

Introduction to Abnormal Psychology

Course Details

Course Designator & Number: MADR 3604

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Course Description

The purpose of this course is to give the student an opportunity to explore current issues in understanding and treating abnormal behavior. The course will provide an initial overview of history, perspectives, assessment (DSM), diagnosis, and treatment, followed by an in-depth look at several disorders from a combined biological, developmental, and cultural approach. The focus will be to achieve an understanding of the various ways that human behavior can be compromised and the various factors that affect our ability to adapt.

Course Objectives

On completion of this course, students will:

1. Understand the origin of various perspectives for understanding behavior, both normal and abnormal, and be able to critically evaluate these approaches.
2. Be able to identify the symptoms and causes of behavioral disorders using different theoretical models.
3. Be able to evaluate the various treatment methods for disorders and their efficacy.
4. Obtain an understanding of social issues related to the classification, diagnosis and treatment of mental disorders.
5. Have a greater understanding of, and appreciate the reasons for, individual and cultural variations in human behavior.

Methodology

Classes will consist of lecture and discussion. In addition, student reports on different issues in abnormal psychology will be presented in class throughout the semester, and one or two guest speakers will be invited to cover special topics. Outside work will consist of readings and preparation of reports.

Experiential Learning & Field Visits

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Methodology Sub-Subheading

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Course Prerequisites

PSY 1001: *Introduction to Psychology*

Required Reading / Materials

Textbook/Course Materials:

Butcher, J.N., Mineka, S., Hooley, J.M. (2013). *Fundamentals of Abnormal Psychology and Modern Life*, 15th ed. New Jersey, Pearson Education

Additional Readings:

Additional readings are required and will be distributed to students during the course

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Midterm Exam	30%
Final Exam	30%
Research Paper	30%
Participation	10%
Overall grade	100%

Assessment Details

- 1. Midterm Exam** – mixed format including objective-type questions and essays.
- 2. Final Exam** – mixed format including objective-type questions and essays.
- 3. Report & Presentation** – Students will prepare an 8- to 10-page paper on a topic chosen by the professor and give a 10-minute presentation of their report to the class.
- 4. Class Participation** – Criteria will be discussed in class

Course Content

Unit 1

- A Perspective on Abnormal Behavior
- Abnormal Psychology: An Overview

Unit 2

- Causal Factors & Viewpoints in Abnormal Psychology
- Varieties of Human Behavior—Classifying Diversity

Unit 3

- Psychoanalysis: The Clinical Evidence

Unit 4

- Clinical Assessment, Diagnosis, and Therapy

Unit 5

- Panic, Anxiety, and Their Disorders

Unit 6

- Panic, Anxiety, and Their Disorders

Unit 7

- Mood Disorders and Suicide

Unit 8

- Mood Disorders and Suicide
- Anorexia
- Personality Disorders

Unit 9

- Sexual Variants, Abuse, and Dysfunctions

Unit 10

- Sexual Variants, Abuse, and Dysfunctions
- The Schizophrenias

Unit 11

- The Schizophrenias

Unit 12

- Disorders of Childhood

Unit 13

- Catch-Up and Review

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).