



## Course Syllabus

**Course Title:** Abnormal Psychology

**Term & Year:** TBD

**Course & Section Number:** PSY 323 **Time & Place:** Online, Asynchronous

**Number of Credit Hours:** 3

**Instructor:** TBD

**Office Location/Hours:** TBD

**Office Phone:** TBD

**Email:** TBD

**Course Description:** Survey of abnormal psychology, including such topics as clinical assessment, anxiety disorders, schizophrenia, personality disorders, age-related problems, depression, sexual dysfunctions, psychotherapy, and related legal and ethical questions arising within clinical psychology.

### Learning Outcomes:

1. Identify major mental disorders within DSM.
2. Compare competing schools of psychotherapy.
3. Discuss fundamental legal and ethical questions concerning involuntary commitment and the insanity defense

**Prerequisites:** PSY 113 Principles of Psychology

### Required Text:

Bridley, A. & Daffin, L.W. (2022) *Fundamentals of Psychological Disorders*. Washington State University.

(This is available in the classroom and does not need to be purchased)

Farreras, I. G. (2022). History of mental illness. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/65w3s7ex>

**References:** The following online resources and websites will be available in the Moodle course:

Mister Simplify (n.d.) Understanding Abnormal Psychology [Video] Youtube  
<https://www.youtube.com/watch?v=vSmf-8bE0mM>

Taylor, C., (Podtail) (2020, August 24) What Exactly is Abnormal, Anyway? [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-3-what-exactly-is-abnormal-anyway/>

Taylor, C., (Podtail) (2020, August 19) The History of Psychopathology? [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-2-the-history-ofpsychopathology/>

Pros and cons of Diagnosing Mental Illness (n.d.) Kentucky Mental Health Center  
<https://kentuckymentalhealth.com/pros-and-cons-of-diagnosing-mental-illness/>

First, M. (Psyched) (2022, September 11) Understanding the DSM. [Audio podcast]  
<https://www.psychedpodcast.org/blog/dsm-v-tr>

Psyched with Setmire (n.d) Models of Abnormality [Video] Youtube  
<https://www.youtube.com/watch?v=5t6crallJbE>

Roberts, J. R. MD. (2020) InFocus: Involuntary Admission of a Suicidal Patient.  
*Emergency Medicine News*: Vol. 42 - Issue 10 - p 8-10 doi:  
10.1097/01.EEM.0000719088.37364.4e

Eisenberg Family Depression Center Eisenberg Family Depression Center (n.d.) Ther  
Depression Toolkit. <https://depressioncenter.org/outreach-education/communityeducation/depression-toolkit>

Fazel, R. (2022) Stress level Self Assessment <https://www.psycom.net/stress-test>

Taylor, C., (Podtail) (2021, April 9) Suicide. [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/season-2-episode-9suicide/>

Taylor, C., (Podtail) (2020, September 27) Post Traumatic Stress Disorder. [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-12-posttraumatic-stress-disorder/>

KGW News (Aug 30, 2022) What it takes for a patient to be committed involuntarily [Video]  
Youtube <https://www.youtube.com/watch?v=KHkWfEYspJE>

Psych Hub (n.d.) What is PTSD? [Video] Youtube  
[https://www.youtube.com/watch?v=2KXtIIX\\_yUs](https://www.youtube.com/watch?v=2KXtIIX_yUs)

- Taylor, C., (Podtail) (2021, Nov. 24) Involuntary Commitment [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/season-2-episode-25involuntary-commitment/>
- Taylor, C., (Podtail) (2021, Sept. 2) Anxiety Disorders [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-6-anxietydisorders-part-1/>
- Mass General Brigham (n.d.) Obsessive Compulsive Disorder (OCD): Treatments and Relapse Prevention [Video] Youtube  
<https://www.youtube.com/watch?v=aulhPVmySHE>
- Stein, M. K. (n.d) Involuntary Hospitalization for Anorexia Nervosa, *Eating Disorders Review* Vol. 30, No. 6 <https://eatingdisordersreview.com/involuntary-hospitalizationfor-anorexia-nervosa/>
- Eating Disorders-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>
- Substance Related Disorders-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>
- Taylor, C., (Podtail) (2020, Nov. 11) Substance Related and Addictive disorders [Audio podcast] <https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-24substance-related-and-addictive-disorde/>
- Eating Disorder: Presentation & Treatment [Video] Youtube  
<https://www.youtube.com/watch?v=1HEXSwP-wsl>
- Sexual Dysfunction <https://my.clevelandclinic.org/health/diseases/9121-sexual-dysfunction>
- Garg, G. Elshimy, G. & Marwaha, R. (2022) Gender Dysphoria, National Library of Medicine
- Heidi Dalzell, & Kayti Protos. (2020). *A Clinician's Guide to Gender Identity and Body Image : Practical Support for Working with Transgender and Gender-Expansive Clients*. Jessica Kingsley Publishers.
- Schizophrenia Disorders-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>
- Taylor, C., (Podtail) (2020, Nov 4) Personality Disorders [Audio podcast]  
<https://podtail.com/en/podcast/the-abnormal-psychologist-1/episode-22-personalitydisorders/>
- DSM Sexual Disorders [Video] Youtube <https://www.youtube.com/watch?v=Oc9QZF-YyJQ>
- What Does it Mean to be Criminally Insane The infographics Show [Video] Youtube  
<https://www.youtube.com/watch?v=UzGnD9sE0A4>

Neurocognitive Disorders-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>

Disorders of Childhood-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>

Taylor, C., (Podtail) (2021, June 5) Asperger Syndrome and High-Functioning Autism [Audio podcast] <https://podtail.com/en/podcast/the-abnormal-psychologist-1/season-2episode-12-asperger-syndrome-and-high-fun/>

Childhood disorders as defined in the DSM [Video] Youtube  
<https://www.youtube.com/watch?v=V7v84kt03Qc>

The Law and Mental Health-Flash Cards (n.d.) Sage Publications  
<https://studysites.sagepub.com/flashcards>

**Learning Outcomes:** Upon completion of this course, the student should have a comprehensive knowledge of:

1. Identify major mental disorders within DSM.
2. Compare competing schools of psychotherapy.
3. Discuss fundamental legal and ethical questions concerning involuntary commitment and the insanity defense.

### **Course Requirements:**

This course requires you to interact with your classmates, your instructor, and the material, in a variety of ways. New lessons start on Monday (see the course schedule on Moodle under Course Information) and you will be required to complete a number of tasks each week. These include the following:

**Discussions:** Each week you will have a discussion on topics relevant to the week. You are required to respond to the initial question with a minimum of 200 words and you must use sources to support your work. Your initial post is due by Wednesday with response to two peers due no later than Saturday. Peer response must be a minimum of 75 words.

**Assignments:** There are written assignments due at the end of week 1, 2, 5 and 6. These assignments will be due no later than Sunday at 11:59 PM

**Final Project:** There is a final project due in week seven. It is due by Sunday at 11:59 PM.

### **Attendance/Participation:**

To be counted present each week you must complete at least one assignment/quizz/discussion. Failure to complete at least one activity during the week will

result in you being marked absent for that week. Three absences will result in students being administratively dropped from the course.

### **Late Policy:**

One assignment will be permitted as long as you inform your instructor that your work will be late. You will have two additional days to submit this assignment.

Written assignments will incur a 10% penalty for each day they are late. No late submissions will be accepted five days after the due date.

### **This policy does not apply to the final week of the course or discussions.**

Initial discussions posted after the due date will incur a five-point deduction for each day they are late. Weekly discussions will not be accepted Saturday at 11:59 PM during the week they occur. There are no exceptions to this policy.

### **Grading/Evaluation:**

Discussions: 40 percent of course grade

Assignments: 40 percent of course grade

Final Project: 20 percent of course grade

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| A  | 90-100       |
| B+ | 87-89        |
| B  | 80-86        |
| C+ | 77-79        |
| C  | 70-76        |
| D+ | 67-69        |
| D  | 60-66        |
| F  | 59 and below |

### **Other Policies:**

#### **Academic Misconduct**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member

has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

## Plagiarism

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of

plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

**Course Calendar/Schedule:** Please see Moodle course.

## Course Mapping:

| Week and Title                                       | Weekly Learning Outcome Alignment  | Learning Activities and Materials (LO alignment)   | Assessments (LO alignment)   |
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| <b>Week One: Introduction to Abnormal Psychology</b> | 1. Identify major mental disorders within DSM.<br>2. Compare competing schools of psychotherapy. | <p>Read:</p> <ul style="list-style-type: none"> <li><a href="#">Module One: What is Abnormal Psychology</a> (33 pages) <b>(LO2)</b></li> <li><a href="#">A Short History of Abnormal Psychology</a> (6 pages) <b>(LO1) (LO2)</b></li> <li><a href="#">History of Mental Illness</a> (20 pages) <b>(LO1) (LO2)</b></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><a href="#">Understanding Abnormal Psychology</a> (15m) <b>(LO2)</b></li> </ul> <p>Listen</p> <ul style="list-style-type: none"> <li><a href="#">What Exactly is Abnormal, Anyway?</a> (16 min) <b>(LO1, LO2)</b></li> <li><a href="#">The History of Psychopathology</a> (15 min) <b>(LO2)</b></li> </ul> | <p>Introduction Discussion Forum</p> <p>Week One Discussion Forum, focusing on the four D's, the historical influences on the four D's. Students will be asked to use two of the four D's to explain a famous person with a mental illness, <b>(LO1)</b></p> <p>Assignment: Create infographic describing mental illness in two of the following time periods: 1- Middle Ages, 2- Renaissance, 3- 18th and 19th centuries or 20th and 21st centuries. <b>(LO2)</b></p> |

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| <b>Week Two: Models, Assessment, Diagnosis and Treatment of Abnormal Psychology</b> | 1. Identify major mental disorders within DSM.<br>2. Compare competing schools of psychotherapy. | Read: <ul style="list-style-type: none"> <li><a href="#">Module Two and Three: Models of Abnormal Psychology and Clinical Assessment, Diagnosis and Treatment</a> (50 pages) (LO1, LO2)</li> <li><a href="#">Pros and Cons of Diagnosing Mental Illness</a> (4 pages) (LO1, LO2)</li> </ul> Listen: <ul style="list-style-type: none"> <li><a href="#">Understanding the DSM</a> (52 mins) (LO1, LO2)</li> </ul> Watch: <ul style="list-style-type: none"> <li><a href="#">Models of Abnormality</a> (6:22 mins) (LO1, LO2)</li> </ul> | Week Two Discussion: Insurance companies require a diagnosis for payment of services. Explore the benefits and risks of being forced to diagnose someone with a mental illness. Why do mental health professionals diagnose disorders in a standardized way? (LO1, LO2)<br><br>Assignment: Imagine you are assigned to tutor a classmate and you are explaining the different models of abnormal psychology. Create an illustration that you could use to provide a visual explanation |
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|  |   |   | for your classmate. (LO1, LO2)   |
| <b>Week Three: Mood, Trauma and Dissociative Disorders and Anxiety, Somatic and Obsessive-Compulsive Disorders</b> | 1. Identify major mental disorders within DSM.<br>2. Compare competing schools of psychotherapy.<br>3. Discuss fundamental legal and ethical questions concerning involuntary commitment and the insanity defense | Read: <ul style="list-style-type: none"> <li><a href="#">Modules 4, 5 and 6: Mood Disorders, Trauma and Stressor Related Disorders, Dissociative Disorders (52 pages)</a> (LO1, LO2)</li> <li><a href="#">Involuntary Admission of a Suicidal Patient</a> (3 pages) (LO1, LO3)</li> <li><a href="#">The Depression Toolkit</a> (32 pages) (LO1, LO3)</li> <li><a href="#">Stress Level Test (Self-Assessment)</a> (5 pages) (LO1, LO2)</li> <li><a href="#">Module 7,8 and 9 Anxiety</a></li> </ul> | Week Three Discussion One: Choose a Topic: Start this discussion by taking the depression assessment at the "Depression Toolkit" website. Consider the fact that we all have down days, Identify specific resources that you think people suffering from depression could use. What different strategies you use to alter your mood? OR Take the Stress Assessment at "Stress Level Test (SelfAssessment)" website. What can you do to better manage stress in your life? What are the possible consequences for not managing stress? How do you think Stress and PTSD differ? Or Discuss whether or not a suicidal person should ever be involuntarily committed in a psychiatric hospital? (LO1, LO2, LO3) |

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|  |  | <p><a href="#">Disorders, Somatic Symptoms and Related Disorders and Obsessive-Compulsive and Related Disorders</a><br/>(49 pagers) (LO1, LO2)</p> <p>Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">Suicide</a> (18.19) (LO1, LO2, LO3)</li> <li>• <a href="#">Post Traumatic Stress Disorder</a> (20) (LO1, LO2)</li> <li>• <a href="#">Involuntary Commitment</a> (18.39) (LO3)</li> <li>• <a href="#">Anxiety Disorders</a> (20.48) (LO1, LO2)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">What it takes for a patient to be committed involuntarily</a> (6:28) (LO3)</li> <li>• <a href="#">What is PTSD?</a> (4:41) (LO1, LO2)</li> <li>• <a href="#">Obsessive Compulsive Disorder (OCD): Treatments and Relapse Prevention</a> (7:54) (LO1, LO2)</li> </ul> | <p>Week Three Discussion 2:<br/>Describe what it means to be anxious. What is the difference between suffering from an anxiety disorder and simply being anxious. (LO1, LO2)</p> |
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| <p><b>Week Four: Eating and Substance Related Disorders</b></p> | <ol style="list-style-type: none"> <li>1. Identify major mental disorders within DSM.</li> <li>2. Compare competing schools of psychotherapy. Discuss</li> </ol> | <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Module 10 and 11, Feeding and Eating Disorders and Substance-Related and Addictive Disorders</a> (36 pages) (LO1, LO2)</li> </ul> | <p>Week Four Discussion:<br/>Do you believe the media (social, screen, advertisements) has contributed to eating disorders? Explain in detail and support your conclusion.</p> |
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|   | <p>3. fundamental legal and ethical questions concerning involuntary commitment and the insanity defense</p>  | <ul style="list-style-type: none"> <li>• <a href="#">Involuntary Hospitalization for Anorexia Nervosa</a> (4 pages) (LO3) Practice:</li> <li>• <a href="#">Eating Disorders-Flash Cards</a> (11 pages) (LO1, LO2)</li> <li>• <a href="#">Substance Related Disorders-Flash Cards</a> (22 pages) (LO1, LO2) Listen:</li> <li>• <a href="#">Substance Related and Addictive Disorders</a> (16.19) (LO1, LO2)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Eating Disorder: Presentation &amp; Treatment</a> (4:31) (LO1, LO2)</li> </ul> | <p>OR</p> <p>Describe what you believe are the differences between the recreational use of drugs and alcohol and addictive use. (LO1, LO2)</p> <p>Week Four Assignment: Prepare a five-minute speech explaining a variety of eating disorders. In your speech discuss the circumstances that could lead to an involuntary commitment for someone with an eating disorder. Share your opinions on the ethical implications of an involuntary commitment. (LO1, LO2, LO3))</p> |
| <p><b>Week Five: Psychotic, Personality and Sexuality and Disorders</b></p> | <p>1. Identify major mental disorders within DSM.<br/>2. Compare competing schools of psychotherapy.<br/>3. psychotherapy. Discuss fundamental legal and ethical questions concerning involuntary commitment and the insanity defense</p> | <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Module 12 and 13, Schizophrenia Spectrum and Other Psychotic Disorders and Personality Disorders</a> (37 pages) (LO1, LO2)</li> <li>• <a href="#">Sexual Dysfunction</a> (15 pages) (LO1, LO2)</li> <li>• <a href="#">Gender Dysphoria</a> (11 pages) (LO1, LO2)</li> <li>• <a href="#">Gender Identify; An Overview</a> (12 pages) (LO1, LO2)</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Schizophrenia Disorders</a> (13 pages) (LO1, LO2)</li> </ul>          | <p>Week Five Discussion: Discuss the use of the insanity defense. How could someone with a Psychotic disorder use this defense?</p> <p>OR</p> <p>What challenges do you think people face with gender identity or dysphoria issues? How do these challenges differ in children vs. adults? (LO1, LO2, LO3))</p>  |

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|   |   | <p>Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">Personality Disorders</a> (21:37) (LO1, LO2)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">DSM Sexual Disorders</a> (4:29) (LO1, LO2)</li> <li>• <a href="#">What Does it Mean to be Criminally Insane</a> (8:26) (LO1, LO2, LO3)</li> <li>• </li> </ul>   | <p>Week Five Assignment:</p> <p>You will be preparing a PowerPoint presentation for your final project next week. You will need to choose a disorder and prepare a presentation on it. Your presentation will require you to explain the disorder as well as how it is treated. You will be discussing challenges that the mental health community faces when treating the disorder. You will also address the legal and ethical issues associated with the treatment of the disorder and whether or not someone with the disorder should ever face involuntary commitment. This week you will prepare an outline for your presentation with a reference list of references you intend to use. (LO1, LO2, LO3))</p> |
| <p><b>Week Six: Neurocognitive Disorders and Childhood Disorders and Contemporary Issues in Abnormal Psychology</b></p> | <ol style="list-style-type: none"> <li>1. Identify major mental disorders within DSM.</li> <li>2. Compare competing schools of psychotherapy.</li> <li>3. Discuss fundamental legal and ethical questions concerning involuntary commitment and the insanity defense</li> </ol> | <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Module 14, Neurocognitive Disorders</a> (14 pages) (LO1, LO2)</li> <li>• <a href="#">Module 15 Contemporary Issues in Psychopathology</a> (11 pages) (LO1, LO2, LO3)</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Neurocognitive Disorders-Flash Cards</a> (20 Pages) (LO1, LO2)</li> <li>• <a href="#">Disorders of Childhood-Flash Cards</a> (25 pages) LO1, LO2)</li> </ul> | <p>Week Six Discussion One:</p> <p>How do you imagine a child would react upon receiving a diagnosis of ADHD and ODD. How do you feel this diagnosis could affect the child's selfesteem, relationship with others and performance in school. Do you believe we should diagnosis children? (LO1, LO2)</p>   |

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|  |  | <ul style="list-style-type: none"> <li>• <a href="#">The Law and Mental Health Flash Cards</a> (14 pages) <b>(LO1, LO2, LO3)</b></li> </ul> <p>Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">Asperger Syndrome and High-Functioning Autism</a> (24) <b>(LO1, LO2)</b></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Childhood disorders as defined in the DSM 5</a> (14:10) <b>(LO1, LO2)</b></li> </ul> | <p>Final Project: Post your final project for grading <b>(LO1, LO2, LO3)</b></p> <p>Week Six Discussion Two<br/>As we wrap up the class discussion one of the contemporary issues in abnormal psychology. Identify the legal and ethical issues related to it. <b>(LO1, LO2, LO3))</b></p> |
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