PSY-366: Abnormal Psychology

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College of Adult and Professional Studies

Course Overview

Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment.

Course Objectives

Upon completion of this course, you should be able to:

1. Have a basic understanding of the historical and current development of abnormal psychology, psychotherapy, different classifications of psychological disorders.
2. Understand the concepts and be able to identify the major schools of psychology that have influenced development of therapy and interventions to assist those suffering from a mental illness.
3. Have a clear understanding of perceived causes of psychological dysfunction and accepted treatment options.
4. Recognize the key differences in the cultural perspective of what is acceptable behavior and what is considered abnormal, and how different cultures respond to mental illness as well as the moral and spiritual influences within that culture.
5. Develop a clearer understanding of how to interact with an individual experiencing an active illness in a crisis and in daily interactions and to identify when to contact a professional for assistance.

Required Course Materials

Durand, M., & Barlow, D. (2016). *Essentials of abnormal psychology* (7th ed.). Bellmont, CA: Thomson Wadsworth.

Online Resources

http://www.behavenet.com/
http://psychcentral.com/addquiz.htm
http://www.nativeremedies.com/aspergers-syndrome-asperger-disorder.shtml
http://www.nativeremedies.com/index.shtml
http://www.apa.org/topics/index.aspx
http://www.nami.org/
http://www.apa.org/
http://www.behavenet.com/capsules/disorders/adhd.htm
http://www.mentalhealthscreening.org/
http://www.nimh.nih.gov/
http://www.dbsalliance.org/?gclid=CJ6J3Orf4YYCFRAQFQod31aZGQ (Depression)
http://www.miepvideos.org (Mental illness)

Instructions to Access Additional Resources:

Off Campus Library Services is your access to an academic library during your degree program. You can access all online resources via the OCLS website: http://www.indwes.edu/ocls. Many more resources are available from OCLS by using the online request form at http://www.indwes.edu/ocls/oclsform.html.

Go to the OCLS Web page, take a couple of clicks and access several business-specific databases (http://www.indwes.edu/ocls >> Links to Resources >> Locating Articles >> Business). These include databases like General Business File ASAP, Business Source Premier, Business & Company Resource Center, ValueLine, ReferenceUSA, Wall Street Journal Online, etc. Many full text articles are available in these databases. You can know exactly which newspapers/journals are available in full text by using our journal search engine. It is available by starting at the home page above and clicking Links to Resources >> Search for Journal Titles at IWU. This IWU-specific search engine gives you access to journals available online or tells you which are only available from OCLS (contact OCLS).

You need a valid IWU Library Access Number to use most of these resources. This 14-digit number is available on your student ID card or by contacting OCLS. Reference librarians will help you find appropriate research materials.

Examples of professional journals accessed through the Library:

- *American Journal of Abnormal Psychology*
- *Christian Counseling Today*

Course Structure

This course is based on four key components in which each student is expected to participate. These components are not to be viewed as separate assignments, but rather as activities that complement each other to provide a more comprehensive perspective on and application of psychology.

These components include:

- Discussions
- Quizzes
- Application Papers
- Research Project

Research Project

See Workshop Two for information on the Research Project.

Attendance Requirements

Online workshop attendance is determined by *activity* during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if he or she does not make at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop. Participating in discussions does not guarantee full participation points. The criteria for full participation points will be determined by the course facilitator.

If you exceed the number of allowed absences and neglect to contact the office of Student Services to officially withdraw from the course, your facilitator is directed to issue a grade of “F.”

Under emergency circumstances, you may be allowed more than one absence in courses that consist of five or fewer workshops.

Late Policy

No credit is available for postings of any kind made in the discussion forums after a given workshop week ends.

If your facilitator approves your submission of late assignments (note that an assignment is a paper, project, team presentation, etc., not a discussion), each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted.

No late assignments will be accepted after the close of the final workshop.

Course Assessment

Official Grading Scale

The final course grade will depend on the total number of points earned. Here is how the points correspond to letter grades:

Grade	Percent	Points
A	95 to 100	950 to 1000
A-	92 to 94.9	920 to 949
B+	89 to 91.9	890 to 919
B	85 to 88.9	850 to 889
B-	82 to 84.9	820 to 849
C+	79 to 81.9	790 to 819
C	75 to 78.9	750 to 789
C-	72 to 74.9	720 to 749
D+	69 to 71.9	690 to 719
D	65 to 68.9	650 to 689
F	0 to 64.9	0 to 649

A	Clearly stands out as excellent performance. Anticipates well and writes logically and clearly. Anticipates steps in the progression of ideas.
B	Demonstrates a solid comprehension of the subject. An active listener and participant, the student communicates well orally and in writing.
C	Quality and quantity of work in and out of class are average. Requirements are addressed minimally.
D	Quality and quantity of work are below average. Assignments may be missing or unsatisfactory.
F	Quality and quantity of work are unacceptable for an undergraduate student, and do not qualify the student to progress to a more advanced level of work.

Point distribution for entire course:

Workshop	Discussions	Writing Assignments	Weekly Quizzes	Team Project	Total Points per Workshop
Workshop One	60	100	20	–	180
Workshop Two	60	100	20	–	180
Workshop Three	60	100	20	–	180
Workshop Four	60	–	20	200	280
Workshop Five	60	100	20	–	180
TOTAL	**300**	**400**	**100**	**200**	**1000**

KEY DEFINITIONS:

Cheating and plagiarism are extremely serious issues. However, IWU Online serves a diverse student population, some of whom reside in countries that neither recognize international copyright conventions, nor understand cheating and plagiarism in the same way. Furthermore, the ready accessibility of material on the Internet that can easily be copied and pasted, and often bears no copyright warning, has created a false impression among many Web surfers that material on the Internet is exempt from copyright protection. Since IWU is governed by the laws and treaties of the United States of America, as well as the academic standards of various U.S. accrediting agencies, it is essential that IWU Online students understand the issue of plagiarism in the same way.

Cheating is defined in IWU's APS Bulletin (see link below) as: "submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentation of academic achievement submitted for evaluation and a grade."

Students must understand the difference between cheating and collaboration. In many instances, students are directed or permitted to collaborate with, or assist, one another on certain assignments. The product of these efforts is not cheating. Neither is it cheating to ask another student for assistance in understanding how to solve a problem or to understand a course concept, and to use that information to independently complete and submit the required assignment. It *is* cheating to copy the work of another student and to submit it under the pretext of having been independently produced.

Plagiarism is defined in the APS Bulletin (see link below) as: "the act of using another person's ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else's sentences, more or less verbatim."

Under U.S. law and most international copyright conventions, the written or graphical work of any person is that person's property. It is specifically referred to as "intellectual property," and it is protected by copyright laws, even if the material has not been registered with any copyright agency.

In Exodus Chapter 20, we find the Ten Commandments; one of those being "Thou shall not steal." When someone plagiarizes, he or she is stealing the intellectual property of another person.

Plagiarism is therefore considered cheating and applies to all forms of intellectual property. Plagiarism is defined in *The Writer's Brief Handbook* (2002) as using "someone else's ideas in their original form or in an altered form without proper acknowledgment…" (p. 320). According to the *Publication Manual of the American Psychological Association* (2001), "Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text" (p. 349). When you use other people's thoughts or concepts without crediting them as the source, then you have stolen their intellectual work.

At IWU, you are expected to submit only your own work. You are expected to give credit when borrowing, quoting, or paraphrasing, by using appropriate citations.

It is not plagiarism to quote material from a book, article, or web site as long as the author or source of the material is properly cited. Similarly, it is not plagiarism to copy a chart or a diagram from such a source, as long as the source is clearly credited. It *is* plagiarism to copy verbatim or closely paraphrase a chart or illustration, or material from any book, article, or web site without clearly identifying the source from which it was obtained.

For further information on IWU's Honesty/Cheating Policy, visit this site:
http://www.indwes.edu/Catalog/1442_1.htm

APA Writing Style

Examples and guidelines by Jule Kind, MLS
Off-Campus Library Services

In-Text Citation

When directly quoting a source, use quotation marks, and give the author, year, and page numbers in parentheses: • Various scholars have noted, "The APA writing style is used primarily in the various disciplines of the social sciences" (Smith & Jones, 2004, p. 15). • NOTE: If there is no author, then use the first few words of the title and the year, pagination. • Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start on a new line, and indent the block about a half inch from the left margin. If there are additional paragraphs with the quotation, indent the first line of each an additional half inch. The entire quotation should be double-spaced.	**When the author is mentioned but not directly quoted in your writing,** use only the year in parentheses (if the year also appears in the writing, leave this out): • According to Smith and Jones (2004), the APA writing style is used predominately in the social sciences. • According to Smith and Jones in their 2004 work on APA, this style is used predominately in the social sciences. **Punctuation and parenthetical phrases** (the parenthetical phrase is considered part of the sentence): Moe (1998) explained that "the use of APA in certain disciplines is part of the history of the discipline" (p. 34).
When the author is not mentioned in your writing, provide the name and year separated by a comma (and page if a direct quote): • The APA writing style is used predominately in the social sciences (Smith & Jones, 2004). • NOTE: If no author is listed for a cited work, use the first words of the title and the year.	**Website:** • In-text citations for information from websites include the author and creation date, if available. • If no author is listed, use the first few words from the title and the date. • If no date is listed, use (n.d.). • For a more complete discussion and examples, see the APA Style web page: http://www.apastyle.org/elecref.html

APA References

• It is a list of *all* the sources you actually cite or quote in the body of your paper. • It is not a list of all sources consulted in your research	The page has the title of: **References** Jones, M., Jr., & Smith, J. (1997). *Using APA at IWU.* Marion, IN: IWU Press.

process. • It is a separate listing at the end of your paper. • The first line of the citation starts on the left margin. Each following line is indented half an inch. The whole page is double-spaced.	Moe, M. (1998). *Useful research strategies*. Marion, IN: IWU Press.
Format for Books (Hardcopy) (PHRG section 59c, pp. 428-429, examples 1-15) Last Name, First Initial. (Copyright date). *Title of book is all lower case.* City, State abbreviation: Publisher. Last Name, First Initial, & Last Name, First Initial. (copyright date). *Title of book: The subtitle.* City, State abbreviation: Publisher. *Title of book at Indiana Wesleyan University.* (copyright date). City, State abbreviation: Publisher.	**Format for Websites (in general)** (PHRG section 59c, pp. 431-432, examples 29-34) Author/producer. (Date). *Title of page.* Retrieved [Access date] from [URL address] Note that each line is double spaced. Heckman, J. W. (n.d.). *APA done right.* Retrieved January 14, 2007, from www.indwes.edu/~heckman.htm Note: For this page, there was no date given for when the article was written; you still must indicate this with the (n.d.). URLs have no punctuation at the end of the citation.

PHRG: Prentice Hall Reference Guide

Harris, M. (2006). *Prentice Hall reference guide* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Wikipedia:

- is not viewed as an academic source
- cannot be counted as a required source
- may be used for initial research
- must be cited if used

Format for Articles (Hardcopy) (PHRG section 59c, pp. 429, examples 16-24) Last Name, First Initial. (Date). Title of article. *Journal Title, volume #,* page numbers.	• Note that the journal title and volume number are both in italics. • Use actual pagination, since you have the article in front of you, e.g., 39-46. • Don't use p. or pp. unless citing a newspaper article (see ex. 19). • Include the issue number, when available, in parentheses immediately following the volume number, not italicized (see ex. 17).

Format for Articles from Electronic Sources

PDF Format and/or Library Databases: (PHRG section 59c, p. 431, example 25a) • PDF format is a scanned image and looks **just like** the original article. • Use this general format: Last Name, First Initial. (Date of publication). Title of article [Electronic version]. *Journal Title, Vol. #,* pp. #s.	**Subscription Database:** (PHRG section 59c, p. 431, example 28 & www.indwes.edu/ocls/style_guide.html) Author. (Date of Article). Title of article. *Journal Title, Vol. #,* pp. #s. Retrieved [date of retrieval], from [name of database]. • Brackets not included • Double-spaced
HTML Format: (PHRG section 59c, p. 431, example 25b) • HTML formatted articles are changed from the original and have a "web page look." • They usually do not have page numbers listed.	**Online Journal – available on the Internet:** (PHRG section 59c, p. 431, example 26) • This format is for articles from actual web-based journals, such as *BusinessWeek online:* Last Name, First Initial.(date of publication). Title of article. *Journal Title, vol. #.* Retrieved [date] from [full URL of article]

PHRG: Prentice Hall Reference Guide

Appendix A

A Note on the Meaning of Essay

The essay is one form of writing especially popular in academia. An essay is thesis based, meaning that the writer must communicate a persuasive argument in a concise fashion that is more fully expressed in the body of the paper. Essays are tools to inform and explain one issue by presenting information in an attempt to argue for one specific outcome or interpretation.

A simple exercise is to think about your favorite flavor of ice cream. After coming up with your choice, think of how you would persuade someone else that your favorite flavor is the best. You may immediately think "it's just my opinion!" There's no way to persuade someone of the "rightness" of a flavor of ice cream. You are correct – it is your opinion, but the essay is a way to take your opinion of something and cast it in a way that "proves" to others that your opinion is solidly considered. What could you say about ice cream? What about the superiority of vanilla bean texture or appearance to French vanilla? (Has there been a national survey of "best flavor"?) Or, Brand X's chocolate made with cream rather than oil, coco beans rather than extract, etc. (better ingredients)?

Your duty in constructing an argument is to find ways to express "why" you think as you do. Are there facts (such as better-tasting or healthier ingredients in Brand X) or national survey results that lend

credence to your opinion? Are there objective data (facts) that take away from your argument that you'll need to acknowledge and discuss?

Thesis Statement Example

Each paper assigned for PSY-366 should have a thesis statement based on your opinions and the facts/data found in class material or other works you've read. A good thesis example is as follows:

> British murder mystery novels and short stories of the pre-World War II era (1880-1940) are superior to those written in the mid- to late-twentieth century (1945-2000). Deep characterization, intricate description, and a flair for the extraordinary place the pre-war literature at a height untouched by works written after 1945. Taken together, these attributes make the pre-war mysteries more enjoyable to read than their poorly crafted and depressing post-war counterparts. While the pre-World War II novels and stories focus only rarely on more than the upper classes, this oft-cited deficiency does not take away from their purpose – to draw the reader in and make him or her ask "who did it?"

This is good because it provides the reader with a specific topic (British murder mystery novels) and argument – that one type (pre-World War II) is better than another (mid- to late-twentieth century). It also identifies why the writer believes this to be true (deep characterization, intricate description, and a flair for the extraordinary characterize pre-World War II novels, but not those after 1945).

Bibliography of Classic Works

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Armstrong, T. (1997). *The myth of the A.D.D. child*. New York, NY: Plume.

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Brill, A. A. (1938) *The basic writings of Sigmund Freud*. New York, NY: The Modern Library.

Buirski, P. (1994). *Comparing schools of analytic therapy*. Northvale, NJ: Jason Aronson Inc.

Coburn, K., & Treeger, M. (1997). *Letting go*. New York, NY: Harper Collins Publishers.

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Ornstein, R. (1993). *The roots of the self*. New York, NY: Harper Collins Publishers.

Ouellette, C. P. (1988). *Miracle of suggestion*. Virginia Beach, VA: Inner Vision Publishing

Papakostopoulos, D., et al. (1985). *Clinical and experimental neuropsychophysiology*. London, UK: Croom Helm.

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Tobias, C. (1994). *The way they learn*. Colorado Springs, CO: Focus on the Family Publishing.

Watts, A. (1961). *Psychotherapy east & west*. New York, NY: Ballantine Books.

Wester, W. C. (1987). *Clinicla hypnosis, a case management approach*. Cincinnati, OH: Behavioral Science Center Inc.

Expectations, Policies, and Important Student Information

School/Division	Link

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information