

EDP 382F: Dysfunction in Human Behavior and Social Organization

73910

Summer 2020

Class Meets: Summer I session June 4-July 9 online
Weekly Zoom course meetings Thursday 10:30a-12p

Instructor: Sara Carpenter, Ph.D., CSC

Pronouns: she/her

Email: sara.carpenter@austin.utexas.edu

Office hours: Zoom by appointment

TA:

Pronouns:

Email:

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Course Description

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While counseling is a field that specializes in wellness, counselors and other mental health professionals need to be understand and recognize abnormal behavior. Multiple theories abound on the etiology, promulgation and maintenance of abnormal behavior. Counselors need to understand the construct of abnormal behavior is a social construction and thus may be defined differently by cultures, families and society. We will examine the theories of abnormal psychology, current research through the lens of a socio-cultural model. We will also examine social and group dynamics that can elicit abnormal behavior from “normal” people. Furthermore, we will address how to intervene when abnormal behavior and/or traumatic events lead to a crisis situation.

What will I learn?

Learning Outcomes

- Identify history of definitions of abnormal psychopathology
- Prepare students for a study of psychopathology as outlined in DSM-5
- Explore the role of cultural context in identifying abnormal behavior (including nationality, culture, race and ethnicity, gender, sexual orientation, etc.)
- Understand research and diagnostic approaches in understanding abnormal behavior
- Understand treatment approaches, both historical and current and the underlying beliefs of those treatment approaches.
- To learn where, when, and how to apply specific interventions to alleviate crises, prevent problems from developing, and/or address existing needs and problems
- To explore conceptual, strategic, and technical components of mental health interventions with an in-depth focus on those that protect personal safety or prevent problems from escalating

How will I learn?

The web-based course will have synchronous and asynchronous components. Students will complete weekly modules and attend a weekly, live Zoom course meeting.

Course Requirements

Required Materials There is 1 required textbook, listed below. Additional readings will be posted on Canvas or assigned in class throughout the semester. You are also encouraged to find relevant readings and supplemental resources you find interesting or that may be helpful for your own counselor development.

Required Textbook:

Miller, R. B. (2015). *Not so abnormal psychology: A pragmatic view of mental illness*. Washington, DC: American Psychological Association.

Recommended Resource:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

****Available online through UT's Library**

Required Devices:

Access to the internet is required for success in this course. All assignments, lectures, and course materials will be accessed and submitted on Canvas. Students will be required to use their UT Zoom account. Please let your instructor know ASAP if you encounter technical difficulties that might delay your completion or submission of a course expectation. Contact IT Services for assistance resolving technical issues at help@utexas.edu or (512) 475-9400.

Classroom Expectations

Class Attendance Our weekly Zoom course meetings will begin promptly at 10:30 am. Please plan to the best of your ability to ensure that you are ready to learn at the beginning of class. Consistent tardiness will negatively impact your final grade. Due to the abbreviated nature of the course, all students must attend each Zoom course meeting. An absence jeopardizes your ability to pass the class. You must notify the instructor at least 24- hours prior to any absence, except in cases of emergency.

Zoom Etiquette

- Try to log online to our class meeting from a quiet, distraction-free environment. We have little time together; let's try to maximize it!
- Keep your Audio on mute until you want to speak. We must work together to limit background noise. When you want to speak, be sure to unmute yourself to talk.
- Use Video whenever possible. You might need to disable video if you need to minimize the activity on your internet connection.
- Remember that Chat is public, and may be recorded, and archived.
- Have a plan for taking notes (paper and pencil, digital notepad, Word/Pages doc). You should also try to capture your thoughts and questions in the moment.

Assignments

- 1) Quiz #1

- 2) Quiz #2
- 3) Weekly Discussion Board Posts
- 4) Psychological First Aid Training
- 5) Independent Research
- 6) Diagnostic Group Project
- 7) Course Participation

1 & 2) Online quizzes Students will complete two online quizzes. The quizzes will be completed online, in an open book format consisting of multiple choice, True/False, short answer and/or case analyses.

3) Weekly Discussion Board Posts Students will respond to an initial discussion board prompt, and reply to two of their peers' posts. Your initial post must be made by Monday at midnight. Read all Module components before posting your initial thoughts. You then must respond to two other classmates on two different days, final posting by Wednesday at midnight. Participation in discussion activities will be measured by the content and dates on the discussion postings. Please do not wait to the last minute to post your ideas. Posting early gives others the opportunity to give you feedback on your thoughts and ideas. All postings must support the weekly topic and assigned readings. When responding to others, provide ideas of why you agree or disagree related to the weekly topic. See the rubric on Canvas.

4) Psychological First Aid Training Psychological First Aid (PFA) is an approach designed to reduce initial distress from traumatic events and crisis situations. You will be expected to complete an interactive 6-hour online course on PFA through the National Child Traumatic Stress Network. You may register for free at <https://learn.nctsn.org/enrol/index.php?id=38>. You will need to **submit proof of course completion by uploading your training certificate to Canvas by 10:30a on Thursday, June 25.**

5) Independent Research Students will research a selected "dysfunctional" behavioral pattern (a diagnostic category, a social phenomenon) for independent research. They will consider the etiology (the cause) of this set of behavioral patterns from a minimum of two theoretical categories and identify interventions for these behavioral patterns. Examples of dynamics include, but are not limited to, DSM-5 diagnostic categories or dysfunctional social dynamics (bullying, social conformity, etc.). After researching this dynamic, the students will write a 5-7-page paper (not including title and reference page) using a minimum of 5 academic sources to support their arguments. The paper will be completed using APA format. **Submit your paper on Canvas by 10:30a on Thursday, June 25.**

6) Diagnostic Group Project You will work in assigned groups of 3-4 students to explore a diagnostic category from the DSM 5. Your group will need to create or find a case example of selected diagnostic category (e.g., character from the media, myth, parable, tv show, or media). Do not use famous people or politicians as it is unethical to apply psychological knowledge on people who are not your client. You will then produce a presentation on this category that examines the following:

1. Diagnostic criteria according to DSM-5
2. Etiology (the cause) from a minimum of two theoretical categories
3. Societal and cultural factors that contribute to the dysfunctional behavior (sex/gender, race/ethnicity, spiritual beliefs, disability status, etc.)

4. A minimum of one evidence-based treatment approach for this behavior.

The presentation will be submitted as a Zoom recording, after creating a slideshow and Zooming with your peers to deliver the accompanying audio. The presentation will be evaluated according to a) the degree to which the presentation covers the criteria listed above, b) the degree to which all members participate as evidenced in the presentation, and c) by peer evaluation of each member's participation. **Submit your presentation on Canvas by 11:59 pm on Thursday, July 9.**

7) Course Participation This course is 100% online. You will participate in weekly live Zoom online course meetings. Participation points will include punctual attendance, engaged in discussions, asking relevant questions, participating in the live meeting with no outside use of technology.

Dr. Carpenter is grateful to the following colleagues for their help and shared resources in designing this course: Dr. Leslie Moore and Dr. Lindsey Webster.

Grading for this Course

Assignments / Exams	Points Possible	Percent of Total Grade
Quiz #1	18 points	15%
Quiz #2	18 points	
Weekly Discussion Board Posts	40 points x 4 posts = 160 points	20%
Independent Research	30 points	15%
Psychological First Aid Training	10 points	5%
Diagnostic Group Project	30 points	25%
Course Participation	2 points x 6 course meetings =12 points	20%

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Module	Assigned Readings	Assignments due
Week 1: June 4 – 11 Zoom Course Meeting Thursday, June 4 at 10:30a-12p		
Course Overview: what is abnormal?	Miller, Ch. 1	Complete Module

Context & Culture	Miller, Ch. 2 Ayan article	Quiz #1 available June 12-14
Theories: Biomedical Models and Psychodynamic	Miller, Ch. 3 (pp. 61-75) Kring article, pp. 115-127	Discussion Board #1 initial post by June 8, replies by June 10
Week 2: June 11-18 Zoom Course Meeting Thursday, June 11 at 10:30a-12p (review Week 1)		
Theories: Attachment and Neuroscience	Codrington article Liotti article Gillath TedTalk Murphy article	Complete Module Quiz #2 available June 19-21 Discussion Board #2 initial post by June 15, replies by June 17
Theories: Humanistic and Cognitive	Miller, Ch. 3 (pp. 75-83) Kuyken article	
Theories: Beyond the Individual (Systems & Psychosocial Approaches)	Miller, Ch. 3 (pp. 83- 93) Asch article Darley article Milgram article Sherif article Brock article	
Week 3: June 18 – 25 Zoom Course Meeting Thursday, June 18 at 10:30a-12p (review Week 2)		
Crisis Intervention: Suicidal Ideation	Juhnke article Minton article Batty article	Complete Module Discussion Board #3 initial post by June 22, replies by June 24 Psychological First Aid Training due June 25 by 10:30a Independent Research Paper Due June 25 by 10:30a
Crisis Intervention & Trauma: Traumatic Events and Disasters	Miller, Ch. 4 Dr. Harris ACES podcast Lenz article Brack article	
Week 4: June 25 – July 2 Zoom Course Meeting Thursday, June 25 at 10:30a-12p (review Week 3)		
Anxiety & Related Conditions	Miller, Ch. 5 Remes Ted Talk	Complete Module Discussion Board #4 initial post by June 29, replies by July 1
Depression & Related Conditions	Miller, Ch. 6 Greenfieldboyce, audio Hankin article	
Week 5: July 2 - 9 Zoom Course Meeting Thursday, July 2 at 10:30a-12p (review Week 4)		

Personality Disorders	Miller, Ch. 7 Crashcourse: Personality Disorders	Complete Module Diagnostic Group Project due July 9 by 11:59p
Schizophrenia	Miller, Ch. 8 Longden, TED Talk Prozek article 1 Prozek article 2	
Final Zoom Course Meeting Thursday, July 9 at 10:30a-12p (review Week 5)		

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

Late Work

All assignments must be turned in on time. At the discretion of the instructor, late assignments may be docked a letter grade for that assignment for each day it is late (e.g., an assignment graded as an "A" would receive a "B" if a day late, a "C" if two days late, and so on).

Student Rights & Responsibilities:

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.

- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With the above rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** If you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code, which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

To drop a class after the 12th class day, you must complete a Q-drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q-drops at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a variety of resources on campus:

Accessibility and Inclusion:

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center:

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. 24/7 Crisis Line at (512) 471-2255; Web address: <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

More than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance. All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc>, call 512-471-3614, or visit their office in JES A332.

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050, or submit your concerns on their web form at <https://besafe.utexas.edu/behavior-concerns-advice-line>. Your call/submission can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.

2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Recording Policy

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor.