Meeting Times

This 8-week course is 100% online. However, it is important to stay together as a class as we study the content of each week at a time.

"Virtual" office hours will be announced every Monday.

I will also conduct 2 synchronous "live" class sessions. Students are strongly encouraged to attend and can do so in one of two ways:

1. attending the live class meeting via Adobe Connect in "real time"
2. listening to the recording of the class meeting.

Contact Information

Professor: Dr. Jodi Katz Psy.D.

Email: jkatz@lamar.edu
Office: Virtual/Remote

Catalog Description

A study of abnormal behavior. Special emphasis on the symptomatology, etiology and therapeutic approaches. Prerequisite: PSYC 2301 with a minimum grade of C. Offered: Fall, Spring

Objectives

Students who successfully complete this course will be able to:

1. Explain the complexities of defining, recognizing and classifying "abnormality" including the criteria mental health professionals consider in determination of abnormal psychological functioning.
2. Discuss different theoretical perspectives and models to explain psychopathology.
3. Describe the principles of the diagnostic process and differential diagnosis, within the current diagnostic system.
4. Discuss the etiology of various mental disorders, the impact of biological/neurological mechanisms, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
5. Explain ethical treatment approaches for various mental / psychological disorders
6. Identify basic psychotropic medications used in the major disorders in the context of making appropriate referrals for medication management of psychological disorders
7. Discuss the importance of considering the impact of cultural factors on clinical diagnosis for emotional and behavioral disorders
8. Discuss the impact of trauma-causing events such as crises and disasters on mental health
9. Identify community resources for crisis management pertinent to emotional and behavioral disorders.
10. Explain the use of the Diagnostic and Statistical Manual - 5th edition (DSM-5) in describing psychopathology and in the diagnostic process regarding mental health functioning
11. Demonstrate APA-style writing skills
STUDENT LEARNING OUTCOMES

Critical Thinking Skills: Students who successfully complete this course will demonstrate critical thinking by applying psychological principles and the logic underlying the empirical and scientific methods used in the field of psychology to their daily lives, and specifically to their understanding of psychological disorders. Methods of teaching critical thinking skills include: class discussions via the Blackboard discussion board, written assignments, case study activities, and textbook readings designed to facilitate critical thinking about the course content. Self-reflection sections in paper assignments and discussion board activities will also facilitate critical thinking and analytical skills.

Communication Skills: Students who successfully complete this course will demonstrate written communication skills by expressing their thoughts and opinions, as well as critiquing various topics on the discussion board and via paper assignments. Self-reflection sections in paper assignments will also facilitate written communication skills, as well as critical thinking and analytical skills. Required interaction with classmates on the discussion board each week fosters communication skills as well.

Empirical and Quantitative Skills: Students who successfully complete this course will demonstrate empirical and quantitative skill by being able to discuss how psychology is a science and explain the research foundations of psychology. Methods of teaching empirical skills include textbook readings and discussions with classmates that address research foundations of psychology. Lecture during synchronous web conference via Adobe Connect will also emphasize research foundations and the scientific foundations of psychology.

Social Responsibility (cultural): Students who successfully complete this course will be able to describe the complex relationship of biological, social, psychological and environmental influences associated with psychological dysfunction and emotional disorders, and the role that cultural factors play in etiology, management of symptoms and treatment approaches. Teaching methods include: class discussions on the discussion board, reading and written assignments, case study activities and synchronous class meetings via Adobe Connect.

Course Materials

Required Texts and Materials (MindTap):

1. DSM-5:
   (ISBN: 9780890425558)
   (The electronic version of the DSM-5 can be accessed for FREE within the Lamar University library: DSM Library; steps for accessing this will be provided by your instructor in Course Mail and posted to Announcements section in Blackboard).

   (ISBN: 9780357093085)

   NOTE the above ISBN number refers to: Barlow/Durand/Hofmann - Bundle: Abnormal Psychology: An Integrative Approach,(loose-leaf version of text) 8th ed. +MindTap® instant access (includes eBook)

   The enhanced version of MindTap IS a REQUIREMENT for this course and used in graded discussion activities most weeks of the course.

   (If you do not want the physical copy of the loose leaf version of the text and only want to purchase the enhanced MindTap only (which includes the full e-book), that ISBN is 9780357034941).

3. DSM-5 Clinical Cases book: Free access within the DSM Library (electronically accessed following the same steps for the electronic DSM-5). This electronic resource is used for several of the Discussion Board Case Study activities required in this course.
**Supplemental Materials:**

1. *DSM Handbook of Differential Diagnosis*: FREE access within the online DSM Library (electronically). This is not a required book for the course but a very valuable resource in helping you learn how to differentiate among the various psychological disorders you will be studying in this course. This resource may also be of help as you work on the Case Study assignment in this course.


(NOTE: There are several online APA writing style and formatting Guides found under the Resources section of this Blackboard course. See Resources link on the left navigation menu of the course.)

**Course Policies**

**DISCUSSION BOARD REQUIREMENTS:**

The Discussion Board is where all of the class participation takes place (with the exception of two synchronous “live” class sessions) and is a critical component to learning in the online classroom. You are required to participate actively in discussion threads throughout each week that illustrates thought and effort in creating substantive comments.

You will find the detailed discussion board activities for each module week in the Discussion Board forum (e.g., Week 1 discussion, Week 2 discussion, etc). You are required to post an original response by 10 pm central on Wednesdays, as well as post replies to at least 2 of your classmates’ postings for EACH of the discussion activities that week by 12 noon central time on Saturdays to allow time for interaction with your classmates and me.

What I have been convinced of as a professor teaching online courses is that students tend to gain so much more from the course the more that they interact and participate on the Discussion Board. **Please do not wait until Sunday to respond to the discussion activities as this does not allow sufficient time for class interaction on the various topics.**

Your discussion posts and responses should be *well thought out and well-written*, yet brief and must be related to the topic being discussed. In efforts to respect each other’s time, please do not include irrelevant questions and/or responses, as it increases the number of responses that must be read by each student. Your posts should be grammatically correct and serve the purpose of engaging other students (as well as the instructor) in a dialogue about the topic. Please make sure your discussion responses and all written assignments are always original, using your own words, and properly referencing any source material using APA style format. (See the APA style guides provided under the Resources link in the Blackboard course.)

**PARTICIPATION REQUIREMENTS**

Students must be actively participating in their online course at least 3 out of 7 days a week. Again, participation is required in the discussion threads by posting in your own words your initial response to each discussion question for the given week, and then posting engaging and substantive comments or questions to at least 2 of your classmates for each discussion question in that week. You are required to participate on the discussion board at least 3 different days per week to facilitate the discussion on the given topics.

**Note:** It is important in the online classroom to stay together as a class on the discussions and remain active on the required discussions within a given week. Working ahead on the discussions is not recommended as you would limit the benefit of the peer-to-peer and peer-to-professor communication on the topics. **Please do not post discussion comments ahead of the week that we, as a class, are currently on.**

As you access each week (e.g., Module 1...Week 1) please always review the learning objectives for that week, the to-do list, required readings, and any other requirements listed for that week. It is also recommended that you often refer to the course syllabus as your required reading and other required tasks are listed there as well. **Please check Course Mail, Announcements and the Questions and Answers discussion forum (on the discussion board) sections each time you log into class, as most of my communications to you will occur in these areas of the Blackboard course.**
As mentioned above, **late coursework and exams will not be accepted unless specific extensions have been arranged with the professor in advance. Again, there are no extra credit projects offered in this course.**

**Note:** It is important in the online classroom to stay together as a class on the discussions and remain active on the required discussions within a given week. **Working ahead on the discussions is not recommended as you would limit the benefit of the peer-to-peer and peer-to-professor interaction.**

As you access each week (e.g., Module 1...Week 1) please always review the learning objectives for that week, the to-do list, required readings, and any other requirements listed for that week. It is also recommended that you often refer to the course syllabus as your required reading and other required tasks are listed there as well. Please check Course Mail, Announcements and the Questions and Answers discussion forum sections each time you log into class, as most of my communications to you will occur in these areas of the Blackboard course.

As mentioned, **late assignments and exams will not be accepted unless specific extensions have been arranged with the professor in advance. Please note there are no extra credit projects offered in this course. Extensions on due dates cannot be granted the very last week of the term (Week 8).**

**ONLINE WEB CONFERENCES**

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences ("live" synchronous class meetings) utilizing Adobe Connect will be scheduled twice during the 8-week course to discuss course content. The specific date and time will be announced one week prior to the scheduled session. I will embed the link to these Web Conferences in the course so you will have access (see Resources link on left navigation menu in the Blackboard course). You are **strongly encouraged to attend the synchronous live class meetings, and can "attend" in one of two ways, logging onto the live meeting or accessing the recorded class meeting.** Attending the "live sessions" is always encouraged if schedules permit as it is a great opportunity for all of us to interact in "real time." However, I will record each Web Conference so that students who are unable to participate can access, review and respond to our group discussions. Arrangements can be made for additional conferences as needed upon request.

**OFFICE HOURS**

“Virtual” office hours will be announced every Monday via Course Mail. Office hours will be designated 30-minute or one-hour time slots where the professor will be available to address questions regarding the course and its content. The communication during office hours will be via Course Mail (or a web conference via Adobe Connect, if requested). Additional office hour appointments can be arranged upon request by the student to the professor.

**RESPONSE TIMES**

All emails via Course Mail within Blackboard will be responded to within 24-48 hours. My feedback on the discussions will be posted throughout each Module week and specific questions for me posted to the discussion will also be responded to within 24-48 hours. All exams are multiple choice and scored automatically upon submission so you will be able to view your grade in your “grade book” within the course immediately upon submitting your exam. Assignments will be graded within 3 days following the due date.

**Note re emails:** please use the Questions and Answers discussion forum on the discussion board for questions that you also feel the entire class would benefit reading as well. Questions related to the specific Module/Week we are studying should be posted under that week’s discussion forum (e.g., Week 2 discussion forum). For specific questions to me that you do not want the entire class to view, please use the Course Mail function in Blackboard (BB). This is similar to email, and please use this during the course rather than your Lamar.edu email. If you do need to email me outside of the course, please do so only using your Lamar.edu email and not any other personal email such as gmail or yahoo.

**Evaluation**

**GRADING POLICY AND EVALUATION**

**Grading Scale:**

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Note: There is no rounding with regarding to the grading scale. The full integer number must be obtained in order to earn the designated letter grade. For example, a full 391 points are required to earn an A in the class. Points equating to 390.5 would remain as a B grade.

There are also no extra credit projects offered in this course.

Breakdown

GRADING OF ASSIGNMENTS AND ASSESSMENTS

There will be two multiple-choice exams (a midterm exam and a final exam), each worth 100 points. These exams will be open book, including power point lecture slides within the Blackboard course. In addition, one paper assignment will be worth 25 points and discussion questions will be worth 10 points each. (Most weeks you have 3 required discussion board activities.) Active participation on the discussions each week, in accordance with the discussion guidelines outlined below will award you the full credit for each discussion.

All graded work must be submitted as scheduled. Failure to submit graded work in a timely fashion will result in zero (0) points for the assignment. Late assignments, late discussion posts and late exams will not be accepted unless specific extensions have been arranged with the professor in advance. NO extensions will be granted during the last week fo the term (week 8). Please note again: There are no extra credit projects offered in this course. Therefore, it is very important that you keep up with the class reading and discussion participation each week and be mindful of all due dates and coursework expectations and requirements.

Midterm Exam: 100 points

Final Exam : 100 points

Total points exams: 200

Assignment: 25 points

Discussions: 10 points for each discussion question (total of 21 discussions)

Total points discussion board: 210

Total number of points possible: 435

Criteria

Institutional Policies

COVID-19 Statement

Lamar University returns to the 2021-2022 academic year after a pandemic that lasted more than 15 months. We will open for business without requirements for masks, vaccination requirements, or social distancing, as announced by Governor Abbott on July 29. However, for the health and safety of all concerned we encourage all faculty, staff, and students to take advantage of the free vaccines (available throughout the region and at the Student Health Health Center) as soon as possible. We strongly recommend
that everyone continue to practice good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Everyone is asked to continue to self-screen for any signs or symptoms of COVID-19. Please seek medical attention if you begin to feel ill. Members of the Lamar community share significant and unrelenting responsibilities. As members of the larger world community, we have not only the opportunity but the duty to develop and to exhibit a sense of social responsibility. We are responsible for each other and each of us must do what we can to protect our Lamar family and to remember that we have especially vulnerable populations among us (i.e., Lamar community members with chronic illnesses or disabilities, children, and factors that predispose many to respiratory ailments). As we look out for one another, our choices are of the utmost importance.

Should state or federal guidelines change, we will provide updates as soon as practicable.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard) even if the course meets on campus.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website (http://www.lamar.edu/disability-resource-center/).

**Academic Support**

Academic Support can be located at https://www.lamar.edu/students/#acad-supp.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

**Student Services**

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.*

*Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in the course is urged to contact the LU Strong program. The program is located in the Setzer Student Center, Room 230 at 409-880-8458 or at lustrong@lamar.edu Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.*

*Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.*

*Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.*

**Emergency Procedures**

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

**Severe Weather**

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence/Active Shooter**

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are safe.
not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. Lamar University uses Proctorio for online proctoring. For additional information about online proctoring click here (https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access (“hacking”) to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare
students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. More comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.

Course Subject Outline

Course Outline

<p>| PSYC 4320 Abnormal Psychology |</p>
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Welcome, and Introduction to Abnormal Psychology, PSYC 4320</th>
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<tbody>
<tr>
<td></td>
<td>Abnormal Behavior - historical perspective and defining abnormality</td>
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<td></td>
<td>Models of Abnormal Behavior</td>
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<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Welcome Announcement (Announcements section)</td>
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<td></td>
<td>• Course Syllabus</td>
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<tr>
<td></td>
<td>• Chapters 1 and 2 (Barlow, Hofman &amp; Durand textbook)</td>
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<td></td>
<td><strong>Discussions:</strong></td>
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<td></td>
<td>• Introductions</td>
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<td>• Your thoughts regarding defining abnormality and analysis of criteria used in determining abnormal psychological functioning</td>
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<td></td>
<td><strong>Assignments</strong></td>
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<tr>
<td></td>
<td>• Models of Psychopathology</td>
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<td>(Specific grading criteria included with the Assignment instructions)</td>
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<th>Week 2</th>
<th>Assessment. Classification and Diagnosis</th>
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<td>Neurocognitive Disorders</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Chapters 3 and 15 (Barlow, Hofman &amp; Durand textbook)</td>
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<td></td>
<td>• DSM-5: Classification section and Section I: Basics</td>
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<td></td>
<td>• DSM-5: Neurocognitive Disorders</td>
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<td></td>
<td><strong>Discussion(s):</strong></td>
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<td></td>
<td>• Pros and Limitations regarding official diagnosis</td>
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<td></td>
<td>• Mini-case example: assessment</td>
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<td>• Differential Diagnosis Activity</td>
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<td><strong>Web Conferencing:</strong></td>
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<td>• A live (synchronous) class meeting will be scheduled this week via Adobe Connect; date and time to be announced one week prior</td>
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<tr>
<th>Week 3</th>
<th>Eating Disorders</th>
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<tr>
<td></td>
<td>Schizophrenia spectrum and other psychotic disorders</td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Chapter 8 (Barlow et al. textbook). section on Eating Disorders ONLY;</td>
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<td></td>
<td>• DSM-5 Feeding and Eating Disorders (section on Eating Disorders ONLY)</td>
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<tr>
<td></td>
<td>• Chapter 13 (Barlow et al. textbook) Schizophrenia Spectrum and Other Psychotic Disorders.</td>
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<tr>
<td></td>
<td>• DSM-5 Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<td></td>
<td><strong>Discussion(s):</strong></td>
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<td></td>
<td>• Role of society/culture and challenges regarding treatment related to Eating Disorders. Challenges in treatment related to Schizophrenia</td>
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<td>• Differential diagnosis activities</td>
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<td>Week 4</td>
<td>Mood Disorders (Depressive Disorders and BiPolar and Related Disorders)</td>
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<td></td>
<td>Anxiety Disorders</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Chapter 7 (Barlow et al. textbook) Mood Disorders</td>
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<tr>
<td></td>
<td>• DSM-5: Depressive Disorders; Bipolar and Related Disorders</td>
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<tr>
<td></td>
<td>• Chapter 5 (Barlow et al. textbook) Anxiety Disorders (do not read sections on Obsessive-Compulsive and Trauma- and Stressor-Related Disorders)</td>
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<tr>
<td></td>
<td>• DSM-5: Anxiety Disorders</td>
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<td></td>
<td><strong>Discussion(s):</strong></td>
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<td>• Treatments for Depression</td>
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<td>• Differential diagnosis activities</td>
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<td></td>
<td><strong>Assessment:</strong></td>
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<td></td>
<td>• Midterm exam (covers weeks 1-3)</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Obsessive-Compulsive &amp; Related Disorders</th>
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<tbody>
<tr>
<td></td>
<td>Trauma- and Stressor-Related Disorders</td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Chapter 5 (Barlow et al. textbook): sections on Obsessive-Compulsive and Trauma- and Stressor-Related Disorders</td>
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<tr>
<td></td>
<td>• DSM-5 Obsessive-Compulsive and Related Disorders AND Trauma- and Stressor-Related Disorders</td>
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<tr>
<td></td>
<td><strong>Discussion(s):</strong></td>
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<td></td>
<td>• Differential Diagnosis Activities</td>
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<thead>
<tr>
<th>Week 6</th>
<th>Somatic Symptom and Related Disorders</th>
<th>Dissociative Disorders</th>
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<tbody>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Chapter 6 (Barlow et al. textbook)</td>
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<tr>
<td></td>
<td>• DSM-5 Somatic Symptom and Related Disorders</td>
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<tr>
<td></td>
<td>• DSM-5 Dissociative Disorders</td>
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<td></td>
<td><strong>Discussion(s):</strong></td>
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<tr>
<td></td>
<td>• Challenges in the treatment of Somatic Symptom Disorder</td>
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<td></td>
<td>• Differential Diagnosis Activities</td>
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<td></td>
<td><strong>Assignment:</strong></td>
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<tr>
<td></td>
<td>• Synopsis of a psychological disorder (due middle of week 7)</td>
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<td>(Specific grading criteria included with Assignment instructions)</td>
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<td><strong>Web Conferencing:</strong></td>
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<td></td>
<td>• A live (synchronous) class meeting will be scheduled this week via Adobe Connect; date and time to be announced one week prior</td>
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### Week 7

**Personality Disorders**

**Readings:**
- Chapter 12 (Barlow et al. textbook)
- DSM-5: Personality Disorders
- DSM-5: Section III Emerging Measures and Models (section titled "Alternative DSM-5 Model for Personality Disorders")

**Discussion(s):**
- Your thoughts on the alternative model for conceptualizing personality disorders
- Differential Diagnosis Activities

*(NOTE: Assignment from Week 6, Synopsis of a Psychological Disorder is due this week, Wednesday, by 10 pm central time)*

### Week 8

**Substance-Related and Addictive Disorders**

**Gender Dysphoria**

**Self-reflection: End of Course**

**Readings:**
- Chapter 10 (section on Gender Dysphoria only) and Chapter 11 (Read up to section 11-10 but include 11-12c (Exploring Substance Use Disorders) ) (Barlow et al. textbook)
- DSM-5: Substance-Related and Addictive Disorders
- DSM-5: Gender Dysphoria

**Discussion(s):**
- Self reflection: End of course.

**Assessment:**
- Final Exam (covers content from Weeks 4, 5, 6, 7 and 8)

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### Additional Items

**Meet Dr. Katz: Brief Bio**

Welcome to Lamar University. My name is Dr. Jodi Katz and I will be your instructor of record for this course, titled Abnormal Psychology. By way of a very brief introduction, I earned my bachelor’s degree in Human Development and Family Studies from Cornell University and my doctorate in Clinical Psychology from Nova Southeastern University. I completed my pre-doctoral internship in neuropsychology at Yale University School of Medicine, and a two-year postdoctoral fellowship in neuropsychology at Brown University Medical School. I have several years of clinical experience with areas of expertise and interest in neuropsychological and psychological assessment, test development, cognitive-behavioral psychotherapy, and corporate psychology. Regarding my interest in psychological testing, I had worked in the psychological test development and test publishing industry for several years, and earned authorship on two psychological assessment products.

I have been teaching university-level online psychology courses for the past 14 years, and have a passion for delivery of top quality online psychology courses, and educating and mentoring students. I joined the faculty at Lamar University 5 years ago, and I am full time faculty in the Department of Psychology in the College of Arts and Sciences. I am an active member of the American Psychological Association (APA) and a member of Division 2 of the APA, the Society for the Teaching of Psychology.