



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3021-1 (Spring 2026)**  
**Abnormal Psychology (3 units)**

**Meeting Days: Mondays, Wednesdays, and Fridays**

**Meeting Times: 12:15pm-1:10pm**

**Meeting Location: Taylor 105**

**Final Exam: Friday (5/8) 10:30am-1:00pm**

Instructor: Joel T. Sagawa, Ph.D.

Phone: 619-849-2381

Email: [jsagawa@pointloma.edu](mailto:jsagawa@pointloma.edu)

Office Location: Culbertson Hall 106

TA: Addisu Black

TA Email: [ablack0023@pointloma.edu](mailto:ablack0023@pointloma.edu)

To schedule an appointment, use this link: [Dr. Sagawa's Office Hours](#)

University Mission Statement: Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description:

This course is designed as an introduction to psychopathology and the study of abnormal psychology. Topics of exploration include the assessment, classification, etiology, and treatment of the major psychological disorders.

Catalog Description:

Study of etiology, assessment, diagnosis, and treatment of various forms of abnormal behavior from various psychological perspectives.

Student Learning Outcomes:

1. Understand the history behind mental health disorders and western diagnostic classification systems.
2. Examine the core symptoms and features of psychological disorders.
3. Understand the competing theories attempting to explain how psychological disorders develop.
4. Identify the various empirically supported therapeutic treatments for psychological disorders.
5. Critically evaluate the value of diagnosing mental illnesses when taking into consideration the benefits, limitations, critiques, and implications of diagnostic classification.

6. Explore how aspects of human diversity may affect the expression of psychopathology.

### Course Texts (Required):

American Psychiatric Association. (2022). Desk Reference to the Diagnostic and Statistical Manual of Mental Disorders - 5<sup>th</sup> edition, text revision). Arlington, VA: American Psychiatric Publishing.

Keyes, C. (2024). Languishing: How to feel alive again in a world that tears us down. New York: Penguin Random House.

### Course Texts (Recommended):

Arkowitz, H., & Lilienfeld, S. (2017). Facts and fictions in mental health. Hoboken, NJ: Wiley-Blackwell.

Maddux, J., & Winstead B. (Eds.). (2025). Psychopathology: Foundations for a contemporary understanding – 6<sup>th</sup> edition. New York: Taylor & Francis.

### Course Requirements:

1. Participation: Participation is required and is figured into your final grade.
2. Reading Quizzes: Students are expected to read the assigned texts and complete all 5 reading quizzes. All quizzes can be found on canvas and must be submitted on time for credit.
3. Application Assignments: There will be a total of 2 application assignments due throughout the semester. All application assignments can be found on canvas and must be submitted on time for credit.
4. Exams: Students are expected to complete 4 exams over the course of the semester.

### Grading:

- Participation (300 points) 30%
- Reading Quizzes and Application Assignments (300 points) 30%
  - Quizzes (150 points)
  - Application Assignments (150 points)
- Exams (400 points) 40%
  - Exam 1 (100 points)
  - Exam 2 (100 points)
  - Exam 3 (100 points)
  - Exam 4 (100 points)

Total (1000 points) 100%

### Percentage Score

A	=	93-100%	B+	=	87-89.9%	C+	=	77-79.9%	D+	=	67-69.9%
A-	=	90-92.9%	B	=	83-86.9%	C	=	73-76.9%	D	=	63-66.9%
			B-	=	80-82.9%	C-	=	70-72.9%	D-	=	60-62.9%
									F	=	59.9% or less

### Course Policies:

1. **Office Hours:** Students are free to sign up for any open time during the instructor's office hours by using the link located at the top of this syllabus or using the link located on the homepage of our canvas course. Appointments are generally honored if the student provides the instructor with 24 hours advanced notice. If the student does not provide the instructor with 24 hours advanced notice, the instructor may not be available during their office hours as they may need to be away from their office due to other commitments.
2. **Email:** Most often, students will receive a response to their emails from the instructor of this course within 7 days. As there may be times where a student will encounter a delayed response from the instructor over email, students are encouraged to schedule a time to speak with their instructor during the instructor's office hours and to use these office hours as a primary means of communication. If a student has a logistical question (e.g., where to find an assignment, when an assignment is due, how to submit an assignment, etc.), students are encouraged to contact the TA for this course, as they are likely to receive a response to their email in a more expedient manner. You can contact the TA for this course by using the e-mail address located at the top of this syllabus or the link located on the homepage of our canvas course.
3. **Attendance:** Students are at risk of being de-enrolled from this course if they miss 8 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
4. **Participation:** Students must participate in our class sessions to receive participation credit. Missed participation points can be made up by completing one of the two online lectures (i.e., Online Lecture 1: Conceptions of Psychopathology and/or Online Lecture 2: Personality Disorders) by their due dates listed in canvas. For each online lecture completed, students are eligible to receive points to make up one class session. Additional participation points can be made up by participating and responding to questions as part of a review session. For each review session attended, students are eligible to receive points to make up one class session. In certain extenuating circumstances, alternatives may be provided to make up participation points if permission is obtained from the instructor.
5. **Quizzes:** All quizzes are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit quizzes after a quiz closes on canvas. If 90% of our class completes the IDEA evaluation for this course by the end of the semester, each student's lowest quiz score will be replaced with a full score.
6. **Application Assignments:** All application assignments are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit an application assignment after the assignment closes on canvas. Students may choose to replace one of their application assignments with a full score by completing the course feedback survey.
7. **Exams:** Students are required to complete four multiple-choice exams as part of this course. These exams will be administered during our scheduled class time. An optional fifth exam will be administered at the end of this course, which can be used to replace a missing or low exam score. As such, a student may elect to take the fifth exam if they missed one of exams or they were unsatisfied with one of their previous exam scores. The student's missing or lowest exam score will be replaced with their score on this fifth exam if they perform better on this exam when compared to their previous exams. In certain extenuating circumstances, students may take an exam late, but the student must complete their missed exam within 1 week of the exam's initial administration. If a student does not schedule or is unable to rearrange their schedule to

complete an exam during the TA open proctoring times, the student will receive a zero on the exam. Students must complete the final exam during the final week of classes (i.e., finals week).

### Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

### Course Credit Hour Information:

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

### Final Exam Policy

Successful completion of this class may require taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted

### Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures. See the [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University is strictly prohibited.

### Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the [PLNU Copyright Policy](#) can be found online.

### Loma Books:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please visit: [LomaBooks](#).

### State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### Academic Accommodations:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the onset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the

EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations. Students may find additional support through other campus offices as well including the [Office of Spiritual Development](#), the [Tutorial Center](#), and/or the [Wellness Center](#).

## **Introduction to Psychopathology**

### Week 1 – Introduction to Psychopathology

#### Week 1 Overview

This week we will review the policies and requirements for this course. We will also reflect on the definition of psychopathology and critically evaluate the value of diagnosing mental illnesses when taking into consideration the benefits, limitations, critiques, and implications of diagnostic classification.

#### Student Learning Outcomes

1. Review course requirements.
2. Reflect on the definition psychopathology.
3. Critically evaluate the value of diagnosing mental illness when taking into consideration the benefits, limitations, critiques, and implications of diagnosis and classification.

#### Tasks

Attend and participate in the following class:

- 1/12 – Class 1: Conceptions of Psychopathology
- 1/14 – Class 2: Conceptions of Psychopathology
- 1/16 – Online Lecture 1: Conceptions of Psychopathology

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 2 – Introduction to Psychopathology

### Week 2 Overview

This week we will review some of the fundamental topics and concepts regarding the neurobiological bases of psychopathology.

### Student Learning Outcomes

1. Introduce some of the foundational topics and concepts regarding the neurobiological foundations of psychopathology.
2. Discuss some of the myths and misconceptions regarding the neurobiological foundations of psychopathology.

### Tasks

Attend and participate in the following class:

- 1/19 – Martin Luther King Jr. Day (No Class)
- 1/21 – Class 3: Neurobiological Bases of Psychopathology
- 1/23 – Class 4: Neurobiological Bases of Psychopathology

### Required Readings and Associated Assignments

Keyes, C. (2024). *Languishing: How to feel alive again in a world that tears us down*. New York: Penguin Random House.

- 1/23 – Quiz 1: Introduction and Chapter 1
  - Introduction (15 pages)
  - Chapter 1 – What Languishing Looks Like (22 pages)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

### Week 3 – Introduction to Psychopathology

#### Week 3 Overview

This week we will review some of the fundamental topics and concepts regarding the social factors related to psychopathology. In addition, we will review material for the unit exam.

#### Student Learning Outcomes

1. Introduce some of the foundational topics and concepts regarding the social factors related to psychopathology.
2. Discuss some of the myths and misconceptions regarding the social factors related to psychopathology.
3. Review material for unit exam.

#### Tasks

Attend and participate in the following class:

- 1/26 – Class 5: Social Factors Related to Psychopathology
- 1/28 – Class 6: Social Factors Related to Psychopathology
- 1/30 – Unit 1 Review Session

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Unit 2 – Anxiety and Trauma

### Week 4 – Anxiety and Trauma

#### Week 4 Overview

This week we will review the core symptoms and features of psychological disorders related to anxiety and trauma, discuss the etiology of anxiety and trauma, and evaluate the various treatment approaches for anxiety and trauma.

#### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to anxiety and trauma.
2. Discuss the etiology of anxiety and trauma.
3. Evaluate the various treatment approaches for anxiety and trauma.

#### Tasks

Attend and participate in the following class:

- 2/2 – Exam 1: Introduction to Psychopathology
- 2/4 – Class 7: Anxiety
- 2/6 – Class 8: Anxiety

#### Required Readings and Associated Assignments

Keyes, C. (2024). *Languishing: How to feel alive again in a world that tears us down*. New York: Penguin Random House.

- 2/6 – Quiz 2: Chapter 2 and Chapter 3
  - Chapter 2- How Did We Get Here? (20 pages)
  - Chapter 3: The Feelings Trap (14 pages)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 5 – Anxiety and Trauma

### Week 5 Overview

This week we will review the core symptoms and features of psychological disorders related to anxiety and trauma, discuss the etiology of anxiety and trauma, and evaluate the various treatment approaches for anxiety and trauma.

### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to anxiety and trauma.
2. Discuss the etiology of anxiety and trauma.
3. Evaluate the various treatment approaches for anxiety and trauma.

### Tasks

Attend and participate in the following class:

- 2/9 – Class 9: Anxiety
- 2/11 – Class 10: Anxiety
- 2/13 – Class 11: Trauma

### Required Readings and Associated Assignments

Keyes, C. (2024). *Languishing: How to feel alive again in a world that tears us down*. New York: Penguin Random House.

- 2/13 – Quiz 3: Chapter 4 and Chapter 5
  - Chapter 4 - You Are Not One-Dimensional (22 pages)
  - Chapter 5 - Learn: Creating Stories of Self-Growth (26 pages)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 6 – Anxiety and Trauma

### Week 6 Overview

This week we will review the core symptoms and features of psychological disorders related to anxiety and trauma, discuss the etiology of anxiety and trauma, and evaluate the various treatment approaches for anxiety and trauma.

### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to anxiety and trauma.
2. Discuss the etiology of anxiety and trauma.
3. Evaluate the various treatment approaches for anxiety and trauma.
4. Review material for unit exam.

### Tasks

Attend and participate in the following class:

- 2/16 – Class 12: Trauma
- 2/18 – Class 13: Trauma
- 2/20 – Unit 2 Review Session

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Unit 3 – Depression, Mania, and Psychosis**

### Week 7 – Depression, Mania, and Psychosis

#### Week 7 Overview

This week we will review the core symptoms and features of psychological disorders related to depression, mania, and psychosis, discuss the etiology of depression, mania, and psychosis, and evaluate the various treatment approaches for depression, mania, and psychosis.

#### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to depression, mania, and psychosis.
2. Discuss the etiology of depression, mania, and psychosis.
3. Evaluate the various treatment approaches for depression, mania, and psychosis.

#### Tasks

Attend and participate in the following class:

- 2/23 – Exam 2: Anxiety and Trauma
- 2/25 – Class 14: Depression
- 2/27 – Class 15: Depression

#### Required Readings and Associated Assignments

Keyes, C. (2024). *Languishing: How to feel alive again in a world that tears us down*. New York: Penguin Random House.

- 2/27 – Quiz 4: Chapter 6 and Chapter 7
  - Chapter 6 - Connect: Building Warm and Trusting Relationships (25 pages)
  - Chapter 7 - Transcend: Accepting the Inevitable Plot Twists of Life (27 pages)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 8 – Depression, Mania, and Psychosis

### Week 8 Overview

This week we will review the core symptoms and features of psychological disorders related to depression, mania, and psychosis, discuss the etiology of depression, mania, and psychosis, and evaluate the various treatment approaches for depression, mania, and psychosis.

### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to depression, mania, and psychosis.
2. Discuss the etiology of depression, mania, and psychosis.
3. Evaluate the various treatment approaches for depression, mania, and psychosis.

### Tasks

Attend and participate in the following class:

- 3/2 – Class 16: Depression
- 3/4 – Class 17: Mania
- 3/6 – Class 18: Mania

### Required Readings and Associated Assignments

American Psychiatric Association. (2022). Desk Reference to the Diagnostic and Statistical Manual of Mental Disorders - 5<sup>th</sup> edition, text revision). Arlington, VA: American Psychiatric Publishing.

- 3/6 – Application Assignment 1: The Case of Kate

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 9 – Depression, Mania, and Psychosis

### Week 9 Overview

This week we will review the core symptoms and features of psychological disorders related to depression, mania, and psychosis, discuss the etiology of depression, mania, and psychosis, and evaluate the various treatment approaches for depression, mania, and psychosis.

### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to depression, mania, and psychosis.
2. Discuss the etiology of depression, mania, and psychosis.
3. Evaluate the various treatment approaches for depression, mania, and psychosis.

### Tasks

Attend and participate in the following class:

- 3/16– Class 19: Mania
- 3/18 – Class 20: Psychosis
- 3/20 – Class 21: Psychosis

### Required Readings and Associated Assignments

Keyes, C. (2024). *Languishing: How to feel alive again in a world that tears us down*. New York: Penguin Random House.

- 3/20 – Quiz 5: Chapter 8, Chapter 9, and Conclusion
  - Chapter 8 - Finding Your Purpose (Even in the Mundane) (29 pages)
  - Chapter 9 - Play: Stepping Out of Time (25 pages)
  - Conclusion (8 pages)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 10 – Depression, Mania, and Psychosis

### Week 10 Overview

This week we will review the core symptoms and features of psychological disorders related to depression, mania, and psychosis, discuss the etiology of depression, mania, and psychosis, and evaluate the various treatment approaches for depression, mania, and psychosis. In addition, we will review material for the unit exam.

### Student Learning Outcomes

1. Understand the core symptoms and features of psychological disorders related to depression, mania, and psychosis.
2. Discuss the etiology of depression, mania, and psychosis.
3. Evaluate the various treatment approaches for depression, mania, and psychosis.
4. Review material for unit exam.

### Tasks

Attend and participate in the following class:

- 3/23 – Class 22: Psychosis
- 3/25 – Class 23: Psychosis
- 3/27 – Unit 3 Review Session

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Unit 4 – Dissociation, Somatization, Personality Disorders and Addiction**

### Week 11 – Dissociation, Somatization, Personality Disorders, and Addiction

#### Week 11 Overview

This week we will review the core symptoms and diagnostic features of the personality disorders, discuss the etiology of these disorders, and evaluate the various treatment approaches for these disorders.

#### Student Learning Outcomes

1. Understand the core symptoms and diagnostic features of the personality disorders.
2. Discuss the etiology of the personality disorders.
3. Evaluate the various treatment approaches for personality disorders.

#### Tasks

Attend and participate in the following class:

- 3/30 – Exam 3: Depression, Mania, and Psychosis
- 4/1 – Online Lecture 2 – Personality Disorders
- 4/3 – Easter Break (No Class)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 12 – Dissociation, Somatization, Personality Disorders, and Addiction

### Week 12 Overview

This week we will review the core symptoms and diagnostic features of the personality disorders, discuss the etiology of these disorders, and evaluate the various treatment approaches for these disorders.

### Student Learning Outcomes

4. Understand the core symptoms and diagnostic features of the personality disorders.
5. Discuss the etiology of the personality disorders.
6. Evaluate the various treatment approaches for personality disorders.

### Tasks

Attend and participate in the following class:

- 4/6 – Easter Break (No Class)
- 4/8 – Class 24: Personality Disorders
- 4/10 – Class 25: Personality Disorders

### Required Readings and Associated Assignments

American Psychiatric Association. (2022). Desk Reference to the Diagnostic and Statistical Manual of Mental Disorders - 5<sup>th</sup> edition, text revision). Arlington, VA: American Psychiatric Publishing.

- 4/10 – Application Assignment 2: The Case of Leo

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 13 – Dissociation, Somatization, Personality Disorders, and Addiction

### Week 13 Overview

This week we will review the core symptoms and diagnostic features related to somatization and dissociation, discuss the etiology of somatization and dissociation, and evaluate the various treatment approaches for somatization and dissociation.

### Student Learning Outcomes

1. Understand the core symptoms and diagnostic features related to somatization and dissociation.
2. Discuss the etiology of somatization and dissociation.
3. Evaluate the various treatment approaches for somatization and dissociation.

### Tasks

Complete the following online class lecture:

- 4/13 – Class 26 – Personality Disorders
- 4/15 – Class 27 - Dissociation
- 4/17 – Class 28 - Somatization

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 14 – Dissociation, Somatization, Personality Disorders, and Addiction

### Week 14 Overview

This week we will review the core symptoms and diagnostic features related to addiction, discuss the etiology of addiction, and evaluate the various treatment approaches for addiction.

### Student Learning Outcomes

1. Understand the core symptoms and diagnostic features related to substance use and addiction.
2. Discuss the etiology of substance use and addiction.
3. Evaluate the various treatment approaches for substance use and addiction.

### Tasks

Attend and participate in the following class:

- 4/20 – Class 29: Substance Use and Addiction
- 4/22 – Class 30: Substance Use and Addiction
- 4/24 – Unit 4 Review Session

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Conclusion to Psychopathology**

### Week 15 – Conclusion to Psychopathology

#### Week 15 Overview

This week we will reflect on the definition of psychopathology, critically evaluate the value of diagnosing mental illnesses when taking into consideration the benefits, limitations, critiques, and implications of diagnostic classification.

#### Student Learning Outcomes

1. Reflect on the definition psychopathology.
2. Critically evaluate the value of diagnosing mental illness when taking into consideration the benefits, limitations, critiques, and implications of diagnosis and classification.

#### Tasks

Attend and participate in the following class:

- 4/27 – Exam 4: Dissociation, Somatization, Personality Disorders, and Addiction
- 4/29 – Western Psychological Association Conference (No Class)
- 5/1 – Western Psychological Association Conference (No Class)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Week 16 – Final Exam

### Week 16 Overview

Students have the option of taking the cumulative final exam if desired during finals week. The student's lowest exam score or missed exam will be replaced with their score on this final exam if they perform better on this exam when compared to their previous exams.

### Student Learning Outcomes

1. Demonstrate an understanding of the core symptoms and diagnostic features of a variety of psychological disorders, the etiology of these disorders, and the empirically supported treatment approaches for these disorders.

### Tasks

Attend and participate in the following classes:

- Final Exam

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.