

MARIAN UNIVERSITY

Indianapolis

PSY 230 Abnormal Psychology 3 Credits

Semester and Year:

Email: Contact via Canvas email

Required Textbook(s):

Title and Author: Abnormal Psychology, Jill M. Hooley; Matthew K. Nock; James N. Butcher

ISBN: 9780134999173

Publisher: Pearson

Edition Number: 18th

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. The majority of the content in this course is delivered through assigned reading with some being provided in a occasional lecture and video resources.

Additional Resources:

[The Mother Teresa Hacklemeier Memorial Library](#) at Marian University provides various databases

- **Marian University requires all work be completed on a laptop or PC.**

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. Describe the major theoretical approaches to explaining abnormal behavior and psychopathology.
2. Apply the DSM-5 diagnostic criteria for each disorder to differentiate among diagnoses.
3. Explain the uses for research in abnormal psychology, basic research design, and interpretation of scientific studies.
4. Explain the treatments that are most effective or commonly associated with each of the DSM-5 diagnoses.

5. Analyze mental illness related stigma in the context of personal opinion about the topics explored within this course.
6. Describe one DSM-5 diagnosis in detail, including diagnostic criteria, treatment, and etiological explanations.

Teaching Strategies

Reading Assignments

As noted earlier independent student reading is a primary source of information in this course. Each module contains the assigned reading for the week and includes **three (3)** textbook chapters of reading per week.

Lectures:

Generally, there are few lectures in this class. Each week you will be provided with "brief lectures" which introduce the content for each chapter to you.

Videos:

As noted earlier, many videos have been provided to you each week. These serve as an additional source of information in the course. They will support and enhance your learning of the assigned content.

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

Concept Checks

Pre-Checks and Post-Checks

Concept Checks are open-book reading quizzes that encourage students to explore the readings and resources to assess their knowledge and learning at two stages: pre- and post-learning. ***In the pre-check stage***, students will respond to multiple-choice items based from textbook readings. It is recommended that these Concept Checks are completed as students are reading the assigned chapters. ***In the post-check stage***, students will respond to multiple-choice items based from textbook readings as well as short answer and self-reflection items. It is recommended that these Concept Checks are completed after students have completed the assigned readings for the week, viewed some of the necessary videos, and interacted with their peers in the discussion forum.

- Concept Pre-Checks are worth 10 points each and are due by Thursdays.
- Concepts Post-Checks are worth 15 points each and are due by Saturdays.

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 one other post made by a fellow student. Additionally, students are responsible for maintaining their conversations. Discussions are worth 25 points in total, with 16 points awarded to the primary post and maintenance, six (6) points awarded to peer reply posts. Discussion activity can begin as the module opens on Mondays and closes Saturday 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, that is, they should encourage further scholarly interaction and extend the conversation(s). Instructors may choose to award partial credit for discussion participation that fails to meet this expectation. Please review the protocol, instructions, and rubric for discussions.

Papers

In addition to the concept checks and discussion activities students will write three (3) papers on varying topics. Papers occur in weeks 2, 4, and 5. These assignments provide students with an opportunity to expand their learning on the topic(s) of their choosing within the assigned parameters, by exploring scholarly literature and real-world scenarios. See the modules for assignment details and rubrics. Each paper is worth 50 points.

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

90-100% (360 pts to 400 pts) = A- to A

94% or higher = A

90% - 93.9% = A-

80-89% (320 pts to 359pts) = B- to B+

87% or higher = B+

84% - 86.9% = B

80% - 83.9% = B-

70-79% (280 pts to 319 pts) = C- to C+

77% or higher = C+

74% - 76.9% = C

70% - 73.9% = C-

60-69% (240pts to 279 pts) = D to D+

67% or higher = D+

60% - 66.0% = D

<60% (<240 pts) = F

Assignments:

Assignments & Point Values:

Discussions	25 Points each	125 points total for term
Concept Pre-Checks	10 points each	50 points total for term
Concept Post-Checks	15 points each	75 points total for term
Papers	50 points each	150 points total for term
Maximum Points		400 points

Course Policies:

Late Policy & Due Date Extensions: Late work is not accepted. However, in documentable, extraordinary circumstances, such as medical emergencies, documentable technical issues, death of a loved one, etc., requests will be considered on a case-by-case basis. 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.

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

- [Marian University's library](#)
- [Plagiarism.org](#)
- [Purdue OWL](#)

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. Find the rhythm to this course - the DAYS things are due will not change:

- Wednesdays: Primary Discussion Post
- Thursdays: Concept Pre-Checks
- Fridays: Reply Posts to discussions
- Saturdays: Concept Post-Checks
- Sundays: Papers, in weeks 2, 4, and 5

Each module is independent of the others and the Concept-Checks 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. Please be mindful of due dates. MAP terms END on SATURDAYS, so your final paper will be due on SATURDAY (instead of Sunday).

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 or 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.

Module Topics and Assignments:

Course Calendar

Week 1: Dates

Topics: Intro, History, Causality

Major Assignments:

- Discussion, initial post due Wednesday
- Concept pre-check, due Thursday
- Concept post-check, due Saturday

Week 2: Dates

Topics: Stress, Anxiety, and Mind/Body

Major Assignments:

- Discussion, initial post due Wednesday
- Concept pre-check, due Thursday
- Concept post-check, due Saturday
- Case Study, Self-Assessment, due Sunday

Week 3: Dates

Topics: Mood, Eating Disorders, and Substance Abuse

Major Assignments:

- Discussion, initial post due Wednesday
- Concept pre-check, due Thursday
- Concept post-check, due Saturday

Week 4: Dates

Topics: Personality Disorders and Schizophrenia

Major Assignments:

- Discussion, initial post due Wednesday
- Concept pre-check, due Thursday
- Concept post-check, due Saturday
- Current Events Paper, due Sunday

Week 5: Dates

Topics: Real World Applications

Major Assignments:

- Discussion, initial post due Wednesday
- Concept pre-check, due Thursday
- Concept post-check, due Saturday
- Underrepresented Populations Paper, due SATURDAY