



PSYC-108: ABNORMAL PSYCHOLOGY

Also listed as: PSYC-108H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PSYC - Psychology

Course Number

108

Course Title

Abnormal Psychology

Short Title

Abnormal Psychology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No



Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

PSYC-108H

C-ID (Admin Only)

C-ID PSY 120

CB 00

CCC000656823

Course Title

Honors Abnormal Psychology

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID PSY 120

Catalog Description

This course examines psychological disorders including symptoms, causes, comorbidities, and treatments through the various theoretical lenses of psychology, including perspectives from biological, sociocultural, and positive psychology. The course will address disorders including but not limited to anxiety disorders, mood disorders, personality disorders and other disorders.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000

Codes

TOP Code (CB 03)

2099.00 - Other Psychology

CIP Code

42.0201 - Clinical Psychology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Psychology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze characteristics of abnormal and normal behavior.
2. Evaluate the history of psychological disorders and treatments in the United States, including the role of racial bias and social stigma.
3. Define and apply basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
4. Explain specific research methods and the ethical principles for the study and treatment of psychopathology.
5. Evaluate some of the major aspects of the epidemiology of mental disorders and treatment including differences in diagnosis rates based on factors such as race, sex, gender, sexuality and consider the barriers that may impact help seeking and treatment options
6. Appraise the theoretical perspectives of diagnosis, symptomology, and treatment, from both historical and contemporary views including consideration of sociocultural factors.
7. Analyze and categorize the symptoms of anxiety disorders, mood disorders, personality disorders, substance use disorders, and other disorders.
8. Differentiate between disorders using current systems for assessment and classification, including the DSM V, with an analysis of strengths and weaknesses of the diagnostic process.

Honors Objectives

1. Apply creative and innovative ways of looking at psychopathological issues.

2. Scrutinize a variety of explanations that account for research results associated with psychological disorders.
3. Synthesize various abnormal psychology topics and concepts to explain, understand, and improve our own and other's behavior and cognition.
4. Appraise real life situations and analyze behavior in psychopathological terms for the purposes of expanding one's understanding of a given disorder.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will critically analyze different psychological theories that best address the symptoms, etiology, and treatment of psychological disorders.
2. Students will evaluate research on psychological disorders, as well as qualitative descriptions from those living with mental illness, and articulate the best ways to support the diversity of individuals and families impacted by those disorders.
3. Students will appraise the individual, social, cultural, and contextual factors that influence mental health, while demonstrating an appreciation and respect for cultural differences.
4. Students will create proposals, projects, or campaigns aimed at eradicating mental health stigma, particularly among communities of color, or highlighting the career opportunities to support individuals struggling with mental health.

Content

Course Lecture Content

1. Psychopathology and Mental Disorders: (Cultural, Social, Scientific, and Ethical Considerations)
 - a. Defining Abnormality
 - b. Introduction to the field of Abnormal/Clinical Psychology
 - c. Mental Health Stigma
 - d. SocioCultural Factors that impact diagnosis, symptomology and treatment, including help seeking behavior
2. History of Abnormal Psychology
 - a. Early History
 - b. Biases & Stigma
3. Clinical Research Methods
 - a. Scientific Racism and Cultural Representation in Empirical Research
 - b. Clinical Methods
 - i. Descriptive, Case Studies, Epidemiological, Experimental, and Single Subject Designs
4. Defining and Classifying Psychological Disorders
 - a. DSM-5
 - b. Cultural Sensitivity, Humility, and Inclusion
5. Theoretical Perspectives in Clinical Psychology
 - a. Biological
 - b. Psychodynamic
 - c. Humanistic and Existential
 - d. Behavioral/Learning
 - e. Cognitive
 - f. Sociocultural
6. Stress and Mental Health
 - a. Definitions of Stress
 - b. Reactions to Stress
 - c. Psychoneuroimmunology
 - d. Diathesis Stress Model
7. Psychological Disorders (Prevalence, Symptoms, Etiology, Treatments, and Relevant Cross Cultural Differences)

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- a. Stress Related Disorders
 - i. Panic Attacks
 - ii. Panic Disorder
 - iii. Post Traumatic Stress Disorder
 - b. Anxiety Disorders
 - i. The phobias
 - ii. Panic disorder
 - iii. Obsessive-compulsive disorder
 - iv. Generalized anxiety disorder
 - c. Dissociative and Somatoform Disorders
 - i. Dissociative amnesia, fugue, identity
 - ii. Hypochondriasis
 - iii. Conversion disorder
 - iv. Psychogenic pain disorder
 - v. Body dysmorphic disorder
 - d. Affective Disorders
 - i. Depressive disorders
 - ii. Bipolar disorder
 - iii. Biological and psychological causes
 - iv. Treatments
 - e. Schizophrenia
 - i. Causes of schizophrenia
 - ii. Positives and Negative Symptoms
 - iii. Treatments
 - f. Personality Disorders
 - i. Odd/eccentric personality disorders
 - ii. Dramatic/emotional/erratic personality disorders
 - iii. Anxious/fearful personality disorders
 - iv. Treatments
 - g. Substance-related Disorders
 - i. Defining substance-related disorders
 - ii. Alcohol use and alcohol-induced disorders
 - iii. Other depressants
 - iv. Stimulants
 - v. Opioids Cannabis and hallucinogens
 - h. Sexual and Gender Identity Disorders
 - i. Gender identity disorders
 - ii. Sexual dysfunctions
 - iii. Paraphilias
 - i. Eating Disorders
 - i. Anorexia
 - ii. Bulimia
 - iii. Binge Eating Disorder
8. Psychotherapy
- a. Methods of psychotherapy
 - i. Psychoanalysis
 - ii. Interpersonal therapies
 - iii. Phenomenological/experiential therapies

- iv. Behavioral therapies
- v. Cognitive therapies
- b. Evaluating psychotherapy

Honors Content

The course content will be the same as that covered within the regular course, but honors students will be required to complete supplemental assignments aimed at more detailed application and analysis of the information and topics discussed in Psych 108.

Honors students will be expected to engage in a more in depth research assignment allowing them to develop appropriate research skills critical to understanding the scientific processes inherent in Abnormal Psychology. Some examples of topics include anxiety disorders, types of schizophrenia, stress disorders, mood disorders, personality disorders, etc., and appropriate therapies to treat such disorders.

Supplemental assignments may also address the intersection with other elements of a person's social identity, including race, age, class, etc. and how these factors may influence risk of developing a psychological disorder.

Finally supplemental assignments may also involve a qualitative examination of a group therapy session, visiting a Mental Health Organization within the community with an analysis of how the resources provided may aid mental health, successful living, and well-being, designing a mental health awareness campaign, participating in a debate about the efficacy or validity of the DSM-5 Manual as a viable diagnostic tool as they relate to the interests of the student.

Methods of Instruction

Method

Group Projects

Integration

Group projects can be utilized to help students experience group processes and dynamics through group and collaborative activities that allow them to work with meaningful and relevant content related to Abnormal Psychology. Furthermore, this approach allows students further opportunity to gain greater awareness of individual, social, and cultural diversity in order to better understand human behavior and psychological functioning. For example, students can be assigned to groups with each group designing a mental health awareness campaign aimed at reducing stigma within the cultural group of their choosing.

DE Adaptations for MOI

Instructional content for group projects will be posted in the CMS using closed captioning and other accessibility tools as needed. Group Projects may be facilitated through the Groups features within the CMS and all final products and work can be submitted in electronic format through the CMS with appropriate options for peer discussion and feedback.

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas or practices related to Abnormal Psychology in order to enhance student learning and offer them exposure to various applications within the field, and greater insight into the varied experiences of diverse groups.

DE Adaptations for MOI

Guest Speakers can join via accessible video conferencing tools. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers, with closed captioning and other accessibility tools utilized as needed.

Method

Lecture

Integration

Lecture, with supporting visual materials (Lecture slides, lecture notes, transcripts, etc.), will present types, theories, treatment, and causes of psychological disorders. Lectures will include diverse and representative materials ensuring that different cultural and social identities are fully represented throughout the body of the content, and considering how social identity may impact diagnosis and treatment.

DE Adaptations for MOI

Lectures and other instructional content will be posted in an electronic format within the CMS, with appropriate closed captioning and other accessibility requirements needed.

Method

Papers and Reports

Integration

(Required) Students will be taught APA guidelines and research methods used to examine abnormal psychology. Instructors are REQUIRED to offer at least one assignment applying those guidelines through a written paper related to critically analyzing empirical research and/or conducting a literature review.

DE Adaptations for MOI

Instructions for student papers will be posted within the CMS. Students will complete the papers and submit them in digital format within the CMS. Efforts can also be made to check for plagiarism through the use of a plagiarism checker provided through the CMS or college.

Method

Role Playing/Simulation

Integration

Student and faculty led groups will create simulated dialogue and role-play realistic scenarios to raise awareness, stimulate discussion, encourage empathy, and demonstrate effective strategies for dealing with abnormal behavior.

DE Adaptations for MOI

Students can practice role-playing through accessible video conferencing tools and/or other interactive digital venues in order to demonstrate their understanding of abnormal psychology and the application of appropriate therapies for any given condition.

Method

Service Learning

Integration

Students can apply psychological principles, theories, and concepts to work they do within community organizations, schools, or treatment facilities. Upon completion of their community work, they will connect their experiences back to course content evidenced by a paper, presentation, discussion, or other creative project that demonstrates their learning.

DE Adaptations for MOI

For online courses, students can partner with organizations that allow remote service learning opportunities. Assignments reflecting on service learning experiences will be submitted through the CMS in an appropriate and accessible format, and/or shared with peers through Discussion Forums.

Method

Projects

Integration

Student projects or presentations can be used to facilitate peer to peer learning through the identification and exploration of historical and contemporary themes that form the basis of abnormal psychology. For example, students can research a specific historical disorder, facility, methodology, or policy and share their learning with their peers in the form of a presentation.

DE Adaptations for MOI

Instructional content will be posted in the CMS using closed captioning and other accessibility tools as needed. Students will select an appropriate digital format to create and deliver their presentation within the CMS with appropriate accessibility tools. All student submissions will be uploaded to the CMS using peer feedback and comments to support learning.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Abnormal Psychology. Case histories, particularly those highlighting the ways in which individuals from different social and cultural groups have been viewed and both within the mental health field and in society as a whole, and other relevant information may be presented through video. Video clips and films allow students to observe psychological methods, processes, and human behavior in a variety of settings and contexts allowing students to observe and assess other individual, social, cultural, and environmental influences on human behavior and psychological functioning.

DE Adaptations for MOI

Accessible video clips, and links to video material, will be posted in the CMS with appropriate closed captioning and other accessibility tools as needed.

Additional Methods of Instruction for Honors

Over and above the various instructional methods used in the Psychology 108 course, honors students will have additional interactions with faculty to enhance the depth of their understanding of the subject and/or field of abnormal psychology, and its application and relevance to everyday life and experiences as follows:

1. Professor and student meetings will occur on a regular basis, but no less than three times over the course of the semester. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can be used to discuss the specifics of the class, such as the various required honors and course assignments. Additionally, the meetings can be used to facilitate discussions about readings and other content items, and opportunities to offer continued feedback and guidance on honors projects. Finally, the meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions. Meetings can be held in person or via an online video conferencing tools if needed for online meetings.
2. Instructor may also consider integrating field trips for Honors students aimed at exploring prospective careers, as well as relevant exhibits, labs, or social environments where students can observe and apply theories and concepts related to Social Psychology, or other related issues. Field trips can be in person or facilitated via virtual tours and events for online courses as needed.
3. Instructor may provide instruction and guidance for Honors students in the preparation of literature reviews, and other empirical based writing assignments for experimental and nonexperimental studies that allow the students to gather, analyze, synthesize, and summarize relevant research on a given topic and potentially develop original research to expand their understanding of such topic in accordance with APA ethical standards and guidelines. These types of instructions can be provided via recorded lectures posted online in the CMS with appropriate accessibility features, or via video conferencing options for online courses.
4. Instructor may also support student learning through working with students on applied activities and assignments that allow them to demonstrate their learning through things such as awareness campaigns, presentations on bias and prejudice in the mental health field, stigma and discrimination toward those with mental illness, racial trauma and its impact on mental health, or other related activities that demonstrate the various ways in which the concepts from the course are applied within relevant fields of practice. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.
5. Instructor can also facilitate meetings, discussions, and assignments that support students in exploring career options within the field of Clinical Psychology, or other related specialties. Students can then demonstrate their assessment of opportunities, as well as their compatibility with the profession through written assignments and/or class presentations. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.
6. Instructors may also utilize Student Presentations as an alternative means of instruction allowing Honors students to demonstrate their more advanced and detailed analysis of the content and sharing their learning with their peers. This process not only showcases the additional work and expertise of the Honors Students, but it also benefits their colleagues who are able to learn from their peers and can cultivate additional leadership skills for the Honors Students. Presentations can be facilitated in person or online using digital presentation tools, videos and closed captioning, or video conferencing tools with appropriate accessibility tools as needed.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will encourage additional cognitive processing of psychological topics, and allow students to examine and describe abnormal behavior, causes, and treatments. Evaluation of class participation will be based on in-class assignments, student discussions, and involvement in group activities.

DE Adaptations for MOE

Class participation for online classes will be facilitated through regular use of the discussion forums and e-conferencing tools. Grading rubrics will be utilized within the CMS to support the evaluation of the work. Instructor feedback and grading criteria will be provided through the grading features within the CMS and/or through other electronic means such as email.

Method

Exams/Tests

Integration

Examinations, including short essay, multiple choice, and other techniques, will be utilized to evaluate students' comprehension of schizophrenia, substance abuse, and other abnormal psychology topics. Such exams/tests will also be used to determine comprehension of terminology, understanding of applications, and knowledge of subject matter

DE Adaptations for MOE

Exams will be evaluated for accuracy and critical thinking for appropriate essay questions. Instructor feedback and grading should be provided in a timely manner, preferably within a reasonable timeframe, or as needed based on the depth and complexity of the work submitted.

Method

Group Projects

Integration

Students can work together to analyze a particular psychological disorder or therapy including related topics, concepts, or theories related to the disorder. This work can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the psychological theories and concepts discussed to the topic at issue.

DE Adaptations for MOE

Students can self select into groups or be assigned into groups via the Learning Management System. Groups can then work together to prepare a group presentation for the class on topics related to abnormal psychology. They can use collaborative online tools including accessible video conferencing software, and other mechanisms to work together on the construction of the presentation. Final presentations can be submitted electronically through the CMS. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations. Closed captioning and other accessibility tools will be utilized.

Method

Research Projects

Integration

Evaluate students' ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychological issue or disorder. The primary focus will be for students to complete a comprehensive analysis of a contemporary psychopathological issues, describe and analyze the scientific study of both mind and brain processes, and examine the ethics involved in conducting research with humans and animals, consistent with APA guidelines. Research papers, posters, or presentations, will be submitted in written format in accordance with APA guidelines and will be evaluated using a rubric with instructor comments as needed.

DE Adaptations for MOE

Written projects will be submitted and evaluated through the CMS with appropriate plagiarism checks, rubrics and peer comments posted within threaded discussions or using the peer feedback features within the CMS. Instructor feedback and grading criteria will be provided through the grading features within the CMS and/or through other electronic means such as email.

Method

Papers

Integration

Students can submit a paper outlining their service learning or community engagement whereby they describe the community organization with which they volunteer, share their experience with the community organization, and connect what they observed in that service learning back to course content applying appropriate key terms, concepts, and theories that may be relevant to that work. Work should include analysis of sociocultural factors that were observed and the implications to the diagnosis, symptomology, treatment, help seeking, or service provided in their work with that organization. Student can also share how this experience may impact their desire to pursue a career related to clinical psychology.

DE Adaptations for MOE

Instructional content will be posted in the CMS with closed captioning and other appropriate accessibility tools as needed. Student will submit their work in electronic format within the CMS. Peer feedback tools will be utilized as appropriate. Papers will be analyzed for the depth and accuracy of the analysis and application of course content to the service learning experience.

Evaluation of Honors assignments

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of college level writing.

Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings. The research studies should be evaluated for accuracy of understanding and application of the method selected, the detail and accuracy of the Method description, and the quality, accuracy, and analysis of the results and conclusions drawn.

Applied activities (e.g., career papers, interviews, site visits, awareness campaigns, tours of lab facilities and the like) will be assessed based on the proper application of methods and processes, insight and originality of the work, application to one's own life, and critical analysis of how those issues affect other areas of psychological functioning.

Presentations and papers will be assessed for clarity, quality and originality of writing and arguments, depth and accuracy of content, organization, and relevance to psychological functioning.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research paper - Write a research-based paper based on a psychological disorder or therapy. Possible research topics may include: Schizophrenia, Somatoform Disorders, Stress Disorders, Anxiety Disorders, Sexual Dysfunction, Mood Disorders, Suicide, Childhood

Disorders, and other, related issues or topics. Paper will include major sections consistent with APA style guidelines including Title Page, Content Pages, and References.

How assignment will be adapted in online format

Assignment instructions and submissions will be facilitated and graded by way of the CMS using appropriate accessibility tools when required. Instructors can use rubrics and grading comment features within the CMS to offer students feedback on their work and share additional opportunities for learning as needed.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Article review - locate, examine, and/or write a review of an empirical article or create a literature review synthesizing multiple empirical studies on a topic related to Abnormal Psychology. For example, you may locate and select the following article using available library databases:

Noel, J. K., Strong, S. L., Sammartino, C., Gately, K. A., & Rosenthal, S. R. (2025). Effects of delaying healthcare on mental health of college students. *College Student Affairs Journal*, 43(1), 82–101.

You will be evaluated based upon your knowledge and accuracy of information, and critical examination of research methods and ethics. Furthermore, you should demonstrate a thorough understanding of the various biases that may be relevant to the study.

How assignment will be adapted in online format

All assignment instructions and details will be posted in the CMS with a rubric where appropriate. Article reviews will be submitted in electronic format via the CMS. Instructor feedback and grading will be posted in the CMS in a timely manner, using the evaluation criteria outlined for the assignment description.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After reading and analyzing a hypothetical case history, describe, in writing, how various psychotherapists would treat this person. Analyze the concept of normal vs. abnormal and discuss the various ways in which we define abnormality in the field of psychology. Additionally, consider the diverse theoretical perspectives and how those may differ in diagnosing and treating the client depicted in the case study.

How assignment will be adapted in online format

Assignment instructions and submissions will be facilitated and graded by way of the CMS using appropriate accessibility tools when required. Instructors can use rubrics and grading comment features within the CMS to offer students feedback on their work and share additional opportunities for learning as needed.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Personal Bias Assessment and Application Assignments. Visit the assigned website to take the implicit bias association test related to mental illness or disabilities. Construct a paper sharing your results and analyzing what may have contributed to the development of your own personal biases or conceptions of mental illness. Include a reflection on how you may have been affected by stereotypes over the course of your life, or how stigma may have impacted you or someone you know. Connect this back to how stigma might impact those currently experiencing symptoms of mental illness and how society may work to support mental health across cultures.

How assignment will be adapted in online format

Assignment instructions and submissions will be facilitated and graded by way of the CMS using appropriate accessibility tools when required. Instructors can use rubrics and grading comment features within the CMS to offer students feedback on their work and share additional opportunities for learning as needed.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Complete the Daily Life Stress Scale, or other stress scale. Prepare a paper sharing your results and discuss how the results of the scale could indicate susceptibility to disorders. Based on the stressors that you have or do experience, is there a particular disorder for which you are more vulnerable. Share how your familial, social, and cultural background has taught you to be self aware of your stress and mental health, and how they might encourage you to address any psychological symptoms you may experience.

How assignment will be adapted in online format

Assignment instructions and submissions will be facilitated and graded by way of the CMS using appropriate accessibility tools when required. Instructors can use rubrics and grading comment features within the CMS to offer students feedback on their work and share additional opportunities for learning as needed.

Honors Assignments**Assignment**

Honors students are expected to complete all of the assignments associated with the regular section of Psyc 108, as well as complete Assignment A, AND one of Assignments B-D.

A. Conduct primary original research on a topic related to Abnormal Psychology using one or more research methodologies (experiment, correlational study, etc.). Example topics may include an analysis of the knowledge of mental health stigma among education professionals, assessing the impact of discrimination and racial trauma on the mental health of BIPOC and other marginalized communities, the effect of implicit bias training on sentencing outcomes for those who may have a substance use disorder, etc. Be sure to use relevant theories, models and other concepts to shape your research question and guide your literature review and research design. All studies and materials should be designed in accordance with the APA Code of Ethics. Data should be collected, analyzed, interpreted, and presented in a scholarly paper consistent with APA guidelines and formatting requirements. Your paper should utilize at least 8 to 10 scholarly sources, and be 6 to 10 pages in length.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct primary research and apply research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Engagement Core Value

This assignment allows students to engage with research collaborators, advisors, participants, or other individuals necessary for the research process. Students are engaging others both in the design, data gathering, data analysis, and presentation of their research findings.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to engage in a more in depth analysis of social and cultural factors that shape biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors. The activity further challenges them to critically analyze those processes and the impact on marginalized groups, in order to expand their awareness and thus their ability to counter such processes.

Assignment

B. Prepare a scholarly presentation of your research findings for the classmates. Your presentation should be no less than 15 minutes, with a 5 minute Q &A. You will also be required to develop visual aids for the presentation either through use of a slide deck, or the development of a research poster, which will be used to share your research and findings with the class. Slides and/or posters should address all of the key sections of the research and be developed in accordance with APA guidelines. Presentations to your Honors Colleagues, or at a research conference can be substituted for an in class presentation.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Presentations will be based on primary research and demonstrate compliance with research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Engagement Core Value

Presentations allow students to engage with their colleagues in the delivery of an engaging presentation and by facilitating a question and answer session. Should students elect to do a poster style presentation they also will field questions in a more informal approach allowing them to engage peer initiated questions and discussions.

Justify how the assignment reflects the Leadership Core Value

Presentations allow students to demonstrate leadership as they are engaging in critical analysis of their findings and proposing alternative research or solutions. The presentation elements allows them to share and defend their rationale for such recommendations while also considering how it may relate to other ideas that arise during the course of the presentation and dialogue with the audience.

Assignment

C. Research a psychological disorder that commonly impacts your sociocultural community social problem within your community. A minimum of three peer reviewed research articles should be reviewed to inform the content of your campaign. Then, design materials for a mental health awareness campaign organized around a topic addressed in abnormal psychology. Your materials may include

developing a poster series, infographics, a podcast, an in class presentation, or another means of educating the community about the disorder and empowering them to intervene in a positive way that support individual and community health.

For example, you may want to develop a campaign to help address mental health stigma within a particularly sociocultural community and educate them about the rates of mental illness in their community, underlying causes, the barriers to help seeking, and the resources available in their area. Or you may want to develop a campaign to help people identify symptoms of depression and/or risks of suicide and how to get help for themselves or a loved one. You can also consider developing a campaign to help an individual managing mood, anxiety or substance-related disorders including ways to manage one's symptoms and triggers, or possible self-care steps that can be taken to avoid relapse.

The deliverables for this activity will include the materials you design and a brief reflection paper reflecting on your inspiration for the campaign, some background research on the topic or community you selected for your campaign, how you see the materials being used in a particular community or institution (school, health clinic, community center, etc.), and a description of local organizations you feel may benefit from the materials. Your reflection paper should range from 4 to 6 pages. Consider also granting permission to an organization you identified, the instructor, the Psychology Department, and/or MSJC to use the materials to promote mental health throughout the community.

Detailed assignment guidelines are available through the CMS (e.g., Canvas) assignment link and submitted by students to this link.

Required or Optional

Required

Honors Core Values

Engagement

Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

Awareness campaigns and presentations of this nature allow students to engage with their colleagues in the delivery of content while also providing resources and a call to action to encourage their college to support their efforts to raise awareness and promote a greater understanding of mental health.

Justify how the assignment reflects the Leadership Core Value

Students are developing ways to promote healthy knowledge and engagement in the community in order to support help seeking behavior and mental health within their community.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are forced to identify norms associated with any social or cultural group as it related to mental illness and design a campaign aimed at challenging those norms. That encourages self awareness and community education.

Assignment

D. Research a prospective career within the field of Clinical Psychology including interviewing someone within the field, visiting Clinical Psych labs, and/or researching factual career information through the Bureau of Labor Statistics to assess the salary, duties, educational requirements, and other relevant information about the career field. Then, prepare a written paper, and/or presentation sharing your findings with the class, which will include an assessment as to whether this career may align with your personal, professional, and lifestyle goals, and an assessment of individuals for whom this career may be a good fit based on skills, interests, abilities, or lifestyle goals. The paper shall be 6 to 8 pages.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Presentations will be based on primary research and demonstrate compliance with research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Engagement Core Value

Presentations allow students to engage with their colleagues in the delivery of an engaging presentation and by facilitating a question and answer session. Should students elect to do a poster style presentation they also will field questions in a more informal approach allowing them to engage peer initiated questions and discussions.

Justify how the assignment reflects the Leadership Core Value

Presentations allow students to demonstrate leadership as they are engaging in critical analysis of their findings and proposing alternative research or solutions. The presentation elements allows them to share and defend their rationale for such recommendations while also considering how it may relate to other ideas that arise during the course of the presentation and dialogue with the audience.

Course Materials**Textbooks**

Nevid, J. S., Rathus, S. A., & Greene, B. (2024). Psychological Disorders, 12th edition. Pearson. ISBN-13: 9780135334119

Oltmanns, T. F., Emery, R. E., Forbus, K. T. & South, S. C. (2025). Psychopathology and Mental Health, 10th Edition. ISBN-13: 9780138203542

Other Resources

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Open Educational Resources

<https://opentext.wsu.edu/abnormal-psych/>

Bridley, A. & Daffin, L. W. Jr. (2024). Fundamentals of Psychological Disorders, 3rd Edition.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Abnormal psychology requires students to examine etiology (causes), symptomology, diagnosis, treatment, and helpseeking of each disorder, including variations based on social and cultural identities. Additionally, this course addresses the ways in which social identities can impact prevalence, stigma, and social support available to individuals with various psychological disorders across cultural groups. This includes helping students examine their own biases and cultures and critically analyzing the ways in which they may unintentionally perpetuate stigma. These concepts are integrated into the course content when examining differences in prevalence of various disorders across groups and considering the sociocultural factors that impact diagnosis, symptomology, help seeking, treatment, and social support available to individuals experiencing mental illness.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Several methodologies and assignments are designed specifically to allow students to conduct research, or propose projects and campaigns that assess bias, directly combat stigma, and promote mental health and well being for themselves, and across diverse communities. This is reflected in the case studies assignments, the bias assessment, and the mental health awareness campaign projects, all of which align with Learning Objectives 2, 5, & 6.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments in and outside of class consistent with the group projects, student presentations, research papers, and empirical article reviews as described above. Students will analyze, discuss, and critique research related to Clinical Psychology. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to the discipline. Group activities are expected to foster community and encourage student connection with the material and one another.

For online classes, student to student interactions can be facilitated via discussions, groups discussions and pages, collaborative WIKIS, and other collaborative technology within the CMS or by way of video conference tools where students can engage in either Asynchronous or Synchronous discussions.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of Abnormal Psychology. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students more hands on opportunities to learn Abnormal Psychology terms, concepts, theories, and processes. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content. Student and faculty-led groups will be facilitated to stimulate discussion, encourage understanding on key concepts, readings, research and scholarship in Abnormal Psychology and better understand the various factors that contribute to our understanding of commonalities and differences within the human experiences.

For online courses, instructor to student interaction will be facilitated by way of announcement, discussion comments, grading comments, Inbox messages, emails, and other technologies that allow the student to provide written, audio, or video feedback for students and/or meet virtually with the student to discuss their work and progress in the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the practical lab activities and applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

For online courses, these interactions will be facilitated through the various features within the CMS, as well as through the use of other technologies that enhance the learning and interaction opportunities within the class.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and lab activities will allow student-to-self interaction. This will help students assess their understanding and identify areas for added clarification. Writing assignments such as journals and thought papers will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions for both face to face and online courses, where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences that contribute to the mind body relationship.



For online classes, these reflections can be submitted privately through journals, or where appropriate through discussion or assignments. Comments can be provided as appropriate from either peers or the instructor in order to promote reflective and intentional learning.

Key: 2681