

**PSY 315:
Psychopathology**

Course Overview

This course provides a comprehensive overview of the field of psychopathology, examining the classification, causes, symptoms, and therapeutic approaches related to mental disorders. You will analyze a wide range of disorders, including anxiety disorders, mood disorders, substance use disorders, personality disorders, schizophrenia, and neurodevelopmental disorders. By the conclusion of this course, you will be better equipped to recognize signs and symptoms of mental disorders in real-world settings. Additionally, you will possess the essential foundational knowledge required for advancing your studies in clinical and counseling psychology.

Prerequisite Knowledge or Competencies

- No specific prerequisites.

Special Note:

Some topics in this course can be very heavy and may be triggering if you or someone you know has dealt with any mental health issues. If at any point you feel the need to speak with a mental health professional, please see the University resources below:

Counseling and Psychological Services (CAPS) provides free and confidential therapy/counseling for all students. Any student experiencing a psychological emergency can call in or come into the office for a crisis appointment. On-going scheduled appointments are available in-person for vaccinated students, and teletherapy is available for all students. Their office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. PT. You may call (123) 444-1212. Their office is located at 2222 Main Ave (the house to the right of Health Services).

If you are experiencing a psychological emergency outside of those hours, if on campus, you may call Campus Safety at 1-800-555-1212. If you are off-campus, dial 911, call the suicide helpline at 1-800-555-1212, or text "START" to 123-123. Please visit the CAPS website at Counseling and Psychological Services (CAPS) if you need additional resources for mental health support.

TimelyCare

- TimelyCare (a virtual healthcare agency that specializes in working with college students) provides free, 24/7 medical and mental healthcare access to our students. More information is available online at Health Services.

Campus Ministry

- Reverend John Adams is available through Campus Ministry for free and confidential pastoral counseling, listening, and general support. His office is located in the Johnson Chapel, and he can be reached at 123-555-1212.
- Check out their website for additional info: Campus Ministry.

Course Introduction Video

Course Introduction and Syllabus Review

Course Learning Objectives

Upon completion of the course, you should be able to:

1. Demonstrate a comprehensive understanding of the classification, causes, symptoms, and therapeutic approaches for the major psychological disorders.
2. Analyze and interpret the pathological behaviors of others in real-world settings.

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|--|---|
| | <ul style="list-style-type: none">3. Compare and contrast various psychological disorders to identify similarities and differences in their characteristics, symptoms, and diagnostic criteria.4. Effectively articulate and support your perspectives on psychopathology through written communication. |
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Start Here**Welcome****Instructor Introduction**

Dr. Susan Jones is a licensed clinical psychologist who received her doctorate in clinical psychology from XYZ University. She is also certified in Dialectical Behavior Therapy (DBT) and is a Certified Child and Adolescent Trauma Professional. During her time at XYZ University, she specialized in treating intimate partner violence and found a passion for attachment theory. Dr. Jones currently works as the lead psychologist for Any County Behavioral Health. Before this role, she worked as the VP of Clinical Operations for a teen treatment center in Boston. She has several years of clinical experience ranging from the psychiatric inpatient setting to placing minors on psychiatric holds, to running clinical residential and outpatient programs. She strives to bring awareness to the stigma associated with mental illness and educate the public on suicide prevention.

Required Materials**Required Materials**

In this course, the following materials are required:

- Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2018). *Essentials of abnormal psychology* (8th ed.). Cengage. ISBN-13: 978-1337619370
- Weekly PowerPoint (PPT) Lecture Slides
- Weekly PowerPoint (PPT) Reading Guides

Expectations**Structure of the Course**

This is a fully online course that is delivered via Canvas and Zoom. You should plan to complete one online module for each week of the term. Please refer to the syllabus, calendar, and the assignments tool for specific due dates for course activities. In addition to online modules, you are expected to participate in a weekly interactive learning session through Zoom. You can access the Zoom meeting tool on the course navigation menu.

Rubrics are shared within the related learning activities. It is important to review the rubric before you begin an activity to fully understand the expectations.

Weekly Interactive Learning Sessions

In each 1-hour synchronous session, participants create a dynamic learning community through interactive discussions and collaborative activities. Weekly interactive learning sessions are required, with an alternative assignment option available if you cannot or choose not to attend.

- Our weekly interactive learning sessions will be held on Zoom weekly, once from 6:00-7:00 p.m. PT. Expectations for these sessions are that you will keep your webcams on as much as possible and engage in the class discussion and exercises.
- Please review the syllabus for the specific day of the week and any additional information.
- Please review the alternative assignment rubric in the Week 1 Learning Activities section for more information about assignment expectations.

Institutional Policies and Learner Support

Up-to-date information about institutional policies and support services can be found on the [Student Resources](#) site, linked here, in the course navigation menu, and the help menu.

Minimum Technical and Digital Information Literacy Skills

Students enrolled in online courses at XYZ University are expected to be able to use the Canvas Learning Management System. You may be expected to post a response to a Discussion topic, submit a digital assignment, complete an online assessment, communicate through the email Inbox tool, create an audio or video recording, participate in a Zoom meeting, or create files using Google or Microsoft Office products.

Information about netiquette expectations for online students at XYZ University is posted on the [Student Resources](#) site.

Minimum Technology Requirements

The [Student Resources](#) site provides up-to-date information about the technical requirements for participating in this course, including a tool to ensure your browser version is up-to-date and compatible with Canvas.

Introduction and Get to Know Your Peers	<p>Discussion Prompt</p> <p>After you have looked through the syllabus and course outlines, please share the following:</p> <ul style="list-style-type: none"> • Something you are excited to learn about in the class • Something you are nervous about regarding the class or its structure • Strategies for keeping yourself on track and engaged in the course • Three of your favorite pieces of media content (music, shows, films, video games, magazines, apps, etc.) <p>Guidelines and Expectations</p> <p>All discussion boards will share a similar structure. Posts should be approximately 400 words, excluding the prompt.</p> <p>It is not a requirement to respond to your peers to get full credit. However, responding to others facilitates greater understanding of the material and helps foster connection with peers in an online setting. Responses are due Sundays, 11:59 p.m. PT.</p> <p>For weekly discussions, work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.</p>
Support	<p>Technical Support</p> <p>Canvas Resources for Students</p> <p>Discussions Assignments How Do I Record Media Using the Rich Content Editor as a Student?</p>
Syllabus	<p>Syllabus</p> <p>Notes</p> <ul style="list-style-type: none"> • Refer to the calendar found on the left navigation pane for important dates for your course. • Save and print a copy of the syllabus by pressing CTRL+P for Windows OS users and Command+P for Mac OS users on the keyboard or by right-clicking and then selecting Print on the pop-up menu.

Content

Discussions

Learning Community

Learning Community

Post your general course questions in this discussion topic. Posting course questions here, rather than sending an email to the instructor, allows all students to benefit from seeing questions and answers. The instructor will respond to questions within 24-48 hours, but students are encouraged to answer each other's questions as well. This practice promotes the development of a community of learners and allows questions to be answered more quickly. Participation in this forum is also one way for you to demonstrate your active engagement in this course.

Note: Questions of a personal nature should be sent privately to the instructor using the email Inbox tool.

Course Modules (Weeks)

Week 1: Introduction to Psychopathology, Biopsychosocial Approach, Assessment, and Diagnosis

Page Title	Content
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Overview

Week 1: Overview

In this introductory week, we will review the syllabus and expectations for this course. Then, we will begin an exploration of psychopathology, including basic psychological terminology, concepts, and theories used to explain behavior. We will also discuss the biopsychosocial (BPS) approach and learn key components of clinical assessment and diagnosis.

As we begin Week 1, reflect on the following questions: What is abnormal behavior? What makes behavior pathological? What are the components of a mental health disorder? What things contribute to disorders (genetics, environmental factors, etc.)?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Use basic psychological terminology, concepts, and theories in psychology to explain behavior. (CLOs 1, 2, 3, 4)
2. Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural). (CLOs 1, 2, 3, 4)
3. Explain the role of neuroscience in psychopathology. (CLOs 1, 2, 3, 4)
4. Describe the biopsychosocial model in psychology. (CLOs 1, 2, 3, 4)
5. Explain the process of assessing psychological disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:


- Psychological disorder
- Abnormal behavior
- Presenting problem
- Prognosis
- Psychological treatment
- Biopsychosocial approach
- Multidimensional integrative approach
- Biological vulnerability
- Neurotransmitters
- Agonist/antagonist
- Emotion
- Mood
- Affect
- Clinical assessment
- Diagnosis
- Comorbidity
- Independent variable
- Dependent variable
- Placebo effect
- Informed consent

Reading Guide

Reading Guide (WLOs 1, 2, 3, 4, 5)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.

Topic - Introduction to Psychopathology	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 1, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3)
Video 1: Psychological Disorders: Crash Course Psychology #28	<p>Video 1: <u>Psychological Disorders: Crash Course Psychology #28</u> (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Description: This video explains how the treatment of psychological disorders has changed over the last 100 years. Length: 10:08 minutes
Topic - Biopsychosocial Approach	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 2, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3, 4) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2, 3, 4)
Lecture 1: The Biopsychosocial Model	<p>Lecture 1: <u>The Biopsychosocial Model</u> (WLOs 1, 2, 3, 4)</p> <ul style="list-style-type: none"> Type: Faculty Lecture Description: This video provides an overview of the biopsychosocial model and clinical disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 05:32 minutes
Video 2: What is a Biopsychosocial Approach?	<p>Video 2: <u>What is a Biopsychosocial Approach?</u> (WLO 4)</p> <ul style="list-style-type: none"> Description: This short video explains the biopsychosocial model and how it informs assessment and treatment. Length: 01:57 minutes
Video 3: Neurotransmitters: Type, Structure, and Function	<p>Video 3: <u>Neurotransmitters: Type, Structure, and Function</u> (WLO 4)</p> <ul style="list-style-type: none"> Description: This video provides a short explanation of the structure and function of neurotransmitters. Length: 07:51 minutes
Topic - Clinical Assessment and Diagnosis	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 3, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3, 5) <u>Lecture 2 PPT Slides</u> (WLOs 1, 2, 3, 5) <u>Lecture 3 PPT Slides</u> (WLOs 1, 2, 3, 5)

Lecture 2: How to Differentiate Clinical Disorders from Abnormal Behavior	Lecture 2: How to Differentiate Clinical Disorders from Abnormal Behavior (WLOs 1, 2, 3, 5) <ul style="list-style-type: none"> • Type: Faculty Lecture • Description: This video provides an overview demonstrating how students can differentiate between clinical disorders and abnormal behaviors in general. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. • Length: 04:52 minutes
Lecture 3: Approach to Clinical Assessment	Lecture 3: Approach to Clinical Assessment (WLOs 1, 3, 5) <ul style="list-style-type: none"> • Type: Faculty Lecture • Description: This video discusses how students can approach the first clinical session with a patient. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. • Length: 05:44 minutes
Interactive 1: Judy: The Girl Who Fainted at the Sight of Blood Note to Build: Link to Vyond storyboard	Interactive 1: Judy: The Girl Who Fainted at the Sight of Blood (WLOs 1, 2, 3, 4, 5) <ul style="list-style-type: none"> • Type: Explainer • Description: This video is a case study of Judy, a 16-year-old girl, who presented at an anxiety clinic and was diagnosed with a phobia. • Length: 01:03 minutes
Video 4: Mental Status Exam Mnemonics (Memorable Psychiatry Lecture)	Video 4: Mental Status Exam Mnemonics (Memorable Psychiatry Lecture) (WLOs 1, 2, 3, 5) <ul style="list-style-type: none"> • Description: This video teaches students a mnemonic to help them remember the steps of conducting a mental status examination. • Length: 07:36 minutes
Learning Activities	
Week 1: Discussion: Abnormal and Pathological Behavior	Week 1: Abnormal and Pathological Behavior (WLOs 1, 2, 3, 4, 5) <ul style="list-style-type: none"> • What are behaviors that may be considered abnormal but do not constitute a psychological disorder? • Do “abnormal” and “pathological” mean the same thing? Can you be one without being the other? Is abnormality an either-or constructor or a continuum? <p>Guidelines and Expectations</p> <p>Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required, but encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.</p> <p>Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.</p> <p>To display the rubric, select the Options icon  in the top-right corner of the screen, and then select Show Rubric.</p>

Week 1: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type: Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 1: Weekly Interactive Learning Session (WLOs 4, 5)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to the biopsychosocial approach to mental health disorders and clinical assessment and diagnoses in psychopathology.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Biopsychosocial approach to mental health disorders
- Clinical assessment and diagnoses in psychopathology

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

	<p>Please see the Alternative Assignment Rubric.</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Formatting: APA <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
Week 1: Wrap-Up	<p>Week 1: Wrap-Up</p> <p>This week, we began our exploration of psychopathology, discussed the BPS model, and clinical assessment, and diagnosis. Reflect back on the following questions posed in the Week 1 Overview, and consider what you now know or what more you'd like to learn. Consider the following:</p> <ul style="list-style-type: none"> • What is abnormal behavior? • What makes behavior pathological? • What are the components of a mental health disorder? • What things contribute to disorders (genetics, environmental factors, etc.)? <p>As we look forward to next week's content, begin considering your own thoughts about diagnosing individuals. Can having a diagnosis be beneficial? Are there any drawbacks? Can diagnosis cause any harm?</p>

Week 2: Understanding Anxiety, Trauma, Stress, and Obsessive-Compulsive Disorders

Page Title	Content
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Overview

Week 2: Overview

Anxiety, trauma, stressor-related disorders, and obsessive-compulsive disorders can wreak havoc on the lives of people with these conditions. You may have experienced this firsthand or know someone who has struggled with these conditions. Consider the case of Irene, a 20-year-old college student, who came to the clinic complaining of significant anxiety that was severely impacting her life. How does the BPS model apply to Irene's case? What symptoms does Irene exhibit that point to an anxiety disorder, and how can you identify which disorder it is? How would you explain Irene's condition to her to help her understand what is going on in her body and brain, and what would you suggest to help her cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:


1. Explain how the biopsychosocial model applies to anxiety, trauma, and stressor-related disorders. (CLOs 1, 2, 3, 4)
2. Describe examples of anxiety, trauma, and stressor-related disorders. (CLOs 1, 2, 3, 4)
3. Describe essential components of anxiety, trauma, and stressor-related disorders. (CLOs 1, 2, 3, 4)
4. Explain how the biopsychosocial model applies to obsessive-compulsive and related disorders. (CLOs 1, 2, 3, 4)
5. Describe examples of obsessive-compulsive and related disorders. (CLOs 1, 2, 3, 4)
6. Describe essential components of obsessive-compulsive and related disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Anxiety
- Panic
- Fight/flight system
- Generalized anxiety disorder
- Agoraphobia
- Specific phobias
- Separation disorder
- Post-traumatic stress disorder
- Acute stress disorder
- Adjustment disorders
- Attachment disorders
- Obsessive-compulsive disorder
- Obsessions
- Compulsions

Reading Guide	<p><u>Reading Guide (WLOs 1, 2, 3, 4)</u></p> <p>This slide deck is an important resource for the week. Take time to review the slide deck in detail.</p>
Topic - Anxiety Disorders and Trauma	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 4, <i>Essentials of Abnormal Psychology</i>, “The Complexity of Anxiety” through “Other Trauma and Stressor-Related Disorders” sections (WLOs 1, 2, 3, 5, 6) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2, 3) <u>Lecture 2 PPT Slides</u> (WLOs 1, 2, 3)
Lecture 1: Generalized Anxiety Disorder	<p>Lecture 1: Generalized Anxiety Disorder (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Type: Faculty Lecture Description: This lecture provides an overview of Generalized Anxiety Disorder (GAD). Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 05:47 minutes
Lecture 2: Post-Traumatic Stress Disorder	<p>Lecture 2: Post-Traumatic Stress Disorder (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Type: Faculty Lecture Description: This lecture provides an overview of Post-Traumatic Stress Disorder (PTSD). Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 05:28 minutes
Video 1: Case Study Clinical Example: First Session With a Client With Symptoms of Social Anxiety (CBT Model)	<p>Video 1: <u>Case Study Clinical Example: First Session With a Client With Symptoms of Social Anxiety (CBT Model)</u> (WLOs 2, 3)</p> <ul style="list-style-type: none"> Description: This video illustrates the triggers, thoughts, feelings, and responses of a client with social anxiety during the initial therapy session. Length: 12:01 minutes
Video 2: How the Body Keeps the Score on Trauma Bessel Van Der Kolk for Big Think+	<p>Video 2: <u>How the Body Keeps The Score on Trauma Bessel Van Der Kolk for Big Think +</u> (WLOs 2, 3)</p> <ul style="list-style-type: none"> Description: Bessell van der Kolk explains how trauma impacts the body and the challenge society faces to help trauma survivors become contributing members of society. Length: 08:03 minutes
Video 3: What is PTSD? APA	<p>Video 3: <u>What is PTSD? APA</u> (WLOs 1, 2)</p> <ul style="list-style-type: none"> Description: This short video explains the symptoms of post-traumatic stress disorder. Length: 01:43 minutes
Video 4: 4 Warning Signs of Generalized Anxiety Disorder	<p>Video 4: <u>4 Warning Signs of Generalized Anxiety Disorder</u> (WLOs 1, 2)</p> <ul style="list-style-type: none"> Description: What is generalized anxiety disorder, how does it differ from regular anxiety, and what are the warning signs? Watch this video to discover the answers to these questions. Length: 01:59 minutes
Topic - Obsessive Compulsive Disorders and Phobias	

Reading Resources	<p>Read</p> <ul style="list-style-type: none"> • Chapter 4, <i>Essentials of Abnormal Psychology</i>, “Obsessive-Compulsive and Related Disorders” through “Summary” sections (WLOs 4, 5, 6) • <u>Lecture 3 PPT Slides</u> (WLOs 3, 4, 5)
Lecture 3: Phobias	<p>Lecture 3: Phobias (WLOs 4, 5, 6)</p> <ul style="list-style-type: none"> • Type: Faculty lecture • Description: This lecture provides an overview of phobias. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. • Length: 05:08 minutes
Video 5: Obsessive Compulsive Disorder (OCD) - Causes, Symptoms & Pathology	<p>Video 5: <u>Obsessive Compulsive Disorder (OCD) - Causes, Symptoms & Pathology</u> (WLOs 3, 4)</p> <ul style="list-style-type: none"> • Description: Watch this video to learn about OCD, its causes, the diagnostic criteria, and treatment options. • Length: 05:18 minutes
Learning Activities	
Week 2: Discussion: Thoughts About Anxiety and Trauma Diagnoses	<p>Week 2: Thoughts About Anxiety and Trauma Diagnoses (WLOs 1, 2, 3, 4)</p> <ul style="list-style-type: none"> • Describe your thoughts about diagnosing individuals in general and specific to trauma and anxiety disorders. • Can diagnoses and labels cause harm? Are there benefits? Any drawbacks? <p>Guidelines and Expectations</p> <p>Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required but encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.</p> <p>Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.</p> <p>To display the rubric, select the Options icon  in the top-right corner of the screen, and then select Show Rubric.</p>

Week 2 : Weekly Interactive Learning Session

Note to Build:

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 2: Weekly Interactive Learning Session (WLOs 1, 2, 3, 4, 5, 6)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to the biopsychosocial approach to anxiety, trauma, and obsessive-compulsive disorders.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Anxiety and trauma
- Obsessive-Compulsive disorders

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma, and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria, and Ethical Issues in Psychology

	<p>Please see the Alternative Assignment Rubric.</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Formatting: APA <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
<p>Interactive 1: Identify the Disorder</p> <p>Build: Link to storyboard.</p>	<p>Interactive 1: Identify the Disorder (WLOs 1, 2, 3, 4)</p>
<p>Week 2: Wrap-Up</p>	<p>Week 2: Wrap-Up</p> <p>This week, we learned about the essential components of anxiety, trauma, and stressor-related disorders and how the BPS model applies to them. We also discovered how the BPS model applies to OCD and related disorders, and key components of these disorders. Reflect back on Irene's case study and the questions in the Week 2 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Irene's case? • What symptoms does Irene exhibit that point to an anxiety disorder and how can you identify which disorder it is? • How would you explain Irene's condition to her to help her understand what is going on in her body and brain? • What would you suggest to help her cope? <p>As we look forward to next week's content, begin considering your own thoughts about mood disorders and suicidality. What do you know about mood disorders? How can we prevent suicide?</p>

Week 3: Understanding Mood Disorders and Suicidality	
Page Title	Content

Overview

Week 3: Overview

Mood disorders, such as major depression or bipolar disorder, can severely impact quality of life. Passive or active suicidal ideation often accompanies mood disorders. Consider the case of Jack, a 49-year-old man with chronic depression. Jack experienced low self-esteem, hopelessness, found it virtually impossible to make decisions, and eventually lost his job. He had to move back in with his mom and became so depressed that he considered suicide. How does the BPS model apply to Jack's case? What symptoms does he exhibit that point to a mood disorder, and how can you identify which disorder it is? How would you explain his condition to him so he better understands what is going on in his body and brain, and what would you suggest to help him cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to mood disorders and suicidality. (CLOs 1, 2, 3, 4)
2. Describe the essential components of each mood disorder. (CLOs 1, 2, 3, 4)
3. Differentiate between depressive, manic, and hypomanic disorders. (CLOs 1, 2, 3, 4)
4. Explain how the biopsychosocial model applies to mood disorders and suicidality. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Depression
- Bipolar
- Suicide
- Self-harm
- Hospitalization
- 5150

Reading Guide

Reading Guide (WLOs 1, 2, 3, 4)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.

Topic - Mood Disorders

Reading Resources


Read

- Chapter 6, *Essentials of Abnormal Psychology*, "Understanding and Defining Mood Disorders" through "Treatment of Mood Disorders" sections (WLOs 1, 2, 3)
- Lecture 1 PPT Slides (WLOs 1, 2, 3)

Lecture 1: Depression and Bipolar

Lecture 1: Depression and Bipolar (WLOs 1, 2, 3)

- Type: Faculty
- Description: This lecture provides an overview of Major Depressive Disorder. Please use the corresponding PowerPoint lecture slides to follow along with this lecture.
- Length: 06:11 minutes

Video 1: Depressive and Bipolar Disorders: Crash Course Psychology #30	Video 1: <u>Depressive and Bipolar Disorders: Crash Course Psychology #30</u> (WLOs 1, 2, 3) <ul style="list-style-type: none"> Description: This video provides a comprehensive overview of mood disorders and their causes. Length: 09:59 minutes
Video 2: What is Bipolar Disorder?	Video 2: <u>What is Bipolar Disorder?</u> (WLOs 2, 3) <ul style="list-style-type: none"> Description: This video explains the symptoms, causes, and treatments of bipolar disorder. Length: 05:57 minutes
Topic - Suicide	
Reading Resources	Read <ul style="list-style-type: none"> Chapter 6, <i>Essentials of Abnormal Psychology</i>, "Suicide" through "Summary" sections (WLO 1) <u>Lecture 2 PPT Slides</u> (WLO 1)
Lecture 2: Suicide Prevention	Lecture 2: <u>Suicide Prevention</u> (WLO 1) <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of suicidality. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 06:00 minutes
Learning Activities	
Week 3: Discussion: Suicide Prevention	Week 3: <u>Suicide Prevention</u> (WLOs 1, 2, 3) <ul style="list-style-type: none"> Looking back on the suicide prevention lecture, reflect on the idea of suicide prevention. Is there anything you can do personally to increase awareness or help others? Is there anything we can do as a community or as a profession? <p>Guidelines and Expectations</p> <p>Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required, but are encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.</p> <p>Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.</p> <p>To display the rubric, select the Options icon  in the top-right corner of the screen, and then select Show Rubric.</p>

Week 3: Reflection
Paper: Mental Health
Stigma

Note to Build:

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 3: Reflection Paper: Mental Health Stigma (CLOs 1, 2, 4)

Directions

There is a strong stigma toward mental health and substance use today. It surrounds certain diagnoses (some more than others), individuals who seek out treatment, those who have been impacted by suicidal thoughts, etc.

What can we do as a society to reduce the stigma around mental health and suicidal thoughts? And more importantly, what can you do on a more individual level?

For this paper, I would like a combination of personal reflection, potential solutions, and some research to help support your thoughts.

This paper should be between 3-5 pages in length and use the APA format.

Due Date and Requirements

Please go through these important assignment details before you begin:

- Review the [Assignment Rubric](#).
- Point value: 25
- Due date: Sunday at 11:59 p.m. PT
- Use APA format

When your assignment is complete, upload your document and select **Submit Assignment**.

Week 3: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 3: Weekly Interactive Learning Session (WLO 4)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to mood disorders and suicide.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Mood disorders and suicide

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma, and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

	<p>Please see the Alternative Assignment Rubric.</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Use APA format <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
<p>Interactive 1: Suicide Facts, Statistics, and Prevention</p> <p>Build: Link to storyboard</p>	<p>Interactive 1: Suicide Facts, Statistics, and Prevention (WLOs 1, 4)</p> <p>Click on the hotspots due reveal suicide facts, statistics, and information about how to prevent suicide.</p>
<p>Week 3: Wrap-Up</p>	<p>Week 3: Wrap-Up</p> <p>This week, we learned about mood disorders and suicide. Reflect on Jack's case study and the questions in the Week 3 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Jack's case? • What symptoms does Jack exhibit that point to a mood disorder, and how can you identify which disorder it is? • How would you explain Jack's condition to him to help him understand what is going on in his body and brain? • What would you suggest to help him cope? <p>As we look forward to next week's content, begin considering what you know about personality disorders and substance abuse.</p>

Week 4: Understanding Personality Disorders, Substance Abuse, Addictive and Impulse Control Disorders	
Page Title	Content

Overview

Week 4: Overview

Consider the case of Ryan, a 17-year-old boy who had been absent from school for several months. He had gotten into trouble and was ordered to have an inpatient psychiatric evaluation by the court. At first, he appeared to participate in therapy, but his treatment team soon realized that Ryan was trying to pit team members against one another, often lied, and tried to steal items. Ryan also told Ann, a girl at the hospital school, that he was going to get in trouble, go to the same jail that the girl's dad was in and rape him. When confronted about this, Ryan smiled slightly and said it was "fun" to upset Ann. Ryan made little progress and was eventually released. After only a few days, he had robbed his parents and disappeared. How does the BPS model apply to Ryan's case? What symptoms does he exhibit that point to a personality disorder, and how can you identify which disorder it is? How would you explain his condition to his family, and what would you suggest to help them cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to personality disorders. (CLOs 1, 2, 3, 4)
2. Describe the essential components of personality disorders. (CLOs 1, 2, 3, 4)
3. Explain the psychosocial and medical treatments of personality disorders. (CLOs 1, 2, 3, 4)
4. Explain how the biopsychosocial model applies to substance-related disorders. (CLOs 1, 2, 3, 4)
5. Describe essential components of substance-related and addictive disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Personality disorder
- Paranoid/schizoid/schizotypal/antisocial/borderline/histrionic/narcissistic/avoidant/dependent/obsessive-compulsive personality disorder
- Tolerance
- Withdrawal
- Depressants
- Stimulants
- Substance use
- Substance abuse
- Alcohol use disorder
- Amphetamine use disorder
- Benzodiazepines
- Cannabis use disorder
- Impulse control disorders

Reading Guide

Reading Guide (WLOs 1, 2, 3, 4, 5)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.

Topic - Personality Disorders	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 11, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2, 3)
Lecture 1: Personality Disorders	<p>Lecture 1: Personality Disorders (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Type: Faculty Lecture Description: This lecture provides an overview of the 10 different personality disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:21 minutes
Video 1: Personality Disorder Mnemonics (Memorable Psychiatry Lecture)	<p>Video 1: <u>Personality Disorder Mnemonics (Memorable Psychiatry Lecture)</u> (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Description: This video discusses the most misunderstood condition in psychiatry: personality disorders. Learn about the science of personality and what happens when inflexible, extreme traits lead to dysfunction. Length: 16:11 minutes
Topic - Substance Abuse Disorders	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 10, <i>Essentials of Abnormal Psychology</i>, Substance-Related, Addictive, and Impulse-Control Disorders (WLOs 4, 5) <u>Lecture 2 PPT Slides</u> (WLOs 4, 5)
Lecture 2: Substance Use Disorders	<p>Lecture 2: Substance Use Disorders (WLOs 4, 5)</p> <ul style="list-style-type: none"> Type: Faculty Lecture Description: This lecture provides an overview of substance abuse disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:28 minutes
Video 2: Substance Use Treatment	<p>Video 2: <u>Substance Use Treatment</u> (WLOs 4, 5)</p> <ul style="list-style-type: none"> Description: This video provides a short overview of available substance abuse treatments. Length: 03:47 minutes
Learning Activities	


**Week 4: Discussion:
Personality Disorders
Stigma****Week 4: Personality Disorders Stigma (WLOs 1, 2, 3)**

- Personality disorders are some of the most stigmatizing psychological disorders. Why might this be the case?
- How does such a stigma impact those who receive a personality disorder diagnosis?

Guidelines and Expectations

Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required, but are encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.

Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.

To display the rubric, select the **Options** icon  in the top-right corner of the screen, and then select **Show Rubric**.

Week 4: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type: Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: no
- File type restriction: Word, PDF

Week 4: Weekly Interactive Learning Session (WLOs 2, 3, 4, 5)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to personality and substance use disorders.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Personality and substance use disorders.

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

Please see the [Alternative Assignment Rubric](#).

	<p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Use APA format <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
<p>Interactive 1: Personality Disorders</p> <p>Note to Build: Link to storyboard</p>	<p>Interactive 1: Personality Disorders (WLOs 1, 2, 3)</p> <p>Answer the questions about personality disorders.</p>
<p>Week 4: Wrap-Up</p>	<p>Week 4: Wrap-Up</p> <p>This week, we learned about personality disorders, substance abuse, addiction, and impulse control disorders. Reflect on Ryan's case study and the questions in the Week 4 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Ryan's case? • What symptoms does Ryan exhibit that point to a personality disorder, and how can you identify which disorder it is? • How would you explain Ryan's condition to his family to help them understand what is going on in Ryan's body and brain? • What would you suggest to help Ryan and his family cope? <p>As we look forward to next week's content, begin considering what you know about schizophrenia and psychotic spectrum disorders.</p>

Week 5: Understanding Schizophrenia and Psychotic Spectrum Disorders

Page Title	Content
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Overview

Week 5: Overview

David has spent the last three years in a psychiatric hospital. He is 25-years-old, soft-spoken, a little overweight, and average height. David came to the hospital after he began talking to his deceased uncle and other people only he could see. When he spoke, his speech was pressured, speeding up the more he spoke. He didn't stay on any one topic, but bounced around with no apparent connection between topics. The longer he spoke, the more agitated he became and sometimes he talked about hurting others. He said that his uncle or other voices were telling him what to do. Consider these questions as you move through this week's content: How does the BPS model apply to David's case? What symptoms does he exhibit that point to a psychotic spectrum disorder and how can you identify which disorder it is? How would you explain his condition to him so he better understands what is going on in his body and brain, and what would you suggest to help him cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to schizophrenia and psychotic spectrum disorders. (CLOs 1, 2, 3, 4)
2. Describe examples of schizophrenia and psychotic spectrum disorders. (CLOs 1, 2, 3, 4)
3. Describe essential components of somatic symptoms of schizophrenia and other psychotic disorders. (CLOs 1, 2, 3, 4)
4. Explain the available treatments for schizophrenia and psychotic spectrum disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Schizophrenia
- Catatonia
- Positive/negative symptoms
- Paranoia
- Psychosis
- Hallucinations
- Affect
- Disorganized speech
- Schizoaffective disorder
- Delusions
- Prodromal
- Expressed emotion
- Token economy

Reading Guide

Reading Guide (WLOs 1, 2, 3, 4)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.

Topic - Schizophrenia	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 11, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3, 4) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2, 3, 4)
Lecture 1: Schizophrenia	<p>Lecture 1: Schizophrenia (WLOs 1, 2, 3, 4)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of schizophrenia. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 10:14 minutes
Video 1: I Am Not A Monster: Schizophrenia Cecilia McGough TEDxPSU	<p>Video 1: <u>I Am Not A Monster: Schizophrenia Cecilia McGough TEDxPSU</u> (WLOs 1, 2, 3, 4)</p> <ul style="list-style-type: none"> Description: Cecilia McGough explains what living with schizophrenia is like as a college student. Length: 14:40 minutes
Video 2: What is Schizophrenia? - It's More Than Hallucinations	<p>Video 2: <u>What is Schizophrenia? - It's More Than Hallucinations</u> (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Description: This video discusses the five symptom areas associated with schizophrenia, how they manifest, and other features associated with schizophrenia, such as cognitive impairment and poor insight. Length: 11:25 minutes
Learning Activities	
<p>Week 5: Reflection Paper 2: Schizophrenia</p> <p>Note to Build:</p> <ul style="list-style-type: none"> Assignment Type: Individual Use APA format Submission attempts: one Turnitin plagiarism check: no File type restriction: Word, PDF 	<p>Week 5: Reflection Paper 2: Schizophrenia (WLOs 1, 2, 3, 4)</p> <p>Directions</p> <p>Read the case study of Arthur, who has schizophrenia. Then write about your reaction as you read his story. Discuss whether or not you would be able to work with someone displaying his symptoms, how you could establish rapport with someone with psychosis, and how you might work with his family. The paper should be 3-5 pages and use APA format.</p> <p><u>Arthur Case Study</u></p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> Review the <u>Assignment Rubric</u>. Point value: 25 Due date: Sunday at 11:59 p.m. PT <p>When your assignment is complete, upload your document and select Submit Assignment.</p>

Week 5: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 5: Weekly Interactive Learning Session (WLOs 2, 3, 4)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to schizophrenia and psychotic spectrum disorders.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Schizophrenia and psychotic spectrum disorders.

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

Please see the [Alternative Assignment Rubric](#).

	<p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Use APA format <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
Week 5: Wrap-Up	<p>Week 5: Wrap-Up</p> <p>This week, we learned about schizophrenia and psychotic spectrum disorders. Reflect on David's case study and the questions in the Week 5 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to David's case? • What symptoms does David exhibit that point to a psychotic spectrum disorder and how can you identify which disorder it is? • How would you explain David's condition to his family to help them understand what is going on in David's body and brain? • What would you suggest to help David and his family cope? <p>As we look forward to next week's content, begin considering what you know about eating and sleep-wake disorders.</p>

Week 6: Understanding Eating and Sleep-Wake Disorders	
Page Title	Content

Overview

Week 6: Overview

Phoebe is popular, intelligent, and talented. In high school, she made A's, played soccer, and was a class officer all three years. She got a scholarship to a top university. But Phoebe thought she was fat and ugly. She had been concerned about her weight since she was 11, and began regulating her eating in junior high. She felt that every bite of food she put into her mouth would lead her to completely lose control and ultimately be the end of her success and popularity. Sometimes Phoebe would binge on junk food. She tried to purge by sticking her fingers down her throat, but at first it didn't work. Until one day she came home from school and ate two boxes of candy. That day, she went into the bathroom and stuck her fingers farther down her throat than ever before. She vomited and vomited some more. Phoebe felt a huge sense of relief, and her stomach was empty! For six months, Phoebe binged and purged approximately 15 times a week. Eventually, when she tried to vomit, her gag reflex seemed to be gone. She freaked out, called her boyfriend, and told him she was ready to kill herself. As you work through this week's content, consider these questions: How does the BPS model apply to Phoebe's case? What symptoms does she exhibit that point to an eating disorder, and how can you identify which disorder it is? How would you explain her condition to her and her family so she better understands what is going on in her body and brain, and what would you suggest to help her cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to the development of eating disorders. (CLOs 1, 2, 3, 4)
2. Describe the essential components of eating disorders. (CLOs 1, 2, 3, 4)
3. Explain how the biopsychosocial model applies to the development of sleep-wake disorders. (CLOs 1, 2, 3, 4)
4. Describe the essential components of sleep-wake disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Bulimia nervosa
- Binge
- Anorexia nervosa
- REM sleep
- Sleep terrors

Reading Guide

Reading Guide (WLOs 1, 2, 3, 4)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.

Topic - Eating Disorders

Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 8, <i>Essentials of Abnormal Psychology</i>, “Major Types of Eating Disorders” through “Obesity” sections (WLOs 1, 2) Lecture 1 PPT Slides (WLOs 1, 2)
Lecture 1: Eating Disorders	<p>Lecture 1: Eating Disorders (WLOs 1, 2)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of eating disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:01 minutes
Video 1: Signs of an Eating Disorder	<p>Video 1: Signs of an Eating Disorder (WLOs 1, 2)</p> <ul style="list-style-type: none"> Description: This Psych Hub video provides an overview of common signs of eating disorders. Length: 04:48 minutes
Video 2: Why are Eating Disorders So Hard to Treat? - Anees Bahji	<p>Video 2: Why are Eating Disorders So Hard to Treat? - Anees Bahji (WLOs 1, 2)</p> <ul style="list-style-type: none"> Description: In this TED-Ed talk, Anees Bahji describes some of the misconceptions about eating disorders that make it difficult to navigate the diagnosis and/or offer support to someone with an eating disorder. Length: 04:39 minutes
Topic - Sleep-Wake Disorders	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 8, <i>Essentials of Abnormal Psychology</i>, Eating and Sleep-Wake Disorders, “Sleep-Wake Disorders: The Major Dyssomnias” through “Summary” sections, (WLOs 3, 4) Lecture 2 PPT Slides (WLOs 3, 4)
Lecture 2: Sleep-Wake Disorders	<p>Lecture 2: Sleep-Wake Disorders (WLOs 3, 4)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of sleep-wake disorders. (WLOs 3, 4) Length: 07:00 minutes
Learning Activities	


**Week 6: Discussion:
Exploration of Eating
Disorders and Sports****Week 6: Exploration of Eating Disorders and Sports (WLOs 1, 2, 3, 4)**

- Discuss the connection between sports and eating disorders. How does an eating disorder influence athletic performance? If you were going to design a radio spot specifically for athletes about eating disorders, what would you say?

Guidelines and Expectations

Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required but encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.

Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.

To display the rubric, select the **Options** icon  in the top-right corner of the screen, and then select **Show Rubric**.

Week 6: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 6: Weekly Interactive Learning Session (WLOs 1, 2, 3, 4)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to eating and sleep disorders.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Eating and sleep disorders

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

Please see the [Alternative Assignment Rubric](#).

	<p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Use APA format. <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
Week 6: Wrap-Up	<p>Week 6: Wrap-Up</p> <p>This week, we learned about eating and sleep-wake disorders. Reflect on Phoebe's case study and the questions in the Week 6 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Phoebe's case? • What symptoms does Phoebe exhibit that point to an eating disorder, and how can you identify which disorder it is? • How would you explain Phoebe's condition to her and her family to help them understand what is going on in Phoebe's body and brain? • What would you suggest to help Phoebe and her family cope? <p>As we look forward to next week's content, begin considering what you know about neurodevelopmental, neurocognitive, somatic symptom, and dissociative disorders.</p>

Week 7: Understanding Neurodevelopmental, Neurocognitive Disorders, Somatic Symptom, and Dissociative Disorders	
Page Title	Content

Overview

Week 7: Overview

Danny is 9 years old. He has a lot of energy and seems like he is always moving. At school his teacher reports that he isn't doing as well as he could be if he paid more attention. The kids at school were frustrated with Danny because he constantly interrupted them, never finished a game, and tried to play every position in baseball. Danny's parents often scolded him because he just couldn't seem to follow through on anything they asked him to do. Danny told them he forgot what he was doing, but his parents suspected that Danny was just deliberately trying to defy them. As you work through the material this week, consider these questions: How does the BPS model apply to Danny's case? What symptoms does he exhibit that point to a neurodevelopmental disorder and how can you tease out which disorder it is? How would you explain his condition to him and his parents so they better understand what is going on in his body and brain, and what would you suggest to help them cope?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to neurodevelopmental and neurocognitive disorders. (CLOs 1, 2, 3, 4)
2. Describe essential components of neurodevelopmental and neurocognitive disorders. (CLOs 1, 2, 3, 4)
3. Describe essential components of somatic symptoms and dissociative disorders. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Attention deficit hyperactivity disorder
- Autism spectrum disorder
- Learning disorders
- Down syndrome
- Fetal alcohol syndrome
- Traumatic brain injury
- Neurocognitive disorder
- Alzheimer's
- Somatic symptom disorder
- Dissociation
- Derealization
- Depersonalization
- Malingering

Reading Guide

Reading Guide (WLOs 1, 2, 3)

This slide deck is an important resource for the week. Take time to review the slide deck in detail.


Topic - ADHD and Other Neurodevelopmental Disorders

Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 13, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2)
Lecture 1: ADHD and Other Neurodevelopmental Disorders	<p>Lecture 1: ADHD and Other Neurodevelopmental Disorders (WLOs 1, 2)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of ADHD and other neurodevelopmental disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:08 minutes
Video 1: Dementia and Alzheimer's Disease Mnemonics (Memorable Psychiatry Lecture)	<p>Video 1: <u>Dementia and Alzheimer's Disease Mnemonics (Memorable Psychiatry Lecture)</u> (WLOs 1, 2)</p> <ul style="list-style-type: none"> Description: This video explains Alzheimer's signs, symptoms, and treatment, as well as other forms of dementia. Length: 19:14 minutes

Topic - Somatic Symptom and Dissociative Disorders

Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 5, <i>Essentials of Abnormal Psychology</i>, Somatic Symptom and Related Disorders and Dissociative Disorders (WLO 3) <u>Lecture 2 PPT Slides</u> (WLO 3)
Lecture 2: Dissociative Disorders	<p>Lecture 2: Dissociative Disorders (WLO 3)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of dissociative disorders. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:22 minutes

Learning Activities

<p>Week 7: Discussion: Which Disorder Interests You Most?</p>	<p>Week 7: Discussion: Which Neurological Disorder or Abnormal Behavior Interests You Most? (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> • Of all the neurological disorders we have discussed, is there one you feel drawn to? Why is this? • How can you see yourself working with individuals struggling with this disorder? • What impact can you have on their life? <p>Guidelines and Expectations</p> <p>Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required, but are encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.</p> <p>Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.</p> <p>To display the rubric, select the Options icon  in the top-right corner of the screen, and then select Show Rubric.</p>
<p>Week 7: Reflection Paper 3: Teen Anxiety, Depression, and Social Media</p> <p>Note to Build:</p> <ul style="list-style-type: none"> • Assignment Type; Individual • Use APA format • Submission attempts: one • Turnitin plagiarism check: No • File type restriction: Word, PDF 	<p>Week 7: Reflection Paper 3: Teen Anxiety, Depression, and Social Media (WLOs 1, 2, 3)</p> <p>Directions</p> <p>Rates of adolescent depression and anxiety have been on a sharp incline since the introduction of the iPhone. Why do you think this is happening? How are technology and social media impacting mental health for adolescents and young adults? Are there any positives of social media for mental wellness? What are your thoughts about the rapid increase in mental health diagnoses in teens today?</p> <p>Please remember to incorporate research to support your opinions. The paper should be 3-5 pages and use APA format.</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the <u>Assignment Rubric</u>. • Point value: 25 • Due date: Sunday at 11:59 p.m. PT • Formatting: APA <p>When your assignment is complete, upload your document and select Submit Assignment.</p>

Week 7: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 7: Weekly Interactive Learning Session (WLOs 1, 2)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meetings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to neurodevelopmental and neurocognitive disorders.

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Neurodevelopmental and neurocognitive disorders (WLOs 1, 2)

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
- **Week Two:** Anxiety, Trauma, and Obsessive-Compulsive Disorders
- **Week Three:** Mood Disorders and Suicide
- **Week Four:** Personality and Substance Use Disorders
- **Week Five:** Schizophrenia and Psychotic Spectrum Disorders
- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria, and Ethical Issues in Psychology

	<p>Please see the Alternative Assignment Rubric.</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Formatting: APA <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
Week 7: Wrap-Up	<p>Week 7: Wrap-Up</p> <p>This week we learned about neurodevelopmental, neurocognitive, somatic symptom, and dissociative disorders. Reflect on Danny's case study and the questions in the Week 6 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Danny's case? • What symptoms does Danny exhibit that point to a neurodevelopmental disorder, and how can you identify which disorder it is? • How would you explain Danny's condition to him and his family to help them understand what is going on in Danny's body and brain? • What would you suggest to help Danny and his family cope? <p>As we look forward to next week's content, begin considering what you know about sexual dysfunction, paraphilic disorders, gender dysphoria, and ethical challenges in mental health.</p>

Week 8: Exploring Sexual Health: Understanding Dysfunctions, Diverse Sexual Behaviors, and Ethical Challenges in Mental Health Care	
Page Title	Content

Overview

Week 8: Overview

A set of identical male twins were born, and the parents had them circumcised. Unfortunately, during the circumcision, the physician's hand slipped so that the electric current in the device burned the penis off one of the twins. The other twin's circumcision was routine. The parents consulted a specialist in intersex problems, and the specialist recommended that they reassign their son "Bruce" as a girl. The parents agreed. Bruce became "Brenda." The parents treated the child like a girl in every way possible. On reaching puberty, Brenda was given hormones. Brenda never adjusted to her life as a girl. Brenda felt like a boy. She insisted on using the toilet standing up. When Brenda was 14, she confronted her parents and told them she was thinking about suicide. At this point, Brenda's parents told her the truth. Brenda had surgery and changed back to being Bruce. Bruce married and adopted three children. But his past never resolved. In 2004, David Reimer (aka Bruce) committed suicide at the age of 38. As you work through this week's material, consider these questions: How does the BPS model apply to Bruce/Brenda's case? What ethical considerations apply to this case? How would you approach this situation if the parents had come to you seeking your advice when Bruce was a baby?

Weekly Learning Objectives

Upon successful completion of this week, you will be able to:

1. Explain how the biopsychosocial model applies to sexual behaviors, paraphilic disorders, and issues related to gender. (CLOs 1, 2, 3, 4)
2. Describe the essential components of sexual dysfunctions, paraphilic disorders, and gender dysphoria. (CLOs 1, 2, 3, 4)
3. Explain the psychosocial and medical treatments for sexual dysfunctions, paraphilic and gender dysphoria. (CLOs 1, 2, 3, 4)
4. Describe the relationship between dangerousness and mental illness. (CLOs 1, 2, 3, 4)
5. Explain the relationship between mental illness, deinstitutionalization, and homelessness. (CLOs 1, 2, 3, 4)
6. Describe the rights of patients in the mental health system. (CLOs 1, 2, 3, 4)

Essential Terminology

Here are some essential terms you need to be familiar with this week:

- Sexual dysfunction
- Paraphilic disorder
- Gender dysphoria
- Civil commitment
- Deinstitutionalization
- Diminished capacity
- Informed consent
- APA ethical guidelines
- Duty to warn
- Tarasoff
- Competence

Reading Guide	<p><u>Reading Guide (WLOs 1, 2, 3, 4, 5, 6)</u></p> <p>This slide deck is an important resource for the week. Take time to review the slide deck in detail.</p>
<p>Topic - Gender and Gender Dysphoria</p>	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 9, <i>Essentials of Abnormal Psychology</i> (WLOs 1, 2, 3) <u>Lecture 1 PPT Slides</u> (WLOs 1, 2, 3)
Lecture 1: Gender and Gender Dysphoria	<p>Lecture 1: Gender and Gender Dysphoria (WLOs 1, 2, 3)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of gender dysphoria. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 07:10 minutes
<p>Topic - Ethical Issues in Mental Health</p>	
Reading Resources	<p>Read</p> <ul style="list-style-type: none"> Chapter 14, <i>Essentials of Abnormal Psychology</i>, Mental Health Services: Legal and Ethical Issues (WLOs 4, 5, 6) <u>Lecture 2 PPT Slides</u> (WLOs 4, 5, 6)
Lecture 2: Ethical Issues in Mental Health	<p>Lecture 2: Ethical Issues in Mental Health (WLOs 4, 5, 6)</p> <ul style="list-style-type: none"> Type: Faculty Description: This lecture provides an overview of ethical issues in mental health. Please use the corresponding PowerPoint lecture slides to follow along with this lecture. Length: 06:39 minutes
Video 1: Ethics (Psychology Issues Explained)	<p>Video 1: <u>Ethics (Psychology Issues Explained)</u> (WLOs 4, 5, 6)</p> <ul style="list-style-type: none"> Description: This video explains the ethical issues faced by psychology researchers. These include informed consent and confidentiality, and considerations of psychological harm, among others. Length: 04:44 minutes
<p>Learning Activities</p>	


**Week 8: Discussion:
Ethical Dilemmas**
Technology and Ethics? (WLOs 1, 2, 3)

- What threats does the use of technology pose to psychologists and their clients?

Guidelines and Expectations

Your discussion posts are due by Sunday at 11:59 p.m. PT. Responses to peers are not required, but are encouraged to facilitate deeper thoughts/discussions on the topics we are learning about each week.

Work to incorporate concepts from your textbook, class articles, and personal and work experience when appropriate.

To display the rubric, select the **Options** icon  in the top-right corner of the screen, and then select **Show Rubric**.

**Week 8: Final
Assignment Paper:
Character Analysis**
Final Assignment Paper: Character Analysis (CLOs 1, 2, 3, 4)
Directions

Pick a character from a movie, TV show, book, or person from real life and write a case description of the character, including DSM-5 diagnosis and treatment plan. This paper should be fun and a chance for you to take all we have learned about disorders and treatment this term and apply it to a case. Be creative in your character choice (think Joker, Dwight from *The Office*, a character from *Girl Interrupted*, Sam from *Atypical*, etc.)!

The paper will end up around 6-8 pages and should include the following:

- Background information on the character, such as demographic information, family history, social history, medical history, academic and occupational history, etc. (If this information is not provided in the film or story, you can make up appropriate information that is relevant to the character's diagnoses/presentation of symptoms.)
- Information about the presenting problem, current symptoms, and current social functioning.
- DSM-5 diagnoses for the character.
- A discussion of your differential diagnosis, including what other diagnoses you considered and why you ruled them out.
- Treatment Goals (Include short-term and long-term)
- Interventions (Please give specific interventions and relate them to your treatment goals. How will each intervention address specific goals?)

The paper must be in APA format as per the 7th edition of the APA publication manual. Remember, you may have to infer some of this information, so feel free to get creative!

Due Date and Requirements

Please go through these important assignment details before you begin:

- Review the Assignment Rubric.
- Point value: 60
- Due date: Sunday at 11:59 p.m. PT
- Formatting: APA

When your assignment is complete, upload your document and select **Submit Assignment**.

Note to Build:

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Week 8: Weekly Interactive Learning Session**Note to Build:**

- Assignment Type; Individual
- Use APA format
- Submission attempts: one
- Turnitin plagiarism check: No
- File type restriction: Word, PDF

Weekly Interactive Learning Session (WLOs 1, 2, 3, 4, 5)

Information and/or resources for the weekly interactive learning session are posted below. You can access the link for Zoom class meeting recordings in the Zoom app on your course navigation menu.

We will be discussing the readings and videos, paying particular attention to sexual dysfunction, paraphilic disorders, gender dysphoria, and ethical issues in psychology

Directions

Our synchronous session this week will be from 6:00-7:00 p.m. PT. Please see the syllabus for more information. We will be discussing the following topics:

- Sexual dysfunction, paraphilic disorders, and gender dysphoria
- Ethical issues in psychology

If you *cannot* or *choose not to attend* the weekly interactive learning session, you can choose to submit an alternative assignment. The directions are below.

Alternative Assignment

If you are unable to attend any of our weekly interactive learning sessions, you can submit an article critique of a recent (published in the last 10 years) peer-reviewed journal article on the week's topic.

Below you will find the topics covered in each week. If you miss any of the weekly interactive learning sessions, be sure to submit an article critique of the topic below by Sunday at 11:59 p.m. PT of the week you will miss.

Each critique must be 3-5 pages in length and written in APA format. Be sure to include the following:

- **Article Title:**
- **Hypothesis/Research Question:**
- **Participants Studied:**
- **Variables Studied:**
- **Methodology the Authors Employed:**
- **Outcome of the Study:**
- **Importance to the Field:**
- **Personal Assessment/Critique (what did you like, what could be done differently, ideas for future directions of research, etc.):**

Weekly Topics

- **Week One:** Biopsychosocial Approach to Mental Health Disorders, Clinical Assessment and Diagnoses in Psychopathology
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- **Week Six:** Eating and Sleep Disorders
- **Week Seven:** Neurodevelopmental and Neurocognitive Disorders
- **Week Eight:** Sexual Dysfunction, Paraphilic Disorders, Gender Dysphoria and Ethical Issues in Psychology

	<p>Please see the Alternative Assignment Rubric</p> <p>Due Date and Requirements</p> <p>Please go through these important assignment details before you begin:</p> <ul style="list-style-type: none"> • Review the Assignment Rubric • Point value: 4 • Due date: Sunday at 11:59 p.m. PT • Formatting: APA <p>When your assignment is complete, upload your document and select Submit Assignment.</p>
<p>Interactive 1: Ethical Dilemma</p> <p>Note to build: Link to storyboard</p>	<p>Interactive 1 Ethical Dilemma (WLOs 4, 5, 6)</p> <p>Read the card and think about each concept in terms of the ethical dilemma it may pose. Then click “Turn” to reveal the correct answer.</p>
<p>Week 8: Wrap-Up</p>	<p>Week 8: Wrap-Up</p> <p>This week, we learned about sexual dysfunction, paraphilic disorders, gender dysphoria, and ethical challenges in mental health. Reflect on Bruce and Brenda’s case study and the questions in the Week 8 Overview. Consider the following questions in light of what you now know and what more you may want to learn about:</p> <ul style="list-style-type: none"> • How does the BPS model apply to Bruce and Brenda’s case? • What ethical considerations apply to Bruce and Brenda’s case? • What would you suggest to Bruce and Brenda’s parents if they were your clients?

Course Summary
<p>Congratulations on completing Psychopathology! Over the past eight weeks, you have explored the field of abnormal psychology and delved into a wide range of disorders such as anxiety disorders, mood disorders, substance use disorders, personality disorders, schizophrenia, and neurodevelopmental disorders.</p> <p>By now, you should feel confident in recognizing signs and symptoms of mental disorders in real-world settings. Additionally, you possess the essential foundational knowledge needed to further your studies in clinical and counseling psychology. Well done, and best of luck in your continued journey in the field of mental health!</p>