

*Psychology 3010: Abnormal Psychology*  
*Weber State University - Fall, 2009*  
*M-W-F: 7:30-8:20*  
*Syllabus and Course Outline*

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*Office Hours: By Appointment*

**TEXTBOOK:**

*Durand and Barlow (2006). *Essentials of Abnormal Psychology*, 5th Edition.*

**PURPOSE:**

*The primary purpose of this course is to promote an understanding 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 suffering from mental illness.*

**OBJECTIVES:**

***Familiarity with the DSM-IV-TR***

*The DSM-IV-TR is the system by which mental health professionals assess and diagnose psychological disorders. It is expected that you will be familiar with what the DSM-IV-TR is, as well as how it works.*

***Understanding of Etiology***

*Many explanations for the cause of mental illness exist. The instructor expects that you will be familiar with these theories, as well as the strengths and weaknesses of the explanations they provide.*

***Familiarity with Assessment and Diagnosis***

*The process of assessing someone for the presence of a psychological disorder can be complicated. You will come away from the course with an understanding of how such an assessment takes place, as well as a familiarity with the diagnostic criteria for various psychological disorders.*

***Increased Writing Competency***

*Part of your course requirements involves diagnosing case vignettes and providing a rationale for your diagnostic decisions. As the course progresses, it is expected that you will gain increased skill in professional writing.*

***1. 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-TR, as well as critically evaluate the various theories surrounding the etiology and treatment of psychological disorders.

### GRADING:

All students will have a chance to earn an "A." The instructor does not use a "bell curve" when determining grades. The following point system and grade scale will be used.

<i>Modality</i>	<i>Points</i>
<i>Exam I</i>	<i>150</i>
<i>Exam II</i>	<i>150</i>
<i>Exam III</i>	<i>150</i>
<i>Exam IV</i>	<i>150</i>
<i>Exam V</i>	<i>150</i>
<i>Poster Project</i>	
<i>Hard Copies of 2 Peer-Reviewed Articles</i>	<i>15</i>
<i>Summary of Non Peer-Reviewed Source</i>	<i>35</i>
<i>Summary of Peer-Reviewed Article (1)</i>	<i>50</i>
<i>Summary of Peer-Reviewed Article (2)</i>	<i>50</i>
<hr/> <i>Poster Presentation</i>	<hr/> <i>100</i>
<i>Total</i>	<i>1000</i>

*A 920+, A- 900-919, B+ 880-899, B 820-879, B- 800-819, C+ 780-799, C 720-799, C- 700-719, D+ 680-699, D 620-679, D- 600-619, F 0-599*

### **Exams:**

The exams will consist of 40 multiple-choice items and 1 essay question. They are not comprehensive, and will be designed to last approximately 50 minutes.

You will be able to access the exams at the Testing Center located in the basement of the Social and Behavioral Sciences building. Each exam will be available to you

for 3 days. Your course outline will tell you when each exam is available. It is my expectation that you work alone and NOT use your textbook or any notes as you take the exams. Cheating on exams will result in immediate failure of the course and a report to the department chair and Dean of Students.

Since you will be have 3 days to take each exam, late exams will result in a 20% penalty unless the circumstances are extremely dire and well-documented (e.g. a doctor's note). It will be your responsibility to contact me to discuss postponing an exam, and the exam **MUST** be completed within 3 days of the closing date or you will receive a zero. The decision to allow postponement of an exam or whether to impose a penalty is at the sole discretion of the instructor.

### **Poster Presentation**

Twenty-five percent of your grade will be based on a poster presentation that you will give at the end of the semester. There will be multiple deadlines leading to the presentation, and these dates can be found in your course outline.

You will choose a disorder on which to present. One of your sources can be your textbook or non-peer reviewed article. The remaining 2 sources must come from peer-reviewed, scientific journals. Throughout the semester, you will submit brief summaries to each of your sources.

I will provide a sheet of instructions you will need to follow. Please note that while these summaries **MUST** be in your own words, I grade heavily on spelling, grammar, and sentence structure. Please be sure that you proofread your these summaries thoroughly prior to submitting them. No late summaries will be accepted without sufficient documentation. The decision about whether to allow an extension is at the sole discretion of your instructor.

These summaries will then be used to construct a poster that you will present to the class. I

give you more guidance on how to construct these posters in a separate document.

Please note

that you will not be presenting your poster in front of the entire class. Rather,  $\frac{1}{2}$  of the

students will present each day. The rest of the students, will circulate about the room and

ask questions about the posters.

### **MISCELLANEOUS:**

While every effort will be made to adhere to the course outline, all times, topics, and subjects covered will be at the professor's discretion and could change at any time.

Advance notice will be given if a change is necessary.

Your instructor uses Vista for this course. You will have access to lecture notes, your grade book and email in this environment. Please check your gradebook often to ensure that your assignment and exam grades are entered properly. I may also email the class from time to time with announcements. Therefore, you will want to check your Vista email regularly.

It is the instructor's expectation that the work you submit is in fact **your work**. Cheating on exams or plagiarizing work on papers or presentations will result in **immediate failure of the course**, as well as other possible disciplinary action.

Plagiarism is representing the work of someone else as your own by taking sentences, paragraphs, or sections from other sources without using quotation marks or appropriate references. Please consult the instructor if you have any questions about appropriate referencing of material.

Appropriate classroom behavior is vital to a productive learning environment.

Behaviors such as a) arriving late, b) leaving early, c) holding private conversations, d) sleeping, e) reading other material, or f) doing other work are very rude and distracting to the instructor and your peers. **The instructor will intervene with such behaviors as appropriate. If they persist, offending students will be encouraged to drop the course.**

***Disability Notice:***

*Any student needing accommodations or services due to a learning disability must contact the Services for Students with Disabilities (SSD) at 801-626-6413. The office is located in Room 181 of the Student Services Center.*

## COURSE OUTLINE

<i>Date</i>	<i>Topic</i>	<i>Assigned Reading</i>
8/24	Intro. to Class	None
8/26	...Historical Context	Ch1
8/28	...Historical Context	Ch1
8/31	...Historical Context Choose Poster Topic	Ch1
9/2	Clinical Assessment & Diagnosis	Ch3
9/4	Clinical Assessment & Diagnosis	Ch3
9/7	Labor Day Holiday	
9/9	Clinical Assessment & Diagnosis	Ch3
	Hard Copies of 2 Peer Reviewed Articles Due	
9/11	Exam I: 9/9-9/11: No Class Friday	
9/14	Anxiety Disorders	Ch4
9/16	Anxiety Disorders	Ch4
9/18	Anxiety Disorders	Ch4
	Summary of Non-Peer Reviewed Source Due	
9/21	Mood Disorders...	Ch6
9/23	Mood Disorders...	Ch6
9/25	Mood Disorders...	Ch6
9/28	Mood Disorders...	Ch6
9/30	Exam II: 9/29-10/1: No Class Wednesday	
10/2	Eating Disorders	Ch8
10/5	Eating Disorders	Ch8
10/7	Eating Disorders	Ch8
	Summary of Peer-Reviewed Source Due	
10/9	Homosexuality	pp344-347

10/12	Schizophrenia	Ch12
10/14	Schizophrenia	Ch12
10/16	Fall Break - No Class Friday	
10/19	Schizophrenia	Ch12
10/21	Exam III 10/21-10/23: No Class Wednesday	
10/23	Substance-Related Disorders	pp387-419

10/26	Substance-Related Disorders	pp387-419
10/28	Personality Disorders	Ch11
	<b>Summary of Peer-Reviewed Source Due</b>	
10/30	Personality Disorders	Ch11
11/2	Personality Disorders	Ch11
11/4	Personality Disorders	Ch11
11/6	<b>Exam IV 11/4-11/6: No Class Friday</b>	
11/9	Developmental and Cognitive Disorders	Ch13
11/11	Developmental and Cognitive Disorders	Ch13
11/13	Developmental and Cognitive Disorders	Ch13
11/16	Developmental and Cognitive Disorders	Ch13
11/18	...Legal and Ethical Issues	Ch14
11/20	...Legal and Ethical Issues	Ch14
11/23	...Legal and Ethical Issues	Ch14
11/25	...Legal and Ethical Issues	Ch14
11/27	<b>Thanksgiving Holiday - Enjoy!</b>	
11/30	Presentations	
12/2	Presentations	
12/4	<b>Study Day - No Class Friday</b>	

**Exam V: 12/3 - 12/8**