



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
 EDCG 5327 Abnormal Human Behavior  
 Fall, 2025

**Instructor:** Samantha Mendoza, Ph.D.

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**Class Meetings:** Tuesdays, 7:00-9:45p CST

**Office Location:** N/A

**Office Hours:** M, W, Th, 4:00-5:30pm

If those do not work, simply let me know and we can schedule a mutually agreed-upon day/time.

The most efficient way to contact me is email.

**Required text:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.)

**Course Description:**

This course is an in-depth look at the varieties of psychopathology, its etiology, classification and treatment. The course reviews 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 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. Students will explore the practical use of the Diagnostic Statistical Manual of Mental Disorders. Prerequisites: EDCG 5310 or EDCG 5316 or EDCG 5308; EDCG 5311 or EDCG 5314; EDCG 5335; EDCG 5348.

**Student Learner Outcomes:**

The following objectives were developed to meet the referenced CACREP standards in the Counseling Curriculum, Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling sections, as well as TEA School Counseling Standards.

- ✓ Students will understand and demonstrate knowledge of the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-V)

- ✓ Students will understand and demonstrate knowledge of possible and evidenced mental disorders
- ✓ Students will understand and demonstrate knowledge on how to interview, assess and provide provisional DSM-V diagnoses
- ✓ Students will understand and demonstrate knowledge on how to advocate for those with mental disorders
- ✓ Students will understand and demonstrate knowledge on aspects that may place individuals at risk for developing or exacerbating a mental disorder
- ✓ Students will understand and demonstrate knowledge of the most current and common psychotropic medications

### **CACREP Standards:**

#### Section 5: Entry-Level Specialty Areas

##### C. Clinical Mental Health Counseling

#### 2. Contextual Dimensions

b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)

g. Impact of biological and neurological mechanisms on mental health

#### 3. Practice

e. Strategies to advocate for person with mental health issues

##### F. Marriage, Couple and Family Counseling

#### 2. Contextual Dimensions

2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorder (DSM)* and the International Classification of Diseases (ICD)

##### G. School Counseling

#### 2. Contextual Dimensions

g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

h. Common medications that affect learning behavior, mood in children and adolescents

### **TEA School Counseling Standards:**

#### **Domain I – Understanding Students**

##### **Competency 003 – Factors Affecting Students**

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

### **Graduate Class Policies**

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

### **Class Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

With that...a student is allowed 2 absences without consequences. However, a 3<sup>rd</sup> will result in a letter grade drop. So, be judicious about the reasons you are absent. Please know that while I am aware that life and life challenges often occur without notice; attendance, punctuality, and participation are crucial in successfully demonstrating competence in this course. Should circumstances impact your being present, it may be prudent to drop the course and re-take the

course.

### **Absences for Religious Holidays**

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

### **Incompletes**

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

### **Dropping a Course**

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

### **Grading Policy**

A=	90-100
B=	80-89
C=	70-79
D=	61-69
F=	Below 60

### **Course Requirements**

<u>Class Participation, Preparation</u>	25 %
Students are expected to be fully prepared and actively engaged in class discussion and counseling skill development	
<u>Abnormal Human Behavior Manuscript</u>	15 %
Students will write an 11-page APA formatted paper. Please see below for details and scoring rubric.	
<u>Exam 1</u>	20 %
Multiple choice, short answer, and case scenarios	
<u>Exam 2</u>	20 %
Multiple choice, short answer, and case scenarios	
<u>Exam 3</u>	20 %
Multiple choice, short answer, and case scenarios	
	100 %

### **Note:**

*While there are percentages assigned for each above-referenced requirement, please understand, each one must be successfully completed in order to earn a passing grade in this course. Any absences or coming in late impacts one's ability to participate.*

### **Abnormal Human Behavior Manuscript**

Students will choose a DSM-V diagnosis. The diagnosis will be directly related to their specialty area (SC, CMHC, MCFC). The APA-formatted paper will be at least eight full text pages, and will include a cover page, abstract, and reference page (11 total pages). The manuscript will

address the topic in terms of **one** of the following areas that are of interest to you; (a) research, (b) novel approaches, (c) position, (d) comparing/contrasting, or (e) providing information to an audience. At least six references will be cited in the manuscript.

Scoring Rubric is as follows:

Dimension	25	20-24	19-23	>19	Total
Manuscript was 11 total pages	All pages were included	Most, but not all, pages were included	Several text or other pages were missing	Several pages were not included	
Manuscript had no APA mistakes	Manuscript followed APA format in totality	Very minor APA errors	Some major APA errors	Numerous minor and major APA errors	
Six references were cited	Required number of references were cited	Either all six were not cited or some were of poor quality	Few references cited or some were of poor quality	Few references or quality references	
Manuscript was exceptionally well written, cogent, and clear	Manuscript was exceptionally well written	Manuscript was, for the most part, well written	Manuscript was moderately well written	Manuscript was poorly written. Reader had difficulty following themes and direction	

### **Schedule of Course Activities**

8/26

Introduction; expectations

9/02

DSM-5 TR Basics, z-codes, F-codes  
Mental health issues; stigma, access to care; advocacy, support systems (5.C.2.b; 5.C.3.e.; 5.G.2.g.)

9/09	Clinical Interview; Common psychotropic medications (5.C.2.b.; 5.C.2.d.; 5.C.3.e.; 5.F.2.d.; 5.G.2.h.)Mental health issues; stigma, access to care; advocacy, support systems (5.C.2.b; 5.C.3.e.; 5.G.2.g.)
9/16	Neurodevelopmental Disorders (p.31) Disruptive, Impulse-Control, and Conduct Disorders (p. 461) (5.C.2.d.; 5.F.2.d.; 5.C.3.e. 5.G.2.h.; 5.G.2.g.; TEA Competency 003)
9/23	Elimination Disorders (p. 355) Substance-Related and Addictive Disorders (p. 481) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.; 5.G.2.g.; TEA Competency 003)
9/30	Depressive Disorders (p. 155); Bipolar Disorders & Related Disorder (p. 123) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.; 5.G.2.g.; TEA Competency 003)
10/7	<b>Exam I</b>
10/14	Schizophrenia Spectrum and Other Psychotic Disorders (p. 87) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.)
10/21	Personality Disorders (p. 645) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.)
10/28	Obsessive-Compulsive and Related Disorders (p. 235) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.; 5.G.2.g; TEA Competency 003)

Trauma and Stressor-Related Disorders (p. 265) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.; 5.G.2.g.; TEA Competency 003)

11/04

**Exam II**

11/11

Somatic Symptom and Related Disorders (p. 309) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.;5.G.2.g.; TEA Competency 003),

11/18

Sexual Dysfunctions (p. 423) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.;5.G.2.g.; TEA Competency 003)  
 Gender Dysphoria (p. 451) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.;5.G.2.g.; TEA Competency 003),  
 Paraphilias (5.C.2.d.; 5.F.2.d.; 5.C.3.e.;5.G.2.g.; TEA Competency 003),

11/25

Anxiety Disorders (p.189), (5.C.2.d.; 5.F.2.d.; 5.C.3.e.;5.G.2.g.; TEA Competency 003); **Manuscript due**

12/02

Neurocognitive Disorders (p. 591) (5.C.2.d.; 5.F.2.d.; 5.C.3.e.; 5.G.2.g.; TEA Competency 003)

Eating Disorders (p. 329) (5.C.2.d.; 5.F.2.d.;5.C.3.e.; 5.G.2.g.; TEA Competency 003)

12/09

**Final Exam (Exam III)**



\* Schedule subject to change depending upon understanding of content and level of participation/understanding

\* Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility.

Our research librarian is Kimberly Grotewold

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