



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: PSY

Course Title: Abnormal Psychology

Year: 2025

Course and Section #: 2300 – X02

Credits: 3

Course Description

Foundation course for psychology majors. Examines the psychology of abnormal behavior, historical explanations and current biological and psychological theories of abnormal behavior. Emphasizes the description of mental disorders according to the American Psychiatric Association *Diagnostic and Statistical Manual, 5th Edition*.

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

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Cameron Hopkin

Student Learning Outcomes

- Explain fundamental aspects of the etiology, diagnosis, and treatment of mental disorders.
 - Describe professional competencies in psychology including ethical standards of behavior, the scientific foundations of assessment and treatment, and cultural competence.
 - Discuss socially-held and personally-held stigmas related to mental health, and the effects of those stigmas on individuals with mental disorders.
 - Apply critical skills such as written communication, ability to work with others, problem-solving and lifelong learning skills.
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Course Materials and Texts

No external textbook purchase is required for this course. We will use Lumen Learning's *Lumen One* textbook resource, and it is fully integrated into Canvas. If you remain enrolled in this course past the add/drop deadline for the semester, your student account will be charged \$35 for this textbook access. In comparison to traditional textbooks, it's a steal.

Technology tools: you will need access to some form of computer in order to access Canvas and complete the assignments for this course.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale:

The following grading standards will be used in this class:

[Can be Percent or Points]

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D	63-66
D-	60-62
E	0-59

Assignment Categories

Activity	Percent
Writing Assignments	20
Discussions	15
Quizzes	18
Reading Assignments	5
Exams	35
Presentation	7

Late Work Statement:

Please upload all assignments by the specified due date to Canvas. No assignments will be accepted by email. **Late work will be reduced by 10% per day.** If you have exceptional circumstances such as severe illness or a true family emergency, please contact me to discuss an exception to this policy. Documentation of the issue may be required. No outstanding assignments will be accepted after the last scheduled day of class.

Assignment and Assessment Descriptions

Writing Assignments:

You have two major papers in this class.

Movie Paper (7%): Pick a movie that has to do with someone suffering from a mental disorder (suggested list [here \(Links to an external site.\)](#), though you can pick one not on that list if you prefer). Describe what disorder they have from the DSM-5. The paper is to be written in APA format. You should have at least 3 peer-reviewed references and be 2-3 pages of text. Journal articles are best found in our UVU library online.

Disorder paper (13%): You will choose a disorder that we have/will discuss in class and study it in depth, presenting a detailed description of symptoms, risk factors, and treatment. You should have at least 8 peer-reviewed sources and 7-8 pages of text, not including title page, abstract, or reference page. APA format required.

Discussions:

(15%) Discussions will be opportunities to explore topics together and deepen your understanding of each week's reading. Posts are expected to be text-based, but if you prefer to record yourself and make a video, please do! It's what I prefer, but when I make it required my classes inevitably run into endless problems. Writing out your responses is fine and will earn you full points. If you're weird like me and want to have some face-to-face interaction even though we're an online class, here are some [instructions for using the Canvas recording tool](#)[Links to an external site.](#) Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. Please be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a **Thursday**. Follow up comments are due by **Sunday**. Follow up posts are expected to be after the due date and are not marked late.

Quizzes:

(18%) Weekly quizzes are found in each module. They are due at 11:59 Sunday night on the week we cover that particular chapter. Don't miss them! Each quiz can be taken twice; you keep the best score.

Reading Assignments:

(5%) Each chapter's reading is embedded in the Study Plan Assignment for the module. Correctly completing all the self-check questions within the reading for the week will give you full points; you can retake the questions as many times as you'd like before the due date to make sure you get as high a score as you'd like.

Assessments:

Midterm Examination (20%): A Canvas-based midterm exam will be administered halfway through the semester.

Final Examination (20%): A Canvas-based final exam (not cumulative) will be administered during the designated final week of the University.

Both exams are open-note and open-book; we will use Proctorio only to prevent having someone in the room helping you.

Presentation:

(10%) You will record and upload a 3-5 minute overview of the conclusions of your Movie Paper. You can include time to play up to 1 minute of the movie trailer, if you can cue it immediately. You will be graded on your ability to present a polished presentation that is enjoyable to listen to and engages the class.

Extra Credit:

Up to 3% of your final grade can be earned in extra credit. Scroll down on our Canvas homepage to the last module and you'll see what options are available to you.

Required or Recommended Reading Assignments

Weekly readings from Lumen One textbook

General Description of the Subject Matter of Each Lecture or Discussion

Week 1, Jan 6-12: Understanding Abnormal Behavior

- Assignment
[Study Plan: Understanding Abnormal Behavior](#)
Jan 12
2 pts
- Page
[Watch: Dr. Hopkin talks about Mental Health Disorders & History](#)
- Assignment
[Quiz: Understanding Abnormal Behavior](#)
Jan 12
7 pts
- Discussion Topic
[Discussion: Mental Health and Perception \(Initial video post due Thurs, replies due Sun\)](#)
Jan 9
6 pts

Week 2, Jan 13-19: Psychological Research

Week 2, Jan 13-19: Psychological Research

- Assignment
[Study Plan: Research and Ethics in Psychopathology](#)
Jan 19
2 pts
- Page
[Watch: Dr. Hopkin talks about Research](#)
- Assignment
[Quiz: Research and Ethics in Psychopathology](#)
Jan 19
7 pts

- Discussion Topic
[Discussion: Spotting Researcher Bias](#)
 Jan 16
 6 pts

Week 3, Jan 20-26: The Etiology and Treatment of Mental Disorders

Week 3, Jan 20-26: The Etiology and Treatment of Mental Disorders

- Assignment
[Study Plan: The Etiology and Treatment of Mental Disorders](#)
 Jan 26
 2 pts
- Page
[Watch: Dr. Hopkin talks about Etiology](#)
- Assignment
[Quiz: The Etiology and Treatment of Mental Disorders](#)
 Jan 26
 7 pts
- Discussion Topic
[Discussion: Cultural Competence](#)
 Jan 23
 6 pts
- Context Module Sub Header

Look ahead: Movie Paper

- Page
[Movie Paper Instructions](#)

Week 4, Jan 27 - Feb 2: Anxiety Disorders

Week 4, Jan 27 - Feb 2: Anxiety Disorders

- Assignment
[Study Plan: Anxiety Disorders](#)
 Feb 2
 2 pts
- Page
[Watch: Dr. Hopkin talks about Anxiety Disorders](#)
- Assignment
[Quiz: Anxiety Disorders](#)
 Feb 2
 7 pts
- Discussion Topic
[Discussion: Childhood Anxiety](#)
 Jan 30
 6 pts
- Context Module Sub Header

DUE THIS WEEK: Movie Paper

- Assignment
[Movie Paper](#)
Feb 2
38 pts

Week 5, Feb 3-9: Obsessive-Compulsive and Stressor-Related Disorders

Week 5, Feb 3-9: Obsessive-Compulsive and Stressor-Related Disorders

- Assignment
[Study Plan: Obsessive-Compulsive Disorder and Stress-Related Disorders](#)
Feb 9
2 pts
- Page
[Watch: Dr. Hopkin talks about OCD & Stress Disorders](#)
- Assignment
[Quiz: Obsessive-Compulsive Disorder and Stress-Related Disorders](#)
Feb 9
7 pts
- Discussion Topic
[Discussion: OCD Podcast Reflection](#)
Feb 6
6 pts

Week 6, Feb 10-16: Somatic Symptom and Dissociative Disorders

Week 6, Feb 10-16: Somatic Symptom and Dissociative Disorders

- Assignment
[Study Plan: Somatic Symptom Disorders and Dissociative Disorders](#)
Feb 16
2 pts
- Page
[Watch: Dr. Hopkin talks about Dissociative Disorders](#)
- Assignment
[Quiz: Somatic Symptom Disorders and Dissociative Disorders](#)
Feb 16
7 pts
- Discussion Topic
[Discussion: Somatic Symptom Disorders and Dissociative Disorders Diagnosis](#)
Feb 13
6 pts
- Context Module Sub Header

Look ahead: Midterm

- Attachment
[PSY 2300 Midterm Study Guide.pdf](#)

Week 7, Feb 17-23: Mood Disorders

Week 7, Feb 17-23: Mood Disorders

- Assignment
[Study Plan: Mood Disorders](#)
Feb 23
2 pts
- Page
[Watch: Dr. Hopkin talks about Mood Disorders](#)
- Assignment
[Quiz: Mood Disorders](#)
Feb 23
7 pts
- Discussion Topic
[Discussion: Depression and Gender](#)
Feb 20
6 pts
- Context Module Sub Header

DUE THIS WEEK: MIDTERM EXAM

- Quiz
[Midterm Exam \(Remotely Proctored\)](#)
Feb 23
100 pts

Week 8, Feb 24 - Mar 2: Eating and Sleep Disorders

Week 8, Feb 24 - Mar 2: Eating and Sleep Disorders

- Assignment
[Study Plan: Eating, Feeding, and Sleep-Wake Disorders](#)
Mar 2
2 pts
- Page
[Watch: Dr. Hopkin talks about Eating Disorders](#)
- Assignment
[Quiz: Eating, Feeding, and Sleep-Wake Disorders](#)
Mar 2
7 pts
- Discussion Topic
[Discussion: Eating Disorders Clinic](#)
Feb 27
6 pts
- Context Module Sub Header

Look ahead: Presentation

- Page
[Presentation Instructions](#)

Week 9, Mar 3-9: Substance-Related and Addictive Disorders

Week 9, Mar 3-9: Substance-Related and Addictive Disorders

- Assignment
[Study Plan: Substance-Related and Addictive Disorders](#)
Mar 9
2 pts
- Page
[Watch: Dr. Hopkin talks about Substance and Addiction Disorders](#)
- Assignment
[Quiz: Substance-Related and Addictive Disorders](#)
Mar 9
7 pts
- Discussion Topic
[Discussion: Addiction Treatment Program](#)
Mar 6
6 pts
- Context Module Sub Header

Due this week: Presentation

- Assignment
[Presentation](#)
Mar 9
38 pts

Week 10, Mar 10-16: Enjoy Spring Break!

Week 10, Mar 10-16: Enjoy Spring Break!

- Context Module Sub Header

Nothing to do this week -- take a break!

Week 11, Mar 17-23: Sexual Deviations and Dysfunctions

Week 11, Mar 17-23: Sexual Deviations and Dysfunctions

- Assignment
[Study Plan: Sexual Deviations and Dysfunctions](#)
Mar 23
2 pts
- Page
[Watch: Dr. Hopkin talks about Sexual Disorders](#)
- Assignment
[Quiz: Sexual Deviations and Dysfunctions](#)
Mar 23
7 pts
- Discussion Topic
[Discussion: Ted Talk on Sexual Deviations and Dysfunctions](#)
Mar 20
6 pts

Week 12, Mar 24-30: Schizophrenia and Other Psychotic Disorders

Week 12, Mar 24-30: Schizophrenia and Other Psychotic Disorders

- Assignment
[Study Plan: Schizophrenia and Related Disorders](#)
Mar 30
2 pts
- Page
[Watch: Dr. Hopkin talks about Schizophrenia](#)
- Assignment
[Quiz: Schizophrenia and Related Disorders](#)
Mar 30
7 pts
- Discussion Topic
[Discussion: Schizophrenia and Social Lives](#)
Mar 27
6 pts

Week 13, Mar 31 - Apr 6: Personality Disorders

Week 13, Mar 31 - Apr 6: Personality Disorders

- Assignment
[Study Plan: Personality Disorders](#)
Apr 6
2 pts
- Page
[Watch: Dr. Hopkin talks about Personality Disorders](#)
- Assignment
[Quiz: Personality Disorders](#)
Apr 6
7 pts
- Discussion Topic
[Discussion: Personality Disorders and Abnormal Personality Traits](#)
Apr 3
6 pts
- Context Module Sub Header

Look ahead: Disorder Paper

- Page
[Disorder Paper Instructions](#)

Week 14, Apr 7-13: Neurodevelopmental Disorders

Week 14, Apr 7-13: Neurodevelopmental Disorders

- Assignment
[Study Plan: Neurodevelopmental Disorders](#)
Apr 13
2 pts
- Page

- [Watch: Dr. Hopkin talks about Childhood Disorders](#)
- Assignment
[Quiz: Neurodevelopmental Disorders](#)
Apr 13
7 pts
- Discussion Topic
[Discussion: Neurodevelopmental Disorders](#)
Apr 10
6 pts

Week 15, Apr 14-20: Neurocognitive and Other Disorders

Week 15, Apr 14-20: Neurocognitive and Other Disorders

- Assignment
[Study Plan: Neurocognitive Disorders](#)
Apr 20
2 pts
- Page
[Watch: Dr. Hopkin talks about Neurocognitive Disorders](#)
- Assignment
[Quiz: Neurocognitive Disorders](#)
Apr 20
7 pts
- Discussion Topic
[Discussion: Aging and Memory](#)
Apr 17
6 pts
- Context Module Sub Header

DUE THIS WEEK: Disorder Paper

- Assignment
[Disorder Paper](#)
Apr 20
76 pts
- Context Module Sub Header

LOOK AHEAD: Final Exam

- Attachment
[2300 Final Study Guide.pdf](#)

Week 16, Apr 21-23: Study for Finals

Week 16, Apr 21-23: Study for Finals

- Context Module Sub Header

No chapter this week -- study for your final exam!

- Attachment
[2300 Final Study Guide.pdf](#)

Extra Credit Options

Extra Credit Options

- Assignment
[SRI Extra Credit](#)
Apr 30
0 pts
- Assignment
[Extra Credit Research Summary #1](#)
Apr 30
0 pts
- Assignment
[Extra Credit Research Summary #2](#)
Apr 30
0 pts

FINAL EXAM: Apr 24-30

FINAL EXAM: Apr 24-30

- Quiz
[Final Exam \(Remotely Proctored\)](#)
Apr 30
100 pts

[View Course Stream](#)

[View Course Calendar](#) [View Course Notifications](#)

Required Course Syllabus Statements

Generative AI

Academic Integrity & the Use of Generative AI Tools

As explained in UVU's [Student Rights and Accountabilities](#)[Links to an external site.](#) 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, UVU 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.

UVU 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).

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 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.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

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 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 – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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. 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.