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School of Health Science and Wellness

Abnormal Psychology

PSYC 08223 , 48 contact hours, 3 credit hours

5-Week Summer Session

Instructor: TBA

Email: TBA

Office Hours: By appointment

Required Text

Comer, R. J. (2013). Abnormal Psychology (9th-ed). Worth Publishers, New York.

Course Description and Rationale

This course is designed to enlighten you about both theoretical and practical aspects of abnormal psychology. With education there often comes greater understanding and acceptance. The course objectives can primarily be summarized in these dual goals of education and acceptance.

General Course Objectives

After completing this course, the student should be able to:

1. Recognize the role of diagnosing and identifying abnormal behavior and aiding in psychotherapy.
2. Define and discuss assessment strategies used to evaluate abnormal behavior.
3. Compare and contrast the major models for explaining human behavior and personality.
4. Have a working knowledge of psychotherapy to allow enough familiarity with the process to be informed consumers.
5. Discuss historical views, societal definitions, and treatments of abnormal behavior.
6. Be able to define and discuss numerous patterns of abnormal behavior.
7. Evaluate legal and ethical considerations for people with mental illness.

Methods of Instruction



This course will be delivered fully online, and all instructional methods and assessments outlined as follows will be adapted to this format on Canvas. The course is made up primarily of lecture, student-initiated discussion, and questions. Demonstrations, short videos and speakers of various topics will be presented when appropriate. Because research notes the value of collaborative learning, this class will incorporate daily use of this research based teaching method.

Course Requirements

Exams:	500 points	90-100% - A
Academic Integrity Policy Quiz:	10 points	80-89% - B
Case study/role play:	45 points	70-79% - C
Chapter Quizzes	60 points	60-69% - D
Threaded Discussions	50 points	0-59% - F

Total Points: 665

1. Exams. There will be five non-cumulative examinations in this class. All lecture materials, required readings, class experiences, handouts, activities and videos can be used for test material. Not all reading material will be covered in lecture: not all lecture material will be in the readings. Therefore, it is very important to attend all lectures and to do ALL of the required reading. Exams will be mixed in format. Each exam is worth 100 points. Exams will consist of multiple choice questions. You will be required to use exam guard. Exam guard can take some practice to get used to so make sure that you do this in advance.
2. Case Studies. This is not a training tool to be able to diagnosis upon completion of the class but rather the activity provides the student with an opportunity to learn about a particular disorder in greater depth. The major purpose is to allow one to experience the world through the eyes of an individual living with a disorder, to appreciate what it might be like to have a disorder, to experience the world through the eyes of a clinician and finally to appreciate the difficulty of the clinician's task. More information about the assignment may be found on Northwest Online under the textbook resources tab.
3. Threaded Discussions: Students are expected to participate in chapter discussions (the discussion link for each chapter is found under each unit). As part of these discussions, students should contribute at least one original post and at least two responses to their peers' postings. Postings should be based on reflection of the chapter and on the questions posed. All sources used in the development of these discussion posts should be appropriately cited. Your original post and responses must be entered by the time and



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date noted on the calendar at the bottom of the syllabi. You may turn in the original post ahead of time but I will not count any work that is late. If you work until 5:00pm I would recommend submitting the work the evening before. I expect you to put significant time and thought into these discussions. Please answer the threaded discussion questions in a minimum of 400 words in order to expand on your thoughts and develop comprehensive responses. I expect creativity, proper grammar, and thoughtful responses. You should always utilize life experience and opinion in your responses but equally important is the incorporation and synthesis of the information from the lectures and texts. I do expect that you have applicable in text and reference page citations from those sources in each discussion. See APA expectations in Course Home. I will place an example of an appropriate post under course home documents so you can understand the expectations. Please respond to at least 2 of your peers and more if you choose. The messages you send as replies to your classmates original post need to demonstrate reflective consideration and thought. For example, a message which says simply, "I agree," does not constitute participation, because it does not add anything of substance to the discussion. In order to earn full participation points, you must add something of substance to the discussion that consists of new ideas, your perspectives, pointed follow-up questions, information from the text that helps to support or refute the original post, etc. It is expected that your answers will be at least 200 words in length in order to demonstrate a thorough understanding of the concepts. Finally if you get peer comments on your original post be thoughtful and you can respond to those. If you press on the grade for each assignment it will pull up the instructor comments on your work. Each thread is worth 25 points.

4. Quizzes: Each chapter will have a quiz completed on a program called Launchpad. Please enroll in that site immediately so that you can get comfortable with the format. This is a mastery assignment. You can take the quizzes as many times as you would like prior to the due date. You will earn your highest score.

Grading

Final grades are based on the total number of points accumulated. Please note: I treat all students the same in grading. Therefore, I do not round to the next grade. In other words, I don't give "breaks" at the end of the session. Your grade is based solely on your performance on the exams, paper, presentation, and homework assignments. This means that every exam, paper, presentation, and homework assignment is important in that it contributes to your final grade. I DO NOT GIVE GRADES. YOU EARN GRADES.

Class Rules



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1. Reading Complete all reading assignments prior to class.

2. Make-up exam policy. In an effort to create a fair testing situation for all students, the Department of Behavioral Sciences is implementing a department-wide make-up exam policy. Students who have instructor approval to take a make-up exam must take their make-up exam(s) on the assigned date. Students who are eligible to take a make-up exam are those who are engaged in University activities endorsed by the Provost or students who are prevented from attending due to illness and have a written excuse, the validity of which is satisfactory to the instructor. In all cases, as stated in the current Undergraduate Catalogue, “it is the responsibility of the student to promptly notify his or her instructor when unable to attend class.” Thus, to be eligible for a make-up exam, students should notify the instructor of his/her expected absence prior to missing the exam.

3. Assignments must be turned in on or before the due date to receive full credit. Being absent does not excuse you from submitting assignments on time. Late assignments will not be accepted. All work must be handed in the day it is due or early but will not be accepted late. I will only grade work that is submitted as directed in class. For example, if I say submit via Dropbox and you email it to me, your assignment will earn a zero. IF you submit work via email and I assigned that the work be handed in during class, you will receive a zero.

4. Classroom etiquette. Class discussion is a vital component of this course. This is a university level course. You are expected to stay on top of your work and turn things in a timely manner. RESPECT x 3 = Respect Self, Respect Instructor, Respect Others in all discussions and other work. It is important to honor that others will and do have differing perceptions. I expect and look forward to student participation. Please know that you should not share your own diagnosis in large-class discussions. I want a classroom that enables and requires mutual learning. Therefore, I expect that everyone will express his/her beliefs and opinions in a respectful, thoughtful, and mature manner.

5. Behavioral Sciences Department Email Policy: Your email communications are important. Please make sure that you reread the syllabi about course information prior to emailing your professor. Due to the high volume of emails received each day, a prompt response from your professor is not always possible. Usually you can expect a response within one to two days of sending an e-mail. However, in certain circumstances, it may take longer to get a response from your professor. Please be patient. Please note that email responses, from your professor, should not be expected during evening hours, on weekends, or during university breaks. IF it has been longer than the noted period above please feel free to send a second email or see me during office hours.



6. Academic Honesty. I follow the guidelines established by Northwest Missouri State University and the Behavioral Sciences Department. Please refer to the handout, which may be found in the University Student Handbook.

TENTATIVE COURSE CALENDAR:

This syllabus is not a contract and is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus. In addition, I reserve the right to make grade changes if there has been a clerical error. Quick reminder: you are responsible for reading the assigned reading PRIOR to coming to class. While you will not turn this work in for course credit, you will find doing these assignments will enhance your understanding of the course material and should improve your exam

Week 1 Day 1	Course Overview, Intro & Models of Abnormality	Read Chapter 1
Week 1 Day 2	ACADEMIC INTEGRITY Quiz Introduction Threaded discussion & Quiz Ch. 1	Read Chapter 3
Week 1 Day 3	Assessment and Clinical Diagnosis & Lecture Quiz Ch. 3 Due Quiz Ch. 4 Due	Read Chapter 4
Week 1 Day 4	Geneogram due EXAM 1 Due	Reread chapters 1,3,4 Bonus questions will be on the exam from chapter 2
Week 2 Day 1	Anxiety Disorder Lecture Quiz Ch. 5 and Piyra's Case Due	Read Chapter 5
Week 2 Day 2	Stress Disorder Lecture Michelle's Case study and Quiz Ch. 6	Read Chapter 6
Week 2 Day 3	Somatic and Dissociative Disorder Lecture Joanne's Case study and Quiz Ch. 10	Read Chapter 10
Week 2 Day 4	EXAM 2 Monday by 12:00	
Week 3 Day 1	Mood Disorders	Read Chapter 7 & 8
Week 3	John's Case study and Ch. Quiz 7	



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Day 2	Quiz Ch. 8	
Week3 Day 3	Suicide Lecture Quiz Ch. 9	Read Chapter 9
Week 3 Day 4	EXAM 3	Reread chapters 7, 8, and 9
Week 4 Day 1	Schizophrenia Lecture Randy's Case study	Read Chapter 14 and 15
Week 4 Day 2	Quiz Ch. 14 and Quiz Ch. 15	
Week4 Day 3	Eating Disorders & Lecture Jenny's Case study and Quiz Ch. 11	Read Chapter 11
Week 4 Day 4	EXAM 4	Reread chapters 11,14, and 15
Week 5 Day 1	Substance Abuse Lecture Jorge's Case study and Quiz Ch. 12	Read Ch. 12
Week 5 Day 2	Quiz Ch. 16 Personality Lecture and Alicia's Case study Threaded Discussion 2	Read Chapter 16
Week 5 Day 3	Sexual Disorders Lecture Charles Case study and Quiz Ch. 13 Mental health in Law Lecture Quiz Ch. 19	Read Chapter 13 Read Chapter 19
Week 5 Day 4	Final EXAM	Reread chapters 12, 13, 16, 19