



Psychology 3021: Abnormal Psychology
Point Loma Nazarene University, Department of Psychology
Hybrid, Spring 2022, 3 units , Section 1
Course Syllabus

Professor: Jessie Tibbs, Ph.D. (pronouns: she/her)

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Meeting Days, Times & Location: Online on Zoom (M 4:30pm-7:00pm) **Final**

Exam: Opens Monday 5/2/22 @ 4:30pm, Closes Monday 5/2/22 @ 11:59pm

Online Office Hours: Online via Zoom, Mondays 11:30am-12:30pm

Required Text:

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2018). *Essentials of Abnormal Psychology (8th edition)*. Boston, MA: Cengage Learning.

Additional required readings and course content will be posted within unit modules on Canvas by professor.

Course Description

The purpose of this course is to provide an introduction to abnormal psychology. This course is intended to engage students in examination of various diverse lenses through which societies have previously and currently view mental health, to explore various kinds of psychopathology, theories about the causes of different mental health disorders, current and historical methods of treatment, consider multicultural and diversity aspects as they relate to the major concepts of this course, and apply this knowledge to their personal understanding of mental health.

Student Learning Outcomes

Throughout this course you will: (1) learn the history behind mental health disorders and western diagnostic classification systems; (2) examine core symptoms and features of psychological disorders; (3) consider competing approaches and theories attempting to explain how disorders develop; (4) explore how aspects of diversity may affect the expression of psychopathology; (5) employ a scientific approach to understanding psychological disorders; (6) exercise critical thinking skills to evaluate information about mental health and treatment and their sources; (7) expand compassion for and dispel common myths about mental health.

Diversity Statement

Although we strive for objectivity in science, the reality is that most research and dissemination of knowledge is subjective and has been formed by a very small group of

privileged voices. I acknowledge that the textbook and many of the studies cited within were authored by white cisgender men. I am working each semester to increase the diversity of voices from which we learn this material, and I also acknowledge that I have a long way to go in this effort. As we will discuss this semester, it is important to think critically about the biases present in any information we consume, and we will certainly engage in that practice as it applies to the content of this course. Please contact me if you have any suggestions for improving the course materials. Further, it is my intention to create a safe environment in which all students are able to learn. I believe that supporting diversity of thought, perspective, and experience is one way to do so. Another way is working to honor your identities (including race, gender, class, sexuality, denomination, ability, etc.). To help accomplish these goals:

- If you have a name and/or pronouns that differ from those that appear in your official PLNU record, please let me know (if you feel comfortable)!
- I know that all of our lives are busy and are (hopefully) made up of lots of other things aside from college classes. If your life outside of this course is conflicting with your effort to be successful in this class (e.g., parental activities, veteran/active-duty responsibilities, familial responsibilities, etc.), please let me know so we can set up a time to meet. I want to be a resource for you and will work to support your efforts to learn in this class.
- Students are expected to be respectful of and practice compassion for one another. It is important to remember that everyone has a right to form and hold their opinion on issues covered in class, and discussions must be respectful. Although you may not always agree with one another, this class is intended to provide an open forum for the fluid exchange of ideas. Remember, as a group, you represent a broad range of backgrounds, including diversity of culture, gender, race, sexuality, region/country of origin, disability, denomination, veteran status, etc. and it is my experience that fostering respect for this diversity will result in a deeper, more meaningful learning experience for us all. If you ever have feedback on ways to improve this aspect of the course, I am very grateful to be provided the opportunity to learn from such feedback.
- I am always in the process of learning and un-learning about oppression, intersectionality, minoritization, stigma, and diversity. If something was said in class (by me or anyone else) that made you feel uncomfortable (including microaggressions, etc.), please talk to me about it. If you do not feel comfortable talking to me directly, you can discuss with another trusted faculty member in the Psychology department, or to a member of the Anti-Racism Collective (<https://www.pointloma.edu/diversity-equity-inclusion>)

Wellness, Respect & Privacy

Mental health is a sensitive topic for most of us, especially the further we dive into content across the semester. If you feel significantly emotionally distressed, please seek help. PLNU students can access mental health resources for free via the student health center (<https://www.pointloma.edu/offices/wellness-center/counseling-services> ; 619-849-2574

ext. 3020 ; visit M-F 8-12:30, 1:30-4:30 in Taylor Hall).

In class discussions about psychological disorders or experiences please assume that

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someone in the room either deals with these issues personally or has someone close to them who does. It is certainly acceptable to ask questions and expand your understanding, but please be aware that each topic may be personally sensitive for your classmates.

Everyone has a right to privacy. Sometimes during class, a student may feel called to share a personal story related to mental health. These stories should be held with the utmost respect and should not be shared with anyone outside of class (unless you have talked to the person and gotten their permission to share it). Even if you share the story without identifying information (e.g., names), the uniqueness of the story could unintentionally reveal that person's identity. Further, students **should not ever feel compelled or pressured to reveal personal information.** If you share information from an experience that isn't your own story, be sure to get their permission to share, or to remove all identifying information from the story that could result in their identification.

Hybrid Class Format & Expectations

This is a Hybrid Course! We will have once-weekly synchronous class sessions (online via Zoom) and complete asynchronous online class activities. We will utilize Zoom for our synchronous class sessions. Attendance at these sessions is required; essential course information will be covered during lecture and class discussion. Please attend our class meetings somewhere that has reliable internet (i.e., plugging into an Ethernet cable, using a library's computer, or using a reliable wireless connection).

We will utilize Canvas for covering additional content, including completion of all online asynchronous course assignments, discussions, and exams. The course is divided into five different units. As we progress through the course, the units and their contents will be posted on the **modules** page. All required activities and assignments will be posted in the **modules**. The asynchronous activities (readings, videos, some assignments) are designed to be as self-paced as possible throughout each unit. Once a module/unit is posted, you can make your way through the available module content at the pace that works best for you. **Please pay attention to posted due dates (assignments, discussions, exams).**

The structure of each unit is pretty consistent such that each unit has a set of assigned textbook chapters, additional online content (video/podcast/reading), weekly Zoom synchronous class sessions (with attendance points), one individual assignment, group questions for class discussion, one post on your group's shared google document, and one unit exam. To increase quality of discussion around the topics we are learning we will often utilize video/audio comments in addition to written responses (see the following link for information on how to utilize this feature in the Canvas platform <https://community.canvaslms.com/docs/DOC-10627-4212710345>). All components of the class must be completed by the final day of class, Monday, May 2nd by 11:59pm.

Zoom Class Session Attendance & Expectations

As this is a hybrid class with live synchronous class sessions, you are expected to attend these sessions and will be awarded attendance points. You will be awarded 10 points for attending 11 of the 13 scheduled classes (for a total of 110 points, you can miss 2 classes

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without penalty). I know that life happens, so this is my way of balancing rewarding regular attendance with flexibility! In order to earn these points, you must:

- 1) Arrive on time. Individuals who arrive more than five minutes late will not be given points (unless discussed with professor in advance);
- 2) Keep your on for the entirety of class. I understand that life happens and at times you need to temporarily turn off your camera for a variety of reasons (e.g., bathroom, children/spouse/roommates interrupting). That is okay. However, you are expected to plan to actively attend this course and arrange to attend in an environment conducive to your learning and participation. If you need to have your camera turned off, you must send me an email before class (I understand that some days you may need to have your camera off for unforeseen circumstances, so if you communicate with me in advance, you will not miss points). If I do not receive an email in advance of class, having your camera off for the majority of class will be considered an unexcused absence and you will not receive attendance points.
- 3) Make sure you are in a quiet space (when possible) free of distractions. Students will not receive participation points if they are driving a car, actively engaged in other activities (i.e., at work). I treat this class just as seriously as any in-person course, and I expect you to reserve this class time just like you would if we were face to face.
- 4) Attend the entire class session. I will be taking attendance at the start and end of class. If you leave class early (without discussing it with me in advance), attendance points will be deducted.

Exams

There are 5 exams. Exams include multiple choice, fill in the blank, matching, and short answer items requiring both recall/recognition and application of key concepts and terms. The final (fifth) exam will be non-cumulative and will include only material covered during the final unit of class. Exams will cover material from the lectures and assigned readings/content. **You are responsible for all material covered in the readings**, even if it is not covered in lecture or discussion; likewise, you are responsible for all material covered in our lectures/discussions, even if it is not in the readings. Exams will consist of a combination of material covered in the lecture/discussions, textbook, and the additional posted readings/content. All exams become available on Canvas mid-day on a Friday (under “Modules”) and close on that Sunday at 11:59pm (except for the final exam/exam 5). Refer to the Course Schedule for specific exam dates.

- Exams are open-book and open-note. **Even though exams are open-book and open-note, you still need to study the material in preparation for the**

exams.

- The exam is **timed** and you will not have time to look up many answers. Each exam is open for 75 minutes.
- You will have the option to re-take **one** exam of your choice. In order to do this, please contact the professor to arrange your selected exam to be re-opened for you.

Please take your exams somewhere that has reliable internet (i.e., plugging into an Ethernet cable, using a library's computer, or using a reliable wireless connection). If you

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lose internet connection during your exam, Canvas will automatically submit your exam at that point, which presents numerous complications. Please contact me if this happens and I will respond as soon as possible.

Ongoing Group Assignment

You have been assigned to a class group in Canvas. You will work with your group members on an ongoing class assignment, which has two parts (*refer to the “Instructions for ongoing group assignment” page on the modules for more detailed information*).

1. Contribution to an ongoing shared google doc with your group where each of you will share (within your group) at least one resource for each of the five units. You will be responsible for sharing one resource related to the unit's content by the end of each unit and will receive 5 points per unit, 25 points total, graded individually. This post is due before end of day Sunday before the next unit begins.
2. Ongoing group discussion board with two weeks where your group is scheduled to share two or more reflection questions/comments for the class to think and talk about during that week's class. You will utilize **your group's** Canvas discussion board to each share questions you have about your assigned week's content. Then, as a group, you will discuss which two discussion questions/comments you'd like to bring to the Wednesday lecture. Then, a representative of your group will either send your group's questions to me right before our class starts, or will be ready to share your questions with the class during lecture. Your group will receive 5 points per assigned week, 10 points total, graded as a group as long as you provide two discussion questions relevant to the lecture's topic. If you do not contribute to your group's discussion by posting your own ideas for discussion questions, you will not receive credit for your group's work.

Late Policy

Exams will be administered on Canvas during the dates specified in the course schedule. If you must miss an exam, you will need discuss with me why you cannot take the exam on the scheduled days, obtain approval **in advance**, and arrange to take the exam **in advance**. If you unexpectedly miss an exam due to circumstances beyond your control, you must contact me **as soon as possible**.

Other course material turned in past the due date (without communicating with me in advance) will be automatically docked 5 points. No late assignments will be accepted after

the final day of class. This keeps you on track and ensures that you will have a better chance of completing the course successfully. If problems occur or you become ill, please contact me immediately so we can determine your best options.

Extra Credit

There are several options for extra credit in the course. A maximum of 20 points of extra credit may be obtained for the semester. All extra credit must be turned in by 5/2/22 at 11:59pm. You can receive extra credit through the following means:

- Eight points per Diversity Response Paper (paper must be at least 2 pages, double spaced, 12-point Times New Roman font, 1-inch margins). The purpose of this

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extra credit opportunity is to seek out research that focuses on an aspect of diversity, intersectionality, anti-racism, and/or systemic oppression within the field of psychology (these must be scientific manuscripts published in a peer reviewed scientific journal – please contact the professor for further information on such articles/journals) and to reflect on the research as it relates to abnormal psychology. Each paper must include two “discussion” questions you had from the paper. Diversity Response Papers completed in response to a non-scientific non peer reviewed source will not be awarded points. Submit to the professor via email by the due date specified above.

- Two points per hour for volunteering at a facility involved in the provision of mental health services. Please discuss this option with the professor to get arrangements approved in advance. You will be required to provide the professor your supervisor's contact information so your hours can be verified. Then, you will record your hours on a piece of paper, have your supervisor sign the paper, scan in and send the signed paper to the professor by the due date specified above. A maximum of 10 extra credit points can be earned this way.
- Two points per hour volunteering in a research lab if you are not otherwise being compensated. Please discuss this option with the professor to get arrangements approved in advance. You will be required to provide the professor your supervisor's contact information so your hours can be verified. Then, you will record your hours on a piece of paper, have your supervisor (i.e., faculty/professor or graduate student) sign the paper, scan in and send the signed paper to the professor by the due date specified above. A maximum of 10 extra credit points can be earned this way.
- Five points per Research Response Paper (paper must be at least 2 pages, double spaced, 12-point Times New Roman font, 1-inch margins). To gain the full five points per Research Response Paper, students must reflect on their thoughts in response to a published scientific article within a topic of abnormal psychology (these must be scientific manuscripts published in a peer-reviewed scientific journal – please contact the professor if you require further information on such articles/journals). Each paper must include two “discussion” questions you had from the paper. Research Response Papers completed in response to a non scientific non-peer reviewed source will not be awarded points. Submit to the

professor via email by the due date specified above.

Grading

Final course grades will be based on points earned on class attendance, online assignments/discussions, five exams, and any extra credit submitted.

Class Points by Category

<i>Category</i>	<i>Points</i>
Class attendance	110
Group activities	35
Online Assignments	165
Exams	200
Total	510

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Grade Scale Based on Percentage of Points Earned

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

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 16 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. The time estimations are provided in the Canvas modules.

Course Schedule
(subject to change by professor)

INTRODUCTION TO THE COURSE

1. Pre-Course Survey (0 points, completion required)
2. Read Syllabus

3. Discussion – Introduction Videos (15 points; DUE FRIDAY 1/14 @ 11:59pm)

UNIT 1 – INTRO, HISTORY, ASSESSMENT, DIAGNOSIS & THEORIES 1. Week 1 Reading (D,B&H textbook Ch 1 & posted additional readings/content) 2. Week 1 Zoom Class Attendance (Tues 1/11 @4:30pm)

3. Week 2 – NO CLASS – MLK Jr. Day (Mon 1/17)
4. Week 3 Reading (D,B&H textbook Chs 2 & 3 & posted additional readings/content)
5. Week 3 Zoom Class Attendance (Mon 1/24 @ 4:30pm)
6. Unit 1 post to group shared google doc (DUE SUNDAY 1/30 @ 11:59pm)
7. Unit 1 Discussion – (DUE SUNDAY 1/30 @ 11:59pm)
8. Unit 1 Exam – (OPENS FRI 1/28, CLOSES SUN 1/30 @ 11:59pm)

UNIT 2 – NEURODEVELOPMENT, NEUROCOGNITION, AND ADDICTION

1. Week 4 Reading (D,B&H textbook Ch 13, pt 1 & posted additional readings/content)
2. Week 4 Zoom Class Attendance (Mon 1/31 @ 4:30pm)
3. Week 5 Reading (D,B&H textbook Ch 13, pt 2 & posted additional readings/content)
4. Week 5 Zoom Class Attendance (Mon 2/7 @ 4:30pm)
5. Week 6 Reading (D,B&H textbook Ch 10 & posted additional readings/content)
6. Week 6 Zoom Class Attendance (Mon 2/14 @ 4:30pm)
7. Unit 2 post to group shared google doc (DUE SUNDAY 2/20 at 11:59pm)
8. Unit 2 Assignment (*Suggested* due date Sunday 2/20 @ 11:59pm) 9. Unit 2 Exam (OPENS FRI 2/18, CLOSES SUN 2/20 at 11:59pm)

UNIT 3 – SCHIZOPHRENIA, DEPRESSION, MANIA, & ANXIETY

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1. Week 7 Reading (D,B&H textbook Ch 12 & posted additional readings/content)
2. Week 7 Zoom Class Attendance (Mon 2/21 @ 4:30pm)
3. Week 8 Reading (D,B&H textbook Ch 6 & posted additional readings/content)
4. Week 8 Zoom Class Attendance (Mon 2/28 @ 4:30pm)
5. Week 9 – NO CLASS – SPRING BREAK
6. Week 10 Reading (D,B&H textbook Ch 4, pt 1 & posted additional readings/content)
7. Week 10 Zoom Class Attendance (Mon 3/14 @ 4:30pm)
8. Unit 3 post to group shared google doc (DUE SUNDAY 3/20 @ 11:59pm)
9. Unit 3 Discussion (DUE SUNDAY 3/20 @ 11:59pm)
10. Unit 3 Exam (OPENS FRI 3/18, CLOSES SUN 3/20 at 11:59pm)

UNIT 4 – TRAUMA-, HEALTH-, AND PHYSICAL-RELATED DISORDERS 1.

- Week 11 Reading (D,B&H textbook Ch 4, pt 2 & posted additional readings/content) 2. Week 11 Zoom Class Attendance (Mon 3/21 @ 4:30pm)
3. Week 12 Reading (D,B&H textbook Ch 7 & posted additional readings/content)
4. Week 12 Zoom Class Attendance (Mon 3/28 @ 4:30pm)
5. Week 13 Reading (D,B&H textbook Ch 8 & posted additional readings/content)
6. Week 13 Zoom Class Attendance (Mon 4/4 @ 4:30pm)
7. Unit 4 post to group shared google doc (DUE SUNDAY 4/10 @ 11:59pm)
8. Unit 4 Discussion (DUE SUNDAY 4/10 @ 11:59pm)

9. Unit 4 Exam (OPENS FRI 4/8, CLOSES SUN 4/10 at 11:59pm)

UNIT 5 – PERSONALITY, FORENSIC ISSUES, & MENTAL WELLNESS

1. Week 14 Reading (D,B&H textbook Ch 11 & posted additional readings/content)
2. Week 14 Zoom Class Attendance (Mon 4/11 @ 4:30pm)
3. Week 15 – NO CLASS – EASTER RECESS
4. Week 16 Reading (D,B&H textbook Ch 14 & posted additional readings/content)
5. Week 16 Zoom Class Attendance (Mon 4/25 @ 4:30pm)
6. Unit 5 post to group shared google doc (DUE MON 5/2 @ 11:59pm)
7. Unit 5 Assignment (DUE Mon 5/2 @ 11:59pm)
8. Unit 5 (Final) Exam! (OPENS Mon 5/2 @ 4:30pm, CLOSES Mon 5/2 @11:59pm)

***Note: You are assigned to a class group on Canvas. Please refer to the “instructions for ongoing group assignment” page in the modules for information about how to find your assigned group, how to access your group’s shared Google Doc resources page, and to see which weeks your group is assigned to present discussion questions to the class. Please pay attention on Canvas to which week your group is scheduled to present, as this is the only assignment not shown in the schedule above (since each group has a different schedule).*

PLNU MISSION

To Teach ~ To Shape ~ To Send. 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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 HONESTY

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. 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 and/or if they do not wish to utilize some or all of the elements of their AP in that course. 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.

ATTENDANCE AND PARTICIPATION

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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted. **Asynchronous**

Attendance/Participation Definition. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid 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. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.