

**THE UNIVERSITY OF TEXAS AT EL PASO
COUNSELING, SPECIAL EDUCATION AND EDUCATIONAL PSYCHOLOGY**

COURSE SYLLABUS

Fall 2022

EDPC 5345

Section 002

Abnormal Human Behavior

**Hybrid course: Class will meet in person 50% of the time
on Mondays from 5:00pm-7:50pm
Class Location: Miners Hall room 201**

INSTRUCTOR: Jorge A. Marquez, Ph.D.
Phone: (915) 747-5302
E-mail: jamarquez1@utep.edu (preferred method – try this first)
Office Hours: Available by appointment.

TEXTBOOK:

Diagnostic & Statistical Manual of Mental Disorders Text Revision (DSM-5-TR)

Edition: 5th

ISBN: 9780890425763

Author: American Psychiatric Association

Publisher: American Psychiatric Association Publishing

Formats: PAPERBACK, BryteWave Format

Copyright Year: 2022

Other readings to be provided online.

Course Description

A study of the development of abnormal behavior patterns and characteristics to include the major mental and personality disorders. Emphasis is on the symptomology and/or life circumstances and events described in the various diagnostic categories.

Course Objectives

Objective	CACREP Standard	TEXES School Counselor	Learning Activity	Outcome Measure
<p>Goal: Section II F. 3. The goal is for students to develop an appreciation and understanding of the biological and situational factors related to human development that may result in psychological disorders.</p>				
<p>Objective 1. a knowledge of abnormal personality development and addictive behaviors.</p>	<p>F 3 c and 3 d</p>	<p>Domain I: Competency 003.3, 003.5. Domain II: Competency 006.1, 006.2, 006.3, 006.6, 007.1, 007.2, 007.3, 007.4, 007.8</p>	<p>Classroom lectures, reading, case study activities, discussiong (classroom and/or online environments)</p>	<p>Online quizzes and Grades for Online case study discussions</p>
<p>Objective 2. an understanding of individual, biological, neurological, psychosociological, systemic, spritual and environment factors that affect development, functioning and behavior.</p>	<p>F 3 e and 3 g</p>		<p>Classroom lectures, reading, case study activities, discussiong (classroom and/or online environments)</p>	<p>Online case studies.</p>
<p>Goal: Section II. F. 3. The goal is for students for students to distinguish differences in clients and to begin to understand ways in which individualized treatment plans are developed.</p>				

Objective 3. a knowledge of developing treatment plans the recognizes client differences.	F 3 g and 5 g	Domain I: Competency 001.1, 001.2, 001.3, 001.4, 001.5, 002.3, 002.4	Online case study discussions, and Case Contualization paper.	Online case studies.
Goal: Section II. F. 7. The goals is for students to comprehend the various methods and processes of assessing clients' needs revelant to diagnosis.				
Objective 4. an understanding of assessment relevant to clients needs	F 7 1 and 7 j	Domain II: Competency 004.1, 004.2, 004.3, 006.1	Classroom lectures and activities, reading, online case discussions,	Online case study

Class Attendance and Participation

The class meets on Mondays (see course schedule) and begins at 5:15 PM. We will use Zoom for online lectures. While the lectures are not required I encourage you to make all possible efforts to attend. Often during class information is discussed that is important for understanding the content.

Assignments and Student Evaluation

Assignments should be submitted via Blackboard. Hard copies may be submitted directly to the instructor. However the **preferred** method for submission is directly through Blackboard. Please check Blackboard for the due dates for all assignments. ***Unless there are extenuating circumstances no late assignments will be accepted. Documentation of this situation may be requested by the instructor. Assignments and make up assignments cannot be turned in after December 7.***

Assignments will be graded on a “Pass” or “Fail to Pass” basis. Passing assignments are defined as those that receive an **85** on a 100 point scale. Simply doing the assignment **does not** guarantee an evaluation of passing. Assignments receiving a "fail to pass" may be rewritten and submitted within one week after they are returned in order to receive a “Pass” grade. Assignments that are resubmitted must be accompanied with the original assignment and a cover sheet describing what changes were made. Although evaluation of assignments is dependent on the type of assignment, primary consideration will be given to content. Consideration will also be given to organization and style. Basic feedback from the instructor will be provided for each assignment. More detailed feedback will be given upon request. A rubric for each assignment is posted on Blackboard.

For the grade of “A” you must pass three quizzes, participate in online discussions with a passing grade, complete a team presentation, and complete two assignments.

For the grade of “B” you must pass three quizzes, participate in online discussions with a passing grade, complete a team presentation, and complete one assignment.

For the grade of “C” you must pass three quizzes, complete a team presentation, and participate in online discussions with a passing grade.

Grades below “C” will be discussed.

Required Quizzes: There will be five online quizzes this semester; you must pass at least **three** online quizzes. To pass the quiz you must achieve an 85%. Online quizzes may not be resubmitted once the due date is past.

Online Discussion Board:

- For classes on “online” weeks, there will be a corresponding discussion board on Blackboard. **You will be responding to discussion board posts through Blackboard when we do not meet for in-person class.** I will include “due dates and time deadline” on the Blackboard course for each post. Each post should be a minimum of 75 words. Since these modules will review information that we may not necessarily get to address in class, I am interested in knowing what was perhaps most interesting, or most challenging, or even most confusing, from your engagement with the material for that week. I will assign points based on reflectiveness, self-awareness, and level of engagement with the course material. In other words, postings that simply regurgitate information will not earn the maximum number of points. **No credit** will be earned for assignments received after the due date and time.
- Responses to Discussion Boards may be resubmitted based on the instructor comments and within the timeline set by the instructor.

Class Assignments:

1. Develop 25 “medication cards” (5 x 8 or similar size) that describe medication, typical dosages, uses (what mental illness they treat), and typical and rare side effects. (This assignment may be submitted in hard copy.)
2. Fifteen page research paper on topic related to some aspect of diagnosis and treatment planning. Topic must be approved by instructor by second week of classes.
3. Review 10 articles (cannot be the same as used for other assignments) related to diagnosis and treatment planning. Use the following format:
 - a. Reference information (**APA STYLE- not following this format will result in the paper being returned for correction**)
 - b. Brief summary of what the article or book chapter was about. Please limit each review to 275 words (one page typed double spaced).
 - c. After each summary Describe your personal reactions to the articles or book chapters.
4. Individual Video Presentation assignment
 - a. Each student may choose to create a video presentation on a journal article. The journal article will be related to a psychological disorder and a special interest group. In the video presentation, you will summarize the journal article in about 10-20 minutes.
 - b. You will be evaluated on your understanding of the article, effective communication, and how well you relate it to the class topics. You may include video clips or other digital media to assist your presentation, but this should not take up most of your presentation time.
 - c. Video presentations will be uploaded to Blackboard or they can be created through UTEP’s YuJa program.
 - d. YuJa information:
https://www.utep.edu/technologysupport/ServiceCatalog/inst_vmsstudent.html
 - e. YuJa login (use your UTEP credentials): <https://utep.yuja.com/>
5. Personality Disorders assignment.
 - a. The goals of this assignment are to: (1) help you learn the diagnostic criteria for personality disorders; (2) give you practice recognizing the signs and symptoms of personality disorders; and (3) give you a sense of what it is like to make a diagnosis.
 - b. To complete this assignment you will use one set of diagnostic criteria for antisocial, paranoid, narcissistic, borderline, OR histrionic personality disorders that are listed below. For each of these personality disorders, I have listed 4 of the diagnostic criteria.
 - c. For this assignment, you need to:
 - identify a fictional movie character, television character, or character in a novel that you believe has at least some features of one of the personality disorders listed below. Do not use famous people or characters based on a real person.

- decide which personality disorder the person is most likely to have
- for the specific personality disorder you selected as the most likely diagnosis for the named person/character, indicate whether you think each of the four diagnostic criteria listed is met.
- for each of the four diagnostic criteria, indicate why you think each criterion does or does not apply to the person.

→ *Assignments submitted and/or completed late will be considered as not passing.*

Group Project:

Every student will participate in a team presentation to class on a Psychological Disorder. The type of disorder must be approved by the instructor no later than the third class period. Information on this assignment will be provided in class. Team can be comprised of up to 4 students. Presentations will occur virtually through Zoom.

Etiquette In-Class and Online

As we know, sometimes communication online can be challenging. It is 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 etiquette guidelines in mind. Failure to observe them may result in disciplinary action.

Always consider audience. This a a graduate 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. If you are not speaking please turn off your microphone. Use of video is encouraged during online classes.

When reacting to someone else's comments or messages, please 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 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.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, plagiarism, cheating, collusions, or falsification of written assignments. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at UTEP must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action.

Title IX Mandated Reporting

The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. As an instructor, I am a mandated reporter of Title IX and must make a report if a student reports experiencing any form of sex discrimination, harassment, stalking, assault, or violence.

If you need to speak to a confidential counselor for any form of support please reach out to UTEP's **Counseling and Psychological Services at 915-747-5302** or in-person at 202 Union West.

Accommodations Policy

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, and 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 CASS at 915-747-5148 or email them at cass@utep.edu, or apply for accommodations online via the CASS portal found at <https://www.utep.edu/student-affairs/cass/>

COVID 19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk and/or those who live with individuals who are considered high risk may contact CASS to discuss temporary accommodations for on-campus courses and activities.

COVID19 Precautions

You must STAY AT HOME and REPORT if you (1) have tested positive for COVID-19.

Reports should be made at <https://adminapps.utep.edu/screening/Home/Launch>

Wearing face coverings are strongly encouraged when you attend in-person classes.

Tentative Course Outline/Schedule

Readings are from **Diagnostic & Statistical Manual of Mental Disorders Text Revision (DSM-5-TR)** unless otherwise noted.

Fall 2022C				
Class	Class Dates	Topics/Activities	Chapters/ Readings Due	Assignments Due This Class
#1	August 22 Meet In-Person	Introduction to Abnormal Human Behavior Introduction to DSM- 5TR	Syllabus Introduction section of DSM 5TR	Familiarize yourself with Blackboard course Review syllabus
#2	August 29 Online	Mood Disorders and Bipolar Disorders	DSM-5TR pp. 139-214	Discussion Board #1
	September 5 LABOR DAY No class	Mood Disorders and Bipolar Disorders	Online Article	
#3	September 12 Meet In-Person	Anxiety Disorders and Trauma-related Disorders	DSM-5TR pp. 215-261 pp. 301-328	Discussion Board #2
#4	September 19 Online	Anxiety Disorders and Trauma-related Disorders	Online Article	Quiz #1 Discussion Board #3
#5	September 26 Meet In-Person	Schizophrenia and Psychotic Disorders	DSM-5TR pp. 101-138	
#6	October 3 Online	Group Presentation #1 Group Presentation #2	Online Article	Discussion Board #4

#7	October 10 Meet In-Person	Personality Disorders		
#8	October 17 Online	Group Presentation #3 Group Presentation #4	Online Article	Quiz #2 Discussion Board #5
#9	October 24 Meet In-Person	Neurodevelopmental Disorders		
#10	October 31 Online	Quiz		Quiz #3
#11	November 7 Meet In-Person	Culture and Psychiatric Diagnosis Cultural Formulation	DSM-5TR pp. 859-871	
#12	November 14 Online	Group Presentation #5 Group Presentation #6	Online Article	Quiz #4 Discussion Board #6
#13	November 28 Meet In-Person	Review of Course		Discussion Board #7
#14	December 5 Final Exam Week			Quiz #5 - scheduled during finals week, date TBD.