

# MARIAN UNIVERSITY

## Indianapolis

### **PSY 230 Abnormal Psychology 3 Credits**

Semester and Year:

Email: Contact via Canvas email

#### **Required Textbook(s):**

Hooley, Jill M., Butcher, James N., Nock, Matthew K., Mineka, Susan. Abnormal Psychology, 17th edition, (2016) Pearson

**ISBN:** 9780133852059

Students are required to purchase the items listed above prior to the start of the course. Look into all of your options - new, used, rental or e-books. If you choose a rental option, be sure to understand the policies and the due dates for the returns. While you have the option to obtain your course materials from any source, ordering from the MU Book Store can be a convenient option. Please note that you can also charge bookstore purchases to your student account or use your MU financial aid if applicable. Visit the bookstore by clicking [here](#) .

The Textbook is the primary source of information in this course, so it is essential that students have their textbook and are certain to obtain the correct current edition. About 90% of the content in this course is delivered through assigned reading with about 10% being provided in a occasional lecture.

#### **Additional Resources:**

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx>

- **Marian University requires all work be completed on a laptop or PC; this includes all exams and quizzes.**

#### **Course Description**

This course reviews the scientific study of abnormal behavior, with emphasis on cause, treatment, and prevention. Psychopathology, including its development, assessment, and treatment is approached using major paradigms and research findings as they related to a range of disorders as listed in the current DSM.

#### **Student Learning Objectives**

1. Consider and apply the ethical considerations as well as the complexity of issues regarding the definition, assessment, labeling and classification of human behavior as abnormal,(Discussion 1, Exam Modules 1 and 2)
2. Recognize the dominate symptoms for a range of major pathologies and cite the corresponding DSM criteria for the disorders studied. (Modules / exams 3 – 9)
3. Cite prevalence, gender differences co-morbidity and cultural factors for each disorder. (Modules / exams 3 – 9)
4. Interpret, compare and apply of the possible etiology of selected psychological disorders using a range of theoretical paradigms including biological, psychoanalytic, cognitive/behavioral, and diathesis-stress models (Modules / exams 3 – 9 ; Discussions 1-5)

5. State correctly the principles and practices of major interventions for specific disorders and provide the rationale for each (Modules / exams 3 – 9 ; Discussions 1-5)
6. Examine and challenge their own underlying assumptions and attitudes about psychopathology and mental illness. (Discussions 1- 5)
7. Demonstrate the ability to adhere to grammatical conventions, use analytic reasoning and to effectively organize written work consistent with APA writing style. (Discussions 1 – 5; Final research Review Essay)

## **Teaching Strategies**

### **Reading Assignments and Study Guides**

As noted earlier independent student reading is the primary source of information in this course. In order to help students, focus on the most relevant information a very detailed study guide is provided for each module. The items on the study guide have page numbers attached to help students locate the needed information quickly. In addition, some study guide items have a designation of (L) to indicate that the information is provided in a lecture. Sometimes a study guide item will have both attached page numbers and the L designation as information for that item is in both reading and lecture format. All exam items are based upon the study guides. Also in the digital version of the guides each item is followed by a text box within which you can type the answers/information for that item. Save your work and you will have a very useful guide from which to study that you can save or print. Once students have the study guides complete and well in hand, they will be ready to take the module exam. Note the time limits on the exam require that the module material be committed to memory in order to successfully complete the exam in the time allotted.

On the study guide you will also be directed to videos that advance, elucidate and add to the information in the reading. These videos are listed in the module on canvas for that study guide. At times additional information is presented in the videos in which case specific study guide items are provided in the guide for that information. Often the videos repeat but provide further examples or illustration of what the student has just read.

### **Lectures:**

Generally, there are few lectures in this class. The exception is on the topics of sexual disorders and childhood disorders. In those two cases there is no assigned reading and the lecture is the sole source of information. This will be indicated on the corresponding module study guide. Otherwise lectures tend to be rather short and are designed to fill in information that the authors of the textbook did not provide or to expand and supplement information in the reading. Not all modules contain lecture.

### **Expectations:**

1. Please remember, your online instructor will expect the same courtesy and behavior from you that he/she would expect if you were in a face-to-face class. The difference is that in a traditional classroom-based course, your instructor would also have visual and auditory cues on which to judge student comments. Please keep this in mind.
2. In the MAP online courses, all communication must be done through the Canvas email system.
3. Be sure to check announcements in the Canvas LMS daily!
4. Instructors may not be able to respond to your email right away; however, they will respond to you within 24 hours.
5. Cheating and plagiarism will not be tolerated.
6. While students may register for classes up to the posted registration deadline, the instructors will not make special accommodations for students who do not have access to their book(s) or lab kit/access when the course begins.
7. Your instructor is not an advisor. The instructor's role is to provide and deliver academic course content and guidance to the students on the course roster. Examples include providing lectures,

answering questions, responding to student e-mails that are content related, and grading work product in a timely manner.

8. Instructors do not give financial advice nor can they handle financial issues, questions, or concerns of the students, or make special accommodations due to a student delay in ordering course materials, such as textbooks and labs. Instructors cannot act as advisors or withdraw you from a course. For any concerns other than the academic content of the course, please contact your advisor or a member of the MAP staff.
9. Please review the Marian University Code of Student Rights and Responsibilities.

Note: Failure to participate in an online course or attend a classroom based course does not drop a student from the class and may result in the loss of financial aid. Non-attending and non-participating students will be charged 100% of the tuition and a grade of "F" will be recorded.

## Methods of Evaluation

### Module Exams

The culmination assessment each module is the module exam. This 30 item multiple choice exam will be available throughout the week in which the module is assigned. Again it is highly recommended that students spread out the work load throughout the week and not leave the exams to the weekend. The exams are open for 40 minutes to allow students to complete the exam. **If you take an exam late on Sunday, be sure to allow enough time to get your full 40 minutes. The exams and week's modules will close at 11:59 pm.** Each exam is worth 30 points.

### Discussion Activity

Each week will present a topic for class discussion. Students will need to post their own commentary before they can see replies from other students. Students are required to reply to at least 2 other posts made by fellow students. The original post by a student is worth up to 4 points and replies are worth up to 3 points for a possible total value then of 10 points per discussion. Discussion activity can begin as the module opens on Mondays and closes Sunday at 11:59 p.m. Students are expected to make their original post by Wednesday each week. Posts and replies should be substantive in nature. By substantive we mean that the posts and replies, in the judgement of the instructor, make an important point and extend the conversation in a meaningful way. Simply stating an opinion without stating the basis of such an opinion or stating simply that you agree or disagree with another student's post without explanation as to why you take a position is not substantive. Instructors may choose to award partial credit for discussion participation that fails to meet this expectation.

### Essay

In addition to the module exams and discussion activities students must submit an essay on a topic of their choice that relates to any disorder or issue presented in the textbook or lecture. The essay should reflect independent student research on the topic chosen and include no less than 5 references from reputable professional sources (NO Wikipedia!!). The essay is worth up to 40 points and will be graded on both content and form. The specific grading criteria are as follows:

1. The topic and content of the paper is relevant to the area of abnormal psychology.
2. The paper summarizes what the text and lecture has already said about the topic and explains why the topic is important and of interest.
3. The paper then continues to explore the topic by introducing the fruits of the student's own independent research. The research is cited, summarized and integrated into the discussion of the topic in a clear and meaningful way.
4. The paper includes the students own analysis of the topic and ideas, suggestions or points of interest that clearly relate to and derive from the research done on the topic.

5. The paper concludes with an effective overall summary of what has been learned and perhaps what is yet needed in terms of further inquiry on the topic.
6. The paper is written in a clear and readable style without rambling or diversion into irrelevant issues. The writing style is appropriate in word choice and voice for a college level essay.
7. The paper adheres to the Standards of written English in grammar and punctuation.
8. The paper adheres to APA style by including a title page, appropriate in-text citations and an appropriate reference page at the end.

Each of these criteria will be assessed on a 5 point scale:

1. Objective is fully achieved
  2. Objective is mostly achieved with only minor flaws
  3. Objective is somewhat achieved but with several major flaws evident
  4. Objective is approached but frequent flaws dominate the paper
  5. Objective is reflected but is substantially not in evidence
- (Half points may also be awarded to denote papers that are between the criteria stated above)

### **Marian University Writing Center:**

Whether you'd like to sound out ideas before writing them down, discuss strategies for organizing and developing written thoughts, or want extra help in charting revisions and edits, Marian University Writing Center tutors are eager to work with you.

The Marian University Writing Center is pleased to offer a range of services including Spanish language writing tutorials, writing workshops, online tutorials, and graduate student tutorials.

Walk-ins are always welcome to meet with a Writing Center peer tutor at Clare Hall 021 or at our other campus satellite locations. However, appointments may be created by visiting either of the below websites and are suggested (especially during peak demand times):

[Writing Center Information](#) (Helpful student resources as well as more information about the Writing Center's services are available)

### **Grading Scale**

Maximum points available equals 360. Course grades are assigned based upon the percentage of maximum points earned. Numbers in parentheses represent the minimum percentages needed for the corresponding grade.

Grade Scale

<b>94% A</b>	<b>74% C+</b>
90% A-	70% C
87% B+	65% D+
83% B	60% D
80% B-	59.9% or less F

### **Assignments:**

Assignments & Point Values:

<b>Module Exams</b>	<b>30 Points (9 x 30 = 270 points)</b>
Discussions	10 points (5 x 10 = 50)

	points)
Essay	40 points
<b>Maximum Points Available</b>	<b>360 Points</b>

## Course Policies:

**Late Policy & Due Date Extensions:** Acceptance of work submitted past the due date or requests of due date extensions may be considered in the event of unforeseen, documentable events. Examples of such events include medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing as well as intended are not acceptable excuses.

**Extra Credit:** There is no extra credit in this course.

**Plagiarism Statement:** Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the Code of Student Rights and Responsibilities under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty:

<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.pdf?sfvrsn=18>

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>
- Plagiarism.org: <https://plagiarism.org/>
- Purdue OWL: <https://owl.purdue.edu/>

**Diversity and Inclusivity:** Marian's adult and online programs at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of races, ethnicities, religions, sexual orientations, gender identities, ages, disability status, socio-economic backgrounds, political perspectives, cultures, immigration status, and national origins. I am committed to creating a safe, just environment of respect for students, faculty, and staff following our shared Franciscan values. I believe that every individual can improve their skills, learn from their mistakes, and be successful in this course.

## Student Handbook

Please refer to the MAP [Student Resources](#) and [Student Support Resources](#) modules for information regarding academic and school of policies including [Services for Students with Disabilities](#)

**\*\*Any changes to this syllabi will be communicated to the student.**

## Note to Students: Tips for Success

The class you are about to take is challenging. The depth and breadth of information in this class is identical to what would be covered in a traditional, 16 week in-classroom course. However, in this class, the information must be covered in five weeks so you will need to budget your time wisely. There are 9 modules in this course that present specific reading assignments in your textbook, or in some cases, a lecture or both. The bulk of the assignments come from the textbook. It is anticipated

that in weeks 1-4 you will need to complete 2 modules each week. In week 5 there is one module but you must also write and submit a research paper that week.

During the first 4 weeks it will be BEST if you work on and complete one module from Monday to Wednesday and the second from Thursday to Sunday. If you try to do it all on one weekend you will likely find yourself quite overwhelmed with the volume of information you need to master. The modules each have a 30 point multiple-choice exam that is based upon a specific study guide that is provided for each module. The study guides are very specific and list the exact page numbers in the text or lecture where the information can be found. Also in the digital version of the guides each item is followed by a text box within which you can type the answers/information for that item. Save your work and you will have a very useful guide from which to study that you can save or print.

Each module is independent of the others. Once you complete a module you can move on to the next and not worry about the material in the previous module. The module exams pertain only to the specific module in which they occur. This will greatly assist you in compartmentalizing the material and help keep you from becoming overwhelmed. Each week modules will open Monday mornings at 12:10 am and close on Sunday nights at 11:59 pm. Thus, while you have the option of trying to do all the reading, lectures and exams at once IT IS HIGHLY RECOMMENDED that you spread the work throughout the week. However you choose to work all work must be completed within that time frame.

**Important Caution:** When a student begins to take a multiple choice exam, the assessment will be timed. You are allowed 40 minutes to complete the assessment. At the end of that period the exam will shut off and the student's score will automatically be computed. It is important therefore that students be careful to start these assessments when they are certain that they will have internet access for the full time and will not be interrupted during the assessment.

**NEED HELP?** If you are having any issues that derive from technical problems (software, hardware, and canvas interface) please go to the home page of this class and you'll find Canvas Issues listed with instructions and contact information.

If you have questions regarding course content, exams or exam items or required assignments, please contact your instructor through the canvas email.

Please be advised that your instructors are not advisors or your personal counselors. They cannot provide academic counseling or therapy services through this course. If you do have needs to be addressed, you can contact the Marian Department of Counseling Services at 317.955.6150; or stop by the office in Clare Hall.

The Modules topics are:

1. Overview and History of Abnormal Psychology
2. Etiological Models of Psychopathology
3. Stress and its Related Disorders
4. Anxiety Based Disorders
5. Mood Disorders
6. Personality Disorders
7. Substance Related Disorders
8. Somatic Symptom and Sexual Disorders
9. Schizophrenia, Childhood and Eating Disorders