



PSY 416 Abnormal Psychology

Course Information

Course Description

This course examines abnormal behavior and psychopathology, including diagnoses, causes, and treatments. The role of society and culture in determining definitions of abnormal behavior and approaches to treatment is also addressed. Students successfully completing the course will be able to demonstrate sufficient knowledge of the etiology, prevalence rates, and treatment of a variety of major psychological disorders and critically discuss social and cultural factors relevant to psychopathology.

Prerequisite: Two courses in psychology or permission.

Course Number	PSY 416
Course Title	Abnormal Psychology
Number of Credit Hours	3 Credits
Course Dates	Spring Term, March 12 – May 12, 2018
Course Meeting Time	Tuesdays, 6:00 pm – 10:30 pm
Instructor	Cathy Steinhauer
Office Phone	402-417-6644
Email	cathy.steinhauer@doane.edu Maximum time for response –72 hours
Office Hours	9:30 am – 6:00 pm, Monday – Thursday; 9:00 am – 5:00 pm Friday
Technology Issues	Contact http://helpdesk.doane.edu or call 402.826.8411.

Course Materials

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Washington, DC: American Psychiatric Association

ISBN (Paper) 978-0-89042-555-8 (Hardcover) 978-0-89042-554-1

Brown & Barlow (2017). *Casebook in Abnormal Psychology* (5th Ed.) Cengage

ISBN 13:978-1305971714

Additional Course Description

It is imperative for mental health counselors and substance abuse professionals to have expert knowledge and skills to use in the practice of counseling. This course will cover the fundamental theories, techniques and principals of counseling. Students must learn to meet clients where they are in the therapeutic process by using empathetic understanding. This course will feature basic theoretical approaches and the techniques that accompany them in practice. Practices that affect client progress and the eventual successful outcome in the therapy process should be integrated in the theoretical philosophy of the counselor. Therapists must be comfortable with their personal beliefs and understand the processes of change, as well as be familiar with a variety of counseling techniques based on empirical theories. The theories studied include: Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Cognitive Behavioral, Reality and Solution-focused Brief Therapy.

Student Learning Outcomes

At the conclusion of the course, students will:

1. Demonstrate knowledge of abnormal psychology.
2. Demonstrate knowledge of the history of diagnostic system.
3. Demonstrate knowledge of biopsychosocial factors that affect mental health disorders
4. Demonstrate knowledge of the impact of culture on the classification of mental health disorders.
5. Demonstrate the ability to critically analyze a case conceptualization.
6. Demonstrate the ability to critically analyze ethical considerations of diagnosis.

<h4>Suggestions for getting the most out of this Course</h4>
--

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Ask questions.
4. Participate, participate, participate! The more that you are involved the more you will get out of the class.

5. Stay current with the schedule of assignments for sections of the paper, utilizing instructor feedback each week and applying it to subsequent sections.
6. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

1. Participation (32 total points)

Students should be prepared to discuss assigned readings, homework, and videos. A high premium is placed by the instructor on class participation and active engagement in counseling skills practice in class. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- *Full Participation (4 points)*: Proactive participation -- Integrates class readings into participation: Often cites from readings; routinely volunteers point of view. Always a willing participant in role plays; acts appropriately during role plays; responds in a positive manner to feedback; willing to provide feedback to peers.
- *Most Participation (3 points)*: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Usually a willing participant in role plays; usually responds to feedback in a positive manner; usually willing to provide feedback to peers.
- *Partial Participation (2 points)*: Passive participation -- present, awake, alert, attentive, but not actively involved. Sometimes distracted during other students' role plays; often responds to feedback in a defensive manner; frequently unable/willing to provide feedback to peers.
- *Minimal Participation (1 point)*: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion; frequently distracted during other students' role plays; usually unwilling/unable to provide feedback to peers; responds to feedback in a defensive manner.
- *No participation (0 points)*

There is no make-up work for absences. If you anticipate more than two absences, please enroll in the course at a more convenient time.

2. Research article critique (50 points)

Students will find a current, peer-reviewed, research article that is connected to the diagnosis that is covered during the week. (see Tentative Schedule). Students should be prepared to summarize and discuss the research and explain how the research is connected to the diagnosis identified in the tentative schedule that week. *Unless the article is a meta-analysis*, the following information should be included in the critique:

- a) Hypothesis – identify what the researchers/authors of the study were exploring.
- b) Participants – general demographic characteristics of study participants. You do not need to include minute details about the participants.
- c) Methodology – how the study was conducted. You do not need to include the title of specific assessment tools utilized, unless it is relevant. Briefly summarize how the information was collected.
- d) Findings – explain what the authors found. Indicate whether the authors' hypothesis was supported.
- e) Identify the limitations of the study and/or confounding variables.

3. Reading Application Responses (60 points)

Students will respond to questions related to the reading assignment weeks 2, 3, 5. The questions are posted on Blackboard. Students are expected to provide thoughtful responses that are at least one and half to two pages double-spaced in length. Students are encouraged to critically think about and apply the reading materials to clinical practice. *Students' responses should be uploaded to Blackboard by midnight the night before the class meeting.*

4. Mini Case Study (20 points)

Using the case study provided by the instructor, students will demonstrate his/her ability to analyze behavior and identify normal/abnormal tendencies. The case study will be posted on Blackboard with questions to guide the student's analysis. The analysis will include:

- a) Identification of biopsychosocial factors that contribute to the behavior
- b) Neurological factors that contribute to the behavior
- c) Cultural factors that may influence the behavior or the perception of the behavior

5. Case Study Paper (100 Points)

Using the case study assigned by the instructor, students will demonstrate their ability to analyze behavior and identify factors contributing to the behavior.

- a) Identification of biopsychosocial factors that contribute to the behavior
- b) Neurological factors that contribute to the behavior
- c) Cultural factors that may influence the behavior or the perception of the behavior
- d) Identify ethical considerations for diagnosis

6. Presentation of Case Study (50 points)

Students will present the case study based on the paper in week 7 or 8 as assigned. The presentation should include the following:

- Description of the process used to analyze the case study
- Handout summarizing the conclusions
- Visual aid
- Treatment options – the treatment selected should be evidence-based and supported by a peer-reviewed research study (sciencedaily.com)
- Presentation should be 15 – 20 minutes in length

Evaluation Criteria

The final grade will be based on the following criteria:

Assessment		Total
Participation/Skills Practice	4 points (x 8 weeks)	32 points
Research article critique		50 points
Reading application responses	20 points each (x 3 weeks)	60 points
Mini case study		20 points
Case study paper		100 points
Presentation		50 points
Total		312 points

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Tentative Schedule

Week	Assigned Chapters	Topic	Assignment Due
1 3/13/18		History, biopsychosocial factors Intro to anxiety	
2 3/20/18	DSM-5 pages 189-233	Anxiety disorders, depressive disorders	Reading application responses Article critique
3 3/27/18	DSM-5 pages 155- 188 DSM-5 pages 265- 290	Bipolar disorder, trauma and stressor-related disorders	Reading application responses Article critique
4 4/4/18	DSM-5 pages 235- 264 DSM-5 page 50 - 66	Obsessive-compulsive and related disorders, Neurodevelopmental disorders - Autism spectrum disorder, ADHD	Mini case study Article critique
5 4/10/18	DSM-5 pages 645- 684	Personality disorders	Reading application responses Article critique
6 4/17/18	DSM-5 pages 461- 480	Disruptive, conduct, impulse control and conduct disorders	Case study paper Article critique
7 4/24/18			Presentations
8 5/1/18			Presentations

1. **Classroom Behavior:** Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Learning is an on-going collaborative process. Therefore, students should be respectful and open to others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.
2. **Late Assignments:** Assignments submitted past the due date will have **five points deducted** per day for each day past the due date. Should an unforeseen issue arise (i.e., illness, family death, etc.) students should contact the instructor in a timely manner.
3. **Use of Technology:** The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.
4. **Plagiarism:** All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not

cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

5. **Blackboard Usage:** Blackboard will be utilized to collect various assignments that represent the student's body of work.
6. **Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.
7. **Non-Discrimination Policy:** Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.
8. **Title IX Policy Statement:** It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the ***Director of the Office for Civil Rights***, Department of Health, Education, and Welfare, Washington, D.C., 20202.
9. **Academic Integrity:** Doane faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.
10. **Access/Services for Students with Disabilities:** The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.
 1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
 2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
 3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.