

**Psychology of Abnormal Behavior**  
**PSY 3400-01 (CRN 24557)**  
**Spring 2013**



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**Office:** 204A McDonald  
**Office Hours:** 11-12 MWF, 12-1 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 on the hour. Students who are late to class will not be able to earn full participation points for the day. Any student that is more than 5 minutes late will be considered absent for the class day – *do not come in to the class past this point*. 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. I will protect your right to learn in this class. This may include me asking your peers to leave class if they become disruptive, demonstrate a lack of respect for our collective goals, etc. Some behaviors that are disruptive and disrespectful include (but are not limited to): inappropriate computer and phone usage, talking out of turn or laughing inappropriately, note passing, and sleeping.

### **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 three Midterm Exams and a Final Exam. The Midterm exams will be at the Testing Center. **The Final Exam is in class on Wednesday, May 1<sup>st</sup>, from 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**

- 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: January 7<sup>th</sup> thru 11<sup>th</sup>**

Introductions, Overview of the Course & History

*Read Chapter 1: The History of Abnormal Psychology*

### **Week 2: January 14<sup>th</sup> thru 18<sup>th</sup>**

History & Clinical Disorders

*Read Chapter 1: The History of Abnormal Psychology*

*Read beginning of Chapter 2: Understanding Psychological Disorders*

**Assignment: 4 research article abstracts due Wednesday, January 23rd**

### **Week 3: January 22<sup>nd</sup> thru 25<sup>th</sup>**

*Martin Luther King, Jr. Holiday on Monday, the 21<sup>st</sup>*

Clinical Disorders

*Read the Chapter on your Disorder*

*Read remainder of Chapter 2: Understanding Psychological Disorders*

**Assignment: Brief Paper 1 - Disorder Summary due Monday, January 28th**

### **Week 4: January 28<sup>th</sup> thru February 1<sup>st</sup>**

Diagnosis & Assessment

*Read Chapter 3: Clinical Diagnosis & Assessment*

*Exam 1 at Testing Center (Friday, Feb. 1<sup>st</sup>, no class session)*

**Assignment: Brief Paper 2 - Diagnosis Summary due Monday, February 4th**

### **Week 5: February 4<sup>th</sup> thru 8<sup>th</sup>**

Treatment

*Read Chapter 4: Foundations of Treatment*

Research

*Read Chapter 5: Researching Abnormality*

**Assignment: Brief Paper 3 - Research Summaries due Monday, February 11th**

### **Week 6: February 11<sup>th</sup> thru 15<sup>th</sup>**

Mood Disorders sample presentation

*Read Chapter 6: Mood Disorders & Suicide*

Presentation Preparation in class on Friday

**Group Assignment: Presentation Outline due Friday, February 15<sup>th</sup>**

### **Week 7: February 19<sup>th</sup> thru 22<sup>nd</sup>**

*Presidents' Day Holiday on Monday, the 18<sup>th</sup>*

Disorders presentations

*Readings TBD*

**Assignments: Disorder Questions due in class on disorder presentation days**

**Powerpoint Presentations due on Canvas 24 hours before presentation day**

**Week 8: February 25<sup>th</sup> thru March 1<sup>st</sup>**

*Exam 2 in Testing Center (Monday, Feb. 25<sup>th</sup>, no class session)*

Disorders presentations

*Readings TBD*

**Week 9: March 4<sup>th</sup> thru 8<sup>th</sup>**

Disorders presentations

*Readings TBD*

*Spring Break: March 11<sup>th</sup> thru 15<sup>th</sup>*

**Week 10: March 18<sup>th</sup> thru 22<sup>nd</sup>**

Disorders presentations

*Readings TBD*

**Week 11: March 25<sup>th</sup> thru 29<sup>th</sup>**

Disorders presentations

*Readings TBD*

*Exam 3 in Testing Center (Friday, March 29<sup>th</sup>, no class session)*

**Week 12: April 1<sup>st</sup> thru 5<sup>th</sup>**

Disorders presentations

*Readings TBD*

**Week 13: April 8<sup>th</sup> thru 12<sup>th</sup>**

Disorders presentations

*Readings TBD*

**Week 14: April 15<sup>th</sup> thru 19<sup>th</sup>**

Disorders presentations

*Readings TBD*

**Assignment: Short Paper Revisions & Conclusion due Monday, April 15<sup>th</sup>**

**Week 15: April 22<sup>nd</sup> thru 24<sup>th</sup>**

Ethics & Other Topics

*Read Chapter 16*

**Review for Final Exam**

**Final Exam in Class: 10am to 12noon, Wednesday, May 1<sup>st</sup>**

**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 activity is worth 5 points. So with 11 activities, this totals to 55 points.
- B. Reference Abstracts: 5 points.
- C. 3 Short Paper Assignments: Brief (1 ½ to 2 page) papers done outside of class, submitted on Canvas just before class on the due date. Papers are worth 15 points each for a total of 45 points.
- D. Disorder Questions: questions are to be typed, printed & brought to class on each presentation day (handwritten or late questions will not be accepted). Questions are worth 5 points each. So with 12 presentation class days, this totals to 60 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, drop the lowest score, for a total of 200 points.
- G. Comprehensive Final Exam: Taken in class on Wednesday, May 1<sup>st</sup>, from 10am-12noon. The final is worth 150 points.

### Summary of Points Possible

Short Paper Assignments & 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 12 days is	60 points
Disorder Presentations & Outlines are worth 80 points	80 points
Midterms are worth 100 points each, times 2 Midterms is	200 points
<u>Final Exam is worth 150 points</u>	<u>150 points</u>
TOTAL:	595 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

Jan 7	Class-work Begins
Jan 10	Last Day to Add Without Signature
Jan 14	Drop fee begins (\$10 per class)
Jan 21	Martin Luther King, Jr. Day
Jan 22	\$50 Late Registration/Payment Fee
Jan 29	Last Day for Refund, Last day to drop without receiving a "W" grade
Jan 30	Courses dropped for non-payment
Feb 1	Last Day to ADD/AUDIT Classes
Feb 18	Presidents' Day
March 1	Bachelor's degree Graduation Deadline
March 11-15	Spring Break
March 18	Summer Registration open to Seniors (90+ credits)
March 19	Summer Registration open to Juniors (60+ credits)
March 20	Summer Registration open to Sophomores (30+ credits)
March 21	Summer Open Registration
March 29	Last Day for Complete Withdrawal
April 24	Class-work Ends
April 26, 29-30, May 1-2	Final Exams
May 3	Commencement

***e-mail: You are required to frequently check your Dmail and Canvas message accounts.***

Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail" from the left column. To locate your dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in to student services" (upper right corner).

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.

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>

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](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 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

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>

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)