



Course Syllabus

CNSL 5083 - 001 - PSYCHOLOGY OF ABNORMAL BEHAVIOR

Department of
Educational Leadership
& Counseling

College of
Education

Professor's Name: Roman Austria Alvarez, Ed.D., LPC-S, NCC, LMFT, LSOTP, FAPA
Office Location: Delco Bldg., Rm 233
Office Phone: 832-865-7381
Fax: 713-229-0297 or 936-261-3617
Email Address: raalvarez@pvamu.edu
Snail Mail (U.S. Postal Service) Address: Prairie View A&M University
P.O. Box
519
Mail Stop
2420
Prairie View, TX 77446

Office Hours: Saturdays, 10am-1pm (Delco), and Thursdays 10am-1pm (NW Graduate Center). Or call Dr. Alvarez at 832-865-7381 for an appointment.

Virtual Office Hours: Mondays, Thursdays, Fridays, 7am-9am and 8pm-11pm

Course Location: On-line course

Class Meeting Days & Times: On-line course / TBA

Course Abbreviation and Number: CNSL 5083 – 001

Catalog Description: CNSL 5083 (3 SCH) is a graduate level course. This course is an examination of dysfunction in human behavior, with emphasis on description, causation and treatment (see PVAMU graduate catalog).

Prerequisites: Admission to graduate program or approval by the department.

Co-requisites: None

Required Text:

1. Sarason, I. G. & Sarason, B. R. (2006). *Abnormal psychology: The problem of maladaptive behavior* (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN# 0-13-118111-4
2. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed.-TR). Washington, DC: Author.

Recommended Text:

1. Millon, T. (2004). *Masters of the mind. Exploring the story of mental illness from ancient times to the new millennium*. Hoboken, New Jersey: John Wiley & Sons, Inc.
2. Zuckerman, E.L. (2000). *Clinician's thesaurus* (5th ed). New York: Guilford Press.
3. Preston, J., O'Neal, J., & Talaga, M.C. (2002). *Handbook of clinical psychopharmacology for therapists*. Oakland, CA: New Harbinger Publications Inc.

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

This course is designed to explore and understand the primary features and frameworks of the major mental disorders as described and catalogued in the current Diagnostic and Statistical Manual of Mental Disorders-IV-TR. The behavioral, cognitive, affective, sensory-perceptual manifestations and dynamics of dysfunctions in human behaviors will be explored. A biopsychosocial perspective in examining psychopathology will be emphasized. Such a perspective encompasses genetics, neurochemistry, evolutionary mechanisms, psychological models, and social and cultural influences. Both theory and research in psychopathology will be integrated in addressing the challenge of clinical assessment, differential diagnosis, definitive diagnosis, treatment and prognosis .

The text book contains seventeen (17) chapters. Most will be covered in class, but students are responsible for all required objectives even if they have not been covered in class. It contains a combination of lecture, discussion, experiential, critical analysis of research, individual, and group work.

The textbook outlines chapter learning objectives and provides PowerPoint Slides for each chapter. They can be downloaded from www.prenhall.com/sarason

Course Learning Objectives

At the end of this course, students are expected to:

1. Understand the history, philosophy and trends in clinical mental health counseling & psychopathology.
2. Know principles and models of assessment (in particular DSM IV-TR), case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
3. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and/or emotional disorders, personality & developmental disorders, chemical dependency and other addictions.
4. Use principles and practices of diagnosis (in particular DSM-IV TR), treatment, referral, and prevention of mental and/or emotional disorders, personality & developmental disorders, chemical dependency and other addictions to initiate, maintain and terminate counseling.
5. Describe the principles of mental health, including prevention, intervention, consultation, education, advocacy, and outreach as well as the operation of those programs and networks that promote mental health in a multicultural society.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades:

Exercises & Research – written assignments designed to supplement and reinforce course material.

Projects – web development assignments designed to measure ability to apply presented course material.

Tests – written tests designed to measure knowledge of presented course material.

Class Participation – daily attendance and participation in class discussions.

Grading Matrix

Instrument	Value (points or percentages)	Total
Test # 1- On-line Chapter Exam (Chaps 1-5)	125 (perfect score) / 5 = 25 points	25
Test # 2- On-line Chapter Exam (Chaps 6-11)	150 (perfect score) / 6 = 25 points	25
Test # 3- On-line Chapter Exam (Chaps 12-17)	150 (perfect score) / 6 = 25 points	25
Group Project- Chapter On-line Presentation	100 points	100
Individual Response to On-line Presentation	75 points	75
One (1) Character Diagnosis	100 points	100
Final of Research Project	100 points	100
Class Participation & Attendance	5.56 points x 9 weeks = 50 points	50
Total:		500

Grade Determination: **A** = 500 – 450pts; **B** = 449 – 400pts; **C** = 399 – 350pts;

D = 349 – 300pts; **F** = 299pts or below

TAMU System-PVAMU's grading system: **A**=95-100; **B**=85-94; **C**=75-84; **D**=65-74; **F**=64 & below

Rubric for TrueOutcomes: Target (95-100); Acceptable (94-85); Unacceptable (84 & below).

Course Procedures

Submission of Assignments:

1. On-line Chapter Exams: Test 1 (Ch 1-5), Test 2 (Ch 6-11) & Test 3 (Ch 12-17) – E-mail Test 1, 2, and 3 to Professor (25 points per test): Follow these steps:

- Go to http://wps.prenhall.com/hss_sarason_abnormal_11 or
http://wps.prenhall.com/hss_sarason_abnormal_11/0,9498,1534370,-00.html
- Then go to Profile to register (fill out your profile information completely and accurately; include your e-mail address... make sure that you enter your e-mail address in the appropriate profile space provided).
- Once your profile is completed you may begin your chapter exam. To do this, select or click on the chapter (see top bar of the webpage numbered 1 to 17)
- Once a chapter is selected, click on Study Guide.
- Then click on Chapter Exam specific to that chapter.
- Take the on-line Chapter Exam (consisting of 27 questions per chapter... Ignore essay questions # 25 & 26).
- Submit answers for grading.
- **Bundle up** *chapters 1-5 (Test 1)*, *chapters 6-11 (Test 2)*, and *chapters 12-17 (Test 3)* respectively on a single document. Then e-mail your bundled chapter exam results to your professor via attachment through WebCT e-mail. Make sure that you have saved your bundled chapter exam results in your file.

2. Group Project - Chapter On-line Presentation (100 points): *Each student is expected to join a group or pair up with another student in this class (a group will consist of 2 or more students). Group assignment will be decided by the professor for simplicity. Chapters 8 to 17 of the textbook will serve as topic for group assignment and oral presentation. There will be 12 groups to report during this semester.*

Chapter On-line Presentation: Each group will e-mail (via WebCT e-mail) to the professor their on-line presentation on a specified chapter from the required text. Each group will provide a **comprehensive** on-line presentation by:

- Answering the Learning Objective questions for the chapter assigned to the group. Learning objectives for each chapter is found on the textbook's website at http://wps.prenhall.com/hss_sarason_abnormal_11/
- Using and building on the powerpoint slides found in the Companion website for text: http://wps.prenhall.com/hss_sarason_abnormal_11/ . Be creative!
- Incorporating on-line or U-tube demo of chapter concepts, video clips, etc., in their on-line presentation. Be creative!
- Submitting 2 journal research articles supporting chapter concepts. Summarize the research findings and discussion of the 2 research articles. (**Note:** A research article has **Methods**). Send these research articles/references to your professor.
- Providing at least **1 critical question** (related to their on-line chapter report) for **WebCT discussion**. On-line reporters are required to respond to WebCT respondents asking for a response to a question. Reporters may choose to respond to all respondents (optional).
- Sending / providing Chapter outline (with names of group members and bibliography) for each class member and for the professor.

3. Individual Response to On-line Presentation (6.25 points per presentation response or 75 points): Each student is required to comment on the on-line presentation and then respond to the critical question posted on WebCT by the on-line reporters. The discussion reply should be at least 300 words. Once your discussion reply is complete, reply to one (1) other reply to complete the discussion assignment for that date.

WebCT reply must be respectful, analytical, and succinct. Everyone is expected to observe and follow basic on-line

decorum [e.g., no shouting (i.e., WRITING IN ALL CAPITAL LETTERS), avoid pejorative language, no large attachments, confidentiality, common courtesy, and proof-read your response or e-mail, etc.).

4. Character diagnosis (100 points): During the course of the semester, students will watch one (1) movie of their choosing (see movie list below), and create a multi-axial diagnosis of one (1) of the characters from the chosen movie. **Note:** You are required to use the template provided for this assignment. Students are expected to clinically justify their reasoning for each Axis I and/or Axis II diagnosis using the DSM-IV TR diagnostic criteria (use DSM-IVTR textbook). Supporting data or information taken from the movie about the character must be consistent with the DSM-IVTR diagnostic criteria and vice-versa. Consult the DSM-IV TR textbook for diagnostic criteria of your character's diagnosis or diagnoses.

<u>Movie list:</u>	<u>Movie list:</u>	<u>Movie list:</u>	<u>Movie list:</u>
Monster's Ball	The Cell	Sybil	Notes on a scandal
American History X	Caveman's Valentine	Raising Cain	Little Children
One Flew Over the Cuckoo's Nest	The Last King of Scotland	Psycho	What's Eating Gilbert Grape
Sleeping with the Enemy	Perfume: Story of a murderer	Diary of a Mad Black Woman	To Wong Foo, Thanks for Everything
Human Stain	White Oleander	Silence of the Lamb	Basic Instincts
Beautiful Mind	The Hours	Red Dragon	Agnes of God
Corrina, Corrina	Fatal Attraction	My Girl	Mommie Dearest
The War	Rain Man	Benny & Joon	American Beauty
Sling Blade	Dead Man Walking	Citizen Ruth	As Good As It Gets
What About Bob	Ed Wood	The Other Sister	Girl, Interrupted
The Dream Team	Unstrung Heroes	The Marquis de Sade	Awakenings
28 Days	Saved!	Postcard from the Edge	Breakfast on Pluto

5. Final Research Paper: Review (i.e., Summarize, Critique and capture Implications) of Research Articles' Literature, Methods & Findings (100 points): Each student will complete a 4-6 page Review of research articles on an instructor approved topic germane to Abnormal Psychology or Psychopathology. A **Review** consists of summarizing the literature, research methods, research findings, research discussion and implications; it also includes critiquing the research methods, research findings, research discussion and implications. Ask your professor for approval of your chosen research topic before you proceed. You may also research topics mentioned or covered in the textbook. The Review must be *typed, double-spaced, 12pt. font size, in APA format, with APA reference*, and contain at least four (4) **primary references [2 of which must be research articles recently published (i.e., within the last 5 years) in professional journals]. A research article has method(s).** Other references may be from position paper, theoretical paper, or review of literature published in professional journals. You are not to use your textbook as one of your 4 primary references. **For APA style of editorial writing, please visit**

<http://www.apastyle.org/previoustips.html> (APA Style of Editorial Writing) or <http://www.psychwww.com/resource/apacrib.htm> (APA Style Resources)

6. Class Participation (50 points): Students are required to attend all scheduled on-line class activities, and be prepared to engage in rich and robust discussions regarding the learning topic(s). Students are also expected to actively participate in and complete all assignments, homework, in-class group work, and/or WebCT discussion. **More information and instructions will be given on-line in class when WebCT discussion is required.** WebCT reply must be respectful, analytical, and succinct. Everyone is expected to observe and follow basic on-line decorum [e.g., no shouting (i.e., WRITING IN ALL CAPITAL LETTERS), avoid pejorative language, no large attachments, confidentiality, common courtesy, and proof-read your response or e-mail, etc.).

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). Also see information on on-line chapter exam discussed above in course procedures.

Professional Organizations and Journals

WEBSITES RELEVANT TO THIS COURSE

Complete List of DSM-IV Codes

http://www.psychnet-uk.com/dsm_iv/misc/complete_tables.htm

DSM-IV and Diagnostic Resources for Mental Disorders

<http://mysite.verizon.net/res7oqx1/>

Genome Project

http://www.ornl.gov/sci/techresources/Human_Genome/posters/chromosome/

ICD-9–CM International Classification of Diseases

<http://www.cs.umu.se/%7Emedinfo/ICD9.html>

Institute for Advanced Studies in Personology and Psychopathology (Theodore Millon, PhD, DSc).

<http://www.millon.net/>

Invisible Children's Project

<http://www.mhatexas.org/InvisibleChildrensMainPage.htm#resources>

Mental Health America of Texas **<http://www.mhatexas.org/>**

NAADAC-The Association for Addiction Professional **<http://naadac.org/>**

OnMind Info **<http://www.onmind.info/>**

Paper Writing Resources in Psychology (Encyclopedia in Psychology)

<http://www.psychology.org/links/Resources/Writing/>

Quick Reference to Psychotropic Medication **<http://psychceu.com/quickreference.doc.html>**

Structural Psychoanalysis and Integrative Psychotherapy (Robert Moore, PhD).

<http://www.robertmoore-phd.com/Index.cfm>

WEBSITES RELEVANT TO THE COUNSELING PROFESSION

<http://www.counseling.org/> (American Counseling Association)

<http://www.apastyle.org/previoustips.html> (APA Style of Editorial Writing)

<http://www.psychwww.com/resource/apacrib.htm> (APA Style Resources)

<http://www.amhca.org/> (American Mental Health Counseling Association)

<http://www.txca.org/tca/Default.asp> (Texas Counseling Association)

<http://www.dshs.state.tx.us/counselor/default.shtm> (Texas Licensed Professional Counselor/LPC)

<http://www.houstonlpcassociation.org/> (Houston LPC Association)

<http://www.nbcc.org/> (National Board for Certified Counselors/NCC)

<http://studentworks.nbcc.org/>
(Student Works - Resources for Counseling Students)

<http://www.tea.state.tx.us/> (Texas Education Agency)

<http://www.schoolcounselor.org/> (American School Counselor Association)

<http://www.collegecounseling.org/> (American College Counseling Association)

<http://www.acesonline.net/>
(Association for Counselor Education and Supervision)

<http://www.bgsu.edu/colleges/edhd/programs/AMCD/>
(Association for Multicultural Counseling and Development / AMCD)

<http://www.americanpsychotherapy.com/index.php>
(American Psychotherapy Association)

<http://www.cgjunghouston.org/> (The Jung Center, Houston, Texas)

References

- Bernheim, K. F. (2004). *The Lanahan cases and readings in abnormal behavior* (2nd ed.). Baltimore: Lanahan Publishers.
- Canino, I.A., & Spurlock, J. (2000). *Culturally diverse children and adolescents : Assessment, diagnosis, and treatment*. New York : The Guilford Press.
- Dziegielewski, S.F. (2002). *DSM-IV-TR in action*. New York : John Wiley & Sons.
- Hansell, J., & Damour, L. (2005). *Abnormal psychology*. New York, NY: John Wiley & Sons, Inc.
- Harley, D. A. & Dillard, J.M. (Eds). (2005). *Contemporary mental health issues among african americans*. Alexandria, VA: American Counseling Association.
- Kalsched, D. (1996). *The inner world of trauma*. New York: Routledge.
- Jaspers, K. (author) & Hoenig, J. & Hamilton, M.W. (translators). (1997). *General Psychopathology*. New Jersey: The Johns Hopkins University Press.
- Moore, R. (1991). *King, warrior, magician, and lover: Rediscovering the archetypes of the mature masculine*. San Francisco: Harper.
- Morrison, J. (1995). *DSM-IV made easy: The clinicians guide to diagnosis*. New York: The Guilford Press.
- Preston, J., O'Neal, J., & Talaga, M.C. (2002). *Handbook of clinical psychopharmacology for therapists*. Oakland, CA: New Harbinger Publications, Inc.
- Samenow, S. (2004). *Inside the criminal mind*. New York: Crown Business.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Any student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange special accommodations should contact the PVAMU Office of Disability Services at **(936) 261 - 3581 or at their office location, Evans Hall- Rm 315** to obtain proper documentation at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Office of Disability Services.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a 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 instructor on assignments or examinations.
2. Academic misconduct: 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 words, 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.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

In this class, absences (excused or unexcused) of 12 contact hours or more will result in the student's final grade getting dropped by one (1) letter grade (for example a final letter grade of A will drop to a B; a final letter grade of B will drop to a C; a final letter of grade of C will drop to a D; and a final letter grade of D will drop to an F).

Students with excessive absences (excused or unexcused), more than 18 contact hours, will earn a grade of F (failure).

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

MISCELLANEOUS INFORMATION

TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. One or more of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net

STUDENT'S RESPONSIBILITIES

1. Being an active participant in the educational process.
2. Reading the textbook and other assigned materials PRIOR to class meetings; on-time attendance for class; and participate in classroom discussions and activities.
3. Satisfactory completion of all assigned projects.
4. Satisfactory performance on all activities (both didactic and experiential).
5. Being familiar with the student responsibilities contained within the current PVAMU Catalog at <http://www.pvamu.edu/pages/231.asp>

PROFESSORS' RESPONSIBILITIES

1. Preparation of lectures, classroom presentation, and facilitate discussion.
2. Preparation and evaluation of assignments and projects.
3. Provide student feedback regarding course performance.

PHONE CALLS TO PROFESSORS

When leaving a message, SPEAK CLEARLY AND SLOWLY, then state your name, course, time and purpose of your call, and a number where you can be reached. I will not return calls requesting to know what was missed in class. I will leave a message on your voice mail or answering machine.

OBTAINING FINAL COURSE GRADE

The last day of finals week, your final grade be entered onto the Internet. You may obtain your grade on-line after Aug 12, 2008.

DEGREE PLAN, ACADEMIC ADVISING AND STEPS TO GRADUATION

Obtain and complete your degree plan and graduation plan through your assigned Faculty Advisor. Good career/professional planning is well worth the time. Degree planning is the first step to graduation. File for candidacy after completion of 12 SCH (this is required before continuing with your degree program). If you are graduating this Summer 2008, contact your Faculty Advisor or your Graduate Program Department on or before June 07, 2008 (Saturday) to apply for graduation. Visit our website at <http://www.elac.pvamu.edu/> to find out your

assigned Faculty Advisor, to download degree plans, candidacy application, application for graduation, and to secure information about our programs.

EXTRA CREDIT OPTIONS

You may EXTRA CREDITS up to 30 points maximum toward your final grade for any of the following:

1. Participation in PVAMU **Service Learning**. Visit <http://www.pvamu.edu/pages/923.asp> for more information. A 2-page type-written, double-space, reflection paper is required (**up to 15 points credit**).
2. Attendance at any PVAMU sponsored programs (**2 points credit for 1-hr event**).
3. **Current** Personal Career Counseling or Personal Therapy with 2-page (double space) typewritten description of your experience and how it has affected your own personal growth and development (**up to 15 points extra credit**). Secure proof of hours of personal counseling from your therapist.
4. Attendance at any of the C. G. Jung Center's lectures or events at 5200 Montrose Blvd., Houston, TX 77006. Tel (713) 524-8253. www.junghouston.org You must have written information to share and/or an oral report (3-5 minute report) in class (**up to 30 points extra credit**).
5. Attendance at any of the Attendance at any of the C. G. Jung Institute Dallas, Tel: (214) 357 - 7571 or website <http://www.cgjungpage.org/dallasinst.html> You must have written information to share and/or an oral report (3-5 minute report) (**up to 30 points extra credit**).

In order to receive extra credit, you must have signed documentation verifying your involvement. Do not ask me about extra credit the last two weeks of class.

Professor's Bio

- **Roman Austria Alvarez, EdD**
Assistant Professor,
Educational Leadership and Counseling
Prairie View A&M University
- Educational Background:
 - *B.S., Psychology*, Far Eastern University (FEU), Manila, Philippines.
 - *Basic Medical Sciences*, FEU-NRMF, Institute of Medicine.
 - *M.A., Clinical Psychology*, Texas Southern University, Houston, Texas.
 - *Ed.D., Counselor Education*, Texas Southern University, Houston, Texas.
- Licensures & Certifications :
 - Licensed Professional Counselor and LPC-Supervisor, Texas.
 - National Certified Counselor (NCC), NBCC.
 - Approved Clinical Supervisor (ACS), CCE.
 - Licensed Marriage & Family Therapist & LMFT- Supervisor, Texas.
 - Licensed Sex Offender Treatment Provider, LSOTP-Supervisor, CSOT, Texas.
 - Fellow, American Psychotherapy Association (FAPA).
 - Master Therapist, American Psychotherapy Association (MTAPA).
 - Certified Trauma Resolution Therapist.
- Areas of Academic and Clinical Interest :
 - Analytical (Jungian) and Depth Psychology.
 - Ecosystemic, Intercultural and Postmodern studies.
 - Clinical Supervision and Professional Identity Development.
 - Gender Studies.
 - Health Psychology and Behavioral Medicine.
 - Positive Aging and Midlife Passage.
 - Child and Adolescent Development.
 - Trauma Resolution.
 - Sex Offender Treatment (in particular, Juvenile Sex Offenders).
 - Personality Disorders and the Criminal Mind.
 - Relationship and Intimacy Issues (Couples and Family Therapy).
 - Learning Disabilities and Disability Services (ADA).
 - Collaborative Learning Communities.
 - Private Practice.
- Professional Memberships:
 - International Association for Jungian Studies (IAJS).
 - American Counseling Association (ACA).
 - Association for Counselor Education and Supervision (ACES).
 - Association for Multicultural Counseling and Development (AMCD).
 - Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC).
 - American Association of Sexuality Educators, Counselors and Therapists (AASECT).
 - Texas Counseling Association (TCA).
 - Texas Association for Multicultural Counseling and Development (TexAMCD).
 - Texas Association for Counselor Education and Supervision (TACES).
 - Houston Licensed Professional Counselor (LPC) Association

CNSL 5083- 001 PSYCHOLOGY OF ABNORMAL BEHAVIOR
Summer 2008 - COURSE OUTLINE & SCHEDULE
Professor: Dr. Roman Alvarez

This course outline and schedule serves as a guideline regarding course material, projects, and due dates. The professor of records reserves the right to modify this schedule. You are required to attend class regularly in order to be ready for upcoming lectures, projects, experiential work, and due dates.

Week 1	June 3 – 8	Intro and syllabus; General overview, Q & A
		Chapter 1 – Introduction; Attendance & Class Participation (ACP)
		Ch 2 – Theoretical Perspectives Maladaptive Beh; ACP
Week 2	June 9 – 15	Ch 3- The Therapeutic Enterprise; Attendance & CP
		Ch 4- Classification and Assessment; Attendance & CP
		Ch 5 – Stress, Coping and Maladaptive Behavior; ACP
Week 3	June 16 - 22	Ch 6 – Bodily Maladaptation; Attendance & Class Participation
		Ch7- Disorders of Bodily Preoccupation; Attendance & CP
		Test # 1 due June 22 (On-Line Exams Chapters 1-5, Bundled) e-mail via WebCT
Week 4	June 23 - 29	Ch 8-Anxiety Disorders; Attendance & Class Participation (ACP)
		Group 1 Project - Chapter 8 On-Line Presentation – Due June 23
		Ch 9 – Sexual Variants and Disorders; ACP
		Group 2 Project - Chapter 9 On-Line Presentation – Due June 23
		<i>WebCT Discussion – Individual Response to On-line Presentation</i>
Week 5	June 30 – Jul 6	Ch 10 – Personality Disorders; ACP
		Group 3 Project - Chapter 10 On-Line Presentation – Due June 30
		Ch 11- Mood Disorders and Suicide; Attendance & CP
		Group 4 Project - Chapter 11 On-Line Presentation – Due June 30
		<i>WebCT Discussion – Individual Response to On-line Presentation</i>
		Character Diagnosis from a movie (Due date Jul 6) – Upload in TRUE OUTCOMES
Week 5	Jul 7 – 13	Ch 12 – Schizophrenia & Other Psychotic Disorders; ACP
		Group 5 Project - Chapter 12 On-Line Presentation – Due Jul 07
		Ch 13 – Cognitive Impairment Disorders; Attendance & CP
		Group 6 Project - Chapter 13 On-Line Presentation – Due Jul 07
		<i>WebCT Discussion – Individual Response to On-line Presentation</i>
		Test # 2 due July 13 (On-Line Exams Chapters 6-11, Bundled) e-mail via WebCT
Week 7	Jul 14 – 20	Ch 14 – Substance Related Disorders; Attendance & CP
		Group 7 Project - Chapter 14 On-Line Presentation – Due Jul 14
		Ch 15 – Disorders of Childhood and Adolescence; ACP
		Group 8 Project - Chapter 15 On-Line Presentation – Due Jul 14
		<i>WebCT Discussion – Individual Response to On-line Presentation</i>
Week 8	Jul 21 – 27	Ch 16 – PDD & MR; Attendance & Class Participation (ACP)
		Group 9 Project - Chapter 16 On-Line Presentation – Due Jul 21
		Ch 17 – Society’s Response to Maladaptive Beh; ACP
		Group 10 Project - Chapter 17 On-Line Presentation – Due Jul 21
		<i>WebCT Discussion – Individual Response to On-line Presentation</i>
		Final Research Project (Due Date July 27) - Upload in TRUE OUTCOMES
Week 9	Jul 28 – Aug 1	Test # 3 due Aug 1 (On-Line Exams Chapters 12-17, Bundled) e-mail via WebCT
	Aug 2	Last day of Instruction - Closure and All Project Grades Feedbacked to students
	Aug 6	Final Grades due for Graduating Students
	Aug 9	Summer Graduation