

# PSYC526

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** PSYC526 **Title :** Psychopathology

**Length of Course :** 8

**Prerequisites :** PSYC525 **Credit Hours :** 3

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## Description

**Course Description:** This course guides graduate level learners in in-depth study of classic and contemporary theories and treatment of abnormal human functioning. Students will undertake extensive investigation of cultural factors related to the expression and effective assessment of pathology. Prerequisite: PSYC 525 Physiological Psychology

### Course Scope:

This course focuses on models and treatment of maladaptive behavior. Emphasis is placed on the development of a working conceptual model of psychopathology, including theoretical, etiological, and symptomatic considerations. The course examines a range of treatment modalities.

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## Objectives

### *Students completing this course will:*

1. Investigate classic and contemporary theories of abnormal behavior.
  2. Assess a broad range of adult and child psychopathology.
  3. Articulate the process of clinical diagnosis and use of the current edition of the APA's Diagnostic and Statistical Manual.
  4. Examine culture and gender influences on vulnerability to psychological disorders and response to treatments.
  5. Evaluate current trends and related issues in the field of psychopathology intervention and treatment.
  6. Apply to case studies key concepts in treatment plan development and intervention for clients.
  7. Critically analyze peer-reviewed publications from the body of literature focused on a chosen area of psychopathology.
  8. Demonstrate APA style and writing skills commensurate with graduate level studies.
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## Outline

## **Week 1:**

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### **LESSON TOPICS:**

Foundations of Psychopathology

Abnormal Psychology: Past and Present

Research in Abnormal Psychology

### **WEEKLY LEARNING OBJECTIVES:**

Characterize the difficulties in defining a person's behavior as abnormal.

Formulate definitions of abnormality from the perspectives of deviance, distress, dysfunction, and danger.

Compare and contrast the primary research methods used to study psychological abnormality.

### **TEXTBOOK READINGS:**

Comer textbook – Chapters 1 & 2

Lesson 1: Parts 1 and 2

Assignments

*Week 1 Forum*

*Case Study Analysis – Case and Scholarly Topic Selection*

### **ADDITIONAL READINGS:**

Located in the classroom Lessons.

## **Week 2:**

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### **LESSON TOPICS:**

Components of Clinical Practice

Models in Abnormality

Clinical Assessment, Diagnosis, and Treatment

### **WEEKLY LEARNING OBJECTIVES:**

Compare and contrast the current dominant theories in abnormal psychology.

Articulate the process of clinical assessment and the specific roles of clinical interview, tests, and observations.

Explain and evaluate the diagnostic approach of the current DSM.

### **TEXTBOOK READINGS:**

Comer Textbook – Chapters 3 & 4

Lesson 2: Parts 1 and 2

## Assignments

### *Week 2 Forum*

#### ADDITIONAL READINGS:

Located in the classroom Lessons.

### **Week 3:**

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#### **LESSON TOPICS:**

Problems of Stress and Anxiety

Anxiety , Obsessive-Compulsive, and Related Disorders

Stress Disorders

Disorders Focusing on Somatic and Dissociative Symptoms

#### **WEEKLY LEARNING OBJECTIVES:**

Compare the psychological and biological similarities and differences between anxiety and fear

Compare and contrast the anxiety, stress, somatic, and dissociative disorders, their proposed risk, causal, and maintaining factors, and available treatment options

Evaluate the role of culture and gender influences on the development of the anxiety, stress, somatic, and dissociative disorders.

#### TEXTBOOK READINGS:

Comer Textbook – Chapters 5, 6, & 10

Lesson 3: Parts 1 and 2

## Assignments

### *Week 3 Forum*

### *Case Study Analysis – Annotated Bibliography*

#### ADDITIONAL READINGS:

Located in the classroom Lessons.

### **Week 4:**

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#### **LESSON TOPICS:**

Problems of Mood

Depressive and Bipolar Disorders

Treatments for Depressive and Bipolar Disorders

Suicide

## **WEEKLY LEARNING OBJECTIVES:**

Compare and contrast the mood disorders, their proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate the role of culture and gender influences on the development of the mood disorders

Differentiate among Shneidman's categories of suicide seekers.

Describe the common predictors of suicide.

Consolidate learning and apply knowledge and skills related to course content covered during the semester, focusing on Weeks 1-4 for the midterm exam.

## **TEXTBOOK READINGS:**

Comer Textbook – Chapters 7, 8, & 9

Lesson 4: Parts 1 and 2

Assignments

*Week 4 Forum*

*Midterm Examination*

## **ADDITIONAL READINGS:**

Located in the classroom Lessons.

## **Week 5:**

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## **LESSON TOPICS:**

Problems of Mind and Body

Eating Disorders

Substance Use and Addictive Disorders

Disorders of Sex and Gender

## **WEEKLY LEARNING OBJECTIVES:**

Compare and contrast the eating disorders, their proposed risk, causal, and maintaining factors, and available treatment options.

Characterize the essential features of substance use disorders, articulating their proposed risk, causal, and maintaining factors, and available treatment options.

Compare and contrast the sexual disorders, as well as Gender Dysphoria, their proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate the role of culture and gender influences on the development of eating, substance use, and sexual disorders, including Gender Dysphoria.

## **TEXTBOOK READINGS:**

Comer Textbook – Chapters 11, 12, & 13

Lesson 5: Parts 1 and 2

Assignments

*Week 5 Forum*

ADDITIONAL READINGS:

Located in the classroom Lessons.

**Week 6:**

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**LESSON TOPICS:**

Problems of Psychosis

Schizophrenia

Treatments for Schizophrenia and Other Severe Mental Disorders

**WEEKLY LEARNING OBJECTIVES:**

Characterize the essential features of schizophrenia and other psychotic disorders, articulating the proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate the role of culture and gender influences on the development of schizophrenia and other psychotic disorders.

TEXTBOOK READINGS:

Comer Textbook – Chapters 14 & 15

Lesson 6: Parts 1 and 2

Assignments

*Week 6 Forum*

ADDITIONAL READINGS:

Located in the classroom Lessons.

**Week 7:**

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**LESSON TOPICS:**

Life-Span Problems

Personality Disorders

Disorders of Childhood and Adolescence

Disorders of Aging and Cognition

**WEEKLY LEARNING OBJECTIVES:**

Compare and contrast the personality disorders, their proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate controversies over the reliability and validity of personality disorder diagnoses in the context of categorical versus dimensional approaches.

Evaluate the role of culture and gender influences on the development of the personality disorders.

Characterize the essential features of disorders found in childhood and adolescence, their proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate the role of culture and gender influences on the development of the disorders of childhood and adolescence.

Compare and contrast the disorders of aging and cognition, their proposed risk, causal, and maintaining factors, and available treatment options.

Evaluate the role of culture and gender influences on the development of the disorders of aging and cognition.

Analyze and compose, through the application of course-content related knowledge and skills, a review of the abnormal psychology literature.

Apply course-related knowledge and skills to the analysis of an abnormal psychology case study.

#### TEXTBOOK READINGS:

Comer Textbook – Chapters 16, 17, & 18

Lesson 7: Parts 1 and 2

Assignments

*Week 7 Forum*

*Case Study Analysis.*

#### ADDITIONAL READINGS:

Located in the classroom Lessons.

#### **Week 8:**

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#### **LESSON TOPICS:**

Putting It All Together

Law, Society, and the Mental Health Profession

Class Review

#### **WEEKLY LEARNING OBJECTIVES:**

Compare and contrast the legal standards for “insanity”.

Describe the code of ethical principles guiding mental health professionals.

Summarize the concept of the “person within the profession”.

Consolidate learning and apply knowledge and skills related to course content covered during the semester, focusing on Weeks 5-8 for the final exam.

## TEXTBOOK READINGS:

Comer Textbook – Chapter 19

Lesson 8: Parts 1 and 2

Assignments

*Week 8 Forum*

*Final Exam*

## ADDITIONAL READINGS:

Located in the classroom Lessons.

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## Evaluation

### General Assignment Requirements

Students engaging in graduate studies are held to rigorous standards. Graduate students are expected to exhibit advanced level critical thinking, ability to synthesize multiple sources of information, high caliber writing skills and academic integrity in all course activities. All paper assignments must follow the citation and reference rules established by *the American Psychological Association (APA)*. With the occasional exception of necessary brief quotes of specific statistical research findings or terminology used to describe research models or psychological constructs, in which case the author and publication still must be properly source credited and the quoted materials must be used very sparingly (one or two sentences per assignment) and placed inside quotation marks, all written work must be paraphrased (summarized in the student's own words) with proper source citations.

When reporting on what one reads in any published source, including the course text, providing the source(s) used is required. Failure to do so in both the body of and in a References list attached to the end of the assignment submission and to properly quote very sparingly used verbatim content constitutes plagiarism. Any instance of plagiarism, regardless of intent, will result in an assignment score of zero with no option for revision and resubmission for the first incident and course failure for any additional incidents. The website <http://owlenglish.purdue.edu/owl/resource/560/01/> is an excellent, easy to understand resource for APA style formatting and source citation.

Scholarly material must be used for completion of paper (non-forum) assignments. Unless instructed to do so for specific assignments, students may not use commercial websites as the basis for completion of course work. Encyclopedia websites, such as Wikipedia or Encarta, dictionaries, About.com and other article summary sites, blogs or opinion slanted news media outlets may not be used for any writing assignment.

## COURSEWORK

**FORUMS:** Due each week of the course

This course includes weekly forums requiring participation in interactive dialogs about course relevant topics. Forums are graded discussion with both general posting and topic specific requirements.

**ANNOTATED BIBLIOGRAPHY:** Due Week 3

Includes a cover page, a thesis statement, and an APA formatted listing of 8-12 articles to be used in the Case Study Analysis. Each article entry should include a brief summary of the article and some critical analysis about its findings (to be written in your own words—copying or paraphrasing the article abstract is not permitted). Each article must be evidence-based - meaning each is a report of findings arising from

experimental research conducted by the article author[s] and not opinion articles or publications summarizing multiple research studies - peer-reviewed, and retrieved from the APUS online library. You must attach your bibliography document as well as PDFs of the articles you are reviewing in the assignment tab.

**EXAMS:** Due Weeks 4 and 8

This course includes two open-book, non-proctored, untimed essay examinations, a midterm exam covering the first four weeks of the course and a final exam covering Weeks 5 through 8.

\* Both exams and complete instructions are located in the classroom Assignments screen.

**CASE STUDY ANALYSIS:** Due Week 7

This course includes a Case Study Analysis, an assignment that involves reading and conceptualizing a clinically based case, using information from the course text and published scholarly literature. The Case Study Analysis is completed in three phases which include (1) selection of a case (from the supplied list) and submission of a relevant area of interest from the scholarly literature for instructor review and approval (due by end of Week 1); an annotated bibliography (due by end of Week 3); and the final case analysis (due by end of Week 7).

### Grading:

Name	Grade %
Forums	32.00 %
Week 1 Forum	4.00 %
Week 2 Forum	4.00 %
Week 3 Forum	4.00 %
Week 4 Forum	4.00 %
Week 5 Forum	4.00 %
Week 6 Forum	4.00 %
Week 7 Forum	4.00 %
Week 8 Forum	4.00 %
Case Study Project	40.00 %
Case Study Topic Selection (Week 1)	5.00 %
Annotated Bibliography (Week 3)	15.00 %
Case Study Analysis (Week 7)	20.00 %
Midterm Exam	14.00 %
Midterm Essay Exam (Week 4)	14.00 %
Final Exam	14.00 %
Final Essay Exam (Week 8)	14.00 %

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## Materials

**Book Title:** Abnormal Psychology, 9th ed.

**Author:** Ronald J. Comer

**Publication Info:** Macmillan

**ISBN:** 9781464171703

Other readings as assigned; located in the classroom Lessons.



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# Course Guidelines

## Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

## Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

## Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

## Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree”, even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

## Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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