

**PSY 3400-50**  
**Abnormal Psychology**  
**Spring 2010**  
**McDonald 104**  
**Thursday 5:15 – 7:45**

Contact Information:

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**Text:** R.J., Comer (2008) Fundamentals of Abnormal Psychology, Fifth Edition

**I. Purpose of the Course**

This course will provide you with a broad introduction to psychological disorders from several theoretical perspectives and provide a brief overview of treatment models.

**II. Learning Objectives and Outcomes**

**Objective 1. Knowledge Base of Abnormal Psychology**

Demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings.

**Objective 2. Critical Thinking Skills in Psychology**

Use critical and creative thinking, skeptical inquiry, and the scientific method to evaluate information

**Objective 3. Application of Psychology**

Understand and apply principles to personal, social, and/or organizational issues.

**Objective 4. Sociocultural Awareness**

Recognize, understand, and respect the complexity of sociocultural diversity.

**Objective 6. Personal Development**

Develop insight into your own and others' behavior.

**III. Class Policies**

**A. Arrive on time.**

**B. Be respectful of the speaker (classmate or instructor)**

**C. Avoid leaving early**

**D. Do not cheat**

**E. If you have questions - ask.**

**F. Attendance: will be taken, for administrative reasons, via the quiz at the beginning of each class period (covering the assigned reading).**

**G. Notes.** I will not provide a copy of my notes and/or slides. Please make sure to take notes or, if absent, obtain notes from a fellow student.

**H. Grade checks.** Grade verification will be provided only for athletic, scholarship or financial aid purposes on the official form. Please allow sufficient time, at least one week, for the form to be completed and returned to you.

#### **IV. Quizzes, Exams, Presentation and Paper**

##### **QUIZZES:**

1. Quizzes will be given weekly at the beginning of class on the assigned reading
2. The two lowest scores will be dropped
3. There will be no early or make-up quizzes. You will receive a zero if you do not take the quiz in class. This means, since two are being dropped, that you have some “wiggle” room if needed for illness, university functions, court dates, jury duty, family needs, work obligations, etc. Please plan carefully and leave yourself leeway for emergencies.

##### **EXAMS:**

1. Exams will not be comprehensive, only over the material in each chapter with additional questions from lectures and class presentations
2. None of the Exam scores will be dropped
3. Exams will be posted on online and you may use your books and/or notes
4. The Exams, despite being open book/notes, may be challenging and will require more than memorization. Please allow ample time to complete them.
5. Final Exam: The final will be a 6 to 8 page paper written in conjunction with the class presentation (see details below).

##### **PRESENTATION:**

1. Each individual will give a separate presentation
2. The presentation will be 12 to 15 minutes in length
3. There will be a maximum of 3 presentations per class period and begin Feb 4<sup>th</sup>
4. The topic needs to coincide with assigned reading (e.g., if you sign up for a presentation 3/4/10 then it needs to be something related to Eating Disorders – chp 9)
5. The specific topic, within the chapter, needs approval from the instructor. This is to ensure presentations are on differing topics and are sufficiently focused so they can be covered well
6. The presentation may not have more than 5 min. of internet/video, etc., material
7. Along with the presentation you will need to formulate 4 potential test questions and answers, based on your topic and review them with the class
8. You will need to have reference material (same as paper requirements) in addition to information from the course/text materials
9. You will be graded on content, organization, references/factual basis

**PAPER:**

1. 6 to 8 pages, maximum (excluding cover sheet and reference pages) on the topic covered in your presentation
2. APA Style

For an example go to [www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf](http://www.dianahacker.com/pdfs/Hacker-Shaw-APA.pdf)

For overview of APA guidelines go to <http://owl.english.purdue.edu/owl/resource/560/01/>

**Basically:**

- a. Four sections: Title Page, Abstract, Main Body and References
  - b. Arial or Times New Roman 10 to 12pt font
  - c. 1 inch margins
  - d. Double-spaced
  - e. Standard-sized paper (8.5 x 11")
3. Microsoft Word file emailed to the instructor
  4. Paper is due after your presentation and at or before the final exam date.

**V. Class Points**

<b>Assignment</b>	<b>Points</b>
Quizzes: 13 @ 25 points	325
Exams: 15 @ 25 points	375
Presentation: 400	400
Paper: 400	400
<b>Total Points Possible:</b>	1500

**VI. Grades**

Grades will be based on a percentage per the following:

<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

To figure out your grade convert points you have earned into a percentage:

$$\text{Points earned} \div \text{Points possible} = \text{your percentage}$$

### **VIII. Schedule for Course Assignments**

Week	Date	Topic	Assignment
1	Jan 14	Overview	None
2	Jan 21	What is Abnormal Psychology	Ch 1
3	Jan 28	Models of Abnormality	Ch 2
4	Feb 4	Clinical Assessment, Diagnosis and Treatment	Ch 3
5	Feb 11	Anxiety Disorders/Stress Disorders	Ch 4 & 5
6	Feb 18	Somatoform and Dissociative Disorders	Ch 6
7	Feb 25	Mood Disorders/Suicide	Ch 7 & 8
8	Mar 4	Eating Disorders	Ch 9
9	Mar 11	Spring Break	
10	Mar 18	Substance-Related Disorders	Ch 10
11	Mar 25	Sexual Disorders and Gender Identity Disorder	Ch 11
12	Apr 1	Schizophrenia	Ch 12
13	Apr 8	Personality Disorders	Ch 13
14	Apr 15	Disorders of Childhood and Adolescence	Ch 14
15	Apr 22	Disorders of Aging and Cognition	Ch 15
16	Apr 29	Law, Society and the Mental Health Profession	Ch 16
	May 3	Final Exam	Paper

### **STUDENTS WITH SPECIAL NEEDS:**

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability.

You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The office is located right next to the Testing Center on the bottom floor of the Financial Aid and Career Center building.

### **RESOURCES:**

Library, Computer Lab, Writing Center, Testing Center, and Tutoring Center statements and links (as appropriate)

- Library - <http://library.dixie.edu>
- Computer Lab -
- Writing Center - [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)
- Testing Center - <http://new.dixie.edu/testing>
- Tutoring Center - <http://dsc.dixie.edu/tutoring/>

### **DMAIL:**

You are required to frequently check your dmail account. 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).

### **ATTENDANCE:**

- Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student.
- Attendance requirements are established by each instructor and such requirements are enforced by the college.
- An absence does not excuse a student from completing work missed.
- It is the student's responsibility to find out which assignments are missed during an absence.
- Class Absences Related to College Functions
- Attendance at class is an integral part of the learning process. Students who are absent from class for any reason compromise their learning opportunities. Students should make every attempt to register only for those courses for which they have no scheduling conflicts that will interfere with their ability to complete course requirements.
- Students periodically may miss classes for various college-related functions; including athletics, club events, or to fulfill the requirements of a course or a program. These absences often conflict with the instruction, assignments, and tests in courses. The college seeks to maintain reasonable guidelines that will enable students to participate in college functions without harming the integrity of the curriculum in the courses they miss or undermining the responsibilities and authority of the instructors of these courses. These guidelines are intended to foster an environment that is supportive and sensitive to the roles and needs of both students and faculty.
- Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments.
- Prior to the absence, students traveling with a club, team, or other group on a college-sanctioned activity must request leave from their instructors.
- Students involved in a club event or an activity related to another course or program requirement must provide written notification from the faculty or staff member supervising the activity that explains the nature of the activity. This should include a list of eligible students and be provided in advance of the expected absence.
- By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in

travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester.

### **ACADEMIC DISCIPLINE**

Cheating: Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

- Giving a failing grade on the specific assignment where dishonesty occurred,
- Failing the student in the entire course,
- Immediately dismissing and removing the student from the course, and/or
- Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.
- Disruptive Behavior: Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.
- Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)

### **TIPS FOR SUCCESS:**

- A. Attend class**
- B. Keep up with the readings (read before coming to class)**
- C. Take notes, review concepts from reading, lecture and presentations**
- D. Get notes from a fellow student if you miss a class.**
- E. Be methodical and/or systematic in test preparation.**
- F. Over-study so concepts are familiar.**