



RPSY301 – Abnormal Psychology

Master Course Syllabus

Course Overview (QM Standards 1.2)

Course Catalog Description: This course is designed as an upper-level, online psychology course and assumes that students possess basic knowledge about the field of psychology and that they have completed an Introduction to Psychology course. The course is set up to provide students with a more in-depth look at the study of abnormal behavior and the types of psychological disorders which are identified, diagnosed, and treated with the field of clinical psychology. This course was developed to be taught 100% online in an 8-week, accelerated term.

Course Goal: To develop a better understanding of the symptoms, course, diagnosis, causes, and treatments of various mental health disorders and the impact that they have on the individual, family, and society.

Learning Outcomes:

1. The student will be able to consider the historical understanding of mental illness and relate this knowledge to popular courses of treatment.
2. The student will be able to differentiate the various models of abnormality, identify the methods of assessment utilized by each model.
3. Students will be able to identify the symptoms of each psychological disorder and defend a Diagnosis based on information gathered from a case study.
4. Students will be able to summarize the course, causes, and treatments of different diagnoses.
5. Students will be able to differentiate disorders within more general categories of psychological disorders.

Modules:

There are eight modules in this course. You should complete each module in order. Modules are broken into sections, and each section will instruct you on what is expected. Complete each section in order and do everything that is asked of you. Pay careful attention to time frames and due dates. At the end of each module, you will have a module exam. Readings, assignments, and activities are found in the individual modules. Students typically spend a minimum of ten hours each week with this class.

Pre-Requisites (QM Standard 1.6)

There are no course prerequisites for this course other than being an RBA (Regents Bachelor of Arts) student.

Minimum Technical Requirements and Online Resources (QM Standards 1.5 & 1.7)

In addition to a web browser (preferable Firefox) that is Blackboard compatible, you will need the other WVROCKS supported technologies outlined in the student policies section and

- Word Processing package capable of reading and creating rich text formatted documents.
- PDF Creator Software: If you are on campus you can automatically print any file to PDF by selecting the PDF printer. If you are off campus and do not have this capability, you can download a free version of Cute PDF at:
<http://www.cutepdf.com/Products/CutePDF/writer.asp>
- Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and my computer.

Online Resources: This course makes use of many online resources. I have made every effort to make sure the links I have are up-to-date. However, due to the changing nature of the web, you may find that a resource is temporarily unavailable or has been removed. If this should happen, please send me an email and I will find an alternative resource or modify the assignment accordingly.

Instructor Information (QM Standards 1.8 & 5.3)

Individual instructors complete this information.

Optional/Required Course Materials (QM Standard 4.6)

You will find your required textbook information in the course catalog at <http://ilearn-wvrocks.wvnet.edu>. All other materials are found in the individual course modules.

Grading Policy (QM Standard 3.2)

Grading based on 90%=A, 80%=B, 70%=C, 60%=D, 50%=F Each module has the possibility of earning 100 points. During orientation 20 points may be earned. Percentages computed by calculating the number of points earned and dividing by the number of points possible.

The grading scale is as follows:

- A = 738-820 pts.
- B = 656-737 pts.
- C = 574-655 pts.
- D = 492-573 pts.
- F = < 492 pts.

Discussion Questions: For each module, there will be a discussion questions posted online. You are to make three (3) posts per discussion. Posts should include one original comment and two responses to at least one classmate's comments. Each post should demonstrate thoughtful consideration of the topic. Comments are to be respectful of classmate's opinions and written in a professional manner (i.e. complete sentences, proper grammar/capitalization/spelling). Students must post twice to earn all points. Postings submitted after the deadline will earn zero (0) points, so pay close attention to assignment dates.

Journal/Critical Thinking Questions: Each module will have a critical thinking/application assignment. Make sure you address each question with a comprehensive response. I will also respond to each submission. Responses submitted after the deadline will be deducted 50% and earn zero (0) points after three days, so pay close attention to assignment dates.

Quizzes: There will be eight (8) module quizzes which correspond with the eight (8) weeks of the course. These quizzes will include multiple choice questions from the reading/assignments for the module. You will have two attempts for each quiz. You are expected to complete each quiz by the assigned deadline.

Module Objectives and Assessments (QM Standard 2.2, 2.3, 2.4, 2.5, 3.4, 3.5, 5.1)

Module 1: Past, Present, and Models

After you have complete the readings and content for this module you will be able to:

- **Discuss** the history of Abnormal Psychology. [M1A1: History of Abnormal Psychology Discussion]
- **Identify and apply** treatment mechanisms. [M1A2: Personal Response Journal]
- **Assess** knowledge and skills related to the History of Abnormal Psychology and Models of Abnormality. [M1A3: Personal Response Journal & M1Q1: Exam]

Module 2: Assessment, Anxiety, and Obsessive Compulsive Disorders

After you have complete the readings and content for this module you will be able to:

- Define clinical assessment and discuss the roles of the clinical interview, tests, and observations. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]
- Discuss issues of reliability and validity in terms of assessment, diagnosis, and treatment. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]
- Summarize the axis approach of the DSM series and describe the general features of DSM-IV/V. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]
- List the major classification of disorders from Axis I of the DSM-IV/V. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]
- Discuss the dangers of diagnosing and labeling in classifying mental disorders. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]
- Discuss types and effectiveness of treatment for mental disorders. [M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry]

- Describe the anxiety disorders and how common these disorders are. [**M2A1: Abnormality Discussion, M2A2: Abnormality Journal Entry**]
- Assess knowledge and skills related to the History of Abnormal Psychology and Models of Abnormality. [**M2A3: Personal Response Journal & M2Q1: Exam**]

Module 3: Stress and Somatic/Dissociative Disorders

After you have complete the readings and content for this module you will be able to:

- Distinguish between fear and anxiety [**M3Q1: Module 3 Quiz**]
- Define stress and post-traumatic stress disorder, list typical symptoms, and provide psychological explanations and treatments for the disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Discuss the most common triggers of stress disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Describe traditional psychophysiological disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Discuss how perceptions of control, personality, mood, and social support affect immune system functioning [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Discuss typical psychological treatments for psychophysiological disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Distinguish between somatoform disorders and true medical problems [**M3Q1: Module 3 Quiz**]
- Distinguish between preoccupation disorders and hysterical disorders [**M3Q1: Module 3 Quiz**]
- Describe the general characteristics of conversion disorder, somatization disorder, and pain disorder [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Explain how physicians distinguish between hysterical somatoform disorders and true medical problems [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Describe the criteria for diagnosing factitious disorder: Munchausen syndrome and Munchausen syndrome by proxy [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Describe the general characteristics of hypochondriasis and body dysmorphic disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Compare and contrast psychodynamic, cognitive, and behavioral views of somatoform disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Describe the general characteristics of dissociative amnesia, dissociative fugue, and dissociative identity disorder [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Discuss the explanations of dissociative disorder to include psychodynamic explanations, behavioral explanations, state-dependent learning, and self-hypnosis [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Discuss treatment for dissociative disorders [**M3A1: Stress Discussion, M3A2: Journal Entry #3**]
- Assess knowledge and skills related to Stress and Somatic/Dissociative Disorders [**M3Q1: Module 3 Quiz**]

Module 4: Mood Disorders, Treatment, and Suicide

After you have complete the readings and content for this module you will be able to:

- Compare depression and mania while discussing the symptoms of each. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Contrast unipolar depression and bipolar disorders while discussing the symptoms of each. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Distinguish among the two diagnostic options for unipolar depression. [M4Q1: Module 4 Quiz]
- Describe the biological, psychological, and sociocultural models of depression. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe the possible roles of the neurotransmitters in unipolar depression. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe the major *biological* treatments of unipolar depression. That is, describe ECT. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Compare and contrast early antidepressants to currently used antidepressants. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe the major *psychological* treatments of unipolar depression. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Compare and contrast the psychodynamic, behavioral, and cognitive approaches to treatment. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Distinguish among the three diagnostic options for bipolar disorders. [M4Q1: Module 4 Quiz]
- Discuss the biological theory of bipolar disorder. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe lithium therapy for bipolar disorder, including issues related to its use and its mechanism of action. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Define suicide and know the current prevalence. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe each of the four kinds of people who intentionally end their lives: death seekers, death initiators, death ignorers, and death darers. Also describe the category of subintentional death. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Identify the effects of cultural factors, race, and sex on suicide rates. [M4Q1: Module 4 Quiz]
- Identify the common precipitating factors in suicide. [M4Q1: Module 4 Quiz]
- Discuss how mood changes, hopelessness, and dichotomous thinking are related to suicide. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Describe the common predictors of suicide. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Give the psychodynamic view for suicide, including the role of Thanatos. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Explain the role of biological factors in suicide, including the role of serotonin. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Explain the role of sociocultural factors while comparing and contrasting Durkheim's three categories of suicide: egoistic, altruistic, anomic. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]
- Discuss the characteristics of suicide prevention program. [M4A1: Mood Disorder Discussion, M4A2: Journal Entry #4]

- Assess knowledge and skills related to Mood Disorders, Treatment, and Suicide [M4Q1: Module 4 Quiz]

Module 5: Eating and Substance Abuse Disorders

After you have complete the readings and content for this module you will be able to:

- List the central features of anorexia nervosa and bulimia, then discuss the age groups in which anorexia and bulimia are most common. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Compare and contrast the various behavioral patterns of anorexia and bulimia. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Compare and contrast ways in which bulimics and anorexics perceive their eating disorders. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe and contrast medical problems that can be caused by each of the major eating disorders. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Explain how each of the following factors can place a person at risk for an eating disorder in the following order: ego deficiencies, cognitive factors, mood disorders, biological factors, societal pressures, family environment, and multicultural factors. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe treatments for anorexia nervosa, including weight restoration and resumption of eating; then discuss broader psychological changes and the aftermath of this disorder. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe treatments for bulimia nervosa, including cognitive behavioral therapy and antidepressant drugs; then discuss the aftermath of this disorder. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Discuss and distinguish among the three primary diagnoses related to substance use.
- Explain the terms *tolerance* and *withdrawal* and give examples. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Name some commonly used depressants, including alcohol, and explain their effects on the central nervous system. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Distinguish between two major sedative-hypnotic drugs—antianxiety drugs and barbiturates—and explain why barbiturate abuse is especially dangerous. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Identify which drugs are opioids and be able to explain the effects of these drugs, including heroin. [M5A1: Additional Resources Discussion, M5Q1: Module 5 Quiz]
- Describe the typical effects of cocaine and contrast these with the effects of the other major stimulant, amphetamines. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe the general effects of the hallucinogen LSD. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe the current short-term and long-term effects of cannabis use. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]
- Describe, compare, and contrast the psychodynamic, behavioral, cognitive, biological, and sociocultural explanations of substance abuse, then discuss the therapies of each view. [M5A1: Additional Resources Discussion, M5A2: Journal Entry #5]

- Assess knowledge and skills related to Eating and Substance Abuse Disorders [M5Q1: Module 5 Quiz]

Module 6: Sexual and Gender Identify Disorders

After you have complete the readings and content for this module you will be able to:

- Describe each of the four phases of the sexual response cycle: desire, arousal, orgasm, and resolution. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Explain the two most common dysfunctions of the desire phase, hypoactive sexual desire and sexual aversion. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Describe dysfunctions of the arousal phase, male erectile disorder and female arousal disorder. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Discuss the orgasmic sexual dysfunctions of premature ejaculation, male orgasmic disorder, and female orgasmic disorder. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Discuss the sexual pain disorders of vaginismus and dyspareunia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Discuss therapy for the sexual dysfunctions. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Define each of the paraphilias and describe behavioral treatment for them. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Define and discuss gender identity disorder, its likely causes, and treatment [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Describe the positive symptoms of schizophrenia: delusions, disorganized thinking, heightened perceptions and hallucinations, and inappropriate affect. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Compare and describe delusions of persecution, reference, grandeur, and control. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Discuss the negative symptoms of schizophrenia, that is, poverty of speech, blunted and flat affect, and social withdrawal. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Describe the psychomotor symptoms of schizophrenia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Summarize the characteristics of the prodromal, active, and residual phases of schizophrenia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Compare and contrast disorganized, catatonic, paranoid, and undifferentiated schizophrenia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Describe residual schizophrenia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Summarize evidence from twin and adoption studies that supports the genetic view of schizophrenia. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Discuss the dopamine hypothesis and evidence that both supports and fails to support it. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]
- Describe the abnormal brain structures of schizophrenic people. [M6A1: Additional Resources Discussion, M6A2: Journal Entry #6]

- Discuss the psychodynamic, cognitive, and sociocultural views of schizophrenia. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Summarize past institutional care and the improved institutional care of the milieu therapy and token economy programs. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Discuss the effectiveness of antipsychotic drugs. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Discuss the side effects of antipsychotic drugs: Parkinsonian and related symptoms, neuroleptic malignant syndrome, and tardive dyskinesia. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Discuss newer antipsychotic drugs, such as Clozapine. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Discuss the effects of psychotherapy on schizophrenia, including insight, social, and family therapies. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Describe effective community care of schizophrenic patients. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Discuss the problems with community care and potential solutions. [M6A1: **Additional Resources Discussion, M6A2: Journal Entry #6**]
- Assess knowledge and skills related to **Sexual and Gender Identify Disorders** [M6Q1: **Module 6 Quiz**]

Module 7: Personality Disorders/Disorders of Childhood and Adolescence

After you have complete the readings and content for this module you will be able to:

- Define and discuss explanations and treatments for the "odd" personality disorders, including paranoid, schizoid, and schizotypal [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Define and discuss explanations and treatments for the "dramatic" personality disorders, including antisocial, borderline, histrionic, and narcissistic [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Define and discuss explanations and treatments for the "anxious" personality disorders, including avoidant, dependent, and obsessive-compulsive [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Discuss difficulties involved in the categorizing of personality disorders [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Summarize the state of the field with respect to personality disorders [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Describe the prevalence of mental disorders among children and adolescents [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Describe childhood anxiety disorders and their treatments [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Describe the childhood mood problems of major depressive disorder and bipolar disorder [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]
- Describe the prevalence, symptoms, causes, and treatments of oppositional defiant disorder and conduct disorder [M7A1: **Additional Resources Discussion, M7A2: Journal Entry #7**]

- Describe the prevalence, symptoms, causes, and treatments of attention-deficit/hyperactivity disorder (ADHD) [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Name and describe the elimination disorders [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Discuss possible treatments [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Identify and describe the types and symptoms of pervasive developmental disorders [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7, M7Q1: Module 7 Quiz]
- Discuss the various etiologies and treatments that have been proposed [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Describe the prevalence of the various types of mental retardation, and discuss the environmental, genetic, and biological factors that contribute to mental retardation [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Describe and evaluate treatments and therapies for individuals with mental retardation, including normalization programs and behavioral techniques [M7A1: Additional Resources Discussion, M7A2: Journal Entry #7]
- Assess knowledge and skills related to **Personality Disorders/Disorders of Childhood and Adolescence** [M7Q1: Module 7 Quiz]

Module 8: Disorders of Aging and Cognition

After you have complete the readings and content for this module you will be able to:

- Discuss the issues of old age and stress. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Describe the disorders of depression, anxiety, substance abuse, and psychotic disorders in later life. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Describe the disorders of cognition. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Describe the dementias, including Alzheimer's disease, Pick's disease, Huntington's disease, Creutzfeldt-Jakob disease, and Parkinson's disease. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Describe the genetic, structural, and biochemical causes of Alzheimer's disease. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Discuss assessment and treatment of dementias. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Describe the issues affecting the mental health of the elderly. [M8A1: Aging Disorders & Cognition Discussion, M8A2: Journal Entry #8]
- Assess knowledge and skills related to **Disorders of Aging and Cognition** [M8Q1: Module 8 Quiz]