

Abnormal Psychology (PSYC 3010)
Fall 2008
Weber State University- Davis Campus

Instructor Information

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Office Hours/ Ogden Campus: Monday (11-12), Tuesday (11:30-1:30), Wednesday (11-12, 4:30-5:30), Thursday (11:30-1:30), or by appointment

Class Meeting Times and Locations:

Tuesday and Thursday

8:30-9:45 a.m.

Location: Davis Campus, Rm. 104

Required Readings

Butcher, Mineka, & Hooley (2007). *Abnormal Psychology and Modern Life* (13th ed.). Allyn & Bacon

Course Description

This course will provide an overview of the etiology, diagnosis, and treatment of psychological disorders. An additional goal of the course is to provide you with a sense of respect for people experiencing mental illness. Prerequisite: Psychology 1010.

Course Goals

The overall objectives of this course are the acquisition of knowledge and understanding about:

- Familiarity with the **DSM-IV-TR**. This is the system by which mental health professionals assess and diagnose psychological disorders.
- Understanding of **Etiology**. Many explanations for the cause of mental illness exist. It is expected that you will be familiar with these theories as well as the strengths and weaknesses of the explanations they provide.
- Familiarity with **Assessment & Diagnosis**. It is expected that you will come away from the course with an understanding of the strengths, limitations, and complexity inherent in the assessment process. You should also be familiar with the diagnostic criteria for various psychological disorders.
- Familiarity with **empirically-based treatments** for various psychological disorders.
- Enhanced **critical thinking skills**. While the DSM-IV-TR is the best diagnostic system available to us, it is by no means perfect. An important component of this course is to develop your capacity to evaluate the efficacy of the DSM-IV as well as critically evaluate the various theories surrounding the etiology and treatment of psychological disorders.

Methods of Instruction

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is an expectation in this class. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected.

Vista Enhancement

This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the "My WSU Online" tab, click on "PSYC 1010". Once you are on the course homepage, click on "Start Here", to ensure that your computer has the proper "Software Downloads", to view the e-copy of the syllabus, and to review "How to Contact Your Professor".

On the course website you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

| <u>Method of Evaluation</u> | <u>Points Possible</u> |
|------------------------------------|-------------------------------|
| Exam 1 | 50 points |
| Exam 2 | 50 points |
| Exam 3 | 50 points |
| Exam 4 | 50 points |
| Exam 5 | 50 points |
| Test Total: | 250 points |
| Case Vignette | 100 points |
| Film Application/Paper | 100 points |
| In-class Assignments | 50 points |
| Other Projects: | 250 points |
| Total Points: | 500 points |

Final grades will be assigned based on the percent of total points earned as follows:

| | | | | | |
|-----------|-----------|-----------|----------|-----------|----------|
| A | (100-93%) | B- | (82-80%) | D+ | (69-67%) |
| A- | (92-90%) | C+ | (79-77%) | D | (66-63%) |
| B+ | (89-87%) | C | (76-73%) | D- | (62-60%) |
| B | (86-83%) | C- | (72-70%) | E | (59%-0%) |

Exams

- There will be five examinations in this class. Each exam is non-comprehensive and will cover approximately 1/5 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”
- You will take each exam in the Davis Campus Testing Center (Room 215). To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID, a #2 pencil, and 10 cents for a scantron. You will not be allowed to take an exam without a photo ID or if you show up after hours. Tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).

Monday – Thursday 7:30 a.m. – 8:00 p.m.

Friday 7:30 a.m. – 7:00 p.m.

Saturday 9:00 a.m.-4:30 p.m.

- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, October 10th & Friday November 21st**. Makeup exams may not be taken on other days.

Case Vignette (Due: October 30)

You will be asked to respond to a case vignette that will be handed out in class. You will be expected to provide a DSM-IV-TR diagnosis, a rationale for your diagnostic decisions, and a summary of appropriate treatment. You will be given a handout that explains this assignment further. A late assignment will be deducted five points for each day that it is late. Assignments that are over one week late will not be accepted.

Film Application Paper (Due: November 25th)

You will be asked to watch a movie that depicts an individual experiencing a psychological disorder. I will provide you with a list of movies in class as well as specific instructions for completing this assignment. This assignment will require you to consider your reaction (cognitive & emotional) to the characters, apply diagnostic criteria to the character, provide evidence for the diagnosis, and describe how accurately you believe the psychological disorder was portrayed.

In-Class Assignments

Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 10 of these activities and you will be allowed to drop 2 of these without penalty. Thus, attendance will be of the utmost importance.

Course Expectations

1. You are responsible for deciding the level at which you will be engaged in this course. I will not take daily attendance. However, in my experience, students who do well tend to regularly attend class, and students who do poorly tend to regularly miss class.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).

Name of Contact

Phone # or E-mail

3. **Class Disruptions**
Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:
Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.
Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester.
Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".
Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while

class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

4. Reasonable Accommodation. In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 221 at the Davis campus (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

5. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm> Plagiarism is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes:
 - Purchasing or borrowing others papers to turn in as your own
 - "Cutting and Pasting" material into your paper/presentation
 - Failing to Quote or paraphrase material
 - Failing to cite the source

Please see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

Course Schedule
3010 Abnormal Psychology

| Date | Topic | Readings/Assignments |
|-------------|---|--------------------------------------|
| 8/26 | Course Overview/Introduction | Chapter 1 |
| 8/28 | Introduction to Abnormal Psychology Etiology | Chapter 1 |
| 9/2 | Historical Context | Chapter 2 |
| 9/4 | Assessment & Diagnosis | Chapter 4 |
| 9/9 | Assessment & Diagnosis | Chapter 4 |
| 9/10-9/15 | Exam 1 | |
| 9/16 | Stress & Adjustment Disorders | Chapter 5 |
| 9/18 | Anxiety Disorders | Chapter 6 |
| 9/23 | Anxiety Disorders | Chapter 6 |
| 9/25 | Anxiety Disorders | Chapter 6 |
| 9/30 | Dissociative Identity Disorder | Chapter 8 |
| 10/1-10/6 | Exam 2 | |
| 10/7 | Mood Disorders & Suicide | Chapter 7 |
| 10/9 | Mood Disorders & Suicide | Chapter 7 |
| 10/14 | Mood Disorders & Suicide | Chapter 7 |
| 10/16 | Eating Disorders & Obesity | Chapter 9 |
| 10/21 | Eating Disorders & Obesity | Chapter 9 |
| 10/22-10/27 | Exam 3 | |
| 10/28 | Personality Disorders | Chapter 11 |
| 10/30 | Personality Disorders | Chapter 11; Case Vignette Due |
| 11/4 | Substance-Related Disorders | Chapter 12 |
| 11/6 | Substance-Related Disorders | Chapter 12 |
| 11/11 | Sexual Variants & Disorders | Chapter 13 |
| 11/12-11/17 | Exam 4 | |

| | | |
|------------|---------------------------------------|--------------------------------------|
| 11/18 | Schizophrenia | Chapter 14 |
| 11/20 | Schizophrenia | Chapter 14 |
| 11/25 | Childhood/Adolescent Disorders | Chapter 16; Film Analysis Due |
| 11/27 | Thanksgiving Holiday- No Class | |
| 12/2 | Childhood/Adolescent Disorders | Chapter 16; |
| 12/4 | Childhood/Adolescent Disorders | Chapter 16 |
| 12/6-12/11 | Exam 5 | |

PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

Student Survey

Name: _____

Year in School: _____

Hometown: _____

Major: _____

Goal: _____

What is one thing in the past that teachers have done to help you learn?

What specific topics are you most interested in covering?