

**CNE 587 ABNORMAL PSYCHOLOGY**  
**College of Education**  
**Department of Educational Leadership and Counseling**

**Instructor:** Le' Ann Solmonson, Ph.D., LPC-S  
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**Text/Readings: REQUIRED:**

Comer, R. J. (2004). *Abnormal Psychology* (5<sup>th</sup> ed.). New York: W. H. Freeman and Co. ISBN # 0716757923  
 Gorenstein, E. E. & Comer, R. J. (2002). *Case Studies in Abnormal Psychology*. New York: Worth Publishers. ISBN# 0716738546  
 Erikson, K., & Kress, V.E. (2005). *Beyond the DSM Story*. Thousand Oaks, CA: Sage Publications. ISBN# 0761930329

**RECOMMENDED:**

Diagnostic and Statistical Manual of Mental Disorders (4th ed.) Text Revision (DSM-IV-TR). Washington, DC: American Psychiatric Association.

**Course Description:** This course includes an introduction to behavioral disorders. Psychological, biological and social factors in the development, diagnosis, and treatment of psychopathology are studied.

**Standards Matrix:**

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	CACREP Standards
To acquire a basic understanding of both the nature and the etiology of various DSM-IV-TR psychological disorders.	<ul style="list-style-type: none"> <li>Students will participate in class discussions and activities design to facilitate the acquisition of factual knowledge, terminology, and classification of mental disorders.</li> <li>Students will read a biography or autobiography of an individual with a mental disorder.</li> </ul>	<ul style="list-style-type: none"> <li>Online participation</li> <li>Book report</li> <li>Final Exam</li> <li>Online activities</li> </ul>	2b, 2c, 2e
To acquire an understanding of the process of diagnosis (the DSM-IV-TR system) as well as an appreciation of some of the technical, clinical, and ethical issues associated with diagnosis.	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge of signs and symptoms of a mental disorder by writing a case study to be presented in class.</li> <li>Students will conduct a clinical interview during a role play in order to gather information that would assist in the diagnosis of a mental disorder.</li> </ul>	<ul style="list-style-type: none"> <li>Case study</li> <li>Final Exam</li> <li>Online activities</li> </ul>	1h, 2b, 2c, 2e, 5b, 5c, 7f, 7h, 7i
To review the mainstream perspectives for the various disorders examined.	Students will participate in a Service-Learning experience.	Reflection paper	2b, 2c

To acquire an understanding of broad treatment approaches to the disorders discussed above.	Students will create a treatment plan for the case study they write.	<ul style="list-style-type: none"> <li>• Treatment Plan</li> <li>• Online activities</li> <li>• Final Exam</li> </ul>	2c, 5b, 5c
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Web address for state standards: CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

**Course Format:** This course will utilize a variety of online teaching methods including: readings, online discussion, self directed activities, tests, and written assignments. Students are expected to be prepared for discussion by completing the reading assignments. Mastery of objectives will be demonstrated through participation in online discussions, completion of written assignments, and test performance.

**Course Content:** This is a course that will introduce various issues related to diagnosis and treatment of behavioral disorders. The course will consist of various reading materials, student participation in online discussion, video presentations, assessments, and other activities that may stimulate growth and knowledge of abnormal psychology.

**Attendance Policy:** The following policy represents the attendance policy for all courses in the Counseling Program:

1. Students are expected to spend time online participating in discussions. There is not a set time to log on. However, students are expected to check the discussion boards and announcements a *minimum* of once a week. Monitoring and contributing to discussions more frequently will increase student understanding.
2. Failure to contribute to discussions at least once a week will result in a drop of a letter grade.

**Religious Holy Days:** An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection shall not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to the planned absence.

**Course Requirements:**

1. All students are expected to participate in online discussions and activities.
2. Students will write a case study and discuss possible etiology of the described disorder. The case study will include a treatment plan.
3. Students will read a biography or autobiography of an individual with a mental disorder and write a book report that meets the requirements outlined in the rubric.
4. Students will complete a Service-Learning experience and write a reflection paper about the experience.
5. Students will complete final exam.

**Plagiarism:** Plagiarism is defined as using the ideas or words of another individual without giving proper credit. It is an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

**Any assignment that contains plagiarism will not receive credit and no additional opportunity will be given to recover the lost points.**

<b>Evaluation:</b>	Class participation and online activities	600 points
	Case Study	100 points
	Book Report	100 points
	Service Learning/Reflection	100 points
	Final Exam	100 points
	<b>TOTAL POINTS</b>	<b>1000 points</b>

All assignments are expected to be completed by the date and time posted on Blackboard. If there are extenuating circumstances, late assignments will be accepted if you contact me prior to the date and time the assignment is due. Failure to communicate with me will result in a grade of zero. Ten points will be deducted for every day an assignment is late. Assignments are posted at least two weeks prior to the due date. I *strongly* recommend that you not wait until the last minute to complete the work.

#### Grade Determination

A = 900 – 1000  
 B = 800 - 899  
 C = 700 - 799  
 F = below 699

**Disability Statement:** Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

#### Course Schedule:

Assignments for each week will be posted in the Assignments section of Blackboard and will include detailed instructions for completion. Major assignments (Book Report, Service Learning, & Case Study) will be due on Mondays. Weekly assignments are due on Thursdays.

Week	CLASS ACTIVITIES/TOPICS	ASSIGNMENTS
1	Normal vs. Abnormal, Research in Abnormal Psychology	Complete Info Sheet, Read Chapter 1 & 2 in Comer Text, Discussion 1
2	Models of Abnormality	Read Chap 3 in Comer Text, Read Introduction and Chap 1 in Beyond the DSM (BDSM) Reflection Paper Discussion 2
3	Clinical Assessment, Diagnosis, and Treatment	Read Chap 4 in Comer Text Chap 4 Exercise & Discussion 3

4	Problems of Anxiety and Stress	Read Chaps. 5 & 6 in Comer Text As Good As It Gets Discussion 4
5	Somatoform and Dissociative Disorders	Read Chap. 7 in Comer Text Book Report Due Cases of Marie & Wally
6	Problems of Mood	Read Chaps. 8 & 9 in Comer Text Read Chap 6 BDSM Cases 4 & 5 Discussion 5
7	Suicide	Read Chap. 10 in Comer Text Watch Online Workshop Discussion 6
8	Eating Disorders	Read Chap. 11 in Comer Text Case 9 Discussion 7
9	Substance-Related Disorders	Read Chap. 12 in Comer Text Case 10 Discussion 8 Service Learning Assignment Due
10	Sexual Disorders and Gender Identity Disorder	Read Chap. 13 in Comer Text Case 11 Transamerica Reflection Discussion Act 9
11	Psychotic Disorders	Read Chaps. 14 & 15 in Comer Text Case 12 A Beautiful Mind Discussion 10
12	Personality Disorders	Read Chap. 16 in Comer Text Cases 13 & 14
13	Disorders of Childhood and Adolescence	Read Chap. 17 in Comer Text Cases 15, 16, & 17 Discussion 11
14	Disorders of Aging and Cognition	Read Chap. 18 in Comer Text Case 19 Discussion 12
15	Law, Society, and the Mental Health Professional	Read Chap. 19 in Comer Text Chaps 5 & 9 BDSM Case Study Due Law & Ethics Paper
16	Final Exam	Discussion 13

Online activities will be explained on Blackboard with dates for completion.

**Assignment Details:**

**BE SURE TO REVIEW THE GRADING RUBRIC FOR EACH ASSIGNMENT**

**Book Report:**

Students will write a 2 page report on a biography or autobiography of an individual with a mental disorder. Additional requirements are explained on Blackboard. Be sure to have the book approved by the professor prior to reading.

**Service Learning Assignment:**

Students will spend a minimum of 2 hours in a setting related to a mental disorder. Time can be spent observing or volunteering. Some

suggested settings include an AA meeting, a mental health support group, a mental health clinic or hospital, and an ED or AB classroom. Upon completion, students will write a 2 page personal reflection about the experience and the impact that it had on their professional development.

**Case Study:**

Students will write a case study of a hypothetical individual with a mental disorder. The case study should include adequate information to enable another student to make a diagnosis. Included in the case study should be information suggesting the possible etiology of the disorder. Case studies will be shared online and students will use the information to suggest a diagnosis. A treatment plan will be written to address the issues related to the mental disorder.

**Final Exam:**

Students will take a final exam covering material presented in class and in the textbook.