Abnormal Human Behavior
CNDV-5350

Meeting Times
Online

Contact Information

<table>
<thead>
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<th>Abnormal Human Behavior</th>
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<tr>
<td>Course Number</td>
<td>CNDV 5350</td>
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<tr>
<td>Course Section</td>
<td>C02</td>
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<tr>
<td>Department</td>
<td>Department of Counseling</td>
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<tr>
<td>Professor</td>
<td>Dr. Belinda Lopez</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Email: <a href="mailto:blopez7@Lamar.edu">blopez7@Lamar.edu</a></td>
</tr>
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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

1. Produce quality graduate work, behaviors, and outcomes.
2. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner.
3. Identify etiologies and diagnoses based on symptoms presented.
4. Identify and learn about diagnoses using the DSM5.
5. Evaluate potential for suicide risk and risk assessment plans related.
6. Devise treatment plans based on diagnoses.
8. Recognize professional issues biases and stigma of mental disorders.
9. Differentiate between mental health diagnoses and developmentally appropriate reactions.
10. Distinguish legal and ethical considerations in presented cases.
11. Understand the role CNS role plays in normal and abnormal psychology of humans.
12. Understand Affective Disorders and as related to normal and abnormal behaviors.
13. The role of Psychopharmacology in treating abnormal behaviors and disorders.
14. The role neuroscience plays in understanding humans abnormal psychology and behaviors.
15. 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.

Course Materials

REQUIRED TEXTBOOK


Abnormal Psychology: A Scientist-Practitioner Approach is a great textbook written by the following 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 materials for learning that accompanies your textbook. 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 [is Optional textbook and resources for your supplemental learning. Strongly encouraged to have but you do not have to have it.]

[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 with 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 have no impact on this matter.

*Course Policies

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. 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.

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.

Please adhere to the directives, communications, and suggestions found in the syllabus, Discussion Boards, Assignments and Exam instructions.

- *All assignments and article critiques/reviews will be required to be submitted through Safe Assign. Students should check their originality reports for each submitted assignment. For more information regarding Safe Assign, please visit: [http://kb.blackboard.com/display/SAFE/How+Does+SafeAssign+Work](http://kb.blackboard.com/display/SAFE/How+Does+SafeAssign+Work)
- *Any Safe Assign resulting in 30+% may result in 0, reduced points, or other per the referral to designated student department if higher that 40%.

This is a demanding and challenging course. It is a very important course. It will impact your skills in the field a great deal. This course requires ample time to learn its concepts, theories, and DSM5 application into the learning process of the content. All-important key words are boldfaced or underlined to help you navigate the most important key terms, words, and focus on each requirement.

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

Produce quality graduate work, behaviors, and outcomes

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. Please contact your IA with any questions related to the course process for grading and feedback. The IA/coach serves a very important role for you and for us. 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. 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: Instructional Team includes your professor and IA.

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.

Exam 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.

PARTICIPATION

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;

- Following rules, directives, and suggestions of your instructional team (IA and Professor).

Make-up Work/ Communication is Important

In general, no makeup work is allowed. Due to the interactive nature of Discussion Boards, extensions cannot not be allowed, therefore, it is important that you meet the due date deadlines each week. Missing a due date for an assignment, 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.

Late Policy 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 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.

RULES AND EXPECTATIONS IN THIS SYLLABUS

- Respect your instructional team and BB staff, and all that are involved in your learning. Disrespect will not be tolerated.
- 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.
- Be honest, ethical, and kind professional. It is highly expected and appreciated of you.

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.

PLAGIARISM AND SAFE ASSIGN

You are enrolled in a graduate counseling program. You are studying to work in a field where personal and professional ethics as well as trust are paramount. As such, concerns regarding originality of material and plagiarism are taken very seriously.
Plagiarism is defined as follows:

- using someone else’s words, ideas, material, research, data, or content in their own work without proper acknowledgement.
- submitting the work of another individual (to include, discussion boards, exams, papers, projects or assignments) as his or her own work.
- submitting as a new assignment, any work that has been previously submitted for a prior course assignment. Read here about how the APA defines self-plagiarism as plagiarism.
- No prior work of yours should be recycled or use for current course. No exception.

Copying a test question(s), sharing, circulating, screenshots, passing, or communicating test questions or as related will result in a zero grade and referral to the appropriate committees for penalty.

Safe Assign

Assignments and papers will be reviewed automatically at the time of submission with Safe Assign. Lamar considers any score over 30% to be too high. To reduce your score, paraphrase original scholarly sources and citing the source over using block or direct quotes. For short assignments, it is often impossible to “remove” enough material to bring scores down instead, the best option is to add more original content and material.

Submissions with a score over 30% will be reviewed, a score of zero will be entered. At professor discretion, the following may also occur:

1. For scores under 50% a student may be given the opportunity to rewrite their assignments with a 30% or higher penalty. Students will be given a new due date (generally 48-72 hours), after which time the zero score will stand. If the original submission was late, that late penalty will still apply in addition to the 30% or higher penalty. This means if your resubmission is on time and meets Safe Assign requirements, it will be graded as typical and then the 30% penalty will be applied.
2. Scores over 50%, or any submission that appears to clearly demonstrate plagiarism may be assigned a zero and referred to the university for further review or action.
3. All grading and decision related to Plagiarism or Safe Assign are per the discretion of the instructional associate and the professor.

COURSE SCHEDULE

Read All chapters, and study. All information in this course are required. Pace your own chapter readings and studying. The below plan is only a recommendation.

We will explore the symptoms, etiology, diagnostic classification, and treatment of personality disorders. Manage your study and review time to cover all chapters. The final exam covers all chapters. Best practice is to review for the exam the first day of learning. Meaning, organize your time and learning by studying every chapter and all information posted for you in this course.
Table of Contents

1. Abnormal Psychology: Historical and Modern Perspectives
2. Research Methods in Abnormal Psychology
3. Assessment and Diagnosis
4. Anxiety, Trauma- and Stressor-Related Disorders (week 1)
5. Obsessive-Compulsive and Impulse Control Disorders
6. Somatic Symptom and Dissociative Disorders
7. Bipolar and Depressive Disorders
8. Feeding and Eating Disorders (week 2)
9. Gender Dysphoria, Sexual Dysfunctions, and Paraphilic Disorders
10. Substance-Related and Addictive Disorders
11. Schizophrenia Spectrum and Other Psychotic Disorders
12. Personality Disorders (week 3 and 4)
13. Neurodevelopmental, Disruptive, Conduct, and Elimination Disorders
14. Aging and Neurocognitive Disorders
15. Abnormal Psychology: Legal and Ethical Issues (week 4 and 5)

The above are recommended chapters to read and study each week. The below is another suggestion. Plan your study and review timeline at your own pace. Again, this is a graduate level course.

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.

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>
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<tr>
<td>At the completion of this course, students will be able to:</td>
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<tr>
<td></td>
<td>Task Description</td>
<td>Standard</td>
<td>Code</td>
<td>Discussions/Assignments</td>
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<tr>
<td>1</td>
<td>Identify etiology and diagnoses based on symptoms presented</td>
<td></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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<td>2</td>
<td>Construct diagnostic assessment using the DSM</td>
<td></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>3</td>
<td>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 Wk 3 discussion</td>
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<td>4</td>
<td>Devise treatment strategies for diagnoses</td>
<td></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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<td>5</td>
<td>Identify involvement of family in treatment</td>
<td>Standard II.A</td>
<td>D.II.005</td>
<td>TAC c4, c5, f3, f4C 5; C 8 Week 5 discussion; wk 5 assignment</td>
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<td>6</td>
<td>Recognize professional issues biases and stigma of mental disorders</td>
<td>Standard I.C</td>
<td>D.I.002</td>
<td>TAC e1, e2, e3, e4 Wk 3 assignment</td>
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<tr>
<td>#</td>
<td>Assignment</td>
<td>Points Per Week</td>
<td>Total Course Points</td>
<td>Percentage of Total Course Grade</td>
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<tr>
<td>7</td>
<td>Differentiate between mental health diagnoses and developmentally appropriate reactions</td>
<td>Standard 1.D, D.III.008, TAC b13, c4, c5, d3, d4, f3, f4</td>
<td>Wk 1 assignment</td>
<td></td>
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<td>8</td>
<td>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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**Grading and Assignments**

**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>
<td>100</td>
<td>10 %</td>
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<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 total points.</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>400 total points.</td>
<td>400</td>
<td>40%</td>
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</table>
900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
Below 600 points = F

Course Subject Outline

COURSE OUTLINE AND SCHEDULE

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Lectures</th>
<th>Assignments/Discussions</th>
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<tr>
<td>Week 1:</td>
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</table>
Read and/or view materials in “Getting Started”. Review the syllabus carefully and adhere to its instructions.

Familiarize yourself with the course and the components that we will be using in the course. Read syllabus carefully.

View and read lectures - (in Week 1)

**Lecture:** Abnormal Human Behavior - Legal and Ethical Considerations

**Readings:**
- Revel-Textbook
  - Chapter 2: Historical and Contemporary Views of Abnormal Behavior

**Assignment 1:** Submit by no later than 11:00 pm Day 7 (see note above). Go to Week 1 for Assignment template and instructions.

**Discussion 1:** Submit initial post by Day 5, and respond to 2 classmates by Day 7. Go to Week 1 for Discussion prompt.

Review Instructions for Final Project. Due Week 5. Go to Week 5 and Resources for more details.

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**Week 2:**
| Week 2: | Lecture: View and read chapters - (in Week 2) Panic and Anxiety Disorders | Assignment 2: Submit by 11:00 pm Day 7. Go to Week 2 for Assignment template and instructions. |
|———|———|———|
| | Mood Disorders | Discussion 2: Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 2 for Discussion prompt. |
| | Readings: Revel | Work on Final Project. Due in Week 5. Go to Week 5 and Resources sections for more details. |

| Week 3: | Lecture: View and read chapters - (in Week 3) Psychotic Disorders Cognitive Disorders | Assignment 3: Submit by 11:00 pm Day 7. Go to Week 3 for Assignment template and instructions. |
|———|———|———|
| | Readings: Revel | Discussion #3: Submit initial post by Day 4 and respond to 2 classmates by Day 6. Go to Week 3 for Discussion prompt. |
| | | Work on Final Project. Due in Week 5. Go to Week 5 and Resources sections for more details. |

| Week 4: | ——— |——— |———|
### 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](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 (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](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](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.

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.