SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES
Accelerated Sciences Division

Syllabus Table of Contents

COURSE INFORMATION

Course Number (Prefix Code): PSY 212

Course Name: Abnormal Psychology

Course Description:

This course will focus on what it means to be abnormal and what classifies different abnormal disorders. It will include biological, psychological, and sociocultural theories explaining how biology, psychology, and social factors play a huge role in understanding these disorders. Causes, symptoms, diagnoses, and treatment modalities will also be covered.

Course Delivery Model(s): Online Self-Paced

Time Requirement:

Lecture Hours per term:	45
Laboratory Hours per term:	0
Total Hours per term:	45
Course Duration (weeks):	5
Credits:	3

Credit Hour Verification:
This list represents the average amount of time a student is expected to spend to successfully complete this course.

	Activity Type	Online Interactive Hrs/wk	Online (Selfpaced) Hrs/wk
Course Time	Lecture time	9	0
Academic Engagement	Video Lectures	0	0.5
	Supplemental Videos	3	5
	Discussion Boards	1	1
	Quizzes	2	2
	Homework	3	4
Preparation and Study	Study time (assessment prep)	5	8
	Reading (chapter readings, materials research)	4	6.5
Total	**For the Course per week**	**27**	**27**
	For the Term	**135**	**135**

Prerequisites: PSY 102 and PSY 202 recommended
Co-requisites: None

This course may be taken again for credit the following number of times (repeatable): 5

LEARNING OUTCOMES, OBJECTIVES, & ALIGNMENT

Student/Course Learning Outcomes
In successfully completing this course, students will be able to:

SLO/CLO
1. Explain what abnormal psychology means.
2. Summarize different psychological theories when it comes to abnormal psychology.
3. Apply modern research and development when it comes to the study of abnormal psychology.
4. Apply the DSM 5 criteria "a set of diagnostic criteria" that are needed to diagnose specific disorders.
5. Identify how different factors such as biological, genetics, development, psychological and social environment play a key role in these disorders.
6. Compare and contrast different treatment modalities including non-pharmacological and pharmacological for different abnormal psychology disorders.

7. Explain different coping strategies and psychological health when it comes to various psychological disorders.

TEXTBOOKS & MATERIALS

Required Textbook(s): Abnormal Psychology, 9th Ed., by Heather Jennings (Provided e-Text). Other materials are provided on the Canvas course page

Required Materials: Working computer with a strong internet connection, external camera, and a microphone.

Provided Materials: The following materials will be provided:

Homework and reading platform (McGraw-Hill).

Technology Requirements

Click here to view the SCU technology requirements

External resources: McGraw-Hill

Learning Management System: Canvas. If a student is unfamiliar with the Canvas learning management system, please visit the manuals and learning guides available in the Canvas Student Guide. It is important that students are comfortable and competent in using this system, as all course material and communication will be done via Canvas.

Navigating Canvas – the Canvas site has a large set of Canvas tutorials and videos for students.

Browser and Computer Requirements for Canvas: This course requires that students have access to Google Chrome or Microsoft Edge.

Examination System: We will be using the Respondus LockDown Browseris a custom browser that locks down the testing environment within a learning management system. Used at over 2000 higher educational institutions. Respondus uses your computer's screen, web cam, external camera and microphone to create a remote proctored environment and enables you to take exams via Canvas in the location of your choice. You must have a strong and stable internet connection for Respondus to work well. During the exam, you, your computer, and the environment you are taking the exam in may all be recorded.

In addition to the instructor(s) and Teaching Assistants(s) of this course, Respondus and SCU Respondus administrators are the only ones who will have access to the recordings. The Chrome browser extension must be installed before students can take any exam, and it can be removed once an exam is complete.

There will be a practice exam to become familiar with using Respondus, and surface any issues you may encounter with Respondus

Suggestions for completing online coursework: Save work often; this includes backing it up on multiple devices or cloud applications. When submitting final papers on the Canvas learning management system

(LMS), ensure that all files have been uploaded properly. Also make sure to keep a hard copy of all papers/projects in case of an unforeseen technological failure or outage.

EVALUATION OF STUDENT LEARNING

Grading scale: Letter
grade
A = 90% - 100%
B = 80% - 89.99%
C = 70% - 79.99%
D = 60% - 69.99%
F = 0.0% - 59.99%

Assessments:

Assessment Name	#	Pts Each	Weight	SLO Linkage
Reading Assignments	14	0	0	1-7
Homework Assignments	5	60	15%	1-7
Movie Assignment	1	20	10%	1-6
Module Quizzes	5	10	20%	1-7
Discussion Boards	5	10	15%	1-7
Exams	2	120	40%	1-7
Total			100%	

Course Topics:

Module	Title	Topics	Assessments	SLOs
1	Introduction to Abnormal Psychology	● Chapter 1: Looking at Abnormality ● Chapter 2: Theories and Treatment of Abnormality ● Chapter 3: Assessing and Diagnosing of Abnormality ● Chapter 4: The Research Endeavor	Homework assignment, Module quiz, and Discussion board.	1, 2, 3,
2	Anxiety, Dissociative and Childhood Disruptive related disorders	● Chapter 5: Anxiety, Obsessive-Compulsive, Trauma and Stressor-Related Disorders ● Chapter 6: Somatic Symptom and Dissociative Disorders ● Chapter 11: Disruptive, Impulse-Control and Conduct Disorders	Homework assignment, Module quiz, and Discussion board.	1, 2, 3, 4, 5, 6
3	Personality, Eating and Sexual related Disorders	● Chapter 9: Personality Disorders ● Chapter 12: Eating Disorders ● Chapter 13: Sexual Disorders and Gender Diversity	Homework assignment, Module quiz, and Discussion board.	1, 2, 3, 4, 5, 6
Exam 1 (Mod 1 – 3)				1-6
4	Mood & Psychotic Disorders	● Chapter 7: Mood Disorders and Suicide ● Chapter 8: Schizophrenia Spectrum and Other Psychotic Disorders	Homework assignment, Module quiz, Discussion board, and Movie Assignment.	1, 2, 3, 4, 5, 6
5	Addictive Disorders & Health Psychology	● Chapter 14: Substance Use and Gambling Disorders ● Chapter 15: Health Psychology	Homework assignment, Module quiz, and Discussion board.	1, 2, 3, 4, 5, 6, 7
Exam 2 (Mod 4 – 5)				1-7

UNIVERSITY POLICIES

All university policies apply to this course and all others. For full policy information please consult the SCU Catalog. Additionally, program policies apply to students in each program as described in the Catalog and in SCU Health Handbook for clinical courses.

Drop Date: It is a student's responsibility to understand when to consider unenrolling from a course. Refer to the SCU Academic Calendar for dates and deadlines for registration. Also refer to SCU Academic Policies for information about the drop period.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. See the SCU Catalog for Policies about Incomplete Grades.

Academic Integrity: Students at this university are expected to maintain the highest degrees of professionalism, a commitment to active learning, and display integrity both in and out of the classroom. See the SCU Academic Integrity Code.

Accessibility Services and Accommodations: The Office of Student Services provides support to students with disabilities requiring accommodation in concert with the lead faculty for this course. All students are encouraged to request accommodation as far in advance of when the accommodation will be required to allow the University to process the request and provide approved accommodation. To begin the process please request a consultation with the designated Accessibility Services Officer as soon as possible. Once the Office of Student Services approves the request, the letter of accommodation will be provided to the student and lead faculty member via email. The student should be certain to follow-up with the lead faculty member to plan for the specific accommodation needs for the course. Program requirements cannot be modified to accommodate a disability. Please see the catalog for details regarding Accessibility Services and Accommodations.

A complete list of University Services is available through MySCU, including:

- Tech Support information
- Veterans Support Services
- Resources for Title IX support though the Campus Safety tab
- Student Advocacy and Accountability resources

Learning Resource Center: Students can use the library's resources which provide students with an excellent collection of books, journals, electronic databases, and websites as well as consult with the librarian to help with the course.

Online Etiquette: In general, behavior in an online classroom should emulate the professional behavior expected in an on-ground classroom with a few additional requirements:

- Avoid using text slang and abbreviations such as "u" (instead of "you"), "TLDR" (Too Long, Didn't Read) or "TBH" (To Be Honest) - not everyone knows what they are. Do not use ALL CAPS for entire sentences or posts - this is seen as yelling at someone.
- Any form of personal attack or inappropriate response with other students or faculty is unacceptable. We will remove any discussion posts showing this and warn the author.
- If a student disagrees with someone's comments, they should do so respectfully and collegially and provide legitimate examples to support their side.

- Before pressing the submit button review comments, making sure nothing is coming across as defensive, too "know-it-all" or critical, or academically inappropriate. It is easy for someone to misinterpret the meaning when they cannot see facial expressions or hear the tone of voice.
- Avoid short, generic replies such as "I agree!", "I like it!" or "Funny!" – explain why, add another point in support of the idea, or raise a question to continue constructive dialogue.

Attendance: SCU policy defines attendance for all courses and specifies online courses as active, weekly participation in the course as described in the syllabus. Examples of activities could include, but are not limited to:

- Participating in weekly online chats or discussions
- Submitting or completing assignments
- Commenting on other student contributions
- Actively logged on and participating in class at least three times per week

See the Academic Policies page in the SCU Catalog for more details on Attendance Policy.

Accelerated Sciences Course Recommendations
- Read before and after each class. Skim the chapter before it is covered in lecture to become comfortable with some of the terms associated with each topic. Review each chapter after it is covered in class to enhance understanding of the material.
- Do not wait until the night before homework is due to start the assignment. Understanding of concepts will be enhanced if the time is taken to learn them beforehand and later review the material without being rushed.
- Stay focused by finding an environment to study with few distractions.
- Participate during class by taking notes and looking over them afterwards.
- Any topics covered in the course could be presented in subsequent examinations, so it is critical to prepare and learn all presented material.
- Remember that procrastination in an accelerated course can quickly prove disastrous! Failure to learn foundational principles can make all future material seem nearly incomprehensible, so make sure to budget time wisely over the next five weeks.

Specifically for synchronous courses:
- Ask questions for clarification when not understanding the material being covered.
- *Do not skip class, arrive late, or leave early.* Given the accelerated nature of our courses, every minute of class missed can have a real impact on student success in a course.
- Work on assigned problems as close to the time as when the topic is covered in class to increase understanding of specific concepts.
- Find a group of students to study with. This makes studying more fun and helps learning of the material by teaching to and learning from peers. Explaining these concepts to other students aids in mastery of what is covered.

Teaching Methods & Instruction

The course requires a significant time commitment from students. In the five weeks of classes, 14 chapters of the book will be covered. Students are expected to study each topic in greater detail through studying the textbook and participating in class and homework activities.

- **Reading Assignments:** These sections are created on "Connect" through SmartBook. They improve reading productivity and provide students with better knowledge retention. SmartBook is an intelligent eBook that applies the adaptive technology of LearnSmart to ensure a focus on content the student has not yet learned while also promoting long-term retention of already learned material.

- **Homework:** Students reinforce concepts learned in class by completing the homework assignments. Homework assignments are open-book formative assessments where students can have unlimited attempts to practice problems. The highest score achieved is recorded in the gradebook. Homework must be completed by the due date – late submissions incur a 2% grade reduction for every day submitted late.

- **Discussion Board Posts:** Weekly discussion boards are asynchronous, however participation between students is required. Faculty will be active in all discussion boards and work interactively with students to build knowledge. Students must view the lecture material and PowerPoints on Canvas before beginning discussion boards and assignments in each module to be better prepared to participate interactively with peers in the discussion boards to maintain the participation grade.

- **Movie Assignment**: Students will complete a total of 1 Movie Assignment. You will watch a movie of your choosing involving a character that has / embodies signs of one or more abnormal disorders learned in this course (some suggestions include Lars and the real girl (2007), silver linings playbook (2012), girl interrupted (1999), Donnie Darko (2001), Joker (2019)) and will write a 500-750 word short essay describing what abnormal psychological disorder do you think the character from the movie has throughout the movie and use specific examples to back up your answers. You must also explain the etiology, symptoms use specific examples from the movie to back it up (DSM-5 criteria), diagnoses and treatment of whichever diagnosis you give.

- **Exams:** There are two exams in each class, a mid-term, and a final exam. There will be questions that are similar to all quizzes, homework, questions at the end of each chapter and any other activity given. The Exams are all on Canvas. Please pay attention to the due dates. They are final and will not be extended. You must use proctoring methods required by the instructor.