

Introduction to Abnormal Psychology

Instructor Laura Lawn
Linn-Benton Community College
Asynchronous / Online

Psychology 219

CRN 31735
Credits: 3
Winter 2022

Course Description

An introduction to the study of psychological disorders, including issues of diagnosis and treatment. Topics include stress and effective coping, models of abnormality; overview of major disorders, including diagnostic considerations; current research on treatment effectiveness; the effects of stress on our psychological wellbeing, and the impact of psychological disorders on society.

Statewide General Education (AAOT) Outcomes:

Upon successful completion of the Social Science course, students should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior.
- Apply knowledge of experience to foster personal growth and better appreciate the diverse social world in which we live.

In addition, this course includes Cultural Literacy (DPR) content. Pursuant to that, students should be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Performance Based Learner Outcomes

As a result of successfully completing this course, I expect you will:

- Critically analyze the relationships between humans and the natural world.
- Recognize & articulate the interplay between social and/or natural forces & individuals.
- Use analytical and scientific thinking to draw reasonable conclusions.
- Synthesize diverse perspectives and express them in a coherent and applicable manner.

Instructor Contact Information

You may email me at: lawnl@linnbenton.edu. Please include your name & campus in the subject line. I try to return messages quickly during the week, so if you have not heard back from me in 24 hours, send it again.

Office Hours: 10:30am – 12:00pm Monday and Wednesday through Zoom (link on Moodle)

Textbook

Comer, R.J. (2019). Fundamentals of Abnormal Psychology, 9th Ed. Worth Publishers: New York, New York.

Technology Recommendations

Our class will be delivered fully asynchronously. We will not be meeting face-to-face or remotely. All of your coursework will be completed via Moodle. You must be able to upload assignments and take exams on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [student helpdesk](#) or [eLearning center](#) if you have questions related to using Moodle. If you are not prepared to work independently with Moodle, drop this course immediately.

LBCC is encouraging students to be as prepared as possible by encouraging you to obtain the equipment you will need in order to be successful in any modality. Please see the recommended list of equipment below.

Students who cannot afford these resources can contact the [Roadrunner Resource Center](#) about funding.

Standard equipment recommendation

- Broadband internet
- A computer with 256g SSD, 8G RAM, i5 6th gen processor (or equivalent functionality)

- Device with a microphone and speaker
- Device with a camera
- Students can consult [Standard Recommendation 1](#) or [Standard Recommendation 2](#) if they are looking for a product recommendation

Minimum equipment recommendation

- A WiFi hotspot
- A computer with 128g SSD, 4G RAM, i3 6th gen processor (or equivalent functionality)
- Device with a microphone and speaker
- Device with a camera
- Students can consult [Minimum Requirement 1](#) if they are looking for a product recommendation

Instructor Responsibilities

The current week's content and assignments will be posted on Moodle. I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and syllabus content. My aim is to facilitate a learning environment that encourages active, effective and respectful activities, discussion and learning.

Student Responsibilities

- Critically read/analyze assigned information.
- Use your LBCC email account to communicate with me.
- Effectively participate in class assignments, project, quizzes, and exams.

Tools for Success in this Course

In a web course, the instructor is a **resource** in the learning process, while you, the student, take a more active role in the process. If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical. It is up to you to keep track of deadlines and complete and upload your assignments. The assignments, exams and weekly forums are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. I will respond to your assignments with feedback. If you have carefully read course materials and still have a question, send me an email.

Center for Accessibility Resources

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

How This Class is Structured

This course runs asynchronously and has been moved online with a Moodle Home Page. Moodle can be accessed directly via this URL: moodle.linnbenton.edu The college guidelines suggest that students should expect 2-3 hours outside of class work, *for every unit* of the course (we have a 4 unit course). This equals *6-9 hours of homework* for our 3-unit course. We will be approaching the text by chapters, mostly one per week. All assignments associated with the chapter are due the week we discuss it, so it is best to be prepared early.

- (1) *Read the Chapters / Articles* posted online for each topic, *BEFORE* doing class discussion and activities. This will give you the information in an easy-to-reference format. Consider our book an important

“jumping off point” but not the sole source of learning. (Recommend doing by Monday)

- (2) *Listen to the Lectures* for a summary of the main topics in the text. I will present material that is not in your book but will be included on weekly tasks and quizzes. (Recommend doing by Tuesday)
- (3) *Organize your thoughts with notes* to help you summarize the lectures and will help prepare you for our class discussion on the topic. (Recommend doing Monday and Tuesday as / after you read and watch)
- (4) *Participate* in the weekly assignments and discussion board conversations. (Initial Post due by Wednesdays, Responses due by Fridays)
- (5) *Take the chapter Quiz* Testing your basic understanding of the chapter. (Due by Sunday each week)
- (6) *Complete the Exams and Class Project* as assigned.

Assignments and Assessments

Assignments perform several functions. First, they aid you in the mastery of the subject. Second, they communicate the level of your learning and the increase in your knowledge. Third, they give you the opportunity to get feedback on your work.

Chapter Quizzes – Each section of Fundamentals of Abnormal Psychology will have an open-note quiz. Quizzes will be completed and turned in via Moodle each week. Quizzes will be due on the Sunday of the week by 11:59pm and will be turned off (no longer available) after this due date. *Remember to do the quiz before its due as it will not be re-opened once it has closed.*

Discussion Board – Participation is important to solidify the knowledge in your memory and give you practice with the concepts. You will be required to post a response to a prompt by Wednesday, 11:59pm of each week and respond to at least one (1) other student by Friday, 11:59pm. Discussion posts are worth 10 points each.

Weekly Assignments: Read your Weekly Assignment (basis of the discussion post) each Monday. Often, the assignment requires that you complete an activity ahead of time. Your response is dependent on your text reading and slide presentation for the week, so complete the assessment activity after these tasks. I want to give you the experience of evidence-based activities, scientists and therapists, and practitioners do in real life to help others cope effectively and to promote wellbeing. Each assignment will be an example of an activity used in the field from a particular perspective for you to try out.

How to write a great post: In the online classroom, discussion forums are a critical way of interacting with each other. I have carefully constructed each prompt to allow you the opportunity to apply the information you’ve learned about psychological topics. The discussion boards will consist of one initial post thread created by each student, and two substantial comments on other students’ posts. Other students’ posts will become visible once your own initial post is submitted. Each initial post must consist of a minimum of 200 words. Your initial post should be written as an essay with attention to grammar, punctuation, and writing style. Use 3rd person in your writing. Be sure to answer all parts of the question. Responses to peers are to be at least 50 words. Your responses must reflect some significant reflection and include more than a sentence such as “I agree with your thoughts on this” or “I like your post.”

Class Project – As part of a public information campaign (prevention), create an infographic describing a psychological disorder from the experience of a famous figure who has/had a known disorder (includes at least a testimonial from that person). This is worth a substantial portion of your grade and will be graded accordingly. Much more information about this on Moodle. **You will need to work out some technology to do this so plan ahead.**

Exam 1 & 2 – There will be a 75-point open-note test during week 5 (Exam 1) and another in Finals week (Exam 2).

Assignment Summary

Assignments	Points
Chapter Quizzes (10 points each x 9 sections)	90 Points Possible
Discussion Board Posts & Responses (10 pts each x 10 posts)	100 Points Possible
Class Project	75 Points Possible
Exam 1	75 Points Possible
Exam 2	75 Points Possible
Total	415

***Late Submissions will drop in grade by 10%.
All late work must be turned in no later than 1 week after the due date.***

Grades

A – 90-100%	373+ points
B – 80-89%	332 – 372 points
C – 70-79%	290 – 331 points
D – 60-69%	249 – 289 points
F – 0 – 59%	< 248 points

- I – I do not grant incompletes. In the case of emergency, students may take advantage of the college policies for dropping the class.
- No Show / Drop – If a student does not attend class during the first two class periods of the term, the instructor may drop the student from the class.
- Students may drop the class on or before Monday, January 10.
- Students may drop the class on or before Sunday, February 20 without responsibility for a grade.

Assessment and Academic Integrity

Using someone else's work as your own or using information or ideas without proper citation (this is *plagiarism*) can lead to your failing the assignment, forum post, test, or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated by me). Do not directly reproduce material from another source in your weekly forum or assignment (even if you cite it!). You must provide material written in your own words and that contain your original ideas.

How to Ensure the Grade you Want:

- Use the tools: computer, the textbook, college support services, library, instructor face time, classmates.
- Check in with class online every week.
- Think about what you are reading and doing. Why does this matter? What questions or reflections arise? How might it impact one's working life?
- Spend 1-2 hours before class discussions reading the chapter and summarizing one's thoughts. Spend about 1 hour after class reflecting and refining any notes.
- Ask questions!
- Keep track of due dates.
- Be a group member that others want on their team.
- Share insights with your group or the class as a whole, in a way that invites discussion, reflection and debate.

A Quick Heads-up

As we go through topics, students are encouraged to share details of their past experiences in class. Sometimes, this may include elements that, while topical, are not things you might otherwise share broadly. While I do expect that other students would keep anything of this nature confidential outside of class, I cannot guarantee that your peers will choose to do so. Use your best judgment on self-disclosure.

GETTING STARTED

- Read the syllabus and all other course documents.
- Watch the course introduction video
- Put all due dates for exams and assignments in your calendar.
- Create your own schedule for completing coursework.
- Read information that comes to you via the Announcements.

"[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world..."

-President Barack Obama, March 23, 2015. US Department of Education webpage

219 Course Calendar

Week 1 (January 3 – 9) Models & Community Approaches

Read: Chapters 1 & 2

- Introduction Discussion Post due Wednesday, 11:59pm
- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to both sets of other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 2 (January 10 – 16) Clinical Diagnosis & Trauma / Stress

Read: Chapters 3 & 5

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 3 (January 17 – 23) Anxiety, Obsessive-Compulsive

Read: Chapter 4

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 4 (January 24 – 30) Depressive, Bipolar, & Suicide

Read: Chapters 6, 7, 14 (pg 436-443)

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 5 (January 31 – February 6)

- Week 5 (January 31 – February 6) **Exam 1** (Chapters 1-7) due Sunday, 11:59pm

Week 6 (February 7 - 13) Somatic & Eating

Read: Chapters 8 & 9

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 7 (February 14 – 20) Substance Use & Addiction

Read: Chapters 10

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm
- Class Project** due Sunday, 11:59pm

Week 8 (February 21 – 27) Neurodevelopmental / Sexual Disorders & Gender Variations

Read: Chapter 11 & 14 (pg 450-468)

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 9 (February 28 – March 6) Schizophrenia & Aging /Cognition

Read: Chapters 12 & 15

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Week 10 (March 7 - 13) *Personality Disorders*

Read: Chapter 13

- Weekly Assignment / Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

Finals Week (March 14 – 16) *Review & Exam*

- Exam 2** Due Wednesday, June 9 11:59pm
- All late submissions due Wednesday, June 9, 11:59pm

*The instructor may revise the class calendar, modify content, and/or substitute assignments in response to institutional or class situations.