

PSYC 341, Abnormal Psychology, Syllabus (3 credits)

COURSE DESCRIPTION

PSYC 341 is a study of the physiological, social, and psychological nature of abnormal behavior as well as an understanding of the diagnosis and treatment of mental disorder.

REQUIRED TEXTS & RESOURCES

American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5(TM)*. Arlington, VA: American Psychiatric Association.

Barlow, D.H., Durand, M.V., & Hofmann, S.G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

Videos:

Week 1: Study.Com. (2016). The Psychology of Abnormal Behavior: Understanding the Criteria & Causes of Abnormal Behavior. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/the-psychology-of-abnormal-behavior-understanding-the-criteria-causes-of-abnormal-behavior.html>.

Week 1: Study.Com. (2016). What is Abnormal Psychology? - Definition and Common Disorders Studied. [Video]. Retrieved on May 5th, 2016 <http://study.com/academy/lesson/what-is-abnormal-psychology-definition-and-common-disorders-studied.html>.

Week 1: Study.Com. (2016). What Is the DSM? - Definition & Characteristics. [Video]. Retrieved on May 5th, 2016 <http://study.com/academy/lesson/what-is-the-dsm-definition-lesson-quiz.html>.

Week 2: Study.Com. (2016). Community Approaches to Mental Health Treatment: Prevention & Intervention. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/community-approaches-to-mental-health-treatment-prevention-intervention.html>.

Week 2: Study.Com. (2016). What is research? - Definition, purpose & typical Researchers. [Video]. Retrieved on March 29th, 2016 from <http://study.com/academy/lesson/what-is-research-definition-purpose-typical-researchers.html> Study.Com. (2016). What is sampling in research? - Definition, methods & importance. [Video]. Retrieved on March 29th, 2016 from <http://study.com/academy/lesson/what-is-sampling-in-research-definition-methods-importance.html>

Week 3: Study.Com. (2016). Understanding Anxiety Disorders: Definition and Perspectives in Mental Health. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/understanding-anxiety-disorders-definition-and-perspectives-in-mental-health.html>.

Week 3: Study.Com. (2016). Defining and Understanding Mood Disorders. [Video]. Retrieved on May 5th, 2016 <http://study.com/academy/lesson/defining-and-understanding-mood-disorders.html>.

Week 4: Study.Com. (2016). Eating Disorders. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/eating-disorders.html>

Week 6: Study.Com. (2016). How Antipsychotic Drugs Work in the Brain. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/how-antipsychotic-drugs-work-in-the-brain.html>.

Week 6: Study.Com. (2016). Psychotic Disorders: Definition and Perspectives in Mental Health. [Video]. Retrieved on May 5th, 2016
<http://study.com/academy/lesson/psychotic-disorders-definition-and-perspectives-in-mental-health.html>.

Week 6: Study.Com. (2016). Clinical Features of Personality Disorders: Identity & Interpersonal Difficulties. [Video]. Retrieved on May 5th, 2016 from
<http://study.com/academy/lesson/clinical-features-of-personality-disorders-identity-interpersonal-difficulties.html>.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	UNIT 1: Abnormal Behavior	
	Review: Power Points/ Videos/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 1 & 2; Review the (DSM-5)	
	Threaded Discussion 1: Rachel	Due Week 1, Day 5
	Assignment (Journal): Abnormal Psychological Disorders	Due Week 1, Day 7
	Group: Final Project Preparation	
Week 2		
	UNIT 2: Assessing and Diagnosing Psychological Disorders	
	Review: Power Points/Videos/ Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 16, 3 & 4; Review (DSM-5)	

	Threaded Discussion 2: Ethics and Legal Issues	Due Week 2, Day 5
	Assignment (Journal): Christians and Mental Illness	Due Week 2, Day 7
	Assignment: Case Examples	Due Week 2, Day 7
	Group: Final Project Preparation	
Week 3		
	UNIT 3: Anxiety, Somatic, and Mood Disorders	
	Review: Power Points/Videos/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 5, 6 & 7; Review (DSM-5)	
	Threaded Discussion 3: Obsessive Compulsive Disorders	Due Week 3, Day 5
	Assignment (Journal): Categories and Treatment	Due Week 3, Day 7
	Assignment: DSM Scavenger Hunt	Due Week 3, Day 7
	Group: Final Project Preparation	
Week 4	UNIT 4: Eating, Sleep-Wake, and Physical Disorders	
	Review: Power Points/Videos/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 8 & 9; Review (DSM-5)	
	Threaded Discussion 4: Christians and Suicide	Due Week 4, Day 5
	Midterm	Due Week 4, Day 7
	Group: Final Project Preparation	
Week 5		
	UNIT 5: Sexual Dysfunctions and Substance-Related Disorders	
	Review: Power Points/Videos/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 10 & 11; Review (DSM-5)	
	Threaded Discussion 5: Sexual Dysfunctions	Due Week 5, Day 5
	Assignment: Categories and Treatment	Due Week 5, Day 7
	Assignment: Case of Aileen	Due Week 5, Day 7
	Group: Final Project Preparation	

Week 6		
	UNIT 6: Personality and Psychotic Disorders	
	Review: Power Points/Videos/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 12 & 13; Review (DSM-5)	
	Threaded Discussion 6: Responsibility for Mental Illness	Due Week 6, Day 5
	Assignment: Case of Rodrigo	Due Week 6, Day 7
	Assignment: Christian Worldview Paper	Due Week 6, Day 7
	Group: Final Project Preparation	
Week 7		
	UNIT 7: Neurodevelopmental and Neurocognitive Disorders	
	Review: Power Points/Handouts	
	Reading (Barlow, Durand, & Hofmann): Chapter 14 & 15; Review (DSM-5)	
	Threaded Discussion 7: Christians and Neurodevelopmental Disorder	Due Week 7, Day 5
	Assignment: Optional Extra Credit Activity	Due Week 7, Day 7
	Final Exam	Due Week 7, Day 7
	Group: Final Project Submission	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Journals 4@30	120
Assignments 4@25	100
Christian Worldview Paper 1@200	200
Midterm 1@120	120
Final Exam 1@ 160	160

Group Project 1 @170	170
Threaded Discussion 7 @15	105
Total Points:	975

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Students will explain the historical and current biological, psychological, and sociocultural factors that inform the expression, course, and prevalence of mental disorders.		
	Objective 1.1: Students will define and explain normal and abnormal behavior.	HREL 1.5, PSYC 1.4, CJUS 1.1
	Objective 1.2: Students will describe the main factors thought to be involved in the causation of the mental disorders.	HREL 1.1, PSYC 1.1, CJUS 1.1
	Objective 1.3: Students will discuss the role of psychological and behavioral factors in the causation of physical problems.	HREL 1.1, PSYC 1.1, CJUS 1.2
	Objective 1.4: Students will stimulate critical and integrative thinking about psychological phenomena, including the impact of multiple sources of causality and cultural diversity.	HREL 1.1, PSYC 1.1, CJUS 1.2
Goal 2: Students will describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.		
	Objective 2.1: Students will identify the diagnostic features of the DSM-5 psychological disorders.	HREL 1.1 , PSYC 1.1, CJUS 1.1
	Objective 2.2: Students will describe the basic categories and recognize the symptoms of mental illness.	HREL 1.1, PSYC 1.1, CJUS 1.1

	Objective 2.3: Students will classify mental illnesses using the diagnostic process outlined in the multi-axial use of the DSM-5.	HREL 1.1, PSYC 1.1, CJUS 1.1
Goal 3: Students will demonstrate understanding of assessment and treatments of the major psychological disorders in the DSM-5.		
	Objective 3.1: Students will identify and discuss current forms of treatment for various mental illnesses and compare their efficacy in treating such disorders.	HREL 1.3, PSYC 1.2, CJUS 1.1 and 2.6
	Objective 3.2: Students will discuss efforts to prevent psychopathology, giving examples of treatment options and prevention programs.	HREL 1.3, PSYC 1.2, CJUS 1.1 and 2.6
	Objective 3.3: Students will apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders of selected case examples.	HREL 2.3, PSYC 2.3, CJUS 1.1 and 2.6
Goal 4: Students will develop and apply a Christian faith/perspective in understanding mental illness.		
	Objective 4.1: Students develop an effective Christian Worldviews to the assessment process.	HREL 1.4 and 2.2, PSYC 2.2, CJUS 2.6
	Objective 4.2: Students will increase empathy for the impact of psychopathology on patients and their families, as well as the stigma associated with these disorders.	HREL 1.4 and 2.2, PSYC 2.2, CJUS 2.6
Goal 5: Introduce students to APA style of writing for written papers and assignments.		
	Objective 5.1: Students will demonstrate an awareness of the purpose and use of the APA style manual through written assignments.	HREL 2.1 , PSYC 2.1, CJUS 1.2
	Objective 5.2: Students will present a logically structured paper orally and in a written presentation form using APA style.	HREL 2.1, PSYC 2.1, CJUS 1.1 and 1.2
	Objective 5.3: Students will review current research findings and trends relative to the development, description of abnormal behavior, and influences on the prevalence of mental illness.	HREL 2.1, PSYC 2.1, 2.3, CJUS 1.2

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the

Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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