

Psychology of Abnormal Behavior

PSY 3400-01, CRN: 45204

Fall 2013



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Office Hours: 11:00-11:50 MWF, 1:30-2:20 TR

Lecture/Discussion: Mon/Wed/Fri 9:00am to 9:50pm in MacDonald 106

Text: Rosenberg, R. S. & Kosslyn, S. M. (2011). *Abnormal Psychology*. New York: Worth Publishers. ISBN: 1-4292-4304-X

Overview & Course Description: Welcome to Psychology of Abnormal Behavior. This course is an advanced course for students of all disciplines who wish to study the nature of mental disorders. It is particularly important for students majoring in psychology, criminal justice, or education. The course will cover DSM IV-TR diagnostic categories with descriptive information concerning etiology, symptomology and therapeutic strategies. Course requires college reading level skills and will require library research. Prerequisite: Psychology 1010.

Philosophy/Expectations: This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class. Students are also expected to coordinate small group work effectively. Students can expect that I will come to class very well prepared and that I will do my very best to conduct the class so that it is interesting, informative, and respectful.

Attendance and Participation: With so much of the work for this course done in class, it is vital that you attend every class period. Class starts at 9am. Students who are late to class will not be able to earn full participation points for the day. Any student that is 5 minutes late or more will be considered absent for the class day – *do not come in to the class past this point*. You

will earn points by demonstrating in discussions that you have done the reading and any other preparation assignments for the day. See Dixie State College of Utah, Policies and Procedures Manual, section 5-23 on ATTENDANCE for further details.

Class Courtesy, Respectful Behavior & Responsibility: We will have a class discussion on the first day about our responsibilities to each other in this learning environment. We will generate expectations for behavior during class that will help us create a positive, responsible, and respectful learning environment. Classroom rudeness will NOT be tolerated under any circumstances and may result in immediate expulsion from the class meeting and/or the course at the professor's discretion. Rudeness can include (but is not limited to): COMPUTER or PHONE USAGE, LAUGHING, NOTE PASSING, PASSIVELY SITTING, SLEEPING, TALKING OUT OF TURN, and TEXTING.

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 and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Learning Objectives & Outcomes

The primary objective of this course is to provide an over-view of mental disorders. By the end of this course, students should be able to:

- ⊙ Demonstrate knowledge of major issues and concepts in abnormal psychology.
- ⊙ Summarize the criteria of abnormality.
- ⊙ Apply the criteria of abnormality to different sets of symptoms.
- ⊙ Evaluate the significance of symptoms of a disorder in the sociocultural context.
- ⊙ Describe the modern explanations of psychopathology.
- ⊙ Demonstrate knowledge of empirical findings in abnormal psychology.

Assignments: There is an in-class small group presentation on a group of clinical disorders (you will have your individual disorder and will be in a group with others with similar disorders to present). There will be small group discussion within class or disorder questions due in class on most class days. There will also be 3 short paper assignments and one conclusion/revision paper assignment. The short paper assignments are designed to help you prepare to do your in-class presentation, **ALL ASSIGNMENTS MUST BE TURNED IN ON TIME TO RECEIVE CREDIT.** No late assignments can be turned in without a valid excuse cleared by the professor.

Note: Valid excuses are documented excuses that make it clear that it was not possible to come to class (e.g. medical note of serious illness, car repair receipt on the day of class, etc.).

Exams:

There will be two Midterm Exams and a Final Exam. **The Final Exam is in class on Monday, December 9th, 10am to 12noon.** The exams will consist of short essay and multiple choice items. **No early or makeup tests will be permitted for any of the exams without a valid, documented excuse.**

➤ You must take each Exam

- Make-up exams will only be given with a valid, documented excuse.
- Each Midterm Exam will be given at the Testing Center in the North Plaza. All you need to take with you is your **STUDENT ID**, some blank paper, and a pen. Do not bring any other material (e.g., no books or notes).

Testing Center: <http://www.dixie.edu/testing/index.php>

- You will have 1 day to go to the testing center to complete each exam (check the testing center website listed above for hours). Once you start the exam you will have 90 minutes to complete it.
- I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.

Tentative Schedule

Week 1: August 19th thru 23rd

Introductions, Overview of the Course & History

Read Chapter 1: The History of Abnormal Psychology

Assignment: 3 research article abstracts due Monday, August 26th

Week 2: August 26th thru 30th

Current Theories

Read Chapter 1: The History of Abnormal Psychology

Read Chapter 2: Understanding Psychological Disorders

Week 3: September 3rd thru 6th

Labor Day Holiday, Monday

Current Theories

Read Chapter 2: Understanding Psychological Disorders

Assignment: Brief Paper 1 - Disorder Summary due Monday, September 9th

Week 4: September 9th thru 13th

Diagnosis & Assessment

Read Chapter 3: Clinical Diagnosis & Assessment

Treatment

Read Chapter 4: Foundations of Treatment

Assignment: Brief Paper 2 - Diagnosis & Assessment Summaries due Friday, September 13th

Week 5: September 17th thru 21st

Treatment

Read Chapter 4: Foundations of Treatment

Research

Read Chapter 5: Researching Abnormality

Review for Exam 1

Assignment: Brief Paper 3 – Research Summaries due Wednesday, September 25th

Assignments: Disorder Questions due in class on disorder presentation days

Week 6: September 23rd thru 27th

Exam 1 in Testing Center Monday, September 23rd (No Class Session)

Mood Disorders sample presentations

Read Chapter 6: Mood Disorders & Suicide

Week 7: September 30th thru October 4th

Presentation Preparation in class

Group Assignment: Presentation Outline due Friday, October 4th

Powerpoint Presentations due on Canvas 24 hours before presentation day

Week 8: October 7th thru 9th

Disorders Presentations - TBD

Semester Break Thursday & Friday

Week 9: October 14th thru 18th

Disorders Presentations - TBD

Week 10: October 21st thru 25th

Disorders Presentations - TBD

Week 11: October 28th thru November 1st

Disorders Presentations - TBD

Exam 2 in Testing Center Friday, November 1st (No Class Session)

Week 12: November 4th thru 8th

Disorders Presentations - TBD

Week 13: November 11th thru 15th

Disorders Presentations - TBD

Week 14: November 18th thru 22nd

Disorders Presentations - TBD

Week 15: November 25th & 26th

Disorders Review & NPS Model

Summary Paper due on Mon., Nov. 25th

Thanksgiving Break Wednesday thru Friday

Week 16: December 2nd thru 6th

Ethics & Other Topics

Read Chapter 16

Review for Final Exam

Monday, December 9th: Final Exam in Class from 10am to 12noon

DISCLAIMER

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

Earning Points:

- A. Small Group/Class Participation: earned for participating actively in class discussions and in-class small group assignments. Each day is worth 5 points. So with 11 non-presentation class days, this totals to 55 points.
- B. Reference Abstracts: 5 points.
- C. 3 Short Paper Assignments: Brief (1 page) papers done outside of class, handed-in at the beginning of class on the due date. Each Paper is worth 15 points for a total of 45 points.
- D. Disorder Questions: questions are to be typed, printed & brought to class on each presentation day. Questions are worth 5 points each. So with 15 presentation class days, this totals to 75 points.
- E. Disorder Presentation & Outline: Your in-class presentations will be in groups, but you will be scored individually for your contributions. Outlines will receive one score for the entire group. Presentations are worth 80 points (20 point outline & 60 point presentation)
- F. Midterm Exams: Taken at the Testing Center. Each Midterm is worth 100 points for a total of 200 points.
- G. Short Paper Revision & Conclusion: A revision of previous short papers with a conclusion about your disorder presented in class. Worth 30 points.
- H. Comprehensive Final Exam: Taken in class on Friday, Dec. 13th. Worth 150 points.

Summary of Points Possible

Short Paper Assignments & Reference Abstracts	50 points
Small Group Activities are worth 5 points each, times 11 Activities is	55 points
Disorder Questions are worth 5 points each, times 15 days is	75 points
Disorder Presentations & Outlines are worth 80 points	80 points
Short Paper Revisions & Conclusion	30 points
Midterms are worth 100 points each, times 3 Midterms is	200 points
<u>Final Exam is worth 150 points</u>	<u>150 points</u>
TOTAL:	640 points

- At no time during the course will grades be curved. Your point totals determine your grade, not how other people perform.

Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

OTHER IMPORTANT DATES/DEADLINES

Aug 19	Class-work Begins
Aug 23	Last Day to Add Without Signature
Aug 28	Drop fee begins (\$10 per class)
Sep 2	Labor Day
Sep 3	\$50 Late Registration/Payment Fee
Sep 9	Last Day for Refund, Last day to drop without receiving a "W" grade
Sep 13	Last Day to ADD/AUDIT Classes
Oct 1	Graduation Application Deadline
Oct 10-11	Semester Break
Oct 14	Last Day to DROP Classes
Nov 8	Last Day for Complete Withdrawal
Nov 11	Registration open to Seniors (90+ credits)
Nov 12	Career Day
Nov 12	Registration open to Juniors (60+ credits)
Nov 13	Registration open to Sophomores (30+ credits)
Nov 14	Open Registration
Nov 27-29	Thanksgiving Break
Dec 6	Class-work Ends
Dec 9-13	Final Exams

D-mail: *You are required to frequently check your Dmail account and Canvas messages.*

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.

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at:
<http://www.dixie.edu/humanres/policy/sec5/523.html>

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: 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 Smith Computer Center or in the Dixie College library on the second, mezzanine, or third floors of the HCC.

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/>

Academic integrity: I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, 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 (plagiarism), looking at someone

else's answers on an exam, and asking someone who has already taken a test about what questions it contains. I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. 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, whether or not you are caught. You will pay the price, sooner or later. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)