



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-x07

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: Brendan Ewell

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.
-

Course Materials and Texts

Canvas-integrated platform called LumenOne from Lumen Learning, you can read more here: <https://lumenlearning.com/courses/abnormal-psychology-lumen-one/>

Course Requirements

Course Assignments, Assessments, and Grading Policy

Reading the Study Plan (15% of total): The course text (Abnormal Psychology) chapters are embedded in each module, called the Study Plan, and include built-in quick quizzes to check your understanding of the concepts in the chapters. Please make sure to take those in-chapter knowledge checks (called “Try It”; in a pink box); you will get an immediate answer, and if you don’t understand why that answer is correct, go back into the chapter material and review the concept -figure out what you misunderstood. This is a key aspect of developing your metacognitive skills and prepares you to do well on the weekly quizzes.

Unit Quizzes (10% of total): Based on the reading you will complete quizzes (set by department) to test your knowledge. Reading quizzes are due by midnight before we begin that unit.

In-Class Participation (10% of total): Attend lectures and discussions. This is a face-to-face course and attendance is expected unless due to illness or other valid reason. Participation in discussions will enhance your learning experience. I will take attendance and to encourage attendance and participation, a question will be given at a random time during each class that you will answer on Canvas. Participation points due by the end of class.

Exams & Final Exam (15% of total): 2 during the semester, then the final exam completed during final exam week, online via Proctorio. We will prepare together with a study guide for each exam.

Outreach Project (25% of total): Undermining mental health stigma is a key aspect of learning about mental health. You will conduct a 10-hour project, verify the project, and complete a reflection paper. They can be completed solo or as a team. Pick one from the following: Volunteer in a mental health setting; Make a presentation about mental health for family/friends; Curate a list of mental health resources for a mental health concern; Make a video to communicate to a general audience, informing about a mental health concern; Propose your own outreach project for instructor approval.

Research Project (25% of total): You will conduct a research project step-by-step over the course of the semester. I will guide you through each step, as follows: Step 1: Project proposal and topic; Step 2: 6 Primary sources, APA style; Step 3: Outline; Step 4: 4 more Primary sources; Step 5: Rough draft; Step 6: Final draft. The project can be completed solo or as a team. Pick one from the following: Research paper (7 pp. solo, 11 pp. team); Research presentation (8 mins. per team member, primary sources 3:1 secondary source), Research presentation video (5 mins. per team member, primary sources 3:1 secondary source), Nonfiction essay (9 pp. solo, 13 pp. team), Propose your own research project for instructor approval.

Final Grade Scale:

A	94-100	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59.9

Required or Recommended Reading Assignments

Weekly reading using the Canvas-embedded LumenOne modules, aligning with lecture/discussions

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Understanding Abnormal Behavior

- Defining Psychological Disorders
- The History of Psychological Disorders
- Classifying Psychological Disorders
- Evaluating and Assessing Psychological Disorders

Module 2: Research and Ethics in Abnormal Psychology

- Research and the Scientific Method in Abnormal Psychology
- Descriptive Research
- Correlational and Experimental Research
- Ethics in Abnormal Psychology

Module 3: Etiology and Treatment of Mental Disorders

- Multidimensional Models of Psychopathology
- Biological Elements of Psychopathology
- Psychodynamic Approaches to Psychopathology
- Behavioral Approaches to Psychopathology
- Humanistic and Cognitive Approaches to Psychopathology
- Modalities and Culture

Module 4: Anxiety Disorders

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

Module 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

Module 6: Somatic Symptom Disorders and Dissociative Disorders

- Dissociative Disorders
- Somatic Symptom and Related Disorders
- Treating Dissociative and Somatic Symptom Disorders

Module 7: Mood Disorders

- Depressive Disorders
- Bipolar and Related Disorders
- Perspectives and Treatments Related to Mood Disorders

Module 8: Eating, Elimination, and Sleep-Wake Disorders

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

Module 9: Substance-Related and Addictive Disorders

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

Module 10: Sexual Deviations and Dysfunctions

- Sex and Gender

- Sexual Dysfunctions
- Sexual Deviations

Module 11: Schizophrenia

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

Module 12: Personality Disorders

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

Module 13: Disorders of Childhood and Adolescence

- Intellectual Development Disorders
- Communication and Learning Disorders
- Disruptive, Impulse-Control, and Conduct Disorders
- Perspectives and Treatments Related to Neurodevelopmental Disorders

Module 14: Neurocognitive Disorders

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

Required Course Syllabus Statements

Generative AI

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.

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.