCHEDULE**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td></td>
<td></td>
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<tr>
<td>Week 1: Getting Started</td>
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<tr>
<td>------------------------</td>
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<tr>
<td><strong>Read and/or view materials in “Getting Started”.</strong> Review the syllabus carefully and adhere to its instructions.</td>
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<tr>
<td>Familiarize yourself with the course and the components that we will be using in the course. Read syllabus carefully.</td>
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<tr>
<td>View and read lectures - (in Week 1)</td>
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<tr>
<td><strong>Lecture:</strong> Abnormal Human Behavior-Legal and Ethical Considerations</td>
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<tr>
<td><strong>Readings:</strong> Revel-Textbook</td>
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<tr>
<td><strong>Chapter 2 Historical and Contemporary Views of Abnormal Behavior</strong></td>
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<tr>
<td><strong>Assignment 1:</strong> Submit by no later than 11:00 pm Day 7 (see note above). Go to Week 1 for Assignment template and instructions.</td>
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<tr>
<td><strong>Discussion 1:</strong> Submit initial post by Day 4, and respond to 2 classmates by Day 6. Go to Week 1 for Discussion prompt.</td>
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<tr>
<td>Review Instructions for Final Project. Due Week 5. Go to Week 5 and Resources sections for more details.</td>
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<tr>
<td><em>read the info regarding the 7th day extension given to all.</em></td>
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<thead>
<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><strong>Mood Disorders</strong></td>
</tr>
<tr>
<td><strong>Readings:</strong> Revel</td>
</tr>
<tr>
<td><strong>Assignment 2:</strong> Submit by 11:00 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 2 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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<p>| Week 3: |</p>
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<thead>
<tr>
<th>Week 3:</th>
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<tbody>
<tr>
<td>Lecture:</td>
<td>View and read chapters - (in Week 3)</td>
</tr>
<tr>
<td>Psychotic Disorders</td>
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<tr>
<td>Cognitive Disorders</td>
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<tr>
<td>Readings:</td>
<td>Revel</td>
</tr>
<tr>
<td>Assignment 3:</td>
<td>Submit by 11:00 pm Day 7. Go to Week 3 for Assignment template and instructions.</td>
</tr>
<tr>
<td>Discussion #3:</td>
<td>Submit initial post by Day 4 and respond to 2 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 Resource sections for more details.</td>
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<tr>
<th>Week 4:</th>
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<tbody>
<tr>
<td>Lecture:</td>
<td>View and read chapters - (in Week 4)</td>
</tr>
<tr>
<td>Personality Disorders</td>
<td></td>
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<tr>
<td>Readings:</td>
<td>Revel</td>
</tr>
<tr>
<td>Assignment 4:</td>
<td>Submit by 11:00 pm Day 7. Go to Week 4 for Assignment template and instructions.</td>
</tr>
<tr>
<td>Discussion 4:</td>
<td>Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 4 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>
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<thead>
<tr>
<th>Week 5:</th>
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</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>View and read lecture - (in Week 5)</td>
</tr>
<tr>
<td>Disorders of Childhood and Adolescence</td>
<td></td>
</tr>
<tr>
<td>Readings:</td>
<td>Revel</td>
</tr>
<tr>
<td>Final Comprehensive Exam due by day 7</td>
<td></td>
</tr>
<tr>
<td>Final Project Submit by 11:00 pm Day 7 11:00 pm. Go to Week 5 and Resource sections for directions, rubric, and other information.</td>
<td></td>
</tr>
<tr>
<td>Discussion #5:</td>
<td>Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 5 for Discussion prompt.</td>
</tr>
</tbody>
</table>
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).

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 for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) 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 ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC 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 ARC website (http://www.lamar.edu/disability-resource-center/).

Academic Support
Academic Support can be located at [https://www.lamar.edu/students/#acad-sup](https://www.lamar.edu/students/#acad-sup). 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](https://www.lamar.edu/students/student-engagement/student-health-center/index.html) for more information about our services.*

*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](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 a 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](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
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 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. For additional information about online proctoring, click here 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 emails 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. A 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](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 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend 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.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.