



## SYLLABUS

<b>Course Title</b>	Abnormal Psychology
<b>Course Number</b>	PSY 416
<b>Number of Credits</b>	3
<b>Course Dates</b>	3/15/21 - 5/15/21
<b>Instructor</b>	Cathy Steinhauer
<b>Email Address</b>	<a href="mailto:cathy.steinhauer@doane.edu">cathy.steinhauer@doane.edu</a>  Maximum time for response- 72 hours
<b>Office Hours/Availability</b>	9:30 am - 6:00 pm Monday-Friday
<b>Phone Number</b>	402-417-6644
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	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
<b>Additional Course Materials</b>	
<b>Course Description</b>	This course examines abnormal behavior and psychopathology, including diagnoses, causes, and treatments. The role of society and culture in

	<p>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.</p> <p><b><i>Prerequisite: Two courses in psychology or permission.</i></b></p>
<b>Program Outcomes</b>	<ul style="list-style-type: none"> <li>a. Gather and analyze information for research and to critically evaluate research done by others</li> <li>b. Know and understand the theories of counseling and their application to the challenges faced by clients</li> <li>c. Develop interpersonal communication and relationship- building skills necessary to function effectively in human services and/or mental health settings</li> <li>d. Know and understand the impact of culture, race, ethnicity, gender, sexual orientation, and age on both practitioner and the client</li> <li>e. Know and understand the ethical and legal dimensions of the human services profession</li> </ul>
<b>Course Learning Outcomes/Objectives</b>	<ul style="list-style-type: none"> <li>1. Demonstrate knowledge of abnormal psychology.</li> <li>2. Demonstrate knowledge of the history of the diagnostic system.</li> <li>3. Demonstrate knowledge of biopsychosocial factors that affect mental health disorders.</li> <li>4. Demonstrate knowledge of the impact of culture on the classification of mental health disorders.</li> <li>5. Demonstrate the ability to critically analyze a case conceptualization.</li> <li>6. Demonstrate the ability to critically analyze ethical considerations of diagnosis.</li> </ul>
<b>Technology Requirements</b>	<p><a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a></p>

## Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Week 1	History, biopsychosocial factors  Intro to anxiety			No assignment due  Bring book and syllabus
Week 2	Anxiety Disorders, Depressive Disorders	DSM-5 pages 189-233 and 155-188		Reading application responses  Article critique
Week 3	Bipolar Disorder, Trauma and stressor- related issues	DSM-5 pages 123-154 and pages 265-290		Reading application response and article critique
Week 4	Obsessive-Compulsive and related disorders, Neurodevelopmental disorders-Autism spectrum disorder, ADHD	DSM-5 pages 235-264 and 31-33, 50-66		Mini case study and article critique
Week 5	Personality disorders	DSM-5 pages 645-684		Reading application responses

				Article critique
Week 6	Disruptive, Impulse control and conduct disorders	DSM-5 pages 461-480		Case study paper Article
Week 7				Presentations
Week 8				Presentations

### Grading Assessments

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

### Grade Scale

A+ = 97-100%    A = 94-96%    A- = 90-93%    B+ = 87-89%    B = 84-86%    B- = 80-83%  
 C+ = 77-79%    C = 74-76%    C- = 70-73%    D+ = 67-69%    D = 64-66%    D- = 60-63%  
 F= 59% or below

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.
<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	Late papers will be accepted but there will be a significant reduction in points corresponding to each day late, at the discretion of the instructor. Students are strongly encouraged <b>NOT</b> to turn in later assignments but to turn in all work on the due date.
<b>Submitting Assignments</b>	All assignments are to be submitted during the class period or via email to <a href="mailto:cathy.steinbauer@doane.edu">cathy.steinbauer@doane.edu</a>
<b>Communication Policy including Assignment Feedback</b>	Assignments will be graded and students will receive feedback within 72 hours of submission for most assignments.
<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly</li> </ol>

	<p>helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</p> <p>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</p> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:</p> <p><a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>
<b>Academic Support</b>	<p>Please contact academicsupport@doane.edu</p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>
<b>Disability Services</b>	<p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a></p> <p>Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
<b>Military Services</b>	<p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>
<b>Anti-Harassment Policy</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>
<b>Grade Appeal Process</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>
<b>Credit Hour Definition</b>	<p>Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other</p>

	contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.
<b>Syllabus Addendum</b>	<a href="http://www.doane.edu/syllabus">www.doane.edu/syllabus</a>

## 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 Canvas. 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 Canvas 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 Canvas 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:

- a) Description of the process used to analyze the case study
- b) Handout summarizing the conclusions
- c) Visual aid



d) Treatment options – the treatment selected should be evidence-based and supported by a peer-reviewed research study ([sciencedaily.com](http://sciencedaily.com))

e) Presentation should be 15 – 20 minutes in length

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 ongoing 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.