

PSY 2200 SEC 901: ABNORMAL PSYCHOLOGY
The University of Toledo | Department of Psychology
Fall 2019, 3 Credit Hours; Online/Distance Learning

Instructor: Joni L. Mihura, PhD
Email: joni.mihura@utoledo.edu
Office Hours (email): W 3-5pm; F 2-5pm
In person by request (UHall 1067)
Instructor Phone: 419-530-2716

Teaching Assistant: Kirsten Buckingham
Email: kirsten.buckingham@rockets.utoledo.edu
Office Hours (email): M 12:30-2pm; R 1-3pm
In person by request (UHall 1061)
Course Website: See blackboard

Catalog/Course Description (Prerequisite: PSY 1010 Principles of Psychology)

Disordered human behavior; its etiology, classification and treatment. Consideration of different theories.

Course Overview

In the mental health field, the study of abnormal human behavior is referred to as *psychopathology* (from the Greek words psyche [mind/soul] and pathos [suffering]). Within the area of psychopathology, health professionals use a manual called the Diagnostic and Statistical Manual of Mental Disorders (currently, DSM-5) to make diagnoses. The DSM-5 categories and their descriptions provide mental health professionals with a common language for communication in practice and research. This course discusses psychopathology within DSM-5 diagnostic categories, but it is important to note that an understanding of psychopathology transcends memorizing these categories.

Student Learning Outcomes

Following completion of the course students should be able to identify, describe, explain, and demonstrate understanding of:

- 1) Characteristics that distinguish the profession of clinical psychology from other areas of psychology and other mental health professions.
- 2) Major areas of study and bio-psycho-social etiological theories that clinical psychologists use to explain the psychological experience and the development and expression of mental illness.
- 3) Vocabulary of abnormal psychology per the Diagnostic and Statistical Manual (DSM-5) that is used to describe abnormal behavior and diagnose mental health disorders.
- 4) The integration of scientific methods and clinical practice in the treatment of mental illnesses.
- 5) Current controversies and major issues in the mental health field and health care.
- 6) Different types of evidence-based clinical treatments and differences between treatment approaches and theoretical orientations in conceptualization and treatment of mental illnesses.
- 7) Methodological and research practices used to evaluate clinical interventions and practices.

Class Format

This is a distance learning class, meaning that materials will be presented online in the form of PowerPoints (PPTs), videos, and case examples depicting mental disorders and treatment. Each week, you will be required to complete the required readings and activities through SmartBook (a component of your online textbook) and to participate in online discussions about the course material.

Texts and Ancillary Materials

Online E-Textbook ("Smartbook") and Adaptive Learning Software

Nolen-Hoeksema, S. (2019). *Abnormal Psychology* (8th ed.). [SmartBook]. New York, NY: McGraw Hill Education.

NOTE: You MUST have access to the e-textbook and adaptive learning software by purchasing Connect Plus access. You can purchase a registration code through Connect Plus. Instructions for purchasing access will be emailed to all registered students and will be available on Blackboard.

DSM-5 Reference

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: Author. (**OhioLINK online**)

Technology Requirements, Skills, and Privacy Policies

Please view the [technology considerations](#) for this course, including technical skills needed, general technology requirements, and technology privacy policies.

Accessibility of Course Technologies

Please view [Accessibility of Course Technologies](#) for information regarding the accessibility of Blackboard and other technologies used in this course.

SmartBook: The textbook for this class is an electronic text paired with adaptive learning software designed to facilitate learning and retention of the material. We anticipate that you will find it engaging and very helpful for your learning! The SmartBook software breaks down each chapter into 4 learning tasks: preview, read, practice, and recharge. Preview provides an initial, “quick glance” overview of the chapter to prepare you for reading the material. The read feature in SmartBook is unique in that instead of simply reading a chapter from start to finish, SmartBook highlights and draws your attention to the most important material. This will change as you demonstrate mastery over topics. The practice feature in SmartBook provides questions (multiple choice, fill-in-the-blank, etc.) to test your knowledge of material. These questions are intended to help you learn, and your performance on the questions will be used by SmartBook to guide further reading. Note that the SmartBook questions are intended to aid in learning the material; your grade on these assignments will be based on successful completion of the learning questions (10 points for each chapter, see below), not on accuracy of your responses. To complete the SmartBook chapter assignment, you must correctly answer enough questions. Your progress will be displayed in the top right corner of SmartBook. After completing the assignment, the recharge feature is helpful as a study aid prior to taking your exam, as SmartBook draws your attention back to topics you may have forgotten.

*Before completing SmartBook assignments, you must watch the “SmartBook Video Tutorial” and review the “How to Use SmartBook” link—both in Connect and posted in the SmartBook folder on Blackboard.

Blackboard: The weekly course lecture materials will be available on Blackboard at least one week before they are due. We will also provide discussion questions, exams, and exam grades via Blackboard.

PowerPoints: For each chapter, a PowerPoint has been prepared to reinforce the materials covered in the electronic textbook. Each week, you should review the PPT corresponding to the chapter that you are responsible for. Note that there are instances when material covered in the PPTs, but not in your textbook, will be included on the exam, so the PPTs will also be a great resource when studying.

Discussion Board: A weekly discussion board will be maintained on Blackboard. Students are required to make at least one quality post to the discussion board for each assigned chapter and will receive a grade for participation. You can discuss anything about the topics, but 1 or 2 discussion questions will be posted per chapter to get you started. Students are encouraged to participate further in discussions beyond these minimum requirements.

Late Enrollment: If a student enrolls during the first two weeks of class, it is the student’s responsibility to contact the professor and the TA within 24 hours of enrolling to inform them of his/her late enrollment. This will help ensure that the student receives all missed materials and information that has already been circulated.

Academic Policies: [Undergraduate Academic Policies](#)

Policy on Missed Assignments and Late Work: If unavoidable circumstances occur and you must miss an exam, discussion, or SmartBook activity, documentation for your absence (e.g., illness, funeral, court date) is required. Please let the TA know as soon as possible and in advance of an exam or assignment due date if you will be unable to complete it on time. Late work will not receive credit except in the case of extenuating circumstances. It is your responsibility to keep track of when your assignments are due, when exams are scheduled, and to know how to complete these requirements. The exams are also open for 4 days to enable you to find a convenient time and to weather any glitches (e.g., computer failure) that occur when taking the exam. DO NOT try to complete the exam at the last minute. Students who attempt to complete assignments at the last minute proceed at their own risk because we will not accept electronic problems as an excuse. Do not ask the instructor or TAs to excuse such late work, this is a large class and we cannot handle extraneous emails.

Email Communication: The course instructor and TA are available through email. You may email the TA with any questions or concerns. On weekdays, you will receive a response within 24 hours. Note that emails sent after 7pm EST may not be responded to before the following morning and that the instructor and TA are not required to be available over weekends, holidays, and university breaks.

Required Coursework: You will be required to complete a SmartBook assignment and post on the discussion board each week. In addition, there will be 3 exams administered via Blackboard. Each exam consists of 50 multiple choice items (2 pts. each) and is worth 100 points. All three exams will be 75 minutes long.

Extra Credit: During the first seven weekdays of the fall semester (through Wednesday, September 4th), you will have the opportunity to earn 14 extra credit points by responding to thought-provoking questions. No prior reading is required. A link to this assignment will be emailed to you by the course instructor and posted on Blackboard. Additional extra credit opportunities *may* be added over the course of the semester.

The extra credit survey can be found here: <https://www.psychdata.com/s.asp?SID=166286>

Exams: The 3 exams are administered online through Blackboard. Exams will be available at the beginning of the exam week and close at 11:59PM EST (*1 minute before midnight*) on Thursday of the exam week. Obviously, because exams are 75 minutes, this means you must start the exam 75 minutes before the deadline. You are provided one attempt for each exam.

NOTE: Online exams require use of LockDown Browser and Respondus Monitor to ensure a secure testing environment. You must download and install LockDown Browser and have a working webcam for exams. Information about how to use these tools will be emailed to you and will be available on Blackboard.

Class Schedule, Readings, Exams, and Due Dates

* Please read the chapters in the order that they are listed in this course schedule.

* SmartBook assignments and discussion posts are due by 11:59PM EST (*1 minute before midnight*) on the dates indicated below. But please do not wait until the last minute to attempt these assignments.

Section	Dates	Chapter/Topic	Assignment Due Dates
01	8/26 – 8/30	Ch. 1 – Looking at Abnormality	9/06 Ch. 1 Assignment, Wk 1 Discussion Post
02	8/31 – 9/6	Ch. 2 – Theories and Treatment of Abnormality	9/06 Ch. 2 Assignment, Wk 2 Discussion Post
03	9/7 – 9/13	Ch. 3 – Assessing and Diagnosing Abnormality	9/13 Ch. 3 Assignment, Wk 3 Discussion Post

04	9/14 – 9/20	Ch. 4 – The Research Endeavor	9/20 Ch. 4 Assignment, Wk 4 Discussion Post
05	9/21– 9/27	Ch. 5 – Anxiety and Related Disorders	Exam 1 (Ch. 1-4) due 9/26 @11:59pm EST
06	9/28 – 10/4	Ch. 5 – Anxiety and Related Disorders (cont.)	10/4 Ch. 5 Assignment, Wk 5/6 Discussion Post
07	10/5 – 10/9	Ch. 6 – Somatic Symptom and Dissociative Disorders	10/14* Ch. 6 Assignment, Wk 7 Discussion Post
	10/10 – 10/11	FALL BREAK	FALL BREAK
08	10/12 – 10/18	Ch. 12 – Eating Disorders AND Ch. 14 – Substance Use Disorders (cont.)	(10/18) Ch. 12 AND Ch. 14 Assignments, Wk 8/9 Discussion Posts **
09	10/19 – 10/25	Ch. 7 – Mood Disorders and Suicide	Exam 2 (Ch. 5, 6, 12, 14 due 10/24 @11:59pm EST
10	10/26 – 11/1	Ch. 7 – Mood Disorders and Suicide (cont.)	11/1 Ch. 7 Assignment, Wk 11 Discussion Post
11	11/2 – 11/8	Ch. 8 – Schizophrenia Spectrum and Psychotic Disorders	11/8 Ch. 8 Assignment, Wk 12 Discussion Post
12	11/9 – 11/15	Ch. 9 – Personality Disorders	11/15 Ch. 9 Assignment, Wk 13 Discussion Post
13	11/16 – 11/22	Ch. 10 – Neurodevelopmental and Neurocognitive Disorders	11/22 Ch. 10 Assignment, Wk 14 Discussion Post
	11/27 – 11/29	THANKSGIVING BREAK	
14	11/23 – 12/6	Ch. 11 – Disruptive, Impulse Control, and Conduct Disorders	12/6 Ch. 11 Assignment, Wk 15 Discussion Post
Final Exam	12/7- 12/13		Final Exam (Ch. 7- 11) due 12/13 @11:59pm EST

* Ch. 6 Assignment and Wk 7 Discussion Post due the Monday following Fall Break (10/14)

** Students must complete at least two discussion posts – at least one post must be for Chapter 12, and at least one post must be for Chapter 14.

Grading

		Points Possible	Points Earned
Assignment	Due Date	Exam	
Exam 1	9/21 - 9/27	100	

Exam 2	10/19– 10/24	100		
Final Exam	12/07– 12/13	100		
SmartBook Assignments & Discussion Board Participation	<i>Due Date</i>	<i>SmartBook</i>	<i>Discussion</i>	
Chapter 1	9/06	10	10	
Chapter 2	9/06	10	10	
Chapter 3	9/13	10	10	
Chapter 4	9/20	10	10	
Chapter 5	10/4	10	10	
Chapter 6	10/14	10	10	
Chapter 12	10/18	10	10	
Chapter 14	10/18	10	10	
Chapter 7	11/1	10	10	
Chapter 8	11/8	10	10	
Chapter 9	11/15	10	10	
Chapter 10	11/22	10	10	
Chapter 11	12/6	10	10	
Total Points Possible		560		
+ Extra Credit		+14		
Total Points Possible w Extra Credit		574*		

Grading Scale (Grades are calculated out of 560 points.)

Letter Grade	Percentage	Points Needed
A	93-100%	≥ 518
A-	90-92%	502 - 517
B+	87-89%	485 - 501
B	83-86%	462 - 484
B-	80-82%	446 - 461
C+	77-79%	429 - 445
C	73-76%	407 - 428
C-	70-72%	390 - 406
D+	67-69%	373 - 389
D	63-66%	350 - 372
D-	60-62%	334 - 349
F	0-59%	0 - 333

Academic Dishonesty

[UT's Academic Dishonesty Policy](#)

[Department of Psychology Statement on Academic Honesty Statement](#)

In this class, *academic dishonesty* also includes:

1. Copying from another student's exam or collaborating with another student during the exam
2. Looking at notes, textbook, or other related materials during exams
3. Stealing exams or using stolen exam materials
4. Plagiarism
5. Having someone else take your test for you, complete discussion posts for you, or participate in an extra-credit experiment for you

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary.

You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

Academic and Support Services

Please view the [Learner Support](#) page for links and descriptions of the technical, academic, and student support services available to UT students.

Safety and Health Services for UT Students

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.

UT Psychology-Related Websites

[UT Undergraduate Psychology Degree](#). The Department of Psychology at the University of Toledo offers a Bachelor of Arts degree for undergraduate students majoring in psychology.

[UT Psi Chi Webpage](#). Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of “encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.” With over 1,050 chapters, Psi Chi is one of the largest honor societies in the United States and is an affiliate of both the American Psychological Association (APA) and the Association for Psychological Science (APS). Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests, and who meet the minimum qualifications.

[UT Psychology Honors Program](#). Psychology majors are encouraged to earn the graduation citation "Honors in Psychology" through the Department of Psychology honors program. A student can be admitted at any time but no later than the end of the first semester of their junior year. See website for details.

Abnormal Psychology-Related Websites

[MentalHealth.gov](#) This site is written for both professionals and non-professionals. It contains regularly posted mental health news, stories and a blog, as well as different ways to get help (an advice column, an online community, and hotlines).

Websites for Students Interested in Psychology as a Career:

[Psych Web by Russ Dewey](#). Includes many links that can be helpful for psychology undergraduates (e.g., see [Careers in Psychology](#) link)

[Student Doctor Network Forums: Psychology](#). Psychology forum on the Student Doctoral Network designed for people currently enrolled or applying to clinical psychology doctoral programs.

Professional Websites Related to Dr. Mihura:

Dr. Mihura's UT [Faculty](#) and [Lab](#) Webpages