

**Course Number:** PSY 4520

**Course Title:** Advanced Abnormal Psychology

**Course Description:**

This advanced course builds on the student's understanding of Abnormal Behavior through the exploration of Clinical Case studies. The student also builds understanding of the diagnostic criteria necessary for labeling a psychological problem. Specific Diagnostic features; subtypes and/or specifiers; recording procedures; associated features; specific culture, age and gender features; prevalence; course; familial pattern; and, differential diagnosis also addressed. Student also exposed to clinical note preparation and treatment planning skills development.

**Prerequisites:** PSY 2520.

**Credit hours:** 3

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

1. Define Abnormal Behavior.
2. Understand and explain the use of the Diagnostic Statistical Manual-V for diagnosing Abnormal Behavior.
3. Relate DSM-V symptomology to relevant case studies in order to build student's ability to adequately assess a clinical situation and develop a theoretical hypothesis of what abnormal behavior is impacting the given client.
4. Develop and demonstrate Treatment Planning Skills and use of vocabulary associated with clinical documentation and clinical assessment.

**Indiana Tech**  
*College of Professional Studies*  
**PSY 4520 Advanced Abnormal Psychology**  
**Online Syllabus Course Content**

**Instructor Information**

Please see Professor Profile at the Blackboard instructional site.

**Course Schedule**

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

**Online Course Policies**

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

**Textbook**

Whitbourne, S.K. & Halgin, R. P. (2013). *Abnormal psychology: Clinical perspectives on psychological disorders* (7<sup>th</sup> ed.). New York, NY: McGraw-Hill.

**Supplemental Reading (Strongly Suggested):**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, D.C: American Psychiatric Association.

(The DSM V is available electronically via Indiana Tech's McMillen library site. In order to facilitate your learning, please plan to access it and read it along with associated chapters from the Whitbourne & Halgin text).

**Grading Events & Grading Criteria**

**Unless otherwise specified, all assignments must be submitted via Blackboard.**

- Module 1:** Course Preparation Quiz (10 points)  
Discussion Board Assignment #1 (10 points)  
Discussion Board Assignment #2 (10 points)  
Treatment Plan Assignment #1 (50 points)
- Module 2:** Discussion Board Assignment #3 (10 points)  
Discussion Board Assignment #4 (10 points)  
Treatment Plan Assignment #2 (50 points)
- Module 3:** Discussion Board Assignment #5 (10 points)  
Discussion Board Assignment #6 (10 points)  
Treatment Plan Assignment #3 (50 points)

- Module 4:** Discussion Board Assignment #7 (10 points)  
Discussion Board Assignment #8 (10 points)  
Treatment Plan Assignment #4 (50 points)
- Module 5:** Discussion Board Assignment #9 (10 points)  
Discussion Board Assignment #10 (10 points)  
Final Treatment Plan Assignment (100points)  
APA Research Paper (100 points)

**GRADING EVENTS – DISTRIBUTION OF POINTS:**

Course Preparation Quiz	10 points
Treatment Plan Assignment #1	50 points
Treatment Plan Assignment #2	50 points
Treatment Plan Assignment #3	50 points
Treatment Plan Assignment #4	50 points
Final Treatment Plan Assignment	100 points
APA Research Paper	100 points
Weekly Discussions (Ten @ 10 points each)	<u>100 points</u>
510 Total Points Possible	

**Assignment Details**

**Treatment Plan Assignment Details:**

Each Treatment Plan Assignment will contain two main sections, which will all be included in a SINGLE document that will be attached and then submitted via Blackboard.

**SECTION 1.** A brief summary of the case/individual you are writing about

**SECTION 2.** The Actual Assessment. The assessment will be broken down into seven INDIVIDUAL sections:

**I. Demographic Information**

**II. Presenting Problem**

**III. Relevant History**

**IV. Symptoms**

**V. Case Formulation**

**VI. DSM-IV Multiaxial Assessment (OR DSM-5 Equivalent)**

**Axis I:** \_\_\_\_\_

**Axis II:** \_\_\_\_\_

**Axis III:** \_\_\_\_\_

**Axis IV:** \_\_\_\_\_

**G.A.F.:** \_\_\_\_\_

## **VII. Treatment Plan**

**NOTE:** The treatment plan addresses immediate actions that need to be taken, along with specific goals. Treatment goals reflect what we know about the disorder and the recommended therapy. These goals range from immediate to long-term. Treatment goals also reflect the particular needs and concerns of the individual (ex. safety/hospitalization). The following will ALWAYS need to be addressed in your treatment plan:

- 1) How will the symptoms be managed?
- 2) Problematic behavior, thinking, and emotions
- 3) The stabilization of a client through medication (if needed),
- 4) How alterations in personality and relationships will be addressed

If ANY of these issues are not addressed in the treatment plan, it is INCOMPLETE. These issues (however you present them) MUST be included.

**LENGTH OF ASSIGNMENT:** The treatment plans will be as long as they need to be. However, all sections/areas need to be addressed. To address all sections/areas, one has to include quite a bit of information. If you have never written any form of treatment plans like this before, let me first say that most mental health facilities use SOME type of template/format...however, each facility is DIFFERENT, and will have their OWN standard of what is expected to be included in such a treatment plan. In this course, you are learning a basic approach; some facilities prefer very short, concise treatment plans, whereas some prefer the clinician to put in as much detailed information as they like. Please keep this in mind.

ALSO, for those first beginning to write these plans, this is a learning process. Each week in this course you will get better and better at writing these; be patient. At first you may have a lot of difficulty with these, but as you write a new one each week, your skills at composing such works will improve. Please strive to improve with each week, so that the assignment you submit for week 5 is a pristine work of accumulated knowledge of what you learned in here and from what you learned from the first four treatment plan assignments.

**WHO WILL YOU BE CREATING TREATMENT PLANS FOR:** Students may choose any of the individuals (from any of the chapters) discussed in the "Real Stories" sections of the textbook. Please read the "Real Stories" profile FIRST, then, if you prefer, go online and read more about the individuals; the more history and background you know about the person, the better. Then, and only then, once you have a thorough grasp of the person and their issues, begin the assignment.

**HOW LONG WILL THE ASSIGNMENTS TAKE TO COMPLETE:** It is advised to begin work on each treatment plan EARLY in the week. These are long, complicated

assignments that involve a lot of PLANNING and WRITING. Attempting to complete the assignment in one or two days will not give you enough time. PLEASE begin work on these assignments EARLY IN THE WEEK.

**PROOFREAD ALL WORK:** Excessive spelling and grammar mistakes are NOT tolerated in the professional environment. Please be aware that these kinds of mistakes will lower your score; this is an advanced course and you are expected by this point to submit work that is proofread and mistake-free. "Proof-reading" involves YOU, NOT the computer! When you feel your assignment is complete, save it, print it, read it, then correct your mistakes. Then resave it, re-print it, and re-read it. Once it is mistake free, submit it.

### **Grading Criteria for the Treatment Plan Assignments:**

Each of the regular treatment plan assignments is worth 50 points. Specifically, 5 points for the brief introductory summary, 20 points for the assessment (sections I – VI), and 20 points for the treatment plan section of the assessment (part VII of the assessment). The following will ALWAYS need to be addressed in your treatment plan in order to receive the full credit for that part of the assessment:

- 1) How will the symptoms be managed?
- 2) Problematic behavior, thinking, and emotions
- 3) The stabilization of a client through medication (if needed),
- 4) How alterations in personality and relationships will be addressed

### **FINAL Treatment Plan Assignment Details:**

The FINAL treatment plan project that you complete will follow the SAME set of directions that you used to complete the first four treatment plan assignments. HOWEVER, it is with this final treatment plan assignment that you are expected to present your accumulated knowledge and writing skills in order to present a final, pristine work; meaning, impeccable grammar, perfect spelling, concise thoughts, thorough summary, etc. (Which is why it is worth significantly more points than the regular treatment plan assignments). USE EVERYTHING YOU'VE LEARNED UP TO THIS POINT TO COMPLETE THIS FINAL PROJECT. **Please do not submit an assignment that is clearly not proofread!**

### **Grading Criteria for the Final Treatment Plan Assignment:**

The final treatment plan assignment is worth 100 points. Specifically, 10 points for the brief introductory summary, 45 points for the assessment (sections I – VI), and 45 points for the treatment plan section of the assessment (part VII of the assessment). The following needs to be addressed in your treatment plan in order to receive the full credit for that part of the assessment:

- 1) How will the symptoms be managed?
- 2) Problematic behavior, thinking, and emotions

- 3) The stabilization of a client through medication (if needed),
- 4) How alterations in personality and relationships will be addressed

**NOTE: ANY incident of grammatical errors or spelling mistakes WILL reduce your point total significantly. As stated above, do not submit this final assignment without proofreading your completed work.**

#### **APA Research Paper Assignment Details:**

Each student is required to develop a 4-5 page APA formatted research paper. This page range does not include cover page, abstract, and reference pages which are additional. The topic examined must be relevant to the any of the areas covered in this course. It is advised that you choose a topic within the first two weeks of the course, since the paper will take several weeks to complete. **NOTE: Please e-mail the instructor your topic of choice for approval before you begin work on this project.**

You are to use SEVERAL current academic journals as sources/references to create the paper. The body of the paper itself is 4-5 pages, and many academic references are going to be needed to be used as source material; simply put, one cannot write 4-5 pages WITHOUT having several sources. If you do NOT have enough source material, you are going to have a very difficult time completing this project.

**DO NOT use any websites as source/referenced material: Academic Journals ONLY.** A list of journal article sources is found within the orange Course Syllabus tab under "Additional Sources". FURTHER, please only use academic journals as sources in your paper from the last two years: 2012 and 2013. The work presented in your research paper needs to be CURRENT. DO NOT FORGET THIS. The main goal with this paper is to discuss the most recent findings involved with the topic of your choice. This encourages the student to focus on the most recent lines of research so that their time is not wasted summarizing work that has been focused on in the past.

#### **Grading Criteria for the APA Research Paper:**

The research paper assignment is worth 100 points. Specifically, the introduction is worth 10 points, the body of the work will be worth 70 points, the conclusion/summary will be worth 10 points, and the reference page will be worth 10 points. Within the body of the work, it is expected that proper focus and sequencing of the findings is presented, along with support that is properly referenced throughout the entire paper. **Please proofread all work before submitting the paper; spelling and grammar mistakes will result in point deductions.**

#### **Discussion Board Assignment Details:**

Participation points will be awarded 20 points weekly for completing the on-line discussion board topics. There are a total of ten topics (two per week) for a total of 100 points. Students who fail to complete the weekly discussion board assignments as outlined will lose 20 points for each week not completed.

Each week you will be completing TWO discussion board assignments. Each discussion board assignment involves a different case study for each chapter. However, even though each case study/individual is different, you will be answering the same set of questions for each discussion board assignment:

**"Do you agree or disagree with the suggested treatment plan for this individual? BE SPECIFIC in the courses of action that you agree with. Further, what, if anything, do you disagree with? What changes would you make, and why? Related to those changes involve feasibility; would implementing such changes even be possible? Finally, what additional information would you like to know regarding the history of the client/problem?"**

As you read the case reports in each of the chapters, please keep those questions in mind. Each of the cases are quite different from one another, and your responses to the aforementioned questions will vary as well for each assignment.

Discussion Board Assignment 1: "Rebecca"	Due Week 1
Discussion Board Assignment 2: "Peter"	Due Week 1
Discussion Board Assignment 3: "Rose"	Due Week 2
Discussion Board Assignment 4: "Janice"	Due Week 2
Discussion Board Assignment 5: "David"	Due Week 3
Discussion Board Assignment 6: "Harold"	Due Week 3
Discussion Board Assignment 7: "Jason"	Due Week 4
Discussion Board Assignment 8: "Irene"	Due Week 4
Discussion Board Assignment 9: "Carl"	Due Week 5
Discussion Board Assignment 10: "Rosa"	Due Week 5

**Grading Criteria for Discussion Board Assignments** You are required to make at least three separate posts for these discussions, one post in which you give your own response to the question/topic, and two replies to your fellow students. All posts will reflect substantial thought on your part, contributing something to the discussion beyond simple disagreement or agreement. Some examples of substantial contributions include: elaboration on a point, constructive criticism, finding relevant examples or counterexamples from authoritative sources or personal experience, and finding outside research on the topic, or addressing an example in the context of what is discussed in course materials. Students are encouraged to write as much as possible for each of these discussion board assignments; "cookie-cutter"/generic responses offering little-to-no specific details will not answer the questions. Further, due to the length of the questions and the nature of each of the cases, the questions just CANNOT be answered (at least in their entirety) WITHOUT writing a significant amount. **Responses that are short, very short, generic in nature, etc. will NOT earn full-credit for the assignment.** Your response to the question/topic should be at least 250 words in length, and your replies to fellow students should be at least 150 words each. Your response to the initial question/topic is worth up to 5 points, and your reply posts are worth 2.5 points each (totaling a possible 10 points for the assignment).

## Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

## Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

## Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed.

**The deadline cannot go past one (1) session.** All incomplete grades are subject to approval by the designated university authority.

## Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email



you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to [OnlineSupport@IndianaTech.edu](mailto:OnlineSupport@IndianaTech.edu) with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.