

Syllabus and Course Outline
PSY 3400-02
Psychology of Abnormal Behavior
Dixie State University
Spring 2015

Instructor: Dr. Christine E. Chew

Class Meets on: MWF **Time:** 9-9:50am

Room: McDonald Bldg. 106

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Office: McDonald Building (MCD) 210

Office Hours: M/W/F: 10-11am T/TH : 11:45-1pm

PROGRAM: Psychology

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

COURSE DESCRIPTION:

From the Dixie State Psychology Program Website: Fulfills Clinical/Applied Psychology requirement for Psychology majors. An advanced course for students of all disciplines who wish to study the nature of mental disorders. Particularly important for students majoring in psychology, criminal justice, or education. Course will cover DSM IV diagnostic categories with descriptive information concerning etiology, symptomatology and therapeutic strategies. Requires college reading level skills and will require library research. Prerequisites: Psychology 1010; AND Psychology major or Integrated Studies Emphasis in Psychology major; or instructor permission.

SOCIAL SCIENCE PROGRAM OBJECTIVES

As an outcome of taking courses in the Social Sciences Program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral reports.
3. Develop a perceptual frame or reference based on social scientific knowledge. Measured by the presence of an attitudinal frame of reference which would be expressed in written or oral activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities

MAJOR COURSE LEARNING OBJECTIVES:

Upon successful completion of this course the student will be expected to:

1. To develop basic knowledge of the theoretical background of abnormal psychology, to identify different disorders, and manifestations of dysfunctional behaviors.
2. Understand how we know what we know in the psychological pathology, with regard to research.
3. Critically think about and evaluate diagnosis paradigms as well as speak to the pitfalls and the strengths of diagnosing.
4. Apply knowledge in a useful way to the complexities of the field.
5. Understand the history of the field and the future of the field.

COURSE METHODS:

The course will be as a lecture/ seminar, with each student asked to consider particular questions during class discussions and reading material, and comment in the class on these issues. We will focus on:

1. Readings in relevant texts and articles
2. Lectures which discuss the readings
3. Small group exercises and self reflection exercises
4. Examination of the relevant literature in the field
5. Student presentations
6. Exams

Email is the preferred method for contacting the professor outside of class.
When emailing the professor the subject line should read **Abnormal Psychology**.

GENERAL CLASS CONDUCT

ALL CELL PHONES <u>OFF</u> WHEN YOU ENTER THE CLASSROOM
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Attendance at all scheduled classes is required.

Disruptive Behavior

Students are expected to approach the class as mature adults and to conduct themselves accordingly. While questions and interaction with the instructor are encouraged during the seminar, disruptive remarks, behavior and unnecessary personal conversations between students will not be tolerated. At times a topic or topic matter may contain sensitive issues. It is imperative that we all conduct ourselves with respect for others even should we disagree with someone's view point. Our classroom is a "safe" space, which requires that students agree to keeping sensitive matters confidential, and to respect each other's privacy with regard to personal remarks in classroom.

Please refrain from:

Coming in late or leaving early. It is imperative that you make the commitment to be in class the entire class length.

Doing other work or other activities aside from the classwork that is being presented or assigned.

Sleeping during the class.

Listening to I-pods or other portable music/audio devices.

Talking or texting on cell phones.

Making jokes or having discussions with others in the class that would be disruptive to others.

For more details, please see the disruptive behavior policy at:
<http://www.dixie.edu/humanres/policy/sec3/334.html>

Referrals:

Many psychology courses, such as this one, often provide students with self reflection oriented readings and activities. At times, this reflection can trigger emotional responses, or other types of reactions that can cause significant personal distress or upset. Sometimes these responses are from past issues, or traumas, or other things happening in a student's life. While I am able to understand this, as a clinician, and have training in the area of therapeutic intervention; as a faculty member, I am unable to engage in a relationship of this nature with my students. It is unethical, according to the field ethics code, and it is also considered a dual role relationship, which is highly discouraged. Should you find yourself in a situation of this sort, I would be happy to make a confidential referral for you, to our college counseling center, and provide any support I can to find you some resources. Again, unfortunately, I cannot serve you in a

therapeutic role, but I am very happy we have the counseling center available to students for just such situations.

REQUIRED MATERIALS

Texts:

Title: **Abnormal Psychology**
Authors: Barlow and Durand
Edition: 6th Edition
Publisher: Wadsworth Publishing

Suggested Text: DSM-5

CLASS STRUCTURE

In general, the class will follow seminar / discussion format. All text material will not be covered in class. However, students are responsible for all material in the text reading assignments and handouts.

Typically, classes will consist of lecture, discussion, student presentations, and experiential types of activities.

EVALUATION:

Grading will be based upon possible points in the course distributed as follows:

1. 5 scheduled exams (worth 50 points)	300 points
2. Final Exam	100 points
2. Student Presentation	50 points

TOTAL 450 points

GRADING SCALE:

A = (94 – 100)
A- = (90-93)
B += (86 – 89)
B = (84-85)
B- = (80-83)
C+ = (76-79)
C = (74-75)
C- = (70 -73)
D+ = (66-69)
D = (64- 65)
D- = (60-63)
F = (59% and less)

EXAMINATIONS:

Grades will be determined in part based on student performance on exams. (50 pts each)

Final Exam:

The final exam will be cumulative, but very broad. It will consist of case studies that you will be asked to analyse, in an essay format. (100 points)

Make Up Policy

As a rule, there will not be any make up exams in this course. Talk further with the instructor for excused absences as per college policy.

The professor reserves the right to assign activities as is deemed necessary during the semester.

READING ASSIGNMENTS:

You will be expected to complete the required reading assignments outlined in the course schedule, regarding assessment issues, prior to class and incorporate this learning into your comments during lecture and case presentations.

STUDENT PRESENTATIONS

Students will work in small groups, or individually, depending on class size, to present a pre-selected disorder to the class. Presentation will include diagnostic criteria, potential treatments, and one research article that has studied the disorder, from a scholarly journal. Presentation will be no longer than 12 -15 minutes. Students will turn in a summary sheet to instructor, of the presentation written in APA style with references.

COURSE OUTLINE

<u>Jan 12:</u>	Course Introduction
<u>Jan14:</u>	Introduce a friend
<u>Jan 16:</u>	What is Abnormal?
<u>Jan. 19:</u>	MLK Holiday; no class meeting
<u>Jan 21:</u>	History of Abnormal Psychology
<u>Jan 23:</u>	Special Topic: Exorcism
<u>Jan 26:</u>	Chapter 2: Research and Diagnosis
<u>Jan 28:</u>	Diagnosis Con't
<u>Jan 30:</u>	Drug treatment
<u>Feb.2:</u>	Anxiety Disorders
<u>Feb 4:</u>	Review for Exam #1
<u>Feb.5/6:</u>	Exam #1 in testing center
<u>Feb 9:</u>	Mood Disorders
<u>Feb 11:</u>	Mood Disorders
<u>Feb 13:</u>	Library Day; Independent Research for Presentation
<u>Feb 16:</u>	No Class: President's Holiday
<u>Feb 18:</u>	Personality Disorders: Cluster A
<u>Feb 20:</u>	Personality Disorders Cluster B
<u>Feb 23:</u>	Personality Disorders Cluster C
<u>Feb 25:</u>	Exam #2 Review
<u>Feb. 26-27:</u>	Exam #2 in testing center
<u>March 2:</u>	Student Presentations
<u>March 4:</u>	Childhood Disorders
<u>March 6:</u>	Eating Disorders
<u>March 16:</u>	Student Presentations
<u>March 18:</u>	Catch up
<u>March 20:</u>	Special Topic
<u>March 23 :</u>	Dissociative Disorders
<u>March 25:</u>	Review for Exam #3
<u>March 26-27 :</u>	Exam #3 in testing center
<u>March 30:</u>	Eating Disorders
<u>April 1:</u>	Schizophrenia
<u>April 3:</u>	Schizophrenia
<u>April 6:</u>	Special Topic: Civil Hospitals
<u>April 8:</u>	Review for Exam #4
<u>April 9-10:</u>	Exam #4 in testing center

<u>April 13:</u>	Student Presentations
<u>April 15:</u>	Special interest: Forensic Psychologists
<u>April 17:</u>	Treatment of Psychological Disorders
<u>April 20:</u>	Treatment Con't
<u>April 22:</u>	Catch up
<u>April 24:</u>	Clinical Issues
<u>April 27:</u>	Review Exam #5
<u>April 28-29:</u>	Exam #5

Final Exam: Tuesday, May 6, 10am-12pm

*** ALL TEST DATES AND ASSIGNMENTS SUBJECT TO CHANGE ****

Dmail:

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

2015 Spring Semester

Oct 31	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 17	Spring Registration open to Seniors (90+ earned credits)
Nov 18	Spring Registration open to Juniors (60+ earned credits)
Nov 19	Spring Registration open to Sophomores (30+ earned credits)
Nov 20	Spring Registration open to All Students
Jan 12	Classwork Starts
Jan 15	Last Day for Waitlist
Jan 16	Last Day to Add Without Signature
Jan 19	Martin Luther King Jr. Day
Jan 22	Drop/Audit Fee Begins (\$10 per class)
Jan 22	Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee

Feb 2	Spring 2015 Associate's degree Graduation Application Deadline
Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 4	Courses dropped for non-payment
Feb 6	Last Day to Add/Audit
Feb 16	President's Day
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2	Mid-Term Grades Due
Mar 6	Last Day to Drop Individual Class
Mar 9-13	Spring Break
Mar 23	Fall Class schedule available online
Mar 23	Summer Registration open to Seniors (90+ credits)
Mar 24	Summer Registration open to Juniors (60+ credits)
Mar 25	Summer Registration open to Sophomores (30+ credits)
Mar 26	Summer Registration open to all students
Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 13	Fall Registration open to Seniors (90+ credits)
Apr 14	Fall Registration open to Juniors (60+ credits)
Apr 15	Fall Registration open to Sophomores (30+ credits)
Apr 16	Fall Registration open to all students
Apr 29	Classwork Ends
Apr 30	Reading Day
May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2015
May 4-7	Final Exams
May 8	Commencement

Disability Accommodations:

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

College resources:

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the Library basement.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor.

Academic integrity:

DSC believes that most students are honest. However, cheating will not be tolerated, and if discovered, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words which is called plagiarism. Plagiarism is a particularly serious offense in academia.

Looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains also constitutes cheating. This course has been designed to minimize the temptation to cheat, however it is not the job DSC or the instructor to make things "cheat proof." If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the Student Code and forfeited your integrity.

For further information on the Student code please refer to <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8. DSC is committed to helping students honor the student code and to have consequences for those who do not abide by its standards.

COPYRIGHT STATEMENT:

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Union College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.