

Course Syllabus

PSYC 3413 Abnormal Psychology

Course Description

This comprehensive survey course will provide you with an overview of abnormal psychology from biological, neurological, psychological, social, and socio-cultural perspectives. You will learn about symptoms, criteria for diagnosis, and possible causes and treatments for various mental disorders.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Prerequisites

Please note that a prerequisite to this course is PSYC 2003 General Psychology.

Required Materials

- Kring, A. & Johnson, S. (2018). *Abnormal Psychology 14th edition*. Wiley. ISBN: 978-1-119-39523-2
- All other readings will be provided by the instructor and links will be placed in the Canvas course.

Course Learning Outcomes

At the conclusion of this course you should be able to:

- Identify the major elements of diagnosis and treatment for psychological disorders.

- Explain the DSM V and its use in diagnosing.
- Explain the hallmark symptoms for the major psychological disorders.
- Describe what psychopathology is and how it better informs both normal and abnormal psychology.
- Describe basic issues in considering the relationship between Christianity and psychopathology.

Course Learning Assignments and Assessments Grading

Test 1 (Ch 1, 2, 3, 5, 6, & 7)	105 points
Test 2 (Ch 8, 9, 10, 11, 13, & 15)	105 points
Reading Notes (7 @ 40 points)	280 points
Class Activities (7 @ 20 points)	140 points
Discussions (7 @ 20 points)	140 points
Psychological Treatment Paper (Topic 5 points & Final Paper 95 points)	100 points
Online Quizzes (7 @ 15 points)	105 points
Introduction (10 points) & Reflection Paper (15 points)	25 points
Total	1,000 points

Explanation of Assignments:

2 Tests (21%):

Tests will be multiple choice questions. Each test will cover only the material from that unit. The tests will be open notes/book, however they will be timed. Tests will cover the material from the assigned readings. **(Week 4 and 7)**

Reading Notes (28%):

For EACH module you will write reading notes on the assigned readings. These will be a combination of summary (90%), and insight/reflection (10%). While length is not the only factor to determine completeness, notes should be approximately 1-2 full pages of notes for every 10 pages of reading. (Use **single spacing** with no blank line between paragraphs; Use Bullet points). Completeness will also be evaluated on how adequately the student covered all significant material, their questions or insight on that material and any immediate reflection/response to the material as they read it (at least 1 reflection paragraph to the end for each chapter).

In order to ensure these are your original ideas all notes will be handwritten. Due dates for notes can be found on Canvas. Since they are handwritten you will need to scan and upload your notes into Canvas (i.e., pdf file). Most copies have a scan feature available which will convert your notes to a PDF. However, if you do not have access to a copier/scanner there are several free scanning apps you can download for a smart phone that will convert the images to a PDF as well (I recommend [CamScanner\(Links to an external site.\)](#))

Class Activities (14%):

Students will have weekly class activities. All activities are completed individually. Class activities must be submitted through Canvas.

Discussions (14 %)

Discussions are an integral part of this course and where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in the discussions, our responses to each other will prove useful to all of us. Discussion participation occurs every session of the course. Typically, initial post is due on Sunday by 11:59 p.m.; responses to peer comments are also due on Sunday by 11:59 p.m. These contributions and responses should demonstrate critical thinking and reflection and should not simply be a statement of fact or a recitation of information presented in the readings.

All discussions are graded. In each session, there are 20 points allotted toward your grade for contributions to the Discussions. These roughly correspond to the minimum of 3 posts required for each Discussion (1 initial post, and 2 responses). All students are expected to post an original response as well as a response to at least two other contributors. A detailed outline of the number of points allocated for each post is given below.

Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree, explain why.

Discussion	Points	Point Allotment
Session 1 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 2 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 3 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 4 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 5 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 6 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Session 7 Discussion	20	15 points for initial post & 2.5 points each for 2 peer responses
Total	140	

Keep in mind that the perceptions of other members of the class toward you may be almost entirely driven by your postings; consider the perception that you want others to have of you. All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course illustrates your level of professionalism. For more information, see the rules of netiquette at <http://www.albion.com/netiquette/corerules.html> (Links to an external site.)

Psychological Treatment Paper (10%)

This assignment provides you an opportunity to explore in detail a topic of your choice in the general field of Abnormal Psychology, and write a reasonably in-depth paper on the topic. Ensure you clear your topic with me before Session 5 ends (i.e., 5 points).

Please select an evidence-based treatment (discussed in the textbook) that you feel passionate about and want to learn more about through research. Remember topics need to be cleared by me before you begin writing.

(e.g., Interpersonal psychotherapy for depression, CBT for depression, Systematic desensitization, CBT for anxiety, Exposure treatment for PTSD, CBT for OCD, CBT for Somatic Symptom Disorders, CBT for Schizophrenia, CBT for Substance-Related Disorders, Interpersonal Psychotherapy for eating disorders, Psychological interventions for ADHD/Autism, Dialectical Behavior Therapy for personality disorders etc.)

The research paper should be 7-9 pages including the front page and references page (minimum of 7 full pages, and maximum of 9 full pages). **Your research paper must be written in APA format.** An abstract is essentially a 50-75-word summary of your entire paper. The references page should be the last page of the paper. Thus, the research paper should contain, in order, Title page (1 page), the Abstract (1 page), Body (4-6 full pages), and the References page (1 page).

You are expected to do independent research for this paper, and to cite the necessary references. The research paper must have at least SIX reasonably up-to-date (less than 15 years old) citations beside your text (if you cite the text). It is important to note that the most current and accurate information in psychology, including Child/Adolescent Development, is NOT found on the Internet or in books; the most current and accurate information is found in professional journals. THEREFORE, OF THE SIX REFERENCES YOU ARE EXPECTED TO INCLUDE, AT LEAST FOUR MUST BE FROM CURRENT PROFESSIONAL PSYCHOLOGICAL JOURNALS (note that newspapers, newsletters, and magazines such as "Psychology Today," "Time," "Newsweek," or "Christian Parenting" ARE NOT professional journals). You are encouraged to use the library/Ebscohost databases for your literature search.

If you cite a book, ensure you provide a full reference for the book, and, in addition, GIVE THE LIBRARY WHERE YOU OBTAINED THE BOOK at the end of your reference. If you use the internet to obtain information, be aware that your internet sources MUST BE PROPERLY ANNOTATED. That is, material from the Internet which is not accurately and properly described, and cited is not acceptable as a reference. At the very least, you should be able to say who produced the page, give some date/time information about the information (when the information was published; NOT when you accessed it), and be able to say something about its accuracy/value. If not, beware! You will lose marks.

Among other factors, marking will take into account: clarity of thought and writing, quality of insight and understanding, grammar and spelling, correct citation for references and compliance with the following APA format. You are encouraged to visit the following site to help with

writing your research paper. Please view the URL: “Basics of APA Style Tutorial” <http://flash1r.apa.org/apastyle/basics/index.htm> (Links to an external site.) You are also encouraged to visit & utilize the ‘Purdue Online Writing Lab’ below for additional writing support: <http://owl.english.purdue.edu/owl/resource/560/01/> (Links to an external site.)

**Please, include references and cite sources in APA format.*

You may **Not use more than three direct quotes (the Exact words of the author) in your writing.*

For this final paper, please do not reuse your previous work (If the old **paper or parts of the **paper** is submitted again, **Canvas** will be able to find the match and flag it as possible plagiarism).*

**Final paper must be submitted in Canvas.*

Online Quizzes (10.5 %):

You are responsible for reading the assigned chapters and taking weekly online quizzes. The quizzes will be posted on Canvas.

Introduction & Reflection paper (2.5%)

In this course, you will write two short papers (i.e., self-introduction paper at the beginning of the course and a reflection paper at the end of the course).

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Points	Percentage	Letter Grade
945-1000	95%-100%	A
895-944	90%-94%	A-
865-894	87%-89%	B+
835-864	84%-86%	B

795-834	80%-83%	B-
765-794	77%-79%	C+
735-764	74%-76%	C
695-734	70%-73%	C-
665-694	67%-69%	D+
600-664	60%-66%	D
<600	<60%	F

Course Policies

WRITTEN REPORT GUIDELINES

- All material should be submitted in APA format (see [Purdue Writing Lab \(Links to an external site.\)](#)).
- All work that is not your own (ideas, research, concepts) should be appropriately cited.

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Late Work

Late work will not be accepted.

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations \(Links to an external site.\)](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic honesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact Dr. Tonya Strickland, Executive Director of Student Learning, 864-644-5003, tstrickland@swu.edu. She will help you secure the right

Date	Details
	Assignment "Psychological Treatment" Paper
	Assignment "Psychological Treatment" Paper Topic
	Assignment Introduce yourself
	Assignment Reflection Paper
	Assignment Session 1 - Class Activity
	Assignment Session 1 Discussion
	Assignment Session 1 Quiz
	Assignment Session 1 Reading Notes (Ch 1 & 2) (5-10 full pages)
	Assignment Session 2 - Class Activity
	Assignment Session 2 Discussion
	Assignment Session 2 Quiz
	Assignment Session 2 Reading Notes (Ch 3 & 5) (7-14 full pages)
	Assignment Session 3 - Class Activity
	Assignment Session 3 Discussion
	Assignment Session 3 Quiz
	Assignment Session 3 Reading Notes (Ch 6 & 7) (7-14 full pages)
	Assignment Session 4 - Class Activity
	Assignment Session 4 Discussion
	Assignment Session 4 Quiz

Assignment [Session 4 Reading Notes \(Ch 8\) \(3-6 full pages\)](#)

Assignment [Session 5 - Class Activity](#)

Assignment [Session 5 Discussion](#)

Assignment [Session 5 Quiz](#)

Assignment [Session 5 Reading Notes \(Ch 9 & 10\) \(7-14 full pages\)](#)

Assignment [Session 6 - Class Activity](#)

Assignment [Session 6 Discussion](#)

Assignment [Session 6 Quiz](#)

Assignment [Session 6 Reading Notes \(Ch 11 & 13\) \(7-14 full pages\)](#)

Assignment [Session 7 - Class Activity](#)

Assignment [Session 7 Discussion](#)

Assignment [Session 7 Quiz](#)

Assignment [Session 7 Reading Notes \(Ch 15\) \(3-6 full pages\)](#)

Assignment [Test 1 \(Ch 1, 2, 3, 5, 6, & 7\)](#)

Assignment [Test 2 \(Ch 8, 9, 10, 11, 13, & 15\)](#)

documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations unless you specifically request accommodations each semester. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to

learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability.

Course Summary: