Instructor Information
Dr. Melinda Russell-Stamp
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Phone: 626-6247
E-mail: melindarussellstamp@weber.edu
Office Hours/ Ogden Campus: Monday (12:30-1:30), Wednesday (10:30-11:30),
Thursday (1:30-2:30), or by appointment

Class Meeting Times and Locations:
Tuesday & Thursday
10:30-11:45 a.m.
Location: Social Sciences Building, Rm. 323

Required Readings
New York. To sign up for the Psych Portal and e-book that is part of the course, you
should:
1. Go to http://www.courses.bfwpub.com/comerfund6e.php (Mac users need to use
Firefox).
2. Click on the link "REGISTER AN ACTIVATION CODE."
3. You will be prompted to follow the on-screen instructions to find this course. You will
start by selecting the school's state/province, the school name, then their instructor,
course, and/or section.
4. You will enter the activation code that came with the textbook or that you purchased in
the bookstore. You will also be asked to enter your email address, choose a password and
then you will be ready to go!

You can also purchase access to the textbook on the website by clicking on the
“PURCHASE” link.

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. This course does not prepare students
to engage in diagnostic activities or conduct therapy.

Course Goals
Goal 1: Students will understand psychology as a scientific discipline. They will also
understand the cognitive, developmental, behavioral, biological and social aspects of
mental health issues.

- 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.

**Goal 2:** Students will be able to critically apply psychological principles and research to society.

**Goal 3:** Students will share key beliefs, attitudes, and values adopted by scientific psychologists which include: respect for human diversity, humility regarding limits of their knowledge, respect for evidence, tolerance for ambiguity, and an understanding of ethics.

**Goal 4:** Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others. Students will also have interpersonal skills necessary to effectively collaborate in groups with others who hold diverse beliefs, opinions, and attitudes.

**Methods of Instruction**
Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is encouraged and leads to a more enriching experience for the entire class. Since each of you comes to this class with unique experiences and perspectives, please feel free to share your thoughts, comments, reactions, observations and personal experiences. However, please respect others by keeping in mind personal boundaries and that the classroom is not a confidential environment.

**Canvas Enhancement**
On the course site you will be able to access the course syllabus, power point presentations, study guides, the link for Connect (homework), course announcements, and your grades. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on “Psych 1010”. 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 on in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50 points</td>
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<tr>
<td>Exam 3</td>
<td>50 points</td>
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<tr>
<td>Exam 4</td>
<td>50 points</td>
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<tr>
<td>Exam 5</td>
<td>50 points</td>
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<tr>
<td><strong>Test Total:</strong></td>
<td><strong>250 points</strong></td>
</tr>
<tr>
<td>Mastery Quizzes (12 @10 pts.)</td>
<td>120 points</td>
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</tbody>
</table>
Final grades will be assigned based on the percent of total points earned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>E</td>
<td>59%-0%</td>
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</tbody>
</table>

**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 via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID and your W#. If you would like to make a reservation for the exam you may do so at www.chitester.weber.edu. For information on locations, hours, busy times, policies and more, visit us online at www.weber.edu/TestingCenter.
- Monday-Thursday 7:30 a.m. – 8:00 p.m.
- Friday 7:30 a.m. – 4:30 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, February 21st** & **Monday, April 9th**. Makeup exams may not be taken on other days.

**Mastery Quizzes**

Go to Psych Portal (http://courses.bfwpub.com/comerfund6e.php (Mac users need to use Firefox) and complete the mastery quizzes for the assigned chapter. You may take the mastery quiz as many times as you need to in order to get 100%. Each quiz is worth a total of 10 points. Your score for each quiz is based on the percentage of questions that you get correct. If you get 100% of the questions correct, then you will get 10 points. If you get 80% correct, you would receive 8 points. You can take the quizzes as many
times as necessary to acquire the maximum points. It is recommended that you take the quizzes after you have read your chapter. Mastery Quizzes must be completed prior to the deadline (see course schedule). **No late work will be accepted.**

**Schedule for Mastery Quizzes**

Unit 1:
- Chapter 1: Jan. 7 - Jan. 23 (6:00 p.m.)
- Chapter 3: Jan. 7 - Jan. 23 (6:00 p.m.)

Unit 2:
- Chapter 4: Jan. 7 - Feb. 19 (6:00 p.m.)
- Chapter 5: Jan. 7 - Feb. 19 (6:00 p.m.)
- Chapter 6: Jan. 7 - Feb. 19 (6:00 p.m.)

Unit 3:
- Chapter 12: Jan. 7 - Mar. 18 (6:00 p.m.)
- Chapter 13: Jan. 7 - Mar. 18 (6:00 p.m.)

Unit 4:
- Chapter 9: Jan. 7 - Apr. 3 (6:00 p.m.)
- Chapter 11: Jan. 7 - Apr. 3 (6:00 p.m.)

Unit 5:
- Chapter 7: Jan. 7 – Apr. 25 (6:00 p.m.)
- Chapter 8: Jan. 7 – Apr. 25 (6:00 p.m.)
- Chapter 10: Jan. 7 - Apr. 25 (6:00 p.m.)

**Movie Analysis and Reaction Paper (Due: April 11th)**

Select one of the following movies and write a reaction paper about whether you think one of the characters in the film is experiencing a psychological disorder. The following list is not exhaustive. You may select another movie or television show/series. You do not need to provide a detailed summary of the plot but rather describe your thoughts and emotions related to one of the characters in the movie. This assignment will allow you to apply the elements of abnormality to your character, diagnostic criteria and describe how accurately you believe the psychological disorder was portrayed. Papers should be typed, double-spaced and 12 point font. **Late papers are reduced a half letter grade for each day they are late. Hard copies of papers are required.**

**Questions & Point Allotment**

1. Proofread paper and accurate citations from the text (5 points)
2. Provide a brief description of the context and setting in the film? (5 points)
3. Do you consider the character you have chosen to be “normal”, “abnormal” or “eccentric” based on the four elements of abnormality discussed in your book (Chapter 1)? (10 points)
4. Provide a rich and detailed description of the thoughts, feelings, and actions of the character you have chosen and the life events that may have impacted him/her (20 points).
5. Does the character’s behavior/mental processes merit a DSM-IV diagnosis? Using the five axis of the DSM, what diagnosis would you give this character? Provide examples from the film to support each axis (20 points).
6. Based on what you have learned this semester, how accurately did the movie handle the portrayal of mental illness? Refer back to text/notes from the semester (20 points).

Movies
- A Beautiful Mind
- As Good as it Gets
- The Aviator
- Basketball Diaries
- Benny and Joon
- Black Swan
- Born on the Fourth of July
- The Butterfly Effect
- A Clockwork Orange
- Cop
- Copycat
- Crash
- The Days of Wine and Roses
- The Deer Hunter
- Delores Clairborne
- Donnie Darko
- Dexter
- Fatal Attraction
- Finding Forrester
- The Fisher King
- Fourth of July
- Full Metal Jacket
- Garden State
- Girl Interrupted
- Good Will Hunting
- The Hand that Rocks the Cradle
- The Hours
- I Never Promised You a Rose Garden
- Leaving Las Vegas
- Magnolia
- Man in the Gray Flannel Suit
- Matchstick Men
- Misery
- Monster
• Mulholland Drive
• Mr. Jones
• One Hour Photo
• Ordinary People
• Play Misty for Me
• Pollack
• Punch Drunk Love
• Primal Fear
• The Prime of Miss Jean Brodie
• Proof
• Psycho
• One Flew Over the Cuckoo’s Nest
• Ordinary People
• Pi
• Primal Fear
• Requiem for a Dream
• Remains of the Day
• The Royal Tennenbaums
• Shine
• Sophie’s Choice
• Spellbound
• Sybil
• Sylvia
• Taxi Driver
• The Talented Mr. Ripley
• There Will be Blood
• The Three Faces of Eve
• The United States of Tara
• Unstrung Heroes
• What About Bob?
• When A Man Loves a Woman
• White Oleander

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).

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. Students must check in with the instructor if they would like to have a visitor attend class with them.

5. **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 Suite 281 in the Student Services Building (626-6413). 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.

6. 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 (un-cited) 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>Course Overview/Introduction</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Elements of Abnormality</td>
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</tr>
<tr>
<td>1/10</td>
<td>Historical Context &amp; Current Trends</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/15</td>
<td>Clinical Assessment &amp; Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/17</td>
<td>Clinical Assessment &amp; Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/22</td>
<td><strong>Exam 1 (1/18-1/23)</strong></td>
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<tr>
<td>1/24</td>
<td>Anxiety Disorders</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/29</td>
<td>Anxiety Disorders</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/31</td>
<td>Anxiety Disorders/PTSD</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>2/5</td>
<td>Somatoform &amp; Dissociative Disorders</td>
<td>Chapter 6</td>
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<tr>
<td>2/7</td>
<td>Somatoform &amp; Dissociative Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/12</td>
<td>Somatoform &amp; Dissociative Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/14</td>
<td><strong>Exam 2 (2/13-2/19)</strong></td>
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<tr>
<td>2/19</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
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<tr>
<td>2/21</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>2/26</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
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<tr>
<td>2/28</td>
<td>Personality Disorders</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>3/5</td>
<td><strong>Spring Break- No Class</strong></td>
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</tr>
<tr>
<td>3/7</td>
<td><strong>Spring Break- No Class</strong></td>
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<tr>
<td>3/12</td>
<td>Personality Disorders</td>
<td>Chapter 13</td>
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<tr>
<td>3/14</td>
<td><strong>Exam 3 (3/13-3/18)</strong></td>
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<tr>
<td>3/19</td>
<td>Eating Disorders</td>
<td>Chapter 9</td>
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<td>Chapter</td>
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<tr>
<td>3/26</td>
<td>Sexual Disorders</td>
<td>Chapter 11</td>
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<td>4/2</td>
<td><strong>Exam 4 (3/29-4/3)</strong></td>
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<td>Mood Disorders</td>
<td>Chapter 7</td>
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<td>4/9</td>
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<td>Chapter 7</td>
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<td>4/11</td>
<td>Mood Disorders</td>
<td>Chapter 7; <strong>Film Paper Due</strong></td>
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<td>4/16</td>
<td>Suicide</td>
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<td>4/18</td>
<td>Substance-Related Disorders</td>
<td>Chapter 10</td>
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<tr>
<td>4/20-4/25</td>
<td><strong>Exam 5 (Testing Center)</strong></td>
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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.