PSY201A: ABNORMAL PSYCHOLOGY
MWF 9:20-10:30 Physical Therapy Building 110
4 credits/ Prerequisite: PSY101

Instructor:

Dr. Sue Hunter LMFT, Ed.D
Phone: 608-697-7907 (prefer text message)
E-mail: shunter@carrollu.edu

Office hours: Mondays and Wednesdays: Before class (or by appointment)

Texts: Fundamentals of Abnormal Psychology (7th ed.) by Ronald Comer
Case Studies in Abnormal Psychology (2nd ed.) by Gorenstein & Comer

COURSE DESCRIPTION: A study of major neuropsychiatric and psychological disorders. Consideration of classification issues and theoretical perspectives precedes an examination of research on genetic, biobehavioral and psychosocial determinants of stress reactions and psychological disorders. Healthy adjustment and coping strategies as well as prevention and therapy options will also be discussed.

COURSE OBJECTIVES: by the end of this course you should be able to:
1. identify complex cultural influences that impact our conceptualization of abnormal behavior and our response to these behaviors
2. compare and contrast the major diagnostic categories of mental illness per DSM-5 guidelines
3. recognize the biological underpinnings of a number of major psychiatric disorders
4. apply theoretical models to conceptualize the core processes and treatment implications for a particular disorder
5. recognize distinct qualities of personality disorders
6. see practical means of supporting those struggling with psychological disorders

Point Distribution:
Attendance/Participation: 120 points (60 for the 1st half of the semester and 60 for the second)
Discussion Boards; 10 Discussion Boards @ 30 points each = 300 points
Essays; 3 essays @ 50 points each = 150 points
Group Project = 150 points
2 Exams = 280
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Sept 8</td>
<td>Overview of course requirements. Chapter 1: Past and Present</td>
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| Sept 11, 13, 15 | Chapter 2: Models of Abnormality  
Film: *Grey Gardens*  
**Discussion Board 1 Begins the 11th** |
| Sept 18, 20, 22 | Chapter 3: Assessment, Diagnosis, and Treatment  
Essay/Reflection Paper 1 (due Sept 20)  
**Discussion Board 2 Begins the 18th** |
| Sept 25, 27, 29 | Chapter 4: Anxiety Disorders  
Case Study 1: Panic Disorder  
Chapter 5: Trauma and Stress Disorders  
Case Study 2: Obsessive-Compulsive Disorder  
Case Study 4: Posttraumatic Stress Disorder  
**Discussion Board 3 Begins the 25th** |
| Oct 2, 4, 6 | Chapter 6: Depressive and Bipolar Disorders  
Case Study 5: Major Depressive Disorder  
Case Study 6: Bipolar Disorder  
Film: *Ordinary People*  
Essay/Reflection Paper 2 (due the 4th)  
**Discussion Board 4 Begins the 2nd** |
| Oct 9, 11, 13 | Chapter 7: Suicide  
Chapter 8: Disorders Featuring Somatic Symptoms  
Case Study 7: Somatic Symptom Disorder  
**Discussion Board 5 Begins**  
Midterm Exam: Chapters 1-8 (Oct 13) |
| **Oct 14-17** | **SPRING BREAK (begins on the 14, resumes on the 18th)** |
| Oct 18, 20 | Chapter 9: Eating Disorders  
Case Study 9: Bulimia Nervosa  
Film: “*Dying to be Thin*” |
| Oct 23, 25, 27 | Chapter 10: Substance Use and Addictive Disorders |
Case Study 10: Alcohol Use Disorder
Chapter 11: Sex and Gender Disorders
Case Study 11: Sexual Dysfunction
Discussion Board 6 Begins

Oct 30
Nov 1, 3
Chapter 12: Schizophrenia
Case Study 13: Schizophrenia
Film: “The Forgetting”
Essay Paper 3 (due Nov 1st)
Discussion Board 7 Begins

Nov 6, 8, 10
Chapter 13: Personality Disorders
Case Study 14: Antisocial Personality Disorder
Case Study 15: Borderline Personality Disorder
Chapter 14: Child and Adolescent Disorders
Discussion Board 8 Begins

Nov 13, 15, 17
Chapter 14: Child and Adolescent Disorders
Case Study 16: Attention-Deficit/Hyperactivity Disorder
Case Study 17: Autism Spectrum Disorder
Chapter 16: Law, Society, and Mental Health
Discussion Board 9 Begins

Nov 20, 22
Chapter 15: Aging and Cognition Disorders
Presentation “Individual Paper” Due

Nov 23-26
Thanksgiving Break (starts after class on the 22nd and resumes on the 27th)

Nov 27, 29,
Dec 1
Chapter 16: Law, Society, and Mental Health
Discussion Board 10 Begins
Presentations

Dec 4, 6, 8
Perspectives on the DSM-5
Perspectives on abnormal behavior & stigma
Presentations

Dec 13
Exam Review

Dec 15
Final Exam @ 8am in Physical Therapy Building 110
CLASS REQUIREMENTS:

1. Attendance is important and worth 120 points. You are allowed 2 unexcused absences before deductions, but that is just for attendance. Participation points can be made up but only for ½ points. Material will be presented in class that is not in the book but may be on the exams. I do not post class PowerPoints. Please let me know if you must miss class, and why.

2. If you text or electronically multitask in class you will be asked to leave and receive an unexcused absence.

3. The exams are worth: Midterm 130 points and Final 150 points. The exams will be multiple choice in format. The exam questions will focus on material from the main text and material from class lecture.

4. The Group project will be worth 150 (50 points is the group presentation, and 100 points is your individual contributions). Each group member will need to write a paper about the research articles they chose. The paper will include the summary of the journal articles and a description of its implications. Use APA-style in the paper. A grading rubric will be posted and discussed in class.

5. There will be 3 essay/reflection papers worth 50 points each. Guidelines for the paper and a grading rubric will also be posted and discussed in class.

6. Discussion Board is worth 30 points each. There will be 10 discussion boards throughout the semester that add up to 300 points. Guidelines for the discussion board are provided on the discussion page.

7. Grades will be assigned based on the following ranges, on a 1000 point scale. I reserve the right to “bump” someone up a grade if they are on an upper cutoff, but no one is ever bumped down from a bottom cutoff:

Point Distribution

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\begin{align*}
C+ &= 800 - 770 & C &= 770-740 & C- &= 740-700 \\
D+ &= 700-670 & D &= 670-640 & D- &= 640-610 & F &= < 610
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The instructor and the College reserve the right to modify amend, or change the syllabus (course requirements, grading policies, etc.) as the curriculum and/or program requires.

The Carroll University Academic Integrity Policy is located in the student handbook—https://my.carrollu.edu/ICS/icsfs/Student_Handbook_14-15_Updated. Please familiarize
yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any questions about appropriate citations, please ask.

Academic integrity is expected in terms of your work and your conduct in class. Violations will, at my discretion, result in F’s (zero points) on the relevant assignments and may result in a formal review at the administrative level.

“Students with disabilities who may need accommodations or any student considering obtaining documents should make an appointment with the Walter Young Center (262-524-7621) no later than the first week of class.”