

# DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

**Abnormal Human Behavior, EDCG 5321, (3 Semester Hours), Online Format**

COURSE SYLLABUS: Fall 2021

## INSTRUCTOR INFORMATION

Instructor: Karen L Furgerson, Ph.D., LPC-S  
Office Location: Rhode Hall 132  
Office Hours: Tuesdays and Wednesdays 1:00-6:00  
Office Phone: 361-593-3015  
Office Fax: 361-593-2136  
University Email Address karen.furgerson@tamuk.edu  
Preferred Form of Communication: prefer email when possible

## COURSE INFORMATION

### Textbook(s) Required:

Sue, D., Sue, D.W., Sue, S., Due, D.M. (2017). Understanding abnormal behavior. Cengage: New York.  
ISBN-13:  
9781305088061

Price: \$166.20 (new)-\$20.00 (used)

### Technology Requirement(s):

- This class is taught through a hybrid format with a significant portion delivered online, including major assignments and exams. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to watch videos and respond to blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 16 weeks.

All TAMUK students can download Microsoft Office 365 for free. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing your TAMUK email/blackboard, you may visit "Help Desk" located in the Jernigan Library or call iTech Support at 361-593-HELP (24 hours a day and 7 days a week).

**Blackboard** is used as an important component to this course. Vital information is published regularly on this site and should be checked regularly. Presentations, activities and all assignments will be posted here. All activities will be conducted via this medium and assignments will be turned via the web on this page.

## COURSE DESCRIPTION

An in-depth look at the varieties of psychopathology, its etiology, classification and treatment. A look at the history and treatment of mental illness over the years with special attention to the various classification schemes and systems as they have evolved. The emphasis of this course will be to give the student skills to recognize the nature of the abnormal behavior and to determine what services, if any, the counselor might be able to provide. Proper referral services, methods and procedures will be explored.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.

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- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**STUDENT LEARNER OUTCOMES AND MARKETABLE SKILLS**

<p><b>Expected Student Learning Outcomes for this Course</b></p> <p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i></p> <p><b>Content covered includes:</b></p>	<p align="center"><b>Course Objectives</b></p>	<p align="center"><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p align="center"><b>SLO Assessment Point</b></p> <p align="center"><b><i>By Rubric or Exam Score</i></b></p>
<p><b>2.F.1.a.: Understand the history and philosophy of the counseling profession and its specialty areas</b></p>	<p align="center"><b>1</b></p>	<p>Present PowerPoint for Lesson, "History of Abnormal Behavior"</p> <p>Discuss how stigma against mentally ill individuals has been influenced by the differing views (mystical, scientific, or humanitarian) throughout history in the blog forum.</p> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>
<p><b>2.F.1.d.: Understand professional counseling</b></p>	<p align="center"><b>3</b></p>	<p>Present PowerPoints for Required Readings: :</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See</p>

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<p>credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</p>		<p>17:Legal and Ethical Issues in Abnormal Psychology</p> <p>Discuss how the counseling profession regulates credentialing and accreditation to ensure that professionals meet the ethical requirement for the competence of the counselor in treating clients.</p> <p>Explain the rights mental patients have with respect to treatment and care.</p> <p>Describe the legal and ethical issues that guide treatment practices.</p> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>
<p><b>2.F.1.i.: Understand the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</b></p>	<p>5</p>	<p>Present PowerPoints for Required Readings: :</p> <p>17:Legal and Ethical Issues in Abnormal Psychology</p> <p>Discuss how the adherence to the ethical standards is a safeguard to protect clients</p> <p>Discuss the rights mental patients Have with respect to treatment and care.</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See</p>

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		<p>Describe the legal and ethical issues that guide treatment practices.</p> <p>For the scenario described in the discussion board forum, decide how you would feel about the defendants being found not guilty by reason of insanity (NGBRI). Post your answer. Be as honest as you can be.</p> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>
<p><b>5.C.2.f.: Understand the impact of crisis and trauma on individuals with mental health diagnoses</b></p>	<p><b>4</b></p>	<p>Present PowerPoint for Lesson,</p> <p>“What is abnormal?”</p> <p>Present PowerPoints for Required Readings: :</p> <p>1: Abnormal Behavior</p> <p>Discuss the factors which help define abnormal behavior and how culture impacts the definition</p> <p>Describe some contemporary trends in abnormal psychology</p> <p>6: Trauma and Stress Related Disorders</p> <p>Discuss how trauma and stress related disorders impact the client both mentally and physically</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p>

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		<p>In the discussion board forum, answer the following question:</p> <p>What role does stress play on physical health and what are the psychophysiological disorders?</p> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog. Post two peer responses to enhance group discussions.</p>	<p>Paper (See appendix C with a grading rubric.).</p>
<p><b>2.F.5.b.: Understand the systems approach to conceptualizing clients</b></p>	<p><b>4</b></p>	<p>Present PowerPoints for Required Readings: :</p> <p>3: Assessment and Classification of Abnormal Behavior</p> <p>Discuss advantages and limitations of the DSM-5 classification system in the conceptualization of clients' disorders.</p> <p>Explore how psychological tests and evaluation procedures are evaluated for accuracy</p> <p>7-14: Chapters covering Clinical Disorders</p> <ul style="list-style-type: none"> <li>• Discuss the DSM-5 diagnosis criteria for each disorder</li> <li>• Discuss dissociations: what forms they can take, how they are caused, and how they are treated.</li> </ul>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>

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		<ul style="list-style-type: none"> <li>• For the scenario described in the discussion board forum respond to the following questions:  How would you diagnose this client? What are the "red flag" symptoms noted in this scenario that lead you to the diagnosis?</li> <li>• Discuss Beck's four errors in logic, all of which typify the negative schema that keeps depressives depressed. For the short vignette presented and decide whether it best illustrates selective abstraction, magnification/ minimization, arbitrary inference, or overgeneralization. Discuss how you came to your decision in the discussion board forum.</li> <li>• In the discussion board forum, cite a(an) example(s) that demonstrate(s) the effect of the media on body image and eating disorders. You may upload pictures or videos. How can a therapist address these powerful forces with a client?</li> <li>• For the scenario described in the discussion board forum respond to the following questions: How did the family adapt to the woman's drug problem. Describe how the husband and daughter might react when the woman returns. Identify the ways in which families can unconsciously promote relapse. Would family-oriented therapy should be more effective in the long run than traditional individual treatment? How?.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• For the scenario described in the discussion board forum respond to the following questions: Are these beliefs signs of a disorder? If you conclude that they are not, at what point would the belief go “over the line” into the realm of delusions?</li> <li>• In the discussion board forum, discuss the advantages and disadvantages to the wider society of the ability to predict the development of incurable disorders such as Alzheimer's. Finally, discuss the psychological counseling that might be necessary for both those who “learn of their fate” and their close family members.</li> <li>• Discuss what is known about normal sexual responses and sexual dysfunction, the causes of and treatments for gender dysphoria, and paraphilic disorders.</li> <li>• In the discussion board forum answer the following question:  Is rape an act of sex or aggression? Discuss the reasons for your answer.</li> </ul> <p>16: Disorders of Childhood and Adolescence</p> <ul style="list-style-type: none"> <li>• Discuss the DSM-5 diagnosis criteria for each disorder</li> </ul>	

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		<ul style="list-style-type: none"> <li>In the discussion board forum, answer the following questions: What are the characteristics of externalizing disorders? Please name 2 disorders and give example of the behaviors associated.</li> </ul> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog..</p> <p>Post two peer responses to enhance group discussions.</p>	
<p><b>2.F.5.h.: Understand the developmentally relevant counseling treatment or intervention</b></p>	<p><b>4</b></p> <p><b>6</b></p>	<p>Present PowerPoint for Lesson:</p> <p>“Abnormal Behavior and Culture”</p> <ul style="list-style-type: none"> <li>Discuss how culture impacts the diagnosis and treatment choices for clients</li> <li>In the blog forum, discuss and provide an example of how the culture of the particular society can impact the view of that society concerning abnormal behavior and the stigma of mental illness.</li> </ul> <p>Present PowerPoints for Required Readings: :</p> <p>3: Assessment and Classification of Abnormal Behavior</p> <ul style="list-style-type: none"> <li>Discuss the advantages and limitations of the DSM-5 classification system in the conceptualization of clients’ disorders.</li> </ul>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>

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		<ul style="list-style-type: none"> <li>For the scenario described in the discussion board forum, discuss and list relevant assessment tools</li> </ul> <p>16: Disorders of Childhood and Adolescence</p> <ul style="list-style-type: none"> <li>Discuss the DSM-5 diagnosis criteria for each disorder</li> <li>In the discussion board forum, answer the following questions: What are the characteristics of externalizing disorders? Please name 2 disorders and give example of the behaviors associated.</li> </ul> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog. Post two peer responses to enhance group discussions.</p>	
<p><b>2.F.8.a.: the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</b></p>	<p><b>4</b></p>	<p>Present PowerPoints for Required Readings: :</p> <p>4: The Scientific Method in Abnormal Psychology</p> <p>Explain how biological research can help us to understand the causes of abnormal behavior.</p> <p>Describe why epidemiological research is important in understanding mental illness. Discuss current trends in research into psychopathology</p> <p>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p>

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		<p>Post two peer responses to enhance group discussions.</p>	<p>Midterm Exam Score Final Exam Score</p> <p>Paper (See appendix C with a grading rubric.).</p>

Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
<p><b>1.Students will be able to identify and understand the history and philosophy of the counseling profession and its specialty areas</b></p>	<ul style="list-style-type: none"> <li>• Present PowerPoint for Lesson: “History of Abnormal Behavior”</li> <li>○ Discuss how stigma against mentally ill individuals has been influenced by the differing views (mystical, scientific, or humanitarian) throughout history in the blog forum.</li> <li>• Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</li> <li>• Post two peer responses to enhance group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</li> <li>• Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</li> <li>• Midterm Exam Score</li> <li>• Final Exam Score</li> <li>• Paper (See appendix C with a grading rubric.).</li> </ul>	<p><b>2.F.1.a.</b></p> <p>Understand the history and philosophy of the counseling profession and its specialty areas</p>

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Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
<p><b>2. Students will demonstrate knowledge of the various types and clusters of mental disorders as found in the current classifications systems dealing with mental disorders</b></p>	<ul style="list-style-type: none"> <li>• Present PowerPoint for Lesson, “What is abnormal?”</li> <li>• Share PowerPoint for Chapters:               <ul style="list-style-type: none"> <li>1: Abnormal Behavior                   <ul style="list-style-type: none"> <li>○ Discuss the factors which help define abnormal behavior and how culture impacts the definition</li> <li>○ Describe some contemporary trends in abnormal psychology</li> </ul> </li> <li>6: Trauma and Stress Related Disorders                   <ul style="list-style-type: none"> <li>○ Discuss how trauma and stress related disorders impact the client both mentally and physically</li> <li>○ In the discussion board forum, answer the following question:                       <p>What role does stress play on physical health and what are the psychophysiological disorders?</p> </li> </ul> </li> </ul> </li> <li>• Present PowerPoints for Required Readings: :               <ul style="list-style-type: none"> <li>2: Understanding and Treating Mental Disorders                   <ul style="list-style-type: none"> <li>○ For the scenario described in the discussion board forum, answer the following questions:                       <p>What do you think causes John’s behavior—genetics? Early childhood experiences? Problems with feelings and thoughts? Current circumstances? Wider society? Defend your choice.</p> </li> </ul> </li> <li>3: Assessment and Classification of Abnormal Behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</li> <li>• Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</li> <li>• Midterm Exam Score</li> <li>• Final Exam Score</li> <li>• Paper (See appendix C with a grading rubric.).</li> </ul>	<p><b>5.C.2.f.;</b>            Understand the impact of crisis and trauma on individuals with mental health diagnoses            2.F.5.h.;</p> <p>Understand the developmentally relevant counseling treatment or intervention            2.F.7.e. use of assessments for diagnostic and intervention planning purposes</p>

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	<ul style="list-style-type: none"> <li>○ Discuss the advantages and limitations of the DSM-5 classification system in the conceptualization of clients' disorders.</li> <li>○ Discuss how psychological tests and evaluation procedures are evaluated for accuracy</li> <li>○ For the scenario presented in the discussion board forum, Discuss and list relevant assessment tool from the list the clinician available: <ul style="list-style-type: none"> <li>- Controlled observations in clinic</li> <li>- Naturalistic observations in office, home, school</li> <li>- Logs kept by parents, friends, the client</li> <li>- Interviews (structured and unstructured)</li> <li>- Projective personality tests (Rorschach, TAT, sentence-completion, draw-a-person)</li> <li>- Self-report inventories (MMPI-2, Beck Depression Inventory)</li> <li>- Intelligence tests (WAIS-R, WISC-R, WPPSI; Stanford-Binet; K-ABC)</li> <li>- Neurological tests (CAT and PET scans, EEG, MRI)</li> </ul> </li> </ul> <p>5: Anxiety and Obsessive-Compulsive and Related Disorders</p> <ul style="list-style-type: none"> <li>○ Discuss how biological, psychological, social, and sociocultural factors are involved in the development of anxiety disorders. Discuss why the multipath model is important in the discussion board forum</li> </ul> <p>7: Somatic and Dissociative Disorders</p>		

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	<ul style="list-style-type: none"> <li>○ For the scenario presented in the discussion board forum, answer the following questions: How would you diagnose this client? What are the "red flag" symptoms noted in this scenario that lead you to the diagnosis?</li>   <li>8: Depressive and Bipolar Disorders</li> <li>○ For the scenario presented in the discussion board forum, consider Beck's four errors in logic, all of which typify the negative schema that keeps depressives depressed. Determine and post whether it best illustrates selective abstraction, magnification/ minimization, arbitrary inference, or overgeneralization. Discuss how you came to your decision.</li>   <li>9:Suicide</li> <li>○ Discuss how suicide affects friends and family in the discussion board forum.</li>   <li>10: Eating Disorders</li> <li>○ Respond to the following regarding the scenario posted in the discussion board forum: Cite a(an) example(s) that demonstrate(s) the effect of the media on body image and eating disorders. You may upload pictures or videos. How can a therapist address these powerful forces with a client?</li>   <li>11:Substance-Related and other Addictive Disorders</li> <li>○ For the scenario described in the discussion board forum respond to the following questions:</li> </ul>		

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	<p>How did the family adapt to the woman’s drug problem. Describe how the husband and daughter might react when the woman returns. Identity the ways in which families can unconsciously promote relapse. Would family-oriented therapy should be more effective in the long run than traditional individual treatment? How?</p> <p>12:Schizophrenia Spectrum Disorders</p> <ul style="list-style-type: none"> <li>○ For the scenario posted in the discussion board forum, answer the following questions: Are these beliefs signs of a disorder? If you conclude that they are not, at what point would the belief go “over the line” into the realm of delusions?</li> </ul> <p>13: Neurocognitive and Sleep-Wake Disorders</p> <ul style="list-style-type: none"> <li>○ Discuss the advantages and disadvantages to the wider society of the ability to predict the development of incurable disorders such as Alzheimer's. Finally, discuss the psychological counseling that might be necessary for both those who “learn of their fate” and their close family members in the discussion board forum.</li> </ul> <p>14: Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders</p> <ul style="list-style-type: none"> <li>○ In the discussion board forum, answer the question. “Is rape an act of sex or aggression? Discuss the reasons for your answer.”</li> </ul> <p>15: Personality Psychopathology:</p> <ul style="list-style-type: none"> <li>○ Respond to the following in the discussion board forum:</li> </ul>		

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	<p>Many characters in television and cinema have extreme personalities, bordering on personality disorders. Nominate characters from situation comedies, dramas, and the like who you think illustrate personality disorders and identify the disorder. For example (if you can recall) Monica from “Friends”, you can use her as an example of the obsessive-compulsive personality disorder. A more recent example would be Dexter Morgan “Dexter” , a good example of Antisocial Personality Disorder</p> <p>16: Disorders of Childhood and Adolescence</p> <ul style="list-style-type: none"> <li>○ Discuss the DSM-5 diagnosis criteria for each disorder</li> <li>○ In the discussion board forum, answer the following questions: What are the characteristics of externalizing disorders? Please name 2 disorders and give example of the behaviors associated.</li> <li>● Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog. .</li> <li>● Post two peer responses to enhance group discussions.</li> </ul>		
<p><b>3. Students will demonstrate the ability to make well-considered choices regarding</b></p>	<ul style="list-style-type: none"> <li>● Present PowerPoints for Required Readings: :  3: Assessment and Classification of Abnormal Behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Blackboard scenario reactions associated with</li> </ul>	<p>2.F.5.j.; evidence-based counseling strategies and techniques for prevention and intervention</p>

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Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
<p><b>recognition and conceptualization of diagnoses and treatment plans using evidence-based, ethical and culturally relevant counseling strategies</b></p>	<ul style="list-style-type: none"> <li>○ Discuss advantages and limitations of the DSM-5 classification system in the conceptualization of clients' disorders.</li> <li>○ Discuss how psychological tests and evaluation procedures are evaluated for accuracy</li> <li>○ For the scenario presented in the discussion board forum, Discuss and list relevant assessment tool from the list the clinician available: <ul style="list-style-type: none"> <li>-Controlled observations in clinic</li> <li>-Naturalistic observations in office, home, school</li> <li>-Logs kept by parents, friends, the client</li> <li>-Interviews (structured and unstructured)</li> <li>-Projective personality tests (Rorschach, TAT, sentence-completion, draw-a-person)</li> <li>-Self-report inventories (MMPI-2, Beck Depression Inventory)</li> <li>-Intelligence tests (WAIS-R, WISC-R, WPPSI; Stanford-Binet; K-ABC)</li> <li>-Neurological tests (CAT and PET scans, EEG, MRI)</li> </ul> </li> </ul> <p>4: The Scientific Method in Abnormal Psychology</p> <p>Explain how biological research can help us to understand the causes of abnormal behavior.</p>	<p>presentations and chapters (See appendix A with a grading rubric.)</p> <ul style="list-style-type: none"> <li>• Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)</li> <li>• Midterm Exam Score</li> <li>• Final Exam Score</li> <li>• Paper (See appendix C with a grading rubric.).</li> </ul>	<p>2.F.8.a.: the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</p> <p>5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</p>

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Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
	<p>Describe why epidemiological research is important in understanding mental illness.</p> <p>Discuss current trends in research into psychopathology</p> <ul style="list-style-type: none"> <li>○ For the scenario posted in the discussion board forum, answer the following question: At what point do the potential benefits of this research outweigh its risks or discomforts?</li> <li>● Share article Client, counselor, prescriber. <a href="https://ct.counseling.org/2012/07/client-counselor-prescriber/">https://ct.counseling.org/2012/07/client-counselor-prescriber/</a></li> <li>○ In the blog format discuss how you would discuss the following issues noted by the author with the client: <ul style="list-style-type: none"> <li>1. ●How antidepressant medications work</li> <li>2. ●Why complying with the regimen is critical</li> <li>3. ●How long it takes to reach therapeutic windows (when enough medication is in the bloodstream to be effective)</li> <li>4. ●Potential side effects that might arise</li> <li>5. ●Which side effects to be concerned about and which to endure</li> <li>6. ●How to talk with the prescribing doctor about symptoms</li> </ul> </li> <li>● Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</li> </ul>		

*The syllabus and schedule are subject to change.*

Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
	<ul style="list-style-type: none"> <li>Post two peer responses to enhance group discussions.</li> </ul>		
<p><b>5. Students will be able to demonstrate understanding of ethical and legal considerations in counseling.</b></p>	<ul style="list-style-type: none"> <li>Present PowerPoints for Required Readings: : 17:Legal and Ethical Issues in Abnormal Psychology</li> <li>Discuss how the adherence to the ethical standards is a safeguard to protect clients</li> <li>Discuss the rights mental patients</li> <li>Have with respect to treatment and care.</li> <li>Describe the legal and ethical issues that guide treatment practices.</li> <li>For the scenario described in the discussion board forum, decide how you would feel about the defendants being found not guilty by reason of insanity (NGBRI). Post your answer. Be as honest as you can be.</li> <li>Complete assigned readings and blackboard activities and respond to the question posed in the blackboard discussion board or blog.</li> <li>Post two peer responses to enhance group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)</li> <li>Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)</li> <li>Midterm Exam Score</li> <li>Final Exam Score</li> <li>Paper (See appendix C with a grading rubric.).</li> </ul>	<p>2.F.1.i ; ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>

*The syllabus and schedule are subject to change.*

Course Objectives	Readings/Activities	Measurement	2016 CACREP Standards
<p><b>6. Students will demonstrate understanding and sensitivity for the diversity of clients served by counselors and their clients' special needs</b></p>	<ul style="list-style-type: none"> <li>• Present PowerPoint for Lesson: "Abnormal Behavior and Culture"</li> <li>○ In the blog forum discuss and provide an example of how the culture of the particular society can impact the view of that society concerning abnormal behavior and the stigma of mental illness</li> <li>• Present PowerPoints for Required Readings: : <ul style="list-style-type: none"> <li>17:Legal and Ethical Issues in Abnormal Psychology</li> <li>Explore how the adherence to the ethical standards is a safeguard to protect clients</li> <li>Understand the rights mental patients have with respect to treatment and care.</li> <li>Describe the legal and ethical issues that guide treatment practices.</li> </ul> </li> <li>• Complete assigned readings and blackboard activities and respond to the questions posed in the blackboard discussion or blog.</li> <li>• Post two peer responses to enhance group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)</li> <li>• Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)</li> <li>• Midterm Exam Score</li> <li>• Final Exam Score</li> <li>• Paper project (See appendix C with a grading rubric.).</li> </ul>	<p>2.F.2.d.; the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>

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## COURSE ASSIGNMENTS & ASSESSMENT

Students will be expected to participate on a weekly basis in the online environment as scheduled.

**1. Online Attendance/Discussion Boards.** Each student will provide a) a reaction to the topic posted by the professor and b) a response to at least two other students' reactions. These reactions will be due by 11:59pm on each Saturday for the week we post. Your responses are due by 11:59pm on each Tuesday following each of the weeks we post. For example: If I post the discussion board topic on Wednesday 1/24, you are to post your reaction by Saturday 1/26 and your two student responses by Tuesday 1/30. All discussion boards/blogs will be assigned a point value and all totaled as one grade at the end of the semester.

**(100 total points toward final grade)**

**2. Term Paper:** Select a topic relevant to an aspect of abnormal behavior about which you would like to learn more. Write a paper using the relevant research available concerning your topic. The body of the paper should be 8-10 pages (excluding title page and references). You should include a minimum of 7 articles from peer-reviewed journals in the paper. This paper must be typed, with 1 inch margins, and in APA format. In addition, the paper must include the following sections denoted by APA headings:

Introduction to Topic of choice

Literature Review

Relevance to the counseling profession

Implications for Future Research

Conclusion

References

Papers must be typed in Times New Roman 12 following APA 6<sup>th</sup> edition.

- ❖ Writing should use formal language and correct spelling and punctuation
- ❖ Some suggestions for topics include (but are not limited to):

- The evolution of the DSM
- The impact of the medical model for conceptualizing mental health
- The impact of prejudice and stigma of mental health
- A particular mental health disorder (i.e. autism spectrum, personality disorders, schizophrenia, etc.)

**(100 total points toward final grade)**

**3. Article Reviews** (approx. 1-2 typed pages) of 2 journal articles concerning a topic of your choice in the area of abnormal behavior, diagnosis or treatment.

Using the format and headings listed below, read, summarize and react to 2 articles published in professional journals. These must be research articles pertaining to your chosen topic. Please use professional journals rather than popular literature such as "Psychology Today, Newsweek, etc. Additionally, please use volumes no older than five years.

I. Source:(Example)

Pearson, R.E. (1992). Basic leadership skills for counseling groups. *Counselor Education and Supervision*, 21, 30-37.

II. Summary :

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Limit the summary to about a half page. Do not copy the printed abstract or copy verbatim from the articles. With research articles, include a statement of the problem, methods, results and conclusions.

III. Reaction:

This is the major focus of this assignment and is to represent your best effort in thinking and writing. The rest of your paper, state the issue you are reacting to in the article and then provide your position on the issue. The reaction is to be a product of your critical thought and your conceptualization of the principles and issues explored by the article. Be sure not to make your reactions mere summaries of the material. Your reaction may take any form you wish but it must be substantiated by a given rationale or belief system which you explain in the reaction. Include any/all of the following:

1. Key concepts you find most useful and why.
2. Some of the ideas or techniques you would want to include in your counseling style and why.
3. Major limitations of the author's presentation.
4. Ideas with which you partially agreed but would modify to some extent.
5. Ideas with which you disagree and why.

**(50 points each for a 100 total points toward final grade)**

**4. Midterm and Final Exams (100 points each toward final grade)**

The exams will be in a multiple choice format. These exams will be taken online through BlackBoard and will be posted during the midterm and final exam weeks posted on the class schedule.

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Points toward Final Grade
<b>Blackboard Discussion Boards:</b> <b>1) Reading and posting reactions on Discussion Boards</b>  <b>2) Posting responses to two classmate reactions</b>	SLO 1.2	1,2,3,4,5,6	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	<b>A total of 100</b>
<b>Midterm and Final Exams</b>	SLO 1.2	1,2,3,4,5,6,	2 .F.1.a.;2.F.1.f.; 2.F.1.g.;2.F.1.i; 2.F.1.k; 2.F.1.l.; 2.F.2.f.;2.F.5.b; 2.F.5.d.;2.F.5.f.; 2.F.5.j.;2.F.5.k ; 2.F.5.n.:	<b>100 points each (200 total)</b>
<b>Article Reviews</b>	SLO 1.2	2,6	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	<b>50 points each for a total of 100</b>
<b>Paper</b>	SLO 1.2	2,4,6	2.F.5.b., 2.F.5.b., 2.F.5.h., 2.F.5.i	<b>100</b>

## GRADING

Grades will be based on the cumulative point system shown below:

<b>Exam 1</b>	<b>=100 points</b>
<b>Exam 2</b>	<b>=100 points</b>
<b>Article reviews (50 each)</b>	<b>=100 points</b>
<b>Bb assignments</b>	<b>=100 points</b>
<b>Term Paper</b>	<b>=100 points</b>
<b>TOTAL</b>	<b>=500 points</b>

A = 450-500 points

B = 400-449 points

C = 350-399 points

D = 300-349 points

## COURSE SCHEDULE

Last day to drop class.

<b>Weeks</b>	<b>Readings</b>	<b>Assignments</b>	<b>Discussion Boards/blogs</b>
Week #1	<b>History</b>		Introduction DB History blog
Week #2	Chapters: 1: Abnormal Behavior 2: Models of Abnormal Behavior)		Chapter PPT and Online Activities
Week #3	Chapters: 3: Assessment and Classification of Abnormal Behavior 4: The Scientific Method in Abnormal Psychology		Chapter PPT and Online Activities
Week #4	<b>What is abnormal?</b> Chapters: 5: Anxiety and Obsessive- Compulsive and Related Disorders		Chapter PPT and Online Activities
Week #5	Chapters: 6: Trauma and Stress Related Disorders 7: Somatic Symptom and depressive Disorders		Chapter PPT and Online Activities
Week #6	Chapters: 8: Depressive and Bipolar Disorders 9: Suicide	<b>Article 1 due</b>	Chapter PPT and Online Activities
Week #7	Chapters: 10: Eating Disorders		Chapter PPT and Online Activities
Week #8	Chapters: 11: Substance-Use Disorders		Chapter PPT and Online Activities
Week #9		Midterm	
Week #10	Chapters: 12: Schizophrenia and Other Psychotic Disorders Strategies	<b>Article 2 due</b>	Chapter PPT and Online Activities
Week #11	Chapters: 13: Neurocognitive Disorders		Chapter PPT and Online Activities

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<b>Weeks</b>	<b>Readings</b>	<b>Assignments</b>	<b>Discussion Boards/blogs</b>
Week #12	Chapters: 14: Sexual Dysfunction and Gender Dysphoria 15: Personality Disorders		Chapter PPT and Online Activities
Week #13	Chapters: 16: Disorders of Childhood and Adolescence	<b>Paper due</b>	Chapter PPT and Online Activities
Week #14	Chapters: 17: Legal and Ethical Issues in Abnormal Psychology		Chapter PPT and Online Activities
Week #15	<b>Abnormal Behavior and Culture</b>		Blog
Week #16		<b>Final Exam</b>	

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### INSTRUCTOR'S POLICIES

#### *Attendance*

Regarding attendance (excused and unexcused absences), tardiness, class participation and decorum, academic dishonesty and misconduct, lab safety (if applicable), cell phone and laptop (or other electronic device) use

#### *Late/Missing Work/Extra Credit*

Instructor's policies regarding late, missing, make-up work, and extra credit

#### *Other Course Policies (if applicable)*

### UNIVERSITY POLICIES

#### *Six Drop Policy*

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [Academic Procedure: Drop Policy](#).

#### *Students with Disabilities*

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

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reasonable accommodations of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

#### *Classroom Conduct Expectations*

Students are referred to the *Student Code of Conduct* section of the Student Handbook. Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

#### *Academic Misconduct*

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct included but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resource or equipment.

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2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

#### *Harassment/Discrimination*

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identify or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361) 593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child.

#### *Pregnant Students*

Any pregnant students, or student planning on becoming pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to be when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at [karen.royal@tamuk.edu](mailto:karen.royal@tamuk.edu) or (361) 593-4758.

#### APPENDIX A - DB REACTION RUBRIC

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**The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to advocate for the counseling profession and handle ethical issues in professional counseling.**

**Superior (90-100% of the assigned points): (a minimum of 10 sentences)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

**Proficient (80-89% of the assigned points): (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

**Minimal (70-79% of the assigned points): a minimum of 10 sentences)**

- Discussion contributions are posted more than 8 days from the due day and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points):**

**No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted more than 15 days from the due day and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.
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#### APPENDIX B - DB RESPONSE RUBRIC

**The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.**

**Superior (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but the response is not well developed or integrated.

**Proficient ( a minimum of three sentences per post; a minimum of two peer responses)**

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- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

**Minimal (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are posted more than 8 days from the due day and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

**Inadequate ( No credit will be awarded if some or all of the following conditions apply)**

- Responses are posted more than 15 days from the due day and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written; terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism. **Appendix C - Rubric and Guidelines of the Term Paper: (100 points)**

Each Section of the Paper is Graded Using the Following Criteria:

Grading Rubric for Term Paper-

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
<b>Format/Layout (15%)</b> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Presentation</li> <li>- Followed requirements noted in Syllabus i.e. Length, APA Style</li> </ul>	<ul style="list-style-type: none"> <li>- Poor use of format and layout</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the time followed format requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Closely followed all requirements</li> </ul>
<b>Content (50%)</b> <ul style="list-style-type: none"> <li>- Title page</li> <li>- Introduction to subject</li> <li>- Literature review</li> <li>- Relevance to the counseling profession</li> <li>- Implications for future research</li> <li>- conclusion</li> <li>- references</li> </ul>	<ul style="list-style-type: none"> <li>- Identification identified behaviors addressed poorly</li> <li>- Information provided not sufficient for the topic</li> <li>- Connection of behaviors to diagnostic criteria addressed incorrectly or insufficiently</li> <li>- Information provided not necessary for the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Provides depth analysis of identified behaviors</li> <li>- Information provided for the most part is sufficient</li> <li>- Connection of behaviors to diagnostic criteria adequately addressed</li> <li>- Information provided for the most part is relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Depth analysis of all issues</li> <li>- Discussion of identified behaviors that point to diagnosis provided is relevant</li> <li>- Sufficient connection of identified behaviors to diagnostic criteria in DSM 5</li> </ul>
<b>Quality of Writing (20%)</b> <ul style="list-style-type: none"> <li>- Clarity of sentences &amp; paragraphs</li> <li>- No errors in spelling, grammar</li> </ul>	<ul style="list-style-type: none"> <li>- Not well written</li> <li>- Many spelling errors</li> <li>- Many grammar errors</li> <li>- Poor use of English</li> </ul>	<ul style="list-style-type: none"> <li>- Well written for the most part</li> <li>- Minimal spelling, grammar errors</li> <li>- Minimal English errors</li> </ul>	<ul style="list-style-type: none"> <li>- Well written from cover to cover</li> <li>- No spelling, grammar, or use of English errors</li> <li>- Coherent, clear, and well organized</li> </ul>

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<b>CRITERIA</b>	<b>POOR (79 &amp; below)</b>	<b>GOOD (80 – 89)</b>	<b>EXCELLENT (90 – 100)</b>
<ul style="list-style-type: none"> <li>- Good use of English</li> <li>- Organization of ideas/coherent</li> </ul>	<ul style="list-style-type: none"> <li>- Incoherent</li> <li>- Lacks clarity</li> </ul>	<ul style="list-style-type: none"> <li>- For the most part organized well and coherent</li> </ul>	
<p><b>References (15%)</b></p> <ul style="list-style-type: none"> <li>- Good use of references</li> <li>- Scholarly level</li> <li>- Used effective in the narrative</li> <li>- APA style in reference list &amp; citations</li> </ul>	<ul style="list-style-type: none"> <li>- Use of Wikipedia</li> <li>- Not cited correctly</li> <li>- Not listed using APA style</li> <li>- Not scholarly</li> <li>- Not relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Most references used relevant to the topic</li> <li>- Most are scholarly</li> <li>- For the most part used effectively, cited well</li> <li>- Correct use of APA style in references</li> </ul>	<ul style="list-style-type: none"> <li>- All references relevant</li> <li>- All references scholarly</li> <li>- All references used, cited, and listed effectively</li> </ul>

*The syllabus and schedule are subject to change.*

## REQUIREMENTS DURING THE COVID-19 PANDEMIC

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see:  
<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

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### 2. FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

#### 2A. Classroom Policy Regarding Face Coverings

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, [Kirsten.Compary@tamuk.edu](mailto:Kirsten.Compary@tamuk.edu)) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances,

documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

## 2B. Face Shields

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

## 3. CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

## 4. RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

## 5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE



It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.