Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
SYLLABUS
PSYCHOLOGY 2367.02
Abnormal Psychology Analysis
Spring 2021 – Online –

COURSE OVERVIEW

Course description

Students will learn to compare and contrast symptoms of psychological disorders with non-disordered behaviors, cognitions, and affects. Major psychological disorders, as defined by the Diagnostic and Statistical Manual (DSM-V), such as anxiety, mood, and personality disorders, will be clinically and diagnostically defined. Students will be educated in the common myths and misconceptions surrounding psychopathology and be familiarized with current, empirically-supported, disorder-specific therapies.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Describe and evaluate historical viewpoints and current theoretical and empirically-based views of psychological disorders.

2. Compare and contrast symptoms of psychological disorders with non-pathological states.

3. Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g., anxiety, mood, personality, psychotic disorders, addictions) using the DSM-V for reference.

4. Evaluate the relevance of current and past research within clinical psychology.

5. Distinguish myths and misconceptions from facts regarding psychological disorders and their treatments.
6. Evaluate ethical issues regarding treatment and current status of treatment resources.

7. Assess and critically analyze psychopathology theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.

General education expected learning outcomes

As part of the second-level writing requirement of the General Education curriculum, this course is designed to prepare students to be able to do the following:

• Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively.
• Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
• Access and use information critically and analytically.

Students taking Psychology 2367.02 should acquire knowledge of scientific theory and research in the major topic areas of abnormal psychology. Throughout, the emphasis is on critical thinking and analysis of theories, research methods, and empirical findings regarding psychopathology and its treatments. Writing assignments will be sequenced in difficulty, intending to develop and hone writing skills across time.

HOW THIS COURSE WORKS

Mode of delivery:

• 100% online delivery
• All lectures will be recorded and uploaded for students to watch on their own time. We will not be holding any synchronous meetings
• All assignments will be completely asynchronously as well, but will have a specific window in which they must be completed

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.
Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

- **Participating in online activities:** **ONE OR TWO ACTIVITIES PER WEEK**
  There will be one or two small assignments given each week (open-response, open-book quiz questions) that will count toward your participation grade.

- **Office hours:** **OPTIONAL, BUT STRONGLY ENCOURAGED**
  Office hours are optional but highly encouraged, particularly to discuss preparation for your written assignments. Contact me to schedule an appointment.

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**COURSE MATERIALS AND TECHNOLOGIES**

**Textbooks**

REQUIRED


**Course technology**

**TECHNOLOGY SUPPORT**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

**TECHNOLOGY SKILLS NEEDED FOR THIS COURSE**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND INSTRUCTOR RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>Online Activities</td>
<td>60</td>
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</table>
See course schedule below for due dates.

## Descriptions of major course assignments

### ONLINE ACTIVITIES

**Description:** Assignments to help you:
- a) engage with the readings and topics of the course;
- b) give you practice in taking the perspective of others & developing your own perspective;
- c) develop your ability to focus on big ideas in this course;
- d) organize concepts and ideas from the readings.

You will complete one or two quizzes each week, with the possibility to earn 5 points each week. Quiz responses will be graded for accuracy and completeness. During some weeks, you may be asked to complete other activities (e.g., an instructional packet, response to discussion prompt) in place of these two quizzes.

**Academic integrity and collaboration:** The quizzes will be open-book, and responses will be due by the deadline posted on Carmen. You may discuss the readings and lecture content with other students and instructional staff as much as you like. Your responses must be your own individual work, should reflect your unique thoughts, and be written in your own words.

### EXTRA CREDIT

**Description:** For the online activities described above, the first 60 points you earn will count towards regular credit. Any additional points earned beyond this will count towards extra credit. For example, if you earn full points for both quiz questions for the first 12 weeks, you will have reached the maximum number of points allotted for online activities, 60 points. Then if you earn full points for the remaining 3 weeks in the semester, you will have accrued 15 points of extra credit. The purpose of offering this extra credit is to encourage your participation in the course and to allow some flexibility for weeks when it may be more difficult to engage.

**Academic integrity and collaboration:** See description for “Online Activities.”

### WRITTEN ASSIGNMENTS

**Description:** Four scholarly papers are required and will account for 100 of 300 total points. They will be weighted as follows: 1 (10 pts.), 2 (20 pts.), 3 (30 pts.), and 4 (40 pts.).
Academic integrity and collaboration: You may discuss your ideas about the prompts with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

EXAMINATIONS

Description: There will be two non-cumulative tests (midterm, final), the first accounting for 65 points and the second accounting for 75 points. The midterm will consist of multiple choice and short answer questions. The final will consist of multiple choice questions and a take-home writing assignment.

Academic integrity and collaboration: Exams will be completed individually online. All exams are open-book, but you are not permitted to discuss questions or content with other students. For the final exam, you may discuss your ideas about take-home writing prompts with other students and instructional staff as much as you like. However, your submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

Late assignments

• In the case of extenuating circumstances (e.g., illness, family emergency), you may request an extension in advance of the due date. If you do not contact me ahead of the due date, late submissions will not be accepted. If there are other longer-term situations that may prevent you from completing assignments in a timely manner (e.g., difficulty with access to Internet/computer, caretaking, chronic illness), please speak to me as soon as possible, and I will work with you to find a solution. I realize that these are uncertain and unusual times, and I am committed to helping you to be successful.

• Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback**: For large weekly assignments, you can generally expect feedback within 14 days.
- **Email**: I will reply to emails within 24 hours on weekdays when class is in session at the university.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/
- **Citing your sources**: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.
Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Recordings:** I will be recording all lectures meetings and uploading them online. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND the instructor.

Academic integrity policy

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic
misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

**Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

**Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.
We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**About this course:** I will do my best to integrate topics related to diversity and inclusion both in the lecture content and in our discussions. Rates of diagnosis, rates of treatment referral, and conceptions of psychological disorders differ across multiple demographic dimensions, including, but not limited to, sex, race, ethnicity, age, sexual orientation, socioeconomic status, and native language. In addition, as we'll see, the field of psychology has a long history of mistreating or excluding individuals who belong to underrepresented groups (e.g., women, non-white individuals, members of the LGBTQ community), both in our research practices and in our storytelling. I welcome any thoughts or feedback you have about how we can discuss abnormal psychology in the context of these identities in a way that is sensitive and respectful. It is especially important to me that we honor these identities as members of our class may hold them themselves. To that end, I will do my best to foster a classroom environment that is safe and inclusive. However, if I fail to do this in some way (which is inevitable), I welcome you to please let me know either via email or an anonymous survey that I will distribute at the midpoint and end of the semester.

**Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](go.osu.edu/wellnessapp).

**ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**Requesting accommodations**
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](go.osu.edu/zoom-accessibility))
- Collaborative course tools

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**COURSE SCHEDULE**

*Schedule is subject to change at discretion of instructor.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Due Dates</th>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading/Assignments</td>
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<tr>
<td>1</td>
<td>Jan 11 - Jan 15</td>
<td>Introduction to Course, Defining Abnormality, and History of Abnormal Psychology</td>
<td>Comer Chapter 1</td>
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<td></td>
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<td>Abnormal Behavior and its Causes</td>
<td>Comer Chapter 3</td>
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<tr>
<td>2</td>
<td>Jan 19 - Jan 22</td>
<td>Paragraph Construction</td>
<td>S&amp;W, pgs. 1-14, 15-33, 89-95</td>
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<td></td>
<td></td>
<td>Assessment, Diagnosis, and Treatment</td>
<td>Comer Chapter 4, pgs. 97-127</td>
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<td></td>
<td>Grammar/Punctuation Pretests Due</td>
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<tr>
<td>3</td>
<td>Jan 25 - Jan 29</td>
<td>Finding, Reading, and Writing about Research Articles</td>
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<td>Organization and Outlining</td>
<td>Paper 1 Due (January 29th)</td>
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<tr>
<td>4</td>
<td>Feb 1 - Feb 5</td>
<td>Research Methods</td>
<td>Comer Chapter 2</td>
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<tr>
<td>5</td>
<td>Feb 8 - Feb 12</td>
<td>APA Format</td>
<td>APA Style Reference</td>
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<td>Paper 2 Due (February 12th)</td>
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<tr>
<td>6</td>
<td>Feb 15 - Feb 19</td>
<td>Anxiety Disorders</td>
<td>Comer Chapter 5, pgs. 129-160</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Comer Chapter(s)</td>
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<td>7</td>
<td>Feb 22, Feb 25 - 26</td>
<td>Obsessive-Compulsive Spectrum Disorders</td>
<td>5, pgs. 161-173</td>
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<td><strong>Paper 3 Due (February 26th)</strong></td>
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<td>8</td>
<td>Mar 2</td>
<td>MIDTERM EXAM</td>
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<td>9</td>
<td>Mar 8 - Mar 12</td>
<td>Acute and Posttraumatic Stress Disorders</td>
<td>6, pgs. 177-192</td>
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<td></td>
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<td>Writing Style: Expression, Word Choice, and Point of View</td>
<td>S&amp;W, pgs. 34-38, 39-65, 66-85</td>
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<td>10</td>
<td>Mar 15 - Mar 19</td>
<td>Mood Disorders:</td>
<td>7, pgs. 215-251</td>
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<tr>
<td></td>
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<td>Unipolar Depression and Bipolar Depression</td>
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<td>11</td>
<td>Mar 22 - Mar 26</td>
<td>Suicide</td>
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<td>Treatment of Mood Disorders</td>
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<td>12</td>
<td>Mar 29 - Apr 2</td>
<td>INSTRUCTIONAL BREAK</td>
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<td>13</td>
<td>Apr 5 - Apr 9</td>
<td>Eating Disorders</td>
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<td>Personality Disorders</td>
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<td>Apr 12 - Apr 16</td>
<td>Substance Use Disorders</td>
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<td><strong>Paper 4 Due (April 16th)</strong></td>
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<td>15</td>
<td>Apr 19 - Apr 23</td>
<td>Schizophrenia</td>
<td>Comer Chapter 15</td>
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<td></td>
<td>Treatment of Schizophrenia</td>
<td>Comer Chapter 14</td>
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<thead>
<tr>
<th>16</th>
<th>TBA</th>
<th><strong>FINAL EXAM</strong></th>
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<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> All finals will be administered according to the registrar's schedule using online administration</td>
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