Instructor: Wannigar Ratanavivan, Ph.D., LPC, NCC
Semester: Spring 2020
Office/Office Hours: By Appointment
Class Date: Jan. 21 – May 14
Office Telephone: 361-825-2849
Class time: Mon. 7:00 – 9:30 pm
Email: wannigar.ratanavivan@tamucc.edu
Class Location: ECDC 219B

Course Description

CNEP 5328: Abnormal Human Development and Behavior (3 SCH). This provides an overview of the principles of understanding the dysfunction in human behavior and development. Students will learn how dysfunctional behavior manifests and factors that increase one’s vulnerability to abnormal human behavior. This course will also give students the appropriate use of diagnosis during crisis, disaster, or another trauma-causing event. Specific topics include principles of abnormal behavior development, disaster and crisis counseling, and models of vulnerability-stress. Prerequisites: A minimum of 12 semester hours of core counseling including: CNEP 5304, 5308, and 5314 must be completed.

Rationale

This course meets several accreditation standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for clinical mental health counseling; marital, couple, and family counseling; addictions counseling; and school counseling. In addition, it fulfills specific content requirements set forth by the State of Texas for both the Licensed Professional Counselor and Licensed Marriage and Family Therapist.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- CACREP Standard 2-F-1-c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the crisis program/disaster workshop]
• CACREP Standard 2-F-3-c: theories of normal and abnormal personality development.  
[Students will successfully complete this learning objective by achieving a score of 80% or higher on the comprehensive examination, quizzes, and group presentation project]

• CACREP Standard 2-F-3-g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan.  
[Students will successfully complete this learning objective by achieving a score of 80% or higher on the crisis program/disaster workshop]

• CACREP Standard 2-F-5-m: crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.  
[Students will successfully complete this learning objective by achieving a score of 80% or higher on the crisis program/disaster workshop]

• CACREP Standard C-2-f: impact of crisis and trauma on individuals with mental health diagnoses  
[Students will successfully complete this learning objective by achieving a score of 80% or higher on the crisis program/disaster workshop]

• CACREP Standard F-2-g: impact of crisis and trauma on marriages, couples, and families.  
[Students will successfully complete this learning objective by achieving a score of 80% or higher on the crisis program/disaster workshop]

Major Course Requirements

1) Comprehensive Examination (100 points)

   The comprehensive examination includes questions in a variety of formats (e.g., multiple choice, true-false, brief essay), with questions being drawn from class lectures, notes, and assigned readings. This closed-book examination will be administered on a date specified in the course calendar.

2) Quizzes (100 points)

   Ten quizzes (10 points each) will be administered throughout the semester. The quizzes are designed to help you apply the information that has been presented in the text chapters and study for the final examination. The quizzes are grouped by text chapters and include questions presented in multiple-choice format.

3) Group Presentation/Project (100 points)

   Students will work in groups to cover course topics (e.g., depression, anxiety, substance use, eating disorders, schizophrenia). Each group will 1) present a PowerPoint covering the topic, 2) create a case study for class discussion, and 3) write a research paper relating to the case that the group creates using the case study format provided in this course syllabus. The paper should adhere to the APA format (7th ed.) and include a minimum of five peer-reviewed references. The book is not a peer-reviewed reference, but may be included. The presentation should take at least 60 minutes and include current research on the topic.
4) Crisis Program/Disaster Workshop (40 points)

Students will work in groups and design a 45-minute crisis intervention training workshop that details theories and strategies of crisis intervention and disaster counseling approaches. Students will explain roles and responsibilities of counselors as members of interdisciplinary community outreach and emergency management response teams. The workshop will be didactic, experiential, and evaluative in nature. Students must create a case example and discussion questions to facilitate the workshop.

5) Class Participation (10 points)

Participation is a mandatory and necessary component of this class. Students are expected and required to engage in meaningful and productive class discussions and activities. Experiences that are conducted within the course are highly interactive and cannot be replicated. To achieve an “A” in the course, students must attend 90% of the class sessions.

Point Allocation

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Examination</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (10 @ 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation/Project</td>
<td>100</td>
</tr>
<tr>
<td>Crisis Program/Disaster Workshop</td>
<td>40</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350</strong></td>
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</table>

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315-350</td>
</tr>
<tr>
<td>B</td>
<td>280-314</td>
</tr>
<tr>
<td>C</td>
<td>245-279</td>
</tr>
<tr>
<td>D</td>
<td>210-244</td>
</tr>
<tr>
<td>F</td>
<td>Below 210</td>
</tr>
</tbody>
</table>

Required or Recommended Readings

**Textbook:**


**Optional Online Resources:**

Psychosocial Issues for Children and Adolescents in Disasters (ADM86-1070R)  

Developing Cultural Competence in Disaster Mental Health Programs: Guiding Principles and
Recommendations (SMA03-3828)
https://store.samhsa.gov/system/files/sma03-3828.pdf

A Guide to Managing Stress in Crisis Response Professions (SMA05-4113)
https://store.samhsa.gov/system/files/sma05-4113.pdf

Recommended or supplemental readings:


State Adopted Proficiencies for School Counselors

School Counselor Standard III: Learner-Centered Process
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

TExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Course Policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the follow attendance policies are in place:

- The first unexcused absence will result in a 5% reduction in the student’s final grade.
- A second unexcused absence will result in a 10% reduction in the student’s final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
• Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
• Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused** absence will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

**Extra Credit**

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and Plagiarism**

**TAMUCC Graduate Catalogue (please refer to current version)**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

• Written reprimand
• Requirement to re-do work in question
• Requirement to submit additional work
• Lowering of grade on work in question
• Assigning grade of "F" to work in question
• Assigning grade of "F" for course
• Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may
be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using
Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Tentative Class Schedule (Spring 2020)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Abnormal Behavior in Historical Context</td>
<td>Read chapters 1 and 2</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>An Integrative Approach to Psychopathology</td>
<td>Quiz 1 Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 2</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Read chapters 3 and 4</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Research Methods</td>
<td>Quiz 2 Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 3</td>
<td>Neurocognitive Disorders</td>
<td>Read chapter 15</td>
</tr>
<tr>
<td>Feb. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Neurodevelopmental Disorders</td>
<td>Read chapter 14</td>
</tr>
<tr>
<td>Feb. 17</td>
<td></td>
<td>Quiz 3 Due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 1 Presentation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Anxiety, Trauma- and Stress-Related, and Obsessive-Compulsive and Related Disorders</td>
<td>Read chapter 5</td>
</tr>
<tr>
<td>Feb. 24</td>
<td></td>
<td>Quiz 4 Due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 2 Presentation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Somatic Symptoms and Related Disorders and Dissociative Disorders</td>
<td>Read chapter 6</td>
</tr>
<tr>
<td>Mar. 2</td>
<td></td>
<td>Quiz 5 Due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 3 Presentation</td>
</tr>
<tr>
<td>Week 7</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Mar. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mood Disorders and Suicide</td>
<td>Read chapter 7</td>
</tr>
<tr>
<td>Mar. 16</td>
<td></td>
<td>Quiz 6 Due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 4 Presentation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Eating and Sleep-Wake Disorders</td>
<td>Read chapter 8</td>
</tr>
<tr>
<td>Mar. 23</td>
<td></td>
<td>Quiz 7 Due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 5 Presentation</td>
</tr>
</tbody>
</table>
| Week 10 | Mar. 30 | Substance-Related, Addictive, and Impulse Control Disorders | Read chapter 11  
Quiz 8 Due by 11:59 pm  
Group 6 Presentation |
|---|---|---|---|
| Week 11 | Apr. 6 | Personality Disorders | Read chapter 12  
Quiz 9 Due by 11:59 pm  
Group 7 Presentation |
| Week 12 | Apr. 13 | Schizophrenia Spectrum and Other Psychotic Disorders | Read chapter 13  
Group 8 Presentation |
| Week 13 | Apr. 20 | Mental Health Services: Legal and Ethical Issues  
Crisis Counseling with Children and Families  
Emergency Management Response Teams  
SAMHSA | Read chapter 16  
Read on-line materials on BB  
Quiz 10 Due by 11:59 pm |
| Week 14 | Apr. 27 | Crisis Counseling Program/Disaster Workshop | Crisis Counseling Program/Disaster Workshop Due |
| Week 15 | May 4 | Crisis Counseling Program/Disaster Workshop | Crisis Counseling Program/Disaster Workshop Due |
| Week 16 | May 11 | Comprehensive Examination | Comprehensive Examination |
Case Study Format

Basic assumptions of the disorder:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Important considerations with children/adults impacted by this psychopathology:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Important lifespan considerations impacted by this psychopathology:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Techniques and approaches used in counseling:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Research that has been done on this population regarding this psychopathology:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
What do you think are the major issue(s) with this case?:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How might you conceptualize what is going on with this client using your knowledge about this psychopathology?:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List the questions you would like to ask this specific client using information read about this psychopathology:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________


**Group Presentation/Project Evaluation Rubric (100 points)**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation covered major ideas discussed in the text and included examples to explain concepts (40 pts)</td>
<td>40-36</td>
<td>35-32</td>
<td>31-28</td>
<td>27-0</td>
</tr>
<tr>
<td>Research paper was well-developed and thoughtful. Paper adhered to the APA format and included a minimum of 5 peer-reviewed references (20 pts)</td>
<td>20-18</td>
<td>17-16</td>
<td>15-14</td>
<td>13-0</td>
</tr>
<tr>
<td>Presentation provided current DSM info and some current research on subject (10 pts)</td>
<td>10-9</td>
<td>8-6</td>
<td>5-3</td>
<td>2-0</td>
</tr>
<tr>
<td>Power point (used appropriately and effectively) (10 pts)</td>
<td>10-9</td>
<td>8-6</td>
<td>5-3</td>
<td>2-0</td>
</tr>
<tr>
<td>Case study was created and discussed with the class to enhance their understanding of the material presented (10 pts)</td>
<td>10-9</td>
<td>8-6</td>
<td>5-3</td>
<td>2-0</td>
</tr>
<tr>
<td>“Presentation” points (5 pts) (including time)</td>
<td>5</td>
<td>4</td>
<td>3-2</td>
<td>1</td>
</tr>
<tr>
<td>Creativity points (5 pts)</td>
<td>5</td>
<td>4</td>
<td>3-2</td>
<td>1</td>
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### Crisis Workshop Rubric (40 points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent 15-13</th>
<th>Good 12-9</th>
<th>Fair 8-5</th>
<th>Poor 4 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressed relevant aspects of psychological first aid and emergency response teams as it relates to cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created case examples and included appropriate case questions for class discussion</td>
<td>Excellent 15-13</td>
<td>Good 12-9</td>
<td>Fair 8-5</td>
<td>Poor 4 and below</td>
</tr>
</tbody>
</table>