Abnormal Human Behavior
CNDV-5350
Fall 2023  Section C01  3 Credits  09/26/2023 to 10/31/2023  Modified 09/25/2023

Meeting Times

Webinar

Mondays (except the first week - Tuesday)
Zoom see notes

Robika Mylroie is inviting you to a scheduled Zoom meeting.

Topic: Abnormal
Time: Sep 26, 2023 06:00 PM Central Time (US and Canada)
Sep 26, 2023 06:00 PM
Oct 2, 2023 06:00 PM
Oct 9, 2023 06:00 PM
Oct 16, 2023 06:00 PM
Oct 23, 2023 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly: https://us06web.zoom.us/meeting/tZElcuGsrDMuGtQP53ElvX7WWYu-XlauUpX5n/ics?icsToken=98tyKuGtpj4ItadtBmHRpwMG0..4WejzplxbjbdserEq2JixFWITBADtXf4pWEe3A

Join Zoom Meeting
https://us06web.zoom.us/j/85858428400?pwd=6bdX3yUCJ4GdDrWjUEg3FYhzbTugx5.1

Meeting ID: 858 5842 8400
Passcode: 3G55LA

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One tap mobile
+13092053325,,85858428400#,,*029716# US
+13126266799,,85858428400#,,*029716# US (Chicago)
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.

1. Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.

2. Operate and perform at the graduate level. High quality performance is expected in this course.

3. Produce quality graduate work, behaviors, and outcome;

4. Be cooperative and adhere to course information and course policies and procedures;

5. Conduct performance per professor, graduate and college’s expectations;

6. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner;

7. Identify etiologies and diagnoses based on symptoms presented;

8. Identify and learn about diagnoses using the DSM5 or later versions;

9. Evaluate potential for suicide risk and risk assessment plans related;

10. Devise treatment plans based on diagnoses;

11. Identify involvement of family in treatment;

12. Recognize professional issues biases and stigma of mental disorders;

13. Differentiate between mental health diagnoses and developmentally appropriate reactions;

14. Distinguish legal and ethical considerations in presented cases;

15. Understand the role CNS role plays in normal and abnormal psychology of humans;

16. Understand Affective Disorders and as related to normal and abnormal behaviors;

17. The role of Psychopharmacology in treating abnormal behaviors and disorders;

18. The role neuroscience plays in understanding humans abnormal psychology and behaviors;

19. 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

Operate and perform at the graduate level. High quality performance is expected in this course. • Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.

• 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


Course Policies

This covers all testing, assignments, discussions, and other course content and work assigned. By submitting an exam, an assignment, or other required work in this course, you certify that these responses are entirely your own work. Not any recycled work including your own prior work. That you have not copied the work of any other student (past or present) or collaborated with anyone on this required work for this course (exam, assignment, DB, or other). In addition, you do not share the questions or answers from an exam or other assignments with other students. That you understand that academic dishonesty is grounds for dismissal from the program. That if you are aware of any cheating, it will be reported immediately by you, and you should not be part of the cheating incident.

2nd Attempt Rule
You are only allowed 1 attempt. 2nd attempt is allowed only if the first attempt failed technically and less than 1-4 minutes has passed while on attempt 1. As a general rule, second attempts may result in point deduction or a zero is the attempt rule is not satisfied to the discretion of the instructor.

**Sending Emails Instructions**

You need to first be up to date with all communications sent by the instructional team prior to asking the same questions that have been responded to. Email your question or concern in a clear manner without any vagueness or confusions, properly title your email and stating the course name, section number, your student's information fully, the exact name and location of the assignment or discussion you are referring to, the issues you wish to ask about stating your concern or question in a clear and transparent manner. Without this information, your questions will be disregarded.

**Emailing Higher Administration and Others**

Should you have an issue, you need to first address it with your instructional team. They are here to help and resolve problems. When an issue is not resolved and your instructional team notify you that it will not be resolved to your liking, then you may email others, or appeal a grade. However, the very few students choose to do it the other way. They will attempt to email higher administration thinking by doing so, a grade will change, an issue will be resolved, intimidation will take place, or the professor will just give points unjustly (being fair to all is an ethical obligation to take on seriously), and change a failing grade will happen. Wrong! It will not happen. Simply, if you email an issue prior to following this very specific instructions, then it is the instructional team's understanding that miscommunication, confusion, and complaining is the goal but not resolving an issue on hand of which they take seriously and attempt their best to help. Thus, this type of communication behavior is considered negative, a waste of time, and will complicate things and issues on hand for all sides. Still, a student needs to recognize that the leader of the course is the professor, and unless a miscalculation had taken place by the IA or the system, or an inadvertent error took place on the part of the instructional team, a grade will not be changed. No exception. Above all, as MHPs and professors, the instructional team will hold state, federal, and board rules and laws, quality, grading fairness to all, and ethics in the highest level in spite of what takes place, and who may be involved in the issue on hand. After all, as a MHP, you will have to abide by state, federal, and board rules in addition to the university or institutional laws and regulations, or administrative regulations. We will learn much about ethics and law as it related to this course.

**ARC Accomodations**

Students who are rendered accommodation by the ARC for this semester and current course, need to:

1.) notify their instructional team in advance of their accommodations, and 2.) inform if they need an extra time or other accommodations on exams, assignments, or other. This should be in writing and 9 following the **Sending Emails Instructions** stated in this syllabus. Without notification and information given to the instructional team as stated in this section, your delayed and after course ending request will be denied or disregarded.
Errors and Conflictual Information

In online courses and BB platforms, conflictual information, duplication of information, and others might occur, and seldom it does not occur. Should an error or conflictual information occur between the syllabus and BB content, due dates, or content information, for example, please notify the instructional team. Do not include others but the instructional team, as you will create confusion and miscommunication. Then the instructional team will address the issue with the lead team and attempt to fix any errors.

Assignment Grading

Each assignment will be graded within 1-5 business days after its due date. Always check with your IA for any grading questions or concerns. Be patient. Email your IA about your grade if you sent a request within the time listed and you did not hear from him/her. For questions related to grading and rubrics, please contact the Instructional Associate (IA) who is assigned to assist with the course. The IA is your first stop in this course and regarding grading issues. His/her information is posted in the “Meet Your Professor & Instructional Associate” section of the Getting Started page in Blackboard.

Late Work and Communication

Note that the instructor will be available for questions and answers. You must wait on the instructional team to respond between 24-72 hours. Please be patient. We have many students and numerous emails and questions daily. When you contact your instructional team via email, send all your contact info (course number, sections number, and copy your IA). State the reason for your email or request. If you need to set an appointment should the email not fully communicate or answer your questions, then you and the 10 professor may meet at a specific time (if answers posted via email or the webinar are still in questions, or issues are still not clear). Do your homework first and make sure you have navigated all pages, checked announcements, emails, and others prior to asking the same question that might have been answered repeatedly via emails, webinars, or other communications. It is important to check your emails, announcements, and web pages on a daily basis for any changes, information, announcements, clarifications, or other—again, often and on daily basis.

*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, check Important Documents for LU Digital Media. If you wish to use other media not found on that document, it is your call and some have excellent education information such as: YouTube/Khans Academy. Many reliable sources are out there including videos and learning media, you are allowed to do so if you wish to do it on your own. 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, do not stop working or submitting assignments because LU or course videos stopped working.

Late Work Due to Illness/Emergency
If illness obstructs your ability to complete an assignment by the designated due date/time, then you must present supporting documentation to the professor. Official documents. 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,
- and similar.
- Simply needed, official information to document your emergency.

Unofficial documentation will be disregarded.

1. Do not only email the instructional team to request a due date extension. All requests for due date extensions must be submitted via email and to Blackboard using the “Special Requests” link at the top of the Contents page. Both the professor and the IA must be emailed in that manner. After reviewing a request, the instructor/IA will notify the student of the outcome via a “grading comment” in Blackboard. Requests that are emailed to the instructor only will not be addressed. No assignment extension will NOT be approved without proper documentation as outlined above.
2. Do not email the instructor any grading issues unless it hasn’t be resolved with the IA.
3. Any email regarding unresolved issues, grading issues, you must copy your IA.
4. Do not submit your work but as instructed via BB not to the IA email or the Professor email.
1. Any work submitted via email not BB, will be disregarded. Making sure you submit the right document or uploading the right assignment to the right page/location, is your responsibility. Making sure the IT system is working, it is your responsibility.

Make-up Work

In general, no makeup work is allowed. Missing a due date and earning a zero, is the general rule. No exception. However, due to special circumstances, emergencies, medical issues, death in the family, or other urgencies, an exception may be rendered. 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). If the professor agreed to do so and permitted the exception. Assignment rubrics include point penalties for late submissions that may exceed the 10%+ per day rule. Discussion board assignments (i.e., special assignments) are not permitted to be made-up and will be scored according to the rubric located in Blackboard.

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 Requirements

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.
- 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.

**Additional Info on 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
**DROP DATES**

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." It is the student's responsibility to drop and know of the due dates to drop. Failure to drop on time, will result in an F grade or denial to permit the student to drop on time.

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### Accreditation Standards

<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><strong>At the completion of this course, students will be able to:</strong></td>
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<tr>
<td>1 Identify etiology and diagnoses based on symptoms presented</td>
<td>D.I.002</td>
<td></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></td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
</tr>
<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></td>
<td>Task Description</td>
<td>Standard</td>
<td>TAC</td>
<td>Discussion/Assignment Period</td>
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<tr>
<td>4</td>
<td>Devise treatment strategies for diagnoses</td>
<td>D.I.002</td>
<td></td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
</tr>
<tr>
<td>5</td>
<td>Identify involvement of family in treatment</td>
<td>Standard.II. A D.II.005</td>
<td>TAC c4, c5, f3, f4C 5; C 8</td>
<td>Week 5 discussion; wk 5 assignment</td>
</tr>
<tr>
<td>6</td>
<td>Recognize professional issues, biases and stigma of mental disorders</td>
<td>Standard.I.C D.I.002</td>
<td>TAC e1, e2, e3, e4</td>
<td>Wk 3 assignment</td>
</tr>
<tr>
<td>7</td>
<td>Differentiate between mental health diagnoses and developmentally appropriate</td>
<td>Standard.I.D D.III.008</td>
<td>TAC b13, c4, c5, d3, d4, f3, f4</td>
<td>Wk 1 assignment</td>
</tr>
<tr>
<td>8</td>
<td>Distinguish legal and ethical considerations in presented cases</td>
<td>Standard 1.D</td>
<td></td>
<td>Wk 3, 5 discussion; Wk 5 assignment</td>
</tr>
</tbody>
</table>

**Grading and Assignments**

**Graded Assignments**

**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. Please note, that old exams are invaluable to the current exam you are taking.
Exams change every semester. 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.

**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;

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1. Reflecting on and re-evaluating personal opinions based on readings;
2. Offering a review, challenging, discussing and expanding ideas of others;
3. Negotiating interpretations, definitions, and meanings;
4. 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:

1. Refer to **Important Documents**.
3. Refer to **Online Etiquette** document in the course.
4. Refer to the **Student Misconduct** document.

**SYLLABUS SUBJECT TO CHANGE**
As a general rule, syllabus will not change. However, 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.

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 (4 assignments. 300 Points)

1. All work must adhered to the course, syllabus, and academic expectations of quality graduate work.
2. Each of the first four weeks (75 points for each Week, 1-4; 4X75=300 point). That is 4 assignments for the semester.
3. You will submit an assignment where you will demonstrate your understanding of the concepts learned, and course content learned.
4. 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.
5. 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

1. Communications and Professionalism.
2. 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 (The Final Project. 200 Points)**

1. Adhere to the Due Dates listed in your course/BB.
2. Check your Due Dates in your BB course information so you do not miss due dates.
3. Do not wait until the last minute to submit your work.
1. Make sure your system works well (e.g., IT system) and do not submit/upload the wrong assignment, or upload blank documents. That is your responsibility. It may result in 0 credit or significant loss of points, or denial of a second attempt.
2. Second attempt means: the first attempt failed to upload, access, or the like. See detailed instructions in your BB course information.

Overview

1. 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.

*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.*
<table>
<thead>
<tr>
<th>GRADING PROCESS 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>
</tr>
</tbody>
</table>

### Course Subject Outline

#### 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>
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<tr>
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<tr>
<td>Read and/or view materials in “Getting Started”. 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 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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<p>| Week 2: |
|-----------------|-----------------|-----------------|
| <strong>Lecture</strong>: View and read chapters - (in Week 2) Panic and Anxiety Disorders |
| Mood Disorders |
| <strong>Readings</strong>: Revel |
| <strong>Assignment 2</strong>: Submit by 11:00 pm Day 7. Go to Week 2 for Assignment template and instructions. |
| <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. |
| Work on Final Project. Due in |</p>
<table>
<thead>
<tr>
<th>Week 3:</th>
<th>Lecture: View and read chapters - (in Week 3) Psychotic Disorders</th>
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<tbody>
<tr>
<td></td>
<td>Assignment 3: Submit by 11:00 pm Day 7. Go to Week 3 for Assignment template and instructions.</td>
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<tr>
<td></td>
<td>Cognitive Disorders</td>
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<td></td>
<td>Readings: Revel</td>
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<td></td>
<td>Discussion #3: Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 3 for Discussion prompt.</td>
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<td>Work on Final Project. Due Week 5. Go to Week 5 and Resource sections for more details.</td>
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<tr>
<td>Week 4:</td>
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<tr>
<td>Week 4</td>
<td>Lecture: View and read chapters</td>
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<tr>
<td></td>
<td>Personality Disorders</td>
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<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>Revel</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Lecture: View and read lecture</th>
<th>Final Comprehensive Exam due by day 7</th>
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<tbody>
<tr>
<td></td>
<td>Disorders of Childhood and Adolescence</td>
<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>
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<tr>
<td></td>
<td>Readings: Revel</td>
<td></td>
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</tbody>
</table>
Discussion #5: Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 5 for Discussion prompt.

I will talk about timings when things are due.

Additional Items

Institutional Policies

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.

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.

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).

ChatGPT Policy

“Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities.”

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. 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-supp (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 (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. 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 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 (https://www.lamar.edu/lu-online/technology-support/index.html) 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.