

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

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

**Expected Student
Learning Outcomes:
for this Course**

*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.*

*Content covered
includes:*

Expected Student Learning Outcomes for this Course	Course Objectives	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point
<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><i>Content covered includes:</i></p>			By Rubric or Exam Score
<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</p>	

<p>Expected Student Learning Outcomes for this Course</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><i>Content covered includes:</i></p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point</p> <p>By Rubric or Exam Score</p>
		<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. 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>5.C2.f.: Understand the impact of crisis and trauma on individuals with mental health diagnoses</p>	<p>4</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</p>	

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		<ul style="list-style-type: none"> x 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? x 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. x 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? x 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?. 	

Expected Student Learning Outcomes for this Course	Course Objectives	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point
<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><i>Content covered includes:</i></p>			<p>By Rubric or Exam Score</p>

- x 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.

Complete assigned readings and blackboard activities and respond to ts tios -3s-3-3s

Expected Student

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- o 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?

8: Depressive and Bipolar Disorders

- o 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.

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

16: Disorders of Childhood and Adolescence

- o Discuss the DSM-5 diagnosis criteria for

- o Discuss advantages and limitations of the DSM-5 classification system in the conceptualization of clients' disorders.
- o Discuss how psychological tests and evaluation procedures are evaluated for accuracy
- o For the scenario presented in the discussion board forum, Discuss and list relevant assessment tool from the list the clinician available:

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	Students will be		

x Present PowerPoint for Lesson:

“Abnormal Behavior and Culture”

o 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

x Present PowerPoints for Required Readings: :

17:Legal and Ethical Issues in Abnormal Psychology

Explore how the adherence to the ethical standards is a safeguard to protect clients

Understand the rights mental patients have with respect to treatment and care.

Describe the legal and ethical issues that guide treatment practices.

COURSE ASSIGNMENTS &

Limit the summary to about a half page. Do not copy the printed abstract or copy verbatim

GRADING

COURSE SCHEDULE

Last day to drop class.

Weeks	Readings	Assignments	Discussion Boards/blogs
Week #1	History		Introduction DB History blog
Week #2	Chp 1: Ab 2: M B		Chp PPT ad O B

B

Weeks	Readings	Assignments	Discussion Boards/blogs
Week #12	Chap 14: Social Development Gen Development 15: Personality		Chap PPT and Objectives
Week #13	Chap 16: Developmental Psychology and Abnormality	Paper due	Chap PPT and Objectives
Week #14	Chap 17: Legal and Ethical Issues in Abnormal Psychology		Chap PPT and Objectives
Week #15	Abnormal Behavior and Culture		Blog
Week #16		Final Exam	

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

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 _____ 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 a

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

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

- x Responses are posted more than 15 days from the due day and/or do not address the requirements of the discussion prompts.
- x A response contains only two sentences or less than two sentences.
- x Do not respond to a minimum of two peers.
- x Responses are poorly written; terms are used incorrectly; and/or APA format is not used.
- x Responses negatively affect the quality of peer interactions or professionalism.

- x

Each Section of the Paper is Graded Using the Following Criteria:
Grading Rubric for Term Paper-

- Structure		
-		

<ul style="list-style-type: none"> - Good use of English - Organization of ideas/coherent 	<ul style="list-style-type: none"> - Incoherent - Lacks clarity 	<ul style="list-style-type: none"> - For the most part organized well and coherent 	
<ul style="list-style-type: none"> - Good use of references - Scholarly level - Used effective in the narrative - APA style in reference list & citations 	<ul style="list-style-type: none"> - Use of Wikipedia - Not cited correctly - Not listed using APA style - Not scholarly - Not relevant 	<ul style="list-style-type: none"> - Most references used relevant to the topic - Most are scholarly - For the most part used effectively, cited well - Correct use of APA style in references 	<ul style="list-style-type: none"> - All references relevant - All references scholarly - All references used, cited, and listed effectively

REQUIREMENTS DURING THE COVID-19 PANDEMIC

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 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-

It is possible that a student who is in a class requiring 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 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.