

## Term Information

Effective Term Summer 2020  
*Previous Value* Summer 2014

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add an online version of the course.

What is the rationale for the proposed change(s)?

An online version will allow more options for students to complete the course, thereby increasing enrollment.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

|                                      |  |
|--------------------------------------|--|
| Course Bulletin Listing/Subject Area | Psychology   |
| Fiscal Unit/Academic Org             | Psychology - D0766   |
| College/Academic Group               | Arts and Sciences  |
| Level/Career                         | Undergraduate  |
| Course Number/Catalog                | 3331   |
| Course Title                         | Abnormal Psychology  |
| Transcript Abbreviation              | Abnormal Psycholog   |
| Course Description                   | Examination of current theories and empirical findings regarding the major forms of psychopathology and treatment. |
| Semester Credit Hours/Units          | Fixed: 3   |

## Offering Information

|  |  |
|--|--|
| Length Of Course   | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week |
| Flexibly Scheduled Course  | Never  |
| Does any section of this course have a distance education component? | Yes  |
| Is any section of the course offered                                 | 100% at a distance                               |
| <i>Previous Value</i>  | <i>No</i>  |
| Grading Basis  | Letter Grade                                     |
| Repeatable   | No   |
| Course Components  | Lecture  |
| Grade Roster Component   | Lecture  |
| Credit Available by Exam   | No   |
| Admission Condition Course   | No   |
| Off Campus   | Never  |
| Campus of Offering   | Columbus, Lima, Mansfield, Marion, Newark        |

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: 1100 (100) or 1100H (100H).

**Exclusions**

Not open to students with credit for 2367.02, 331, 3331H (331H), or 3331E (331E).

**Electronically Enforced**

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code**

42.2801

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Describe and evaluate the historical and cultural viewpoints as well as current theoretical views of psychological disorders.
- Compare and contrast the symptoms of psychological disorders with nonpathological behaviors.
- Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, and psychotic disorders as well as addictions) using the DSM for reference.
- Evaluate the relevance of current and past research within clinical and counseling psychology.
- Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of diagnosis, etiology, prognosis, and treatment of psychological disorders
- Evaluate ethical issues regarding treatment and current status of treatment resources.
- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

**Content Topic List**

- Classification and assessment
- Treatments for psychological disorders
- Anxiety disorders
- Stress disorders
- Mood disorders
- Eating disorders
- Personality disorders
- Substance use disorders

**Sought Concurrence**

No

**Attachments**

- PSYCH 3331-Arts and Sciences Distance Learning Course Component Technical Review Checklist.pdf: Arts and Sciences Distance Learning Course Compone  
*(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)*
- Psych 3331 syllabus.docx: syllabus  
*(Syllabus. Owner: Paulsen,Alisa Marie)*
- 3331 Syllabus Proposal Revised.docx: syllabus  
*(Syllabus. Owner: Paulsen,Alisa Marie)*

**Comments**

- Revised syllabus is uploaded. *(by Paulsen,Alisa Marie on 04/07/2020 04:59 PM)*
- See panel feedback emailed on 3-18-2020. *(by Vankeerbergen,Bernadette Chantal on 03/18/2020 02:30 PM)*
- 02/24/20: Please attach the in-person syllabus. *(by Haddad,Deborah Moore on 02/24/2020 05:02 PM)*

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Paulsen,Alisa Marie   | 02/24/2020 04:47 PM | Submitted for Approval |
| Approved           | Paulsen,Alisa Marie   | 02/24/2020 04:47 PM | Unit Approval          |
| Revision Requested | Haddad,Deborah Moore  | 02/24/2020 05:03 PM | College Approval       |
| Submitted          | Paulsen,Alisa Marie   | 02/26/2020 12:45 PM | Submitted for Approval |
| Approved           | Paulsen,Alisa Marie   | 02/26/2020 12:46 PM | Unit Approval          |
| Approved           | Haddad,Deborah Moore  | 02/26/2020 04:21 PM | College Approval       |
| Revision Requested | Vankeerbergen,Bernadette Chantal  | 03/18/2020 02:31 PM | ASCCAO Approval        |
| Submitted          | Paulsen,Alisa Marie   | 04/07/2020 05:00 PM | Submitted for Approval |
| Approved           | Paulsen,Alisa Marie   | 04/07/2020 05:00 PM | Unit Approval          |
| Approved           | Haddad,Deborah Moore  | 04/07/2020 05:04 PM | College Approval       |
| Pending Approval   | Jenkins,Mary Ellen Bigler<br>Hanlin,Deborah Kay<br>Oldroyd,Shelby Quinn<br>Vankeerbergen,Bernadette Chantal | 04/07/2020 05:04 PM | ASCCAO Approval        |

# Psyc 3331 Abnormal Psychology: Syllabus and Course Schedule

Spring 2020; MWF 10:20 am – 11:15 am  
Location: Cunz Hall - Room: 150

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Instructor: Ryan Hansen, Ph.D.  
Office: Psychology Building, Room 165

Course Web Site: Posted through Carmen, go to <https://carmen.osu.edu/>

Office Hours: Wednesdays from 9-10am or by appointment (email me to schedule)

Best method of contact:  
E-mail: [Hansen.282@osu.edu](mailto:Hansen.282@osu.edu)

Telephone: 316-409-0804 (Please only call during business hours unless it is an emergency).

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**Required Text:** Abnormal Psychology 18th edition  
by Jill M. Hooley, James N. Butcher, Matthew K. Nock, & Susan Mineka.  
Boston: Pearson.  
ISBN: 9780134999173

**Additional Readings and Videos:** Additional readings and videos from outside the text will be made available through the Carmen course web site.

**Required Technology:** TopHat. We will be using TopHat to do in-class quizzes nearly every class period. Please bring a laptop or cellphone with internet access to every class. If you do not have access to a device, please contact me ASAP.

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Welcome to Abnormal Psychology. **Abnormal Psychology** entails the scientific study of the thoughts, feelings, and behaviors that cause problems in our lives. The beginning of the course will cover how we define, think about, measure, treat, and study mental disorders. We will spend the remainder of the course examining specific disorders in detail. In addition to a firm foundation in abnormal psychology, this course will also focus on improving your reading, studying, and critical thinking skills.

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## **Attendance and In-Class Quizzes:**

Although not directly considered in determining grades, class attendance will greatly improve your chances of succeeding in the class. There will be assignments that you will work on collaboratively in class and will be expected to submit online to Carmen. Additionally, there will be daily, brief in-class quizzes administered through TopHat. You will be able to drop the three lowest quiz scores automatically (including absences), which is included to acknowledge that sometimes unavoidable conflicts happen. As such, make-up exams will only be given in cases of a documented emergency, and will take place during the scheduled office hours. Make-up exams must be completed within one week of returning to class.

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## **Exams:**

There will be four exams. Each exam will cover assigned readings and lecture material delivered before that exam. While none of the exams are specifically designed to be cumulative, some material assessed in later exams may build on previous material. See the course schedule for exam dates.

Please notify me immediately if you anticipate any problems or require special accommodations in taking the exams (also see the section on students with disabilities below). In addition, please notify me as soon as possible if you anticipate any problems in taking the exams at the scheduled times.

**Details about the exams:** Items on the exams will typically be a mix of formats, including multiple choice and short essay. More information will be provided in class before the first exam.

Policy on missing exams: If you may miss an exam, you must get approval and arrange an alternate time to take the exam in advance. Prior approval will only be granted in cases of unavoidable (i.e., non-optional) conflicting events. Approval not sought in advance will only be granted in the case of a documented emergency. Be prepared to provide substantiation of the reason for your absence. For example, if you're sick, be sure to get a note from your doctor. Such a note should be on a form made for the purpose or on letterhead. Makeup exams will only be given in cases of documented emergency or when prior approval has been given.

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**Feel free to see me:**

Life happens, and college is hard! If at any point you are experiencing difficulty in this course, please come see me. There are policies and procedures that I will have to follow to make sure that the course is fair for everyone. But within those constraints, I would like to work with you as much as possible to get back on track. I also know a lot of potential resources on campus and off campus that may help with what you are going through. So, if you feel yourself struggling, come talk things through sooner rather than later. You can either attend my office hours or email [Hansen.282@osu.edu](mailto:Hansen.282@osu.edu) to schedule an appointment.

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**Student feedback about the course**

I am always interested in finding ways to improve my courses. I hope you will feel free to share your reactions to the course with me. Of course, at the end of the semester you will be asked to complete a formal course evaluation, but I hope you will also tell me directly what you like and don't like about the course, how you think the course content or structure could be improved, or how you think I might improve my teaching. Feel free to stop by and see me, drop me an e-mail message, or, if you would prefer to remain anonymous, drop a note in my mailbox in Room 129 of the Psychology Building.

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**Students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

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**Statement on Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

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**Statement on Sexual Misconduct / Relationship Violence**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). It is important for you to know that I am mandated by the university to report any sexual harassment, violence, or assault that is brought to my attention. If you would like a confidential space to explore your rights and the process of reporting, I recommend contact OSU's Counseling and Consultation Services.

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**Disputing Grades:**

Occasionally, a student may believe that a grade is flawed. If you would like to dispute a grade, I ask that you submit a written request for a grade change. You may e-mail such requests to [hansen.282@osu.edu](mailto:hansen.282@osu.edu). Any written requests for grade changes should include detailed information including how you believe the grading was in error and any supporting information.

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### **Dennis Learning Center:**

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments where you can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website <https://dennislearningcenter.osu.edu> to learn more.

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### **Final Course Grades:**

The point breakdown for the course is as follows:

- 50% 4 Exams
- 30% In-Class Quizzes
- 20% 5 Homework Assignments and in-class activities.

The percentage of points earned will be used to assign final grades, using the scale below.

|    |           |    |           |
|----|-----------|----|-----------|
| A  | 93% +     | C  | 73% - 76% |
| A- | 90% - 93% | C- | 70% - 72% |
| B+ | 87% - 89% | D+ | 66% - 69% |
| B  | 83% - 86% | D  | 60% - 65% |
| B- | 80% - 82% | E  | Below 60% |
| C+ | 77% - 79% |    |           |

**Extra Credit.** There will be at least one opportunity for extra credit within this class, which will be discussed in-class midway through the semester.

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*Note.* To promote easy and transparent course transferability between institutions in Ohio, this course is designed to meet each of the following learning outcomes (recommended by the Board of Regents after consultation with faculty):

#### **Learning Outcomes:**

1. Describe and evaluate the historical and cultural viewpoints as well as current theoretical views of psychological disorders.
2. Compare and contrast the symptoms of psychological disorders with non-pathological behaviors.\*
3. Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, and psychotic disorders as well as addictions) using the DSM for reference.\*
4. Evaluate the relevance of current and past research within clinical and counseling psychology.\*
5. Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of diagnosis, etiology, prognosis, and treatment of psychological disorders.\*
6. Evaluate ethical issues regarding treatment and current status of treatment resources.\*
7. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.\*

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

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## Course Schedule

Readings listed below are whole chapters from the text unless otherwise indicated. When the assignment is a portion of a chapter, page numbers (and sometimes section headings) are provided. Additional readings from outside the text will be announced in class and will be made available through the Carmen course website.

| <u>Date /<br/>Day of<br/>Week</u> | <u>Topics / Readings (And Videos)</u><br>(Assigned readings are to be completed prior to first class meeting for which they are listed; Additional readings from outside the text will be announced in class and made available on the Carmen course website.)  |
|-----------------------------------|---|
| M 1/6<br>W 1/8<br>F 1/10          | Introduction, Course overview<br>3 Videos: <a href="#">John Oliver on Mental Health</a> (12 mins); <a href="#">How to read your textbooks more efficiently</a> (7.5 mins); <a href="#">Active Reading Strategies</a> (7.5 mins)<br>Chapter 1 (page 1 – 16, up to “Research Approaches in Abnormal Psychology”); |
| M, 1/13<br>W, 1/15<br>F, 1/17     | Chapter 2; Article on Carmen: “Should hypersexuality disorder be a diagnosable mental disorder?;”<br>Chapter 3; <a href="#">Psychology’s Modern Perspectives</a> (7 mins)<br>4.1, 4.2,  |
| M, 1/20<br>W, 1/22<br>F, 1/24     | No Class- MLK Day<br>4.3, 4.4<br>4.5, 4.6   |
| M, 1/27<br>W, 1/29<br>F, 1/31     | Chapter 1 (page 16 - 31, starting with “Research Approaches in Abnormal Psychology”);<br>Chapter 16. Article on Carmen: “New Age and Related Novel Unsupported Therapies in Mental Health Practice”<br>Review for Exam  |
| F, 1/31                           | Exam 1 Opens  |
| M, 2/3<br>W, 2/5<br>F, 2/7        | 5.1, 5.2, 5.3<br>5.4, 5.5,<br>5.6, 5.7  |
| M, 2/10<br>W, 2/12<br>F, 2/14     | 5.8 Article on Carmen: “Science and non-science based treatment for trauma-related disorders”<br><a href="#">Do Trigger Warnings Really Help?</a> (4.75 mins)<br>6.1, 6.2, 6.3 <a href="#">the 5 Major Anxiety Disorders</a> (6.5 mins)<br>6.4  |
| M, 2/17<br>W, 2/19<br>F, 2/21     | 6.5<br>6.6<br>6.7   |
| M, 2/24<br>W, 2/26<br>F, 2/28     | 6.8<br>Article on Carmen: “Maximizing exposure therapy: An inhibitory learning approach.”<br>Review for Exam  |
| F, 2/28                           | Exam 2 Opens  |
| M, 3/2<br>W, 3/4<br>F, 3/6        | 7.1 Article on Carmen: “History of depression”<br>7.2<br>7.3  |
| 3/9-3/13                          | Spring Break  |
| M, 3/16<br>W, 3/18<br>F, 3/20     | (7.3 continued); Homework #2 Due<br>7.4, 7.5<br>7.6, 7.7, Article on Carmen: “Cognitive therapy of depression”  |

|                               |   |
|-------------------------------|---|
| M, 3/23<br>W, 3/25<br>F, 3/27 | 7.8<br>7.9<br>Review  |
| F, 3/27                       | Exam 3  |
| M, 3/30<br>W, 4/1<br>F, 4/3   | 8.1 through 8.5<br>8.6-8.10<br>Chapter 9  |
| M, 4/6<br>W, 4/8<br>F, 4/10   | Readings: Chapter 10<br>11.1,11.2, 11.3 <a href="#">Motivational Interviewing</a> (3 mins); <a href="#">Amy's Story</a> (.5 min); <a href="#">Rebekkah's Story</a> (6.5 mins)<br>11.3, 11.4, 11.5, 11.6, 11.7, 11.8 |
| M, 4/13<br>W, 4/15<br>F, 4/17 | 11.9<br>Chapter 12<br>Chapter 13  |
| M, 4/20                       | Review  |
| 4/21-4/28                     | Final Exam  |





**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: PSYCHOLOGY 3331**

### **ABNORMAL PSYCHOLOGY FALL 2020**

#### **Course overview**

##### **Instructor**

Instructor: Dr. Ryan Hansen

Email address: Hansen.282@osu.edu

Phone number: 316-409-0804

Office hours: M, W, F, 9:00-10:00 AM

Office Location: Psychology Building, Room 165 (I will also be available by CarmenZoom or Skype during those times)

##### **Course description**

- Introduce terms, concepts, and scientific approaches that will allow you to understand how our biology, thoughts, feelings, and behaviors that cause psychological problems in our lives (and allow us to thrive).
- Empower you to be a critical consumer of psychological explanations.
- Inspire your curiosity and prepare you for advanced study in psychology or related interdisciplinary fields.

##### **Course learning outcomes**

- Describe and evaluate the historical and cultural viewpoints as well as current theoretical views of psychological disorders.
- Compare and contrast the symptoms of psychological disorders with non-pathological behaviors.

- Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, and psychotic disorders as well as addictions) using the DSM for reference.
- Evaluate the relevance of current and past research within clinical and counseling psychology.
- Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of diagnosis, etiology, prognosis, and treatment of psychological disorders.
- Evaluate ethical issues regarding treatment and current status of treatment resources.
- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

## Course materials

### Required

- Abnormal Psychology 18th edition by Jill M. Hooley, James N. Butcher, Matthew K. Nock, & Susan Mineka. Boston: Pearson. ISBN: 9780134999173

Hardcopy, electronic, and rental versions are available at local bookstores. Any are acceptable.

## Other requirements

All exams will be administered electronically on the dates indicated on the course schedule. You may take the exam at any point within the published exam window.

Exams will be administered with [Proctorio](#). *Note that Proctorio can only be used with the Chrome browser.* It will not work on an iPad, so you need to make arrangements to borrow a computer with webcam/microphone.

To take the exam, you must first download the Proctorio Chrome extension. To install the extension, simply click on "Secure Exam Proctor" in the navigation pane of this Carmen page and follow the instructions. We will have a "practice test" that allows you to make sure your technology is working.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)

- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- Viewing online videos
- CarmenZoom text, audio, and video chat (for office hours)
- Recording a slide presentation with audio narration (optional)
- Recording, editing, and uploading video (optional)
- Using academic search engines

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grades

| Assignment or category  | Points                    |
|---|---------------------------|
| Chapter Discussion Board Post (10 required, up to 15 available) | <b>2 each (20 total)</b>  |
| Critical Thinking Assignments (3)                               | <b>10 each (30 total)</b> |
| Article Quizzes (4)   | <b>10 each (40 total)</b> |
| Exam 1  | 100                       |

|              |            |
|--------------|------------|
| Exam 2       | 100        |
| Exam 3       | 100        |
| Exam 4       | 100        |
| <b>Total</b> | <b>500</b> |

See course schedule, below, for due dates

## Assignment information

### Chapter Discussion Board Posts

In order to review content for the exams and apply the material they have learned, students will submit multiple choice exam questions for other students to review (which can also be used as a study aid). Students will submit a brief discussion of the correct answer and potential distractors. Students may either post their own questions or provide suggestions on improving existing questions utilizing citations from the book or other academic sources.

Up to two posts can be made per week, which are worth 2 points each. 10 posts are required for full credit (20 points), but any of the additional posts may be completed for extra credit (up to 10 bonus points).

### Critical Thinking Assignments

(3 assignments x 10 points each = 30 points possible)

- Short writing responses requiring critical thinking skills (approximately one written page) will be submitted on Carmen. Students will view a popular film depicting mental health, summarize their understanding of the disorder being portrayed, and then apply therapeutic techniques to the treatment of the fictional character. For example, in the first critical thinking assignment, the film “The Aviator” will be made available for free to the class to view. Students will summarize their understanding of the biological, psychological, and social determinates of OCD from their readings (3pts), identify examples of Obsessions and Compulsions portrayed in the movie (2 pts), and construct an anxiety hierarchy for use in a hypothetical Prolonged Exposure treatment protocol (5 pts).
- Assignments must be submitted through Carmen, and will be graded using a supplied rubric specific to the assignment.
- All assignments will be due by 11:59 PM (exactly) on the assigned date. If a submission is late, then it will be penalized by 1 point per day.

### Article Quizzes

(4 article quizzes x 10 points each = 40 points possible)

One of the most important outcomes of this class will be for you to be proficient at evaluating psychological claims about psychopathology and treatment (rather than relying on media headlines and social media). To that end, students will be asked to read four academic journal articles and answer ten multiple choice questions about their content.

### **Exams**

(4 exams, 50 questions x 2 points each = 100 points possible per exam, 400 points total)

All exams will be delivered through Carmen using [Proctorio](#) on the dates listed in the syllabus. You will need a computer compatible with its Chrome plugin with a functioning webcam and mouse.

All exams will be administered electronically on the dates indicated on the course schedule. You may take the exam at any point within the published exam window.

To take the exam, you must first download the Proctorio Chrome extension. To install the extension, simply click on "Secure Exam Proctor" in the navigation pane of this Carmen page and follow the instructions. We will have a "practice test" that allows you to make sure your technology is working.

Exam content is not explicitly cumulative, but information in earlier chapters will often be referenced and is vital to mastery of later chapters.

All material that is tested on the exams comes primarily from the assigned readings. However, viewing the lectures will still be vital to your success in the class. Many questions will require you to understand and apply your knowledge to novel scenarios.

If you are local to Columbus campus, you may sign up for a convenient appointment to take your exam at the testing center at the student academic services center on Lane Avenue (and will not need to utilize Proctorio). This will be available with flexible scheduling during business hours.

## **Late assignments**

All assignments will be due by 11:59 PM (exactly) on the assigned date. If a submission is late, then it will be penalized by 10% per day.

## **Early/Make-up Exams**

### **Early Exams**

Early exams are not permitted (except for students with documentable active military duty).

### **Make-up exams**

Because the exams will be open for several days, there will be less opportunity to justify difficulties taking the exams. If unavoidable circumstances arise, contact me by email within the first 24 hours after the exam deadline and we will make alternative arrangements.

If the instructor is not notified more than 24 hours after the scheduled exam, then a 10-point grade penalty per day may be applied at the instructor's discretion. Documentation may be required to waive the grade penalty.

All make-up exams must be taken within one week of the regularly scheduled exam.

## Grading scale

The OSU standard grade scale will be used. **Grades will not be rounded.**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

If you have a technical problem, you can contact the university's technical support center at **614-688-HELP**.

### Grading and feedback

For written assignments and exams, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **48 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: MULTIPLE TIMES PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
Office hours or outside appointments are optional, but often helpful (and more fun than me sitting around twiddling my thumbs by myself).

## Discussion and Email communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). It is important for you to know that I am mandated by the university to report any sexual harassment, violence, or assault that is brought to my attention. If you would like a confidential



space to explore your rights and the process of reporting, I recommend contact OSU's Counseling and Consultation Services.

## **Dennis Learning Center**

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

## **Student Advocacy**

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>.

## **Advising**

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <http://advising.osu.edu/welcome.shtml>

## **Student Services**

Manage many of the electronic services on campus: <http://ssc.osu.edu>.

## **Accessibility accommodations for students with disabilities**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please let me know ASAP and we will coordinate with Student Life Disability Services.

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

## Keep me in the loop!

Life happens, and college is hard! If at any point you are experiencing difficulty in this course, please come see me. There are policies and procedures that I will have to follow to make sure that the course is fair for everyone. But within those constraints, I would like to work with you as much as possible to get back on track. I also know a lot of potential resources on campus and off campus that may help with what you are going through. So, if you feel yourself struggling, come talk things through sooner rather than later. You can either attend my office hours or email [Hansen.282@osu.edu](mailto:Hansen.282@osu.edu) to schedule an appointment.

## Course schedule (tentative for 2<sup>nd</sup> session, Fall 2020)

| Date  | Content                                     | Readings | Assignments                       |
|-------|---|----------|-----------------------------------|
| 10/19 | Introduction                                | Ch. 1    | Discussion Board Post Due (10/23) |
| 10/21 | The History of Psychopathology              | Ch. 2    |                                   |
| 10/23 | Systems and Perspectives on Psychopathology | Ch. 3    |                                   |
| 10/26 | Clinical Assessment and Diagnosis           | Ch. 4    |                                   |

|       |  |                        |   |
|-------|--|------------------------|---|
| 10/28 | Psychological Treatments                             | Ch. 16                 | Article Quiz #1<br>(Due 10/28);<br>Discussion<br>Board Post<br>Due (10/30)                        |
| 10/30 | <b>Exam on Unit 1 (50 questions, 100 points)</b>     | <b>Ch. 1-4,<br/>16</b> |   |
| 11/2  | Stress and Physical Health                           | 5.1-5.3                | Article Quiz #2<br>(Due 11/6) ;<br>Discussion<br>Board Post<br>Due (11/6)                         |
| 11/4  | Stress and Mental Health                             | 5.4-5.6                |   |
| 11/6  | PTSD   | 5.7-5.8                |   |
| 11/9  | Fear, Specific Phobias, Social Anxiety               | 6.1-6.4                | Critical<br>Thinking<br>Assignment 1<br>(due 11/20); ;<br>Discussion<br>Board Post<br>Due (11/11) |
| 11/11 | Generalized Anxiety, Panic, and OCD                  | 6.5-6.8                |   |
| 11/13 | <b>Exam on Unit 2<br/>(50 questions, 100 points)</b> | <b>Ch. 5,6</b>         |   |
| 11/16 | Unipolar Depression                                  | 7.1-7.3                |   |
| 11/18 | Bipolar Disorder                                     | 7.4-7.6                | Article Quiz #3<br>(Due 11/20) ;<br>Discussion<br>Board Post<br>Due (11/20)                       |
| 11/20 | Treatments and Suicide Prevention                    | 7.7-7.9                |   |
| 11/23 | Somatic and Conversion Disorders                     | 8                      |   |
| 11/25 | Thanksgiving Break                                   |                        | Critical<br>Thinking<br>Assignment 2<br>(due 11/23) ;<br>Discussion<br>Board Post<br>Due (11/23)  |
| 11/27 | <b>Exam on Unit 3<br/>(50 questions, 100 points)</b> | <b>Ch. 7-8</b>         |   |
| 11/30 | Eating Disorders                                     | Ch. 9                  | Article Quiz #4<br>(Due 12/4) ;<br>Discussion<br>Board Post<br>Due (12/4)                         |
| 12/2  | Personality Disorders                                | Ch. 10                 |   |
| 12/4  | Schizophrenia and Psychosis                          | Ch. 13                 |   |
| 12/7  | Sex and Gender                                       | Ch. 12                 | Critical<br>Thinking<br>Assignment 2<br>(due 12/9); ;<br>Discussion<br>Board Post<br>Due (12/9)   |
| 12/9  | Substance Abuse                                      | Ch. 11                 |   |
| 12/11 | <b>Exam on Unit 4<br/>(50 questions, 100 points)</b> | <b>Ch. 9-13</b>        |   |

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Psychology 3331

**Instructor:** Dr. Ryan Hansen

**Summary:** Abnormal Psychology

| Standard - Course Technology  | Yes | Yes with Revisions | No | Feedback/<br>Recomm.  |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies.  | X   |                    |    | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> <li>• Proctorio</li> <li>•</li> </ul>  |
| 6.2 Course tools promote learner engagement and active learning.  | X   |                    |    | <ul style="list-style-type: none"> <li>• Proctorio</li> <li>• CarmenZoom</li> <li>• Carmen Discussion Boards</li> </ul>   |
| 6.3 Technologies required in the course are readily obtainable.   | X   |                    |    | All are available free via OSU  |
| 6.4 The course technologies are current.  | X   |                    |    | All are web based and updated regularly   |
| 6.5 Links are provided to privacy policies for all external tools required in the course.   | X   |                    |    | No external tools are used  |
| Standard - Learner Support  |     |                    |    |   |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.  | X   |                    |    | Links to 8HELP are provided.  |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services.  | X   |                    |    | a   |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | X   |                    |    | b   |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.                        | X   |                    |    | c   |
| Standard – Accessibility and Usability  |     |                    |    |   |
| 8.1 Course navigation facilitates ease of use.  | X   |                    |    | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course.   | X   |                    |    | Accessibility links are provided for all tools.   |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.   | X   |                    |    |   |
| 8.4 The course design facilitates readability   | X   |                    |    |   |
| 8.5 Course multimedia facilitate ease of use.   | X   |                    |    | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser                            |

## Reviewer Information

- Date reviewed: 2/6/20
- Reviewed by: Ian Anderson

**Notes: Add dates to weekly breakdown. Replace references of CarmenConnect with CarmenZoom.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.