Course Description

Explores the definition of abnormal behavior and causes, classifications, and assessments for psychological disorders.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate how the field of psychology defines and diagnoses specific mental disorders.
2. Distinguish abnormal psychology and psychopathology from other areas of psychology.
3. Analyze the importance of recognizing cultural bias and scientific research to understand and treat psychopathology.
4. Compare the contributions of nature and nurture in the development of abnormal behavior.
5. Examine the history of institutional treatment of mental disorders as a context for current treatments.
6. Analyze current treatments for mental illness.
7. Assess the validity of the theories underlining the current treatments for mental illness.
8. Classify and compare assessment techniques used in the diagnosis of mental illness.
9. Examine the etiology, epistemology, symptoms, classifications and diagnosis, and treatments of the various disorders.
10. Summarize legal issues associated with mental health and their impact on care delivery.

Prerequisite(s)

PSY 1010 – General Psychology or equivalent

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Study Guide: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
4. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. Suggested Reading: Suggested Readings are listed in the study guides for Units II-VI and Unit VIII. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Unit Quiz:** This course contains one Unit Quiz, which will be completed at the end of Unit V. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of multiple-choice and matching questions.

7. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Unit I and Unit VI. Assessments are composed of multiple-choice questions and written-response questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II-V, VII, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

---

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Click [here](#) for the LibGuide for this course.

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, ebooks, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

**Unit Assignments**

**Unit II Essay**

In this unit, you have learned about diagnosis and assessment in psychopathology as well as different research methods in the field. Write an essay that describes what you have learned about the topics below covered in the unit. In your response, be sure to address the following questions:

- How is the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) different from previous versions? Does it improve the classification of disorders, or is the grouping of psychiatric and medical diagnoses too broad of a categorization?
- Does the current diagnostic and treatment scheme reflect sufficient cultural sensitivity, or are some culture-specific influences ignored?
- Has deinstitutionalization reduced our understanding or ability to research mental illness?

Your essay must be a minimum of two pages in length, and your essay should include an introduction, which provides the background and purpose of the essay, and a conclusion, which sums up your main points. At least two academic sources must be used to support your points. All sources must be cited in APA format, and your paper should be formatted in accordance to APA guidelines, including a title page and reference page.

Information about accessing the grading rubric for this assignment is provided below.
Unit III Article Critique

In this unit, you learned about two categories of disorder, mood disorders (bipolar, depression, etc.) and anxiety disorders. For this assignment, you will use the databases within the CSU Online Library to select an article that focuses on these two categories of disorder. Be sure that your article covers both anxiety disorders and mood disorders. The article must be from a peer-reviewed, scholarly journal. Please contact the library team if you need assistance locating an article in the library’s databases. In addition, you can click here to watch a tutorial created by the CSU Writing Center, which offers helpful tips on what peer-reviewed articles are and how to find them.

After selecting your article, you will write a two-page paper that discusses what the article was about and includes your critique of the article. Your article critique must address the elements below:

- Discuss the etiology that contributes to the mood disorders.
- Describe the symptoms (clinical features), diagnostic criteria, and treatment options for mood disorders.
- Discuss the etiology that contributes to the anxiety disorders.
- Describe the symptoms (clinical features), diagnostic criteria, and treatment options for the anxiety disorders. Explain how treatment options are modified for the specific anxiety disorders.
- Describe how the anxiety disorders tend to co-occur with each other, and identify how gender and culture influence the prevalence of anxiety.

Be sure to incorporate material from your textbook, and explain how your selected article relates to the information covered in this unit. If your selected article does not sufficiently cover all of the bullet points above, you may use other scholarly sources (including your textbook) to support your critique.

Your critique must be at least two pages in length. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. Please be sure to cite any outside sources, and format your paper in accordance with proper APA formatting.

Information about accessing the grading rubric for this assignment is provided below.

Unit IV PowerPoint Presentation

In this unit, you examined four categories of disorders: obsessive-compulsive related, trauma-related, somatic symptom, and dissociative disorders. For this assignment, select two of these disorder categories and create a PowerPoint that explores the selected categories.

Your PowerPoint should be a minimum of 12 slides (not including the title and reference slide). For each of the two categories of disorder (obsessive-compulsive related, trauma-related, somatic symptom, and dissociative) include information about the treatments, symptoms, assessment, and diagnosis of the category. Within this information, be sure to include the following:

- Description of the treatment options for diagnoses within the selected categories.
- Discussion of the techniques used to assess the categories of disorders.
- Determination of which assessment technique is most successful for each category of disorder.
- Explanation of the diagnosis and symptoms of each category of disorder.

In addition to your textbook, you must use a minimum of one additional scholarly source. Any information from an outside source that is used should be cited appropriately according to APA format. You may use the notes field in PowerPoint to expand on your ideas if necessary, but this is not required.

If you have never created a PowerPoint, or if you want to brush up on your skills, watch this tutorial created by the CSU Writing Center to learn tips and best practices for creating a PowerPoint: http://columbiasouthern.adobeconnect.com/powerpointbestpractices/

Information about accessing the grading rubric for this assignment is provided below.

Unit V Article Review

For this assignment, you will be learning more about schizophrenia, which was covered in this unit. Locate the article below.
In order to access the resource below, you must first log into the myCSU Student Portal and access the Academic OneFile database within the CSU Online Library.


Write a review of the article, and relate it back to information covered in Unit V. Be sure that your review includes the following information:

- Briefly introduce and summarize the article.
- Identify the author’s main points.
- Who is the author’s intended audience?
- Describe how the brain has been implicated in schizophrenia.
- Describe the clinical symptoms of schizophrenia, including positive, negative, and disorganized symptoms.
- Discuss the role of stress and other psychosocial factors in the etiology and relapse of schizophrenia.
- Distinguish the medication treatments and psychological treatments for schizophrenia.
- Explain how genetic factors are involved in the etiology of schizophrenia.
- How does the article apply to this course? Does it support the information in your textbook?

Your article review must be a minimum of two pages in length. You must reference the article and your textbook, but other sources may be used in addition to these.

Use APA style for all citations and for the formatting of your paper. If you need assistance with writing or APA format, contact the CSU Writing Center by clicking on the link below to fill out a Writing Center Request form: https://mycsu.columbiasouthern.edu/student/forms/courses/writing-center-request/

Information about accessing the grading rubric for this assignment is provided below.

**Unit VII PowerPoint Presentation**

Imagine that you are a practicing psychologist, and you are presenting at an upcoming psychology conference. Your chosen topic is childhood and late life/neurocognitive disorders. In your presentation, you want to teach the audience about the issues surrounding these disorders as well as the symptoms and treatments for them. In addition, you want to discuss the similarities and differences seen in the treatment of these disorders. To do this, you will need to prepare a PowerPoint to present to the audience. In your PowerPoint presentation, be sure to include the following elements:

- Describe the issues in the diagnosis of psychopathology in children.
- Describe genuine childhood and late life/neurocognitive disorder changes and common misconceptions about childhood and late life/neurocognitive disorder changes.
- Discuss the description, etiology, and symptoms for childhood and late life/neurocognitive disorders.
- Explain treatment of childhood and late life/neurocognitive disorders.
- Compare and contrast treatment approaches for childhood vs. late life disorders (in terms of the caregivers and support network).

Your PowerPoint presentation must be at least 12 slides in length. In addition to your textbook, you must use a minimum of one scholarly source. Any information from an outside source that is used should be cited appropriately according to APA format. You may use the notes field in PowerPoint to expand on your ideas, if necessary, but this is not required.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VIII Case Study**

Read the clinical case of Mary on p. 451 in your textbook. Consider the following scenario:

You have been asked to observe Mary, a patient who has been receiving treatment at the outpatient center where you work. Mary clearly has a self-destructive pattern, and there is concern that she is a danger to herself or others. You have been assigned to prepare a briefing on Mary’s condition that you will submit to your supervisor at the treatment facility. The purpose of the brief is to identify what Mary may be suffering from and to determine the legal and ethical issues that may be involved with her case.
In your briefing, you should include the components below:

- Address the diagnosis and treatment.
  - How are personality disorders diagnosed and clinically described using traditional and alternative methods?
  - What are the symptoms of paranoid, antisocial, and avoidant personality disorders?
  - What personality cluster best fits with Mary’s presentation, and which disorder most specifically describes her condition?
  - What aspect of her behavior, over time, is the most central to your diagnosis?
  - What aspect of her “symptom picture” might mislead you to an erroneous diagnosis, and what might that incorrect diagnosis be?
  - What treatment approach(es) would best address the disorder?

- Identify the legal and ethical issues.
  - At what point could outside agents legally intervene in this case?
  - Who could intervene, and what steps could each actor take?
  - If she committed a crime, would she be legally competent to stand trial? Why? What issues are involved in this decision?
  - What aspects of her symptom pattern would suggest/justify a need for civil commitment?

Your brief must be a minimum of two pages in length, and it should be formatted in APA style, including title and reference pages. You must use a minimum of two sources, one of which must be an academic Internet source. If you have a question about whether a source is academic in nature, please contact your professor prior to using the source. All sources used must be cited in accordance with APA format.

Information about accessing the grading rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit V Quiz</td>
<td>6%</td>
</tr>
<tr>
<td>Assessments (2 @ 11%)</td>
<td>22%</td>
</tr>
<tr>
<td>PowerPoint Presentations (2 @ 12%)</td>
<td>24%</td>
</tr>
<tr>
<td>Unit II Essay</td>
<td>12%</td>
</tr>
<tr>
<td>Unit III Article Critique</td>
<td>12%</td>
</tr>
<tr>
<td>Unit V Article Review</td>
<td>12%</td>
</tr>
<tr>
<td>Unit VIII Case Study</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Schedule/Checklist

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  
**Introduction, History, and Current Paradigms**

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
</tr>
</thead>
</table>
| Read:   | Chapter 1: Introduction and Historical Overview  
          | Chapter 2: Current Paradigms in Psychopathology |
| Submit: | Assessment |

Notes/Goals:

### Unit II  
**Diagnosis, Assessment, and Research Methods**

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
</tr>
</thead>
</table>
| Read:   | Chapter 3: Diagnosis and Assessment  
          | Chapter 4: Research Methods in Psychopathology |
| Suggested Reading: See Study Guide |
| Submit: | Essay |

Notes/Goals:

### Unit III  
**Mood and Anxiety Disorders**

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
</tr>
</thead>
</table>
| Read:   | Chapter 5: Mood Disorders  
          | Chapter 6: Anxiety Disorders  
          | Suggested Reading: See Study Guide |
| Submit: | Article Critique |

Notes/Goals:
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Obsessive-Compulsive-Related and Trauma Related, Dissociative, and Somatic Symptom-Related Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 7: Obsessive-Compulsive-Related and Trauma-Related Disorders</td>
</tr>
<tr>
<td></td>
<td>☐ Chapter 8: Dissociative Disorders and Somatic Symptom-Related Disorders</td>
</tr>
<tr>
<td></td>
<td>☐ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ PowerPoint Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit V</th>
<th>Schizophrenia and Substance Use Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 9: Schizophrenia</td>
</tr>
<tr>
<td></td>
<td>☐ Chapter 10: Substance Use Disorders</td>
</tr>
<tr>
<td></td>
<td>☐ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Quiz</td>
</tr>
<tr>
<td></td>
<td>☐ Article Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Eating Disorders and Sexual Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 11: Eating Disorders</td>
</tr>
<tr>
<td></td>
<td>☐ Chapter 12: Sexual Disorders</td>
</tr>
<tr>
<td></td>
<td>☐ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Assessment</td>
</tr>
</tbody>
</table>

Notes/Goals:
### Unit VII: Disorders of Childhood and Late Life and Neurocognitive Disorders

<table>
<thead>
<tr>
<th><strong>Review:</strong></th>
<th>Unit Study Guide</th>
</tr>
</thead>
</table>
| **Read:**   | Chapter 13: Disorders of Childhood  
Chapter 14: Late Life and Neurocognitive Disorders |
| **Submit:** | PowerPoint Presentation |

### Notes/Goals:

---

### Unit VIII: Personality Disorders and Legal and Ethical Issues

<table>
<thead>
<tr>
<th><strong>Review:</strong></th>
<th>Unit Study Guide</th>
</tr>
</thead>
</table>
| **Read:**   | Chapter 15: Personality Disorders  
Chapter 16: Legal and Ethical Issues  
**Suggested Reading:** See Study Guide |
| **Submit:** | Case Study |

### Notes/Goals: