Moberly Area Community College
Common Syllabus

PSY250 Abnormal Psychology

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time

Catalog Description: PSY250 Abnormal Psychology (3-0-3)
This course is an introduction and overview of a wide range of psychological disorders. Focus is on the history and definition of psychological disorders, theoretical perspectives on psychological disorders, and the causes, symptoms, and treatment of psychological disorders. (SP)

Prerequisite/Co-requisite: PSY101 General Psychology

Text: The text is an ebook included with the class. Print books are optional and available in the MACC bookstore.
Title: Essentials of Abnormal Psychology
Author: Durand
Edition: 8th Edition
Publisher: Cengage

Other Required Materials: None

Purpose of Course: This course is intended to provide students a broad survey of what is considered to be “abnormal” behavior. Emphasis will be placed on an empirical view of mental illness. The primary aim of this course is to increase students’ knowledge of psychopathology in general and to learn more about specific psychological disorders. We will address issues related to diagnosis, assessment, prevalence, course, etiology, and treatment for major classes of psychological disorders.

Course Objectives: Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of the basic facts and research findings, terminology, principles, and theories important in the various areas of abnormal psychology.
2. Demonstrate an understanding of skills and techniques for analyzing human behavior using a scientific approach.
3. Demonstrate a basic understanding of the processes involved in determining abnormal behavior (psychological disorders), including a historical and cultural perspective.
4. Demonstrate a basic understanding of the different approaches of the psychological tradition and how they explain abnormal behavior.
5. Demonstrate a basic understanding of the integrative approach to diagnosing and understanding abnormal behavior.

6. Analyze current issues and controversies in the field of abnormal psychology.

7. Demonstrate a basic understanding of the major clinical categories of psychological disorders and the characteristics of each.

8. Practice and develop critical thinking skills, written and oral communications skills, and internet skills.


10. Describe ways that the course material can be applied to life.

11. Demonstrate college level research and writing skills via an APA style research paper.

**Course Content:**

1. Abnormal Behavior in Historical Context
2. An Integrative Approach to Psychopathology
3. Clinical Assessment, Diagnosis, and Research Methods
4. Anxiety Disorders
5. Somatoform and Dissociative Disorders
6. Mood Disorders and Suicide
7. Physical Disorders and Health Psychology
8. Eating and Sleep Disorders
9. Sexual and Gender Identity Disorders
10. Substance-Related and Impulse-Control Disorders
11. Personality Disorders
12. Schizophrenia and Other Psychotic Disorders
13. Developmental and Cognitive Disorders
14. Mental Health Services: Legal and Ethical Issues

**Assessment of Student Learning:**

Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If “class participation” counts towards a student’s final grade, then instructors should describe what behaviors they will accept for credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor’s prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750-word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral report</td>
<td>10%</td>
</tr>
<tr>
<td>Research component</td>
<td>20%</td>
</tr>
</tbody>
</table>
Cumulative final exam 20%

Instructors who use a point system must then include the point equivalency to letter grades. For example,

<table>
<thead>
<tr>
<th>Quiz</th>
<th>10%</th>
<th>300 points</th>
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Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor’s policy

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information**: Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

College / Instructor Policies:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in
any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

<table>
<thead>
<tr>
<th>Term Length</th>
<th>Drop Conditions</th>
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<tr>
<td>16-week:</td>
<td>Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>8-week:</td>
<td>Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>4-week:</td>
<td>Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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<tr>
<td>Intersession</td>
<td>Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
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Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.
### Definition of Course Attendance

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<th>Course Type</th>
<th>Attendance Description</th>
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<tr>
<td><strong>In Seat Course</strong></td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| **Hybrid Course**    | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online  |
| **Online Course**    | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.