

Fall 2024

EDPC 5345. Abnormal Human Behavior (CRN: 10473)

The University of Texas at El Paso

College of Education

Department of Counseling and Special Education

Instructor: Eunae Han (*Phonetic Spelling: oo-neh haan*), Ph.D.
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- ✓ To schedule an appointment, please send me an e-mail with your name, department, course name you are taking from me, several available time options, and a topic for the meeting at least one week ahead of time.
- ✓ I will try my best to respond to your questions and concerns within two business days; if you do not receive a response from me within two days, please send me a friendly reminder ☺

Class Meeting: Mondays, 5:30 pm - 8:20 pm @ TBD
Restrictions: Restricted to majors of CNSL, DIAG, GUID, SPED

Required Text and Reading Materials:

- American Psychiatric Association. (2022). *Diagnostic & Statistical Manual of Mental Disorders Text Revision (DSM-5-TR)*. American Psychiatric Association Publishing. ISBN: 9780890425763 ※**UTEP library e-copy is available**※

Suggested Texts:

- Sue, Sue, Sue, & Sue. (2022). *Understanding Abnormal Behavior (12th ed.)*. Cengage. ISBN-10: 0357365216
- Wampold, B. E., & Imel, Z. E. (2015). *The Great Psychotherapy Debate: The evidence for what makes psychotherapy work*. Routledge.
- Brown, L. S. (2018) *Feminist Therapy (2nd ed.)*. American Psychological Association.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*.
- Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues on Blackboard.

Course Description:

The purpose of the Abnormal Human Behavior (EDPC 5345) is to help students understand the principles of understanding dysfunction in human behavior or social disorganization. This course is specifically designed for students pursuing degrees in mental health, school, and rehabilitation counseling in a CACREP-accredited program who plan on working as professional counselors in various counseling settings. The course includes the classification system of psychopathology with an emphasis on symptomatology, etiology, treatment modalities, treatment interventions, and the adjunctive use of medications.

Course Objectives:

The updated information based on the 2024 CACREP standards will be provided later.

Expectations of Students:

- The graduate learning experience is benefited from the scholarly discourse of all students enrolled in the class. For this reason, **it is imperative that attendance in class be a priority**. Graduate students typically are very professional in their attendance and punctuality to class sessions. If for some reason you must make a professional decision not to attend class, you must send me an e-mail **one day prior to class**. **If you are late to class more than three times, it may result in a decrease in your final grade.**
- ✓ Any decision to close or delay open of The University of Texas at El Paso during severe weather will be made after several factors are considered, including current and forecasted weather conditions, street conditions, and any decision made by the major public school districts to cancel classes. The Director of University Communications will notify all local news media. Every effort will be made to notify area television and radio stations no later than 6:00 a.m. if the University is to be closed for all or part of the day. An associated notification will be made to the University by means of the MinerAlert text messaging system. To notify you of changes in class meetings due to inclement weather or any other reasons, Dr. Han will also send a class email and post it on Blackboard as appropriate.
- Tardiness or absences will be discussed in private as a professional conduct issue in alignment with professional personnel requirements. If you have a verified and documented reason for being late to class, you may be excused from this requirement. Even after a professional discussion **if you continue to show poor professional judgment in attendance, you will receive a decrease in overall grade for the course.**
- Students are responsible for reading the assignments prior to class as well as punctual delivery of assignments. Students are responsible for notifying the instructor of any difficulties in meeting these expectations. **Late submission of assignments will be penalized by TWO percentage points per day.** Regarding the **Quizzes, no late work will be accepted** if the reason is not considered excusable.

Assignments and Student Performance Evaluation Criteria:

All assignments will be posted on Blackboard and the required documents must be submitted to Blackboard by the deadline to be eligible to earn full credit.

1. Each student is expected to complete readings **prior to** the class meeting for which it is assigned.
2. Each student is expected to attend all sessions and participate in detailed discussions. Failure to do so can result in a lowered course grade, at the discretion of the instructor. **The participation components count for 25% of your grade, a total of 25 points.**

3. **Two Online Discussions:** Each student is responsible for completing an online discussion. Information from all assigned readings and lectures may be included in the online discussion. The two online discussions components account for 10% of the final grade, at a total of 10 points (5 points each).

4. **Four Graded Quizzes out of 5 Quizzes:** Each student is responsible for completing timed quizzes consisting of multiple-choice and/or extended-response questions. The total number of quizzes is five, but students can drop one of the lowest quizzes from their grading. As such, the four quizzes components account for 20% of the final grade, a total of 20 points (5 points each).

5. **Student Group Presentation** on a Specific Mental Disorder: Students will work in groups to introduce their diagnosis for one fictional movie character, television character, or character in a novel that they believe has at least some features of one of the mental health disorders they choose. **Please do not use famous people or characters who are real people.** The purpose of this assignment is to help students learn the diagnostic criteria for a mental disorder and practice recognizing the signs and symptoms of mental disorders. Specific Mental disorders will be chosen from (1) Anxiety Disorders, (2) Trauma and Stressor related Disorders *or* Dissociative Disorders, (3) Depressive *or* Bipolar Disorders, (4) Substance related and Other Addictive Disorders (5) Schizophrenia Spectrum Disorders. Students should send a PPT slide to their instructor before **three business days ahead of** the presentation.

These five groups of students need to introduce the following things:

- Introduction of the character: brief background of the chosen fictional character and the source of the character (movie, television show, or novel).
- Diagnosis identification and criteria: specific mental health disorder that the character is believed to have and details of the diagnostic criteria for the identified mental disorder.
- Character analysis: Description of how the character exhibit the signs and symptoms of the mental disorder and examples from the character's behavior and experiences that align with the diagnostic criteria.
- Impact of the disorder: Discussion of how the mental disorder affects the character's life and interaction including relationships, work, and daily functioning.
- Treatment and management: Outline possible treatment options and management strategies for the disorder.

The presentation component accounts for 25% of the final grade, a total of 25 points. The detailed rubric of presentation will be attached to the end of the syllabus.

6. **Final Exam:** Students will take a comprehensive assessment designed to evaluate their understanding of the course material covered throughout the term. The exam format may include multiple-choice questions and short answer questions. The exam will be open-book and students will be allowed to use any external resources—*not internet connected*—on the exam date. The duration of the exam will be two hours of class time. A make-up exam is not expected; however, if a student is in an emergency with acceptable excuses, they should send the instructor an e-mail one business day prior to the exam date. The student, who successfully provided appropriate excuses such as severe illness (not minor) and university-sanctioned activities, may have a grade ceiling for the make-up exam (e.g., a maximum score of 15 instead of 20). The final exam component accounts for 25% of the final grade, a total of 25 points.

Evaluation:**Grades are earned as follows:**

A = 90 – 100 points

B = 75 – 89 points

C = 60 – 74 points

D = 50 – 59 points

F = < 49 points

Assignments	Points	Percentage
Class Attendance and Participation	25 pts (5 points each)	25%
2 Online Discussions	10 pts (5 points each)	10 %
4 Graded Quizzes out of 5 Quizzes	20 pts (5 points each)	20%
Group Presentation	20 pts	20%
Final Exam	25 pts	25%
Extra Credit Opportunities	TBD	NA

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time. ✓Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives a B while a score of 90.0 receives an A.

Assignments Scoring Rubrics will be provided after the first day of class.

Tentative Course Schedule: (See Below)

Week	DATE	TOPIC	READING/ASSIGNMENTS
<u>1</u>	Aug. 26 th In-person Meeting	Syllabus Introduction to Abnormal Human Behavior	<input checked="" type="checkbox"/> Submit a Syllabus Signed
2	Sep. 2 nd Asynchronous ONLINE	Understanding Abnormal Behaviors	DSM-5-TR Section I (pp. 5 ~ 31) <i>Sup:</i> Sue et al., 2022 (UAB) 1 <input checked="" type="checkbox"/> Online Discussion 1
3	Sep. 9 th In-person Meeting	Understanding Mental Health Disorders & Mental Status Examination	Wampold et al., (2015) Ch. 2 UAB Ch. 2
4	Sep. 16 th Asynchronous ONLINE	Assessment and Classification of Mental Disorders & Research Method	Brown (2018) Ch. 3 <i>Sup:</i> UAB 3 & 4 <input checked="" type="checkbox"/> Quiz 1
5	Sep. 23 rd In-person Meeting	Anxiety and Obsessive- Compulsive and Related Disorders	DSM-5-TR (pp. 215 ~ 294) <i>Sup:</i> UAB 5 <input checked="" type="checkbox"/> Group Presentation <input checked="" type="checkbox"/> Participation
6	Sep. 30 th Asynchronous ONLINE	Dissociative Disorders	DSM-5-TR (pp. 329 ~ 348) <i>Sup:</i> UAB 6 & 7 <input checked="" type="checkbox"/> Quiz 2
7	Oct. 7 th In-person Meeting	Trauma and Stressor related Disorder	DSM-5-TR (pp. 295 ~ 328) <i>Sup:</i> UAB 6 & 7 <input checked="" type="checkbox"/> Group Presentation <input checked="" type="checkbox"/> Participation
8	Oct. 14 th Asynchronous ONLINE	Bipolar Disorders	DSM-5-TR (pp. 139~ 176) <i>Sup:</i> UAB 13 <input checked="" type="checkbox"/> Quiz 3
9	Oct. 21 st In-person Meeting	Depressive Disorders	DSM-5-TR (pp. 177~ 214) <i>Sup:</i> UAB 8 & 9 <input checked="" type="checkbox"/> Group Presentation <input checked="" type="checkbox"/> Participation
10	Oct. 28 th Asynchronous ONLINE	Feeding and Eating Disorders	DSM-5-TR (pp. 371 ~ 398) <i>Sup:</i> UAB 10 <input checked="" type="checkbox"/> Quiz 4
11	Nov. 4 th In-person Meeting	Substance related and Other Addictive Disorders	DSM-5-TR (pp. 543 ~ 666) <i>Sup:</i> UAB 11 & 12 <input checked="" type="checkbox"/> Group Presentation <input checked="" type="checkbox"/> Participation
12	Nov. 11 th	Neurocognitive Disorders	DSM-5-TR (pp. 667 ~ 732) <i>Sup:</i> UAB 13

	Asynchronous ONLINE		<input checked="" type="checkbox"/> Quiz 5 <input checked="" type="checkbox"/> Online Discussion 2
13	Nov. 18 th In-person Meeting	Schizophrenia Spectrum Disorders	DSM-5-TR (pp. 101~ 138) <i>Sup:</i> UAB 15 & 16 <input checked="" type="checkbox"/> Group Presentation <input checked="" type="checkbox"/> Participation
14	Nov. 25 th	Thanksgiving Holiday	
15	Dec. 2 nd In-person Meeting		<input checked="" type="checkbox"/> Final Exam

TENTATIVE

COURSE POLICIES

Course Content and Material

While there are no sensitive or potentially disturbing information or activities, *students may find themselves challenged* by reading material, critical discourse, and writing assignments which *require self-evaluation* as they develop increased awareness, knowledge and skills pertaining to counseling and working in various settings.

We also need advanced warnings if sexually explicit material will be presented. During this course, it is possible that class discussion may address material of a sexual nature. Or, we may discuss early traumatic experiences that is prevalent in our society. If you are uncomfortable with these discussions, please inform the instructor. It will be to your benefit, however, to participate in these discussions to the fullest extent possible given the uncertainty of topics that may arise with students with whom you may work in the future.

Respect for Diversity

It is my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. The comprehension assessments have been scheduled to avoid conflicts with major religious holidays. If I have inadvertently scheduled a major deadline or comprehension assessment that creates conflict with your religious observances, please let me know as soon as possible so we can make other arrangements.

Accommodations for Disabilities

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Academic Honesty and Policy on Academic Misconduct:

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly

represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Guidance on Artificial Intelligence

The use of generative AI tools such as Chat GPT is not permitted in this course. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

Plagiarism Detecting Software

Some of your course work and assessments may submitted to *SafeAssign*, a plagiarism detecting software. *SafeAssign* is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Electronic Communication – UTEP email

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

- Log on to www.utep.edu
- Click on my.utep.edu
- Click on Get your UTEP account here
- Follow prompts to activate your E-mail
- If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

Zoom Sessions

This class may need that you participate in scheduled Zoom sessions. Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session, please let me know as soon as possible so that accommodations can be made when appropriate.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Making a Suggestion or a Complaint/ Student Grievances

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the department chair. Complaints must be made within six months of the incident.

- Speak directly to the person against whom you have a complaint. If not resolved:
- Speak to Dr. Beverly Argus-Calvo, Chair, Department of Educational Psychology and Special Services. She may be reached in Room 701-C or by calling at 915-747-5266. If not resolved:
- File a written statement with the Dr. Tanabe, Dean of the College of Education.
- For more information please see the UTEP's Student Complaint Procedures here: <https://www.utep.edu/extendeduniversity/utepconnect/online-programs/online-regulations/complaint-process.html>

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

or

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UTEP community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UTEP Handbook of Operating Procedures: <https://www.utep.edu/hoop/section-6/ch-3.html#Sexual%20Misconduct%20Policy>

Personal Wellness

Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that impact your ability to be positive and effective. The University of Texas at El Paso and El Paso Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed. The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the confidential resources across campus and the community who can listen to you and offer assistance.

Resources that are easily accessible on campus by phone or website include:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [Registration & Records](#): Maintenance of student records and all registration transactions, including enrollment verifications, transcript requests, graduation applications, and diplomas; and Scheduling classroom assignments.
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Campus Advocacy, Resources and Education \(CARE\)](#): Seeks to empower students who have been impacted by violence* by providing private advocacy, resources and supportive services.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Student Health and Wellness Center \(SHWC\)](#): Address health care needs of all UTEP students. Primary care services as well as immunizations are available at the SHWC. Students can also receive counseling, wellness, and nutrition education services at the SHWC
- [Parking and Transportation](#): Provide the basics about how to park and move around campus. However, the way to become completely informed of the campus parking rules is to read the Parking Regulations.
- [International Students](#): The Office of International Programs assists UTEP international students, scholars, and dependent family members to maintain their non-immigrant statuses.

Community Resources

- [Adult Probation Victim Services](#) – 313-9712 or 546-8120
- [Adult Probation Victim Information & Notification \(VINE\)](#) – (877) 596-8463
- [Adult Protective Services: 24-hour Reporting Volunteer for local events](#) – (800) 252-5400/ 834-5767
- [Advocacy Center for the Children of El Paso](#) – 545-5400
- [Attorney General's Office, Crime Victims Compensation](#) – 834-5815 or 1-800-983-9933
- [Bikers Against Child Abuse](#) – 892-2635
- [CASA \(Court Appointed Special Advocates for Children\)](#) – 546-8146
- [Center Against Family Violence 24-hour Hotline](#) – 593-1000 or 593-7300
- [Child Crisis Center](#) – 562-7955
- [YWCA Transitional Living Center](#) 566-2762

Syllabus Contract
DUE: August 26th

I have read the syllabus for EDPC:5345 *Abnormal Human Behavior* and understand the requirements for the class, the assignments and the method of grading.

Print Name

Signature

Date

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