



## Master Course Syllabus

*Prerequisite(s): PSY 1010 (with C- grade or higher) and (ENGL 2010 with a C+ grade or higher)  
Canvas Course Mats \$42/Lumen applies.*

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** PSY

**Course and Section #:** 2300-003

**Course Title:** Abnormal Psychology

**Credits:** 3

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### ***Course Description***

This course is a comprehensive introduction to psychopathology (also known as abnormal psychology or clinical psychology). It covers the main psychological disorders as presented in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR). You will uncover the mysteries behind a wide range of mental health conditions, delving into their causes (etiology), prevalence, and the latest, most effective treatment approaches. The course includes frequent examples, case studies, videos, and practice opportunities to foster application and critical

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
  - Global/Intercultural Graduation Requirements
  - Writing Enriched Graduation Requirements
  - Discipline Core Requirements in Program
  - Elective Core Requirements in Program
  - Open Elective
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### ***Instructor Information***

**Instructor Name:** L.B. ("Barry") Andelin, PsyD

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### ***Student Learning Outcomes***

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#### **1. Understanding Abnormal Behavior**

- Psychological Disorders
- The History of Psychological Disorders
- Classifying Psychological Disorders

#### **2. Research and Ethics in Psychopathology**

- The Scientific Method
- Descriptive Research

Correlational and Experimental Research  
Research and Ethics in Psychopathology

**3. Etiology and Treatment of Mental Disorders**

Research and Ethics in Psychopathology  
Biological Understandings of Mental Disorders  
Behavioral Approaches to Psychopathology  
Humanistic and Cognitive Approaches to Psychopathology  
Psychotherapy, Modalities, and Culture

**4. Anxiety Disorders**

Generalized Anxiety Disorder  
Panic Disorder and Specific Phobias  
Social Anxiety Disorder, Separation Anxiety Disorder, and Selective Mutism  
Treating Anxiety Disorders

**5. Obsessive-Compulsive Disorder and Stress-Related Disorders**

Obsessive-Compulsive and Related Disorders  
Trauma-Related Disorders  
Stressor-Related Disorders  
Treating Obsessive-Compulsive Disorder and Stressor-Related Disorders

**6. Somatic Symptom Disorder and Dissociative Disorders**

Dissociative Disorders  
Dissociative Identity Disorder  
Somatic Symptom and Related Disorders  
Treating Dissociative and Somatic Symptom Disorders

**7. Mood Disorders**

Depressive Disorders  
Bipolar and Related Disorders  
Perspectives on Mood Disorders  
Treatments for Mood Disorders

**8. Substance Related and Addictive Disorders**

Stimulant Related Disorders  
Opioid Related Disorders  
Hallucinogen-Related Disorders  
Perspectives and Treatments Related to Substance-Related Disorders

**9. Eating Feeding and Sleep-Wake Disorders**

Eating Disorders  
Feeding Disorders  
Sleep-Wake Disorders  
Perspectives and Treatments Related to Eating and Sleep Disorders

**10. Schizophrenia**

Schizophrenic Disorders  
Symptoms and Management of Schizophreniform Disorders  
Perspectives and Treatments Related to Schizophrenia Spectrum Disorders

**11. Personality Disorders**

Cluster A Personality Disorders  
Cluster B Personality Disorders  
Cluster C Personality Disorders  
Perspectives and Treatments Related to Personality Disorders

**12. Neurodevelopment Disorders**

Intellectual Development Disorders  
Communication Disorders  
Learning Disorders  
Disruptive, Impulse-Control, and Conduct Disorders

**13. Neurocognitive Disorders**

Neurocognitive Disorders  
Other Neurocognitive Disorders  
Perspectives and Treatments Related to Neurocognitive Disorders  
Other Mental Disorders

***Course Materials and Texts***

Your Textbook is included in the courses fee of \$42; you do not need to purchase a separate textbook.

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***Course Requirements - Course Assignments, Assessments, and Grading Policy***

- Each Lumen One Study Plan will provide guidance on where to focus your attention. As you complete each module's Readiness Check, Self-Check, and quizzes (as well as the "Learn It", "Apply It", and "Fresh Take" features, as appropriate), you will get feedback on which areas you need to read and study more.
- You can earn participation points for completing each Study Plan. To earn them, you will need to complete the Readiness Check and every topic's Self Check. These assignments are graded for completeness, not for correctness.
- You can take graded quizzes twice, with only the higher score recorded. Use this opportunity to study between attempts.
- Instructors can see where students are struggling. I can see how you do on your quizzes and offer individualized help when you need it. I can also see if you are doing the Readiness Check and Self Checks. I'm here to help you!
- There are many provided tools in Lumen One that I can use to assist you in successfully completing this class, as well as ways to help make it very doable. I am always here to help. Please let me know any time if you have questions or other ways that I can be helpful.

## Each topic block within a module is divided into these 4 section:



### Learn It

Videos, readings, and practice questions to help you understand the core concepts.



### Apply It

Practice questions and videos to apply what you've learned and bring key concepts together.



### Self Check

Answer questions to check how you're doing and to earn participation points. Take as many times as you need.



### Fresh Take

Optional additional materials to keep learning or to learn it another way.

## Grading Scale

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	60-66%
B+	87-89%	C	73-76%	F	0-59%
B	83-86%	C-	70-72%		

## AI Syllabus Statement

*\*Adapted from Temple University statement on AI in classes.*

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Fine tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. *If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.*

## **Version 2: From Dr. George Rudolph**

### **ChatGPT (and similar Tools) in This Course**

Use ChatGPT as a learning assistant, not as a crutch. If you use it, cite it at the top of your code. You are responsible to make sure that any code or content does what it is supposed to do and says what you want it to say. Don't accept anything it generates at face value without checking it critically. These days potential employers will expect you to know how to use tools like ChatGPT to generate code, so it is a skill we need to teach you. If it helps you learn some things faster, GREAT because we can spend class time on more interesting topics. Just remember: If you REALLY want to do well, work for it.

## **Version 3: From the English Department**

### **Plagiarism**

As explained in UVU's [Student Rights and Accountabilities](#) page, all students are expected "to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment." Under such expectations, the UVU English department views plagiarism as a serious offense that does not align with the university's mission and values. Our expectation is that every student's work will be their own and use outside sources in a manner that consistently gives proper credit to those sources through established academic conventions.

Plagiarism has occurred if you:

- Use the exact wording of another author or source in such a manner that it appears to be your own, regardless of the form in which those words originally appeared (e.g., a book, article, lecture, web site, speech, graphic, or any other form such as an AI text generator)
- Paraphrase (put into your own words) another author's wording in a manner where the language and/or syntax is too similar to the original passage and is not properly cited.
- Fail to clearly acknowledge the partial or full authorship of someone else when submitting work.
- Fail to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.
- Fabricate false information that is not corroborated by the actual research used on a writing project.
- Have someone else, paid or otherwise, write your paper or use a paper mill site that contains ready-to-use papers written by other people.
- Generate and submit a paper using artificial intelligence, such as ChatGPT.

While the above actions can happen with intentionality to deceive, plagiarism can also happen accidentally (due to careless resource use, not using proper citation methods, and not understanding the conventions of our chosen style guide). Though intentional vs accidental is often a judgment call for an instructor, it's important to note that accidental plagiarism is still plagiarism—a serious need to address the incident arises regardless. Though the resulting consequences may vary based on the degree of intentionality, any form of plagiarism will be addressed with equal seriousness.

The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT. Believing the technology is here to stay, and will only grow, we feel it's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying

complex topics, and performing rudimentary research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on). Know that UVU does utilize a plagiarism check.

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, we do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with your instructor (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to your instructor filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the English department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the Dean. The Dean's decision on the matter will be final.

## ***University Syllabus Statements***

### **UVU Policies:**

#### **Preventing Sexual Discrimination or Harassment**

Sexual discrimination and harassment (including student-to-student harassment) are prohibited both by the law and by Utah Valley University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the instructor or you may lodge a complaint with the UVU administration.

#### **Names and Pronouns**

In this class, we will respect and refer to people using the names and personal pronouns that they share. Visit [uvu.edu/multicultural/lgbt](http://uvu.edu/multicultural/lgbt) to learn more.

#### **Electronic Devices**

When we are in class during this course, you will be asked to please **turn off** your cell phones before class begins. And, if you bring a laptop to class, you may *only* use it for notes, as surfing the web, emailing, etc., can be distracting to other students. The same rule applies to texting during class time.

#### **Resolution of Disagreements about Ordinary Course Issues**

Occasionally, it is possible to have a disagreement with your instructor about ordinary issues related to a course. The Behavioral Science Department has a standard set of procedures to deal with ordinary course issues. If your issue is related to routine course issues, you need to talk with your instructor about it *first*, outside of class time. These concerns could be about such things as a grade, deadlines, and a topical matter, or other course issues, and will likely be resolved through the discussion with your instructor. If it is not resolved or is of a more serious nature, contact the Department Chair to set an appointment to resolve the concern.

#### **For Students with Disabilities or For Those Who are Pregnant**

Students needing accommodations due to a disability or pregnancy (so, including temporary conditions and pregnancy accommodations) may contact the UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu). DHH is located on the Orem Campus in LC 312.

#### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices. Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

### **Equity & Title IX:**

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix>

### **Accommodations/Students with Disabilities**

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### **Equity and Title IX**



Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.