Course Description

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

Course Textbook


Course Learning Objectives

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

1. Distinguish abnormal psychology and psychopathology from other areas of psychology.
2. Demonstrate how the DSM-IV-TR defines mental disorders.
3. Analyze the importance of recognizing cultural bias and using scientific research to establish the validity of approaches to understanding and treating 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 the assessment techniques used in the diagnosis of mental illness.
10. Examine the etiology, epistemology, symptoms, classifications and diagnosis, and treatment of the various disorders.
11. Differentiate the etiology, epistemology, symptoms, classifications and diagnosis, and treatment of psychological strain and/or disorders related to stress and physical health from general treatment.
12. Compare the etiology, epistemology, symptoms, classifications and diagnosis, and treatment of adjustment disorders and characteristics of life cycle transitions to disorders in general.
13. Summarize legal issues associated with mental health and assess the impact on care delivery.

Credits

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

Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in Unit IV to aid students in their course of study. CSU Online Library is suggested in Units I, III, V, VI, and VII as a Supplemental Resource.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I, II, III, IV, and V to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards**: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of Multiple-Choice Questions, Written Response Questions, Short Answer Essay, Short Essay Questions, Essay Questions, and Matching.

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

9. **Final Exam (proctored)**: Students are to complete a Final Exam in Unit VIII. All final exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

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

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

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**Unit II PowerPoint Presentation**

“Most state hospitals today are better managed and provide more humane care than those of the 19th and early 20th centuries” (Nevid, Rathus, & Greene, 2011, p. 129). The question to you is, “How did this change occur”? For this assignment, you will create a PowerPoint slide presentation on the deinstitutionalization of mental hospitals. You will want to conduct research on a state psychiatric hospital, and include the following information in your presentation:

- The history of the hospital
- Key players such as activists, doctors, and superintendents who played a role in the hospital’s history and deinstitutionalization
- Past and present treatment of patients
- What brought about changes and reform to the hospital?
- What is the current status of the hospital?

Your slide presentation should be between 8-10 slides and should not be limited strictly to the information above. Be creative in your presentation. Keep in mind that as you work in the field of psychology you may have to create presentations for organizations and present yourself as informed and professional. Your slide presentation should include a title slide and a citation slide, and these are not to be included in the total slide count.

Some suggested mental health facilities to research are listed below. You may also choose one that is not on this list.

- Athens Lunatic Asylum/Athens Mental Health Center-Ohio
- Bryce Hospital-Alabama
- Clarinda State Hospital-Iowa
- Dorethea Dixon Psychiatric Center-Maine
- Fairfax Hospital-Washington
- Greystone Park Psychiatric Hospital-New Jersey
- Hospital of your choice
- Traverse City State Hospital-Michigan
- Utah State Hospital-Utah
- Western State Hospital-Virginia

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Project**

As you progress through your coursework in psychology, you may eventually choose to work as a social worker, therapist, mental health coordinator, or in a number of counseling positions. You will want to be able to recognize the signs of substance abuse and dependence as well have knowledge of the treatment options.

For this assignment, you will need to create a four-column table that will list the substance, what classification it falls under, symptoms, and treatment. Make sure you distinguish between substance abuse and substance dependence. Your table should include alcohol, barbiturates, heroine, amphetamines, ecstasy, cocaine, nicotine, LSD, PCP, and marijuana.
You should use a source other than your textbook to create a complete table. Use Word to create your table and cite the references using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Article Review

For this assignment, you will need to read all six of the articles listed below from the CSU Online Library. Each article is no more than two pages in length and is written by the same author, Dr. Robert T. London, a psychiatrist with the NYU Langone Medical Center in New York. Dr. London presents his perspective on five different personality and adolescent disorders.

1. “Approaches, perspectives on ADHD”
2. “‘Borderline’ label needs a new name”
3. “Treating avoidant personality disorder”
4. “Helping OCPD patients break free”
5. “Treating the dependent personality”
6. “Is decluttering a form of therapy?”

In this review, you will need to include the following items.

- Write a summary of the author’s description of the personality disorders addressed in these articles. Each description should be no more than two paragraphs. Include a table to illustrate the information in the six articles.
- Discuss the theory perspectives (psychodynamic, learning, family, biological, and sociocultural) the author addresses in the articles. Include in your discussion whether the author uses multiple perspectives or does he lean toward one particular perspective.
- Explain the treatment approaches used for these disorders. Include in your discussion whether one treatment approach is used in all situations or a variety of treatments and how they were used. In this section, include whether you agree with the treatment approaches used, and what other methods could have been used.
- Cite any direct quotes or paraphrases from the article. Use the author’s name, the year of publication, and the page number (for quotes) in the in-text citation. Your overall paper length should be five to seven pages and follow APA Style formatting.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guide” is available for you to download from the APA Guide link, found in the Learning Resources area of the myCSU Student Portal. It may also be
accessed from the Student Resources link on the Course Menu. This document includes examples and sample papers and provides links to The CSU Success Center and the CSU Online Library staff.

**CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers, *unless otherwise specified within assignment instructions*. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**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.

[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

Discussion Boards (8 @ 2%) = 16%
Unit Assessments (8 @ 4%) = 32%
Unit II PowerPoint Presentation = 10%
Unit V Project = 10%
Unit VII Article Review = 12%
Final Exam = 20%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

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.
### PSY 2010, Abnormal Psychology

**Course Schedule**

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.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction to Abnormal Psychology</th>
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</table>
| Review: | - Unit Study Guide  
|         | **Learning Activities**: Instructions are below Written Lecture |
| Read:   | - Chapter 1: Introduction and Methods of Research  
|         | - Chapter 2: Contemporary Perspectives on Abnormal Behavior |
| Discuss:| - **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | - **Assessment** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

<table>
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<tr>
<th>Unit II</th>
<th>Classification, Assessment, and Treatment of Abnormal Psychology</th>
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</table>
| Review: | - Unit Study Guide  
|         | **Learning Activities**: Instructions are below Written Lecture |
| Read:   | - Chapter 3: Classification and Assessment of Abnormal Behavior  
|         | - Chapter 4: Methods of Treatment |
| Discuss:| - **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | - **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | - **Assessment** by Tuesday, Midnight (Central Time)  
|         | - **PowerPoint Presentation** by Tuesday, Midnight (Central Time)  
|         | - **Proctor Approval Form** |

**Notes/Goals:**

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<tr>
<th>Unit III</th>
<th>Stress, Health, and Anxiety</th>
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</table>
| Review: | - Unit Study Guide  
|         | **Learning Activities**: Instructions are below Written Lecture |
| Read:   | - Chapter 5: Stress, Psychological Factors, and Health  
|         | - Chapter 6: Anxiety Disorders |
| Discuss:| - **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | - **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | - **Assessment** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
# PSY 2010, Abnormal Psychology

## Course Schedule

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<tr>
<th>Unit IV</th>
<th>Dissociative and Somatoform Disorders and Mood Disorders and Suicide</th>
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</table>
| Review: | □ Unit Study Guide  
|         | **Learning Activities:** Instructions are below Written Lecture |
| Read:   | □ Chapter 7: Dissociative and Somatoform Disorders  
|         | □ Chapter 8: Mood Disorders and Suicide  
|         | **Supplemental Reading:** Located below Written Lecture in the Study Guide |
| Discuss:| □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time) |

### Notes/Goals:

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<tr>
<th>Unit V</th>
<th>Substance Abuse and Dependence and Eating and Sleep Disorders</th>
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</table>
| Review:| □ Unit Study Guide  
|        | **Learning Activities:** Instructions are below Written Lecture |
| Read:  | □ Chapter 9: Substance Abuse and Dependence  
|        | □ Chapter 10: Eating Disorders and Sleep Disorders |
| Discuss:| □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit:| □ **Assessment** by Tuesday, Midnight (Central Time)  
|        | □ **Project** by Tuesday, Midnight (Central Time) |

### Notes/Goals:

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<th>Unit VI</th>
<th>Gender, Sexuality, Schizophrenia, and other Psychotic Disorders</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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</tbody>
</table>
| Read:   | □ Chapter 11: Disorders Involving Gender and Sexuality  
|         | □ Chapter 12: Schizophrenia and Other Psychotic Disorders |
| Discuss:| □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time) |

### Notes/Goals:
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<th>Unit VII</th>
<th>Personality Disorders in Adults and Abnormal Behavior in Children</th>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
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</table>
| Read:   | ☐ Chapter 13: Personality Disorders and Impulse Control Disorders  
|         | ☐ Chapter 14: Abnormal Behavior in Childhood and Adolescence |
| Discuss:| ☐ **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | ☐ **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | ☐ **Assessment** by Tuesday, Midnight (Central Time)  
|         | ☐ **Article Review** by Tuesday, Midnight (Central Time)  
|         | ☐ **Request to take Final Exam** |

Notes/Goals:

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<tr>
<th>Unit VIII</th>
<th>Disorders Related to Aging and Abnormal Psychology and the Law</th>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:     | ☐ Chapter 15: Cognitive Disorders and Disorders Related to Aging  
|           | ☐ Chapter 16: Abnormal Psychology and the Law |
| Discuss:  | ☐ **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|           | ☐ **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit:   | ☐ **Assessment** by Tuesday, Midnight (Central Time)  
|           | ☐ **Final Exam** by Tuesday, Midnight (Central Time) |

Notes/Goals: