

PSY 363: Abnormal Psychology
Spring 2020
Section I: T, TH 3:35-4:50 PM
SJ 221

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OVERVIEW:

This course provides an overview of the study of psychological disorders from an integrative, biopsychosocial perspective. We will examine the characteristics, etiology, and assessment of psychopathology, and discuss empirically supported treatment approaches. This course will also explore the historical underpinnings of abnormal psychology and the influence of culture on the definitions, perceptions, and treatment of psychological disorders.

PREREQUISITE:

Introductory Psychology (PSY 101)

COURSE OBJECTIVES:

Upon successful completion of this course students will have gained the following knowledge about major psychological disorders:

1. Prevalence and course
2. Symptoms
3. Social, biological, and psychological causes and consequences
4. Major theoretical models and concepts
5. Best practices for treatment and assessment
6. Research methods
7. Ethical and practical challenges for research, assessment, and treatment
8. Cultural influences on definitions, symptom expression, and treatment

TEXTBOOKS:

Required

Barlow, D. H., Durand, V. M., Hofmann, S.G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edition) + with Mindtap. Boston, MA: Cengage Learning.

Recommended

Brown, T.A., Barlow, D.H. (2017). *Casebook in Abnormal Psychology* (5th Edition). Boston, MA: Cengage Learning.

WEB RESOURCES:

Isidore

This course has an Isidore website (<http://isidore.udayton.edu>) where the syllabus, lecture PowerPoint slides, assignments, and other information are posted.

COURSE REQUIREMENTS:

Quizzes: There will be four open-book quizzes. Quizzes will be taken online through Isidore and you will have 25 minutes for each quiz. You must complete the quiz by 2pm on deadline dates listed on pages 6-7. No late quizzes will receive credit. Your lowest quiz grade will be dropped from your final grade calculations. The three highest quiz scores will count for **15%** of your final grade.

Exams: There will be three in class exams. Each exam which will cover three to four chapters of material and the format will be multiple choice, true/false, short answer, and essay questions. Exams must be taken on the days they are scheduled; students who miss an exam will receive a zero for that exam. No make-up exams will be offered; however, the lowest exam grade will be dropped from the final grade calculation. The two highest exam grades will count for **40%** of your final grade.

Final Exam: There will be a cumulative final exam on 12/14 at 12:20pm. The format will be multiple choice, true/false, short answer, and essay questions. The final exam must be taken at the day and time it is scheduled unless the student has three final exams scheduled during a twenty-four-hour period and notifies me of this conflict by 4/1. Otherwise, no make-up exams will be offered. The final exam will count for **25%** of your final grade.

Case Study Presentation and Paper: Working in groups of three or four, you will watch an assigned film that depicts a protagonist with a psychological disorder. Each group must give a 25 to 30-minute case presentation in class and turn in an 8-10 page case study paper. References must be formatted in APA style and the paper should integrate findings from three or more peer-reviewed research articles in addition to material presented in the textbook. More detailed instructions will be provided. The paper and presentation will be worth **20%** of your final grade.

GRADING:

Grades will be determined on the basis of the following criteria: Online Quizzes (15%), Exams I, II, & III (40%), Final Exam (25%), and Case Study Presentation and Paper (20%). Course grades will then be assigned as follows:

A	93.0 – 100	C+	77.0 – 79.9
A-	90.0 – 92.9	C	73.0 – 76.9
B+	87.0 – 89.9	C-	70.0 – 72.9
B	83.0 – 86.9	D	60.0 – 69.9
B-	80.0 – 82.9	F	Below 60

COURSE POLICIES:

Classroom Behavior: Laptop usage will not be permitted during class (exceptions will only be made with documentation from the *Office of Learning Resources*). Cell phone use is also not permitted, including sending or reading text messages or e-mail. Please keep your cell phones away and on silent.

Attendance: It is expected that students attend all classes. If you do not attend class, you will not do well in this course. Students are responsible for all material covered in each class period and will receive a zero for any missed exams.

Course Materials and Lecture Notes: Slides from class, assignment instructions, and handouts will be posted on Isidore. Students who miss class are still responsible for all notes, announcements, and handouts for that class and it is your responsibility to get the notes, handouts, assignments, and any other course-related documents from Isidore or one of your classmates.

Late Policy: You need to e-mail me your group paper and submit a hard copy of your group paper by the start of class on the day of your assigned group presentation. I will not accept only e-mailed copies of assignments. Late papers will receive a 10% deduction from the overall grade for each day the assignment is late, including weekends.

Deadlines: Deadlines are firm. Extensions for assignments and/or exams will only be granted in cases of a documented personal emergency. All work must be completed by the end of the course or you will receive an "F" for the course.

Documented Emergencies: If you unfortunately experience a documented personal emergency (e.g., serious illness/hospitalization, family emergency) verified by the Dean's office, please take care of yourself first and foremost, but do make an appointment to meet with me as soon as possible. I will work with you to help you complete the class. Without documentation from the Dean's office, late assignments will not be accepted, and make-up final exams will not be offered.

Make-up Exams: There are no make-up exams, even for documented emergencies. The lowest of your first three exam grades will be dropped, but students are encouraged to take all exams in case they experience a documented emergency and must miss an exam as a result. Make-up final exams will only be offered to students who notify me by 4/1 that they have three final exams scheduled the day of the final exam for this class or for students with a documented personal emergency (see above paragraph).

Intellectual Property Statement: The materials shared with you during this course are authored and owned by the instructor, the department, the university, and/or the book publisher. Copyright laws must be respected in using these materials. For example, unless authorized to do so, do not share course materials with anyone outside the course.

Academic Dishonesty: Academic dishonesty, including cheating and plagiarism will not be tolerated. Cheating includes, but is not limited to, looking at others' exams or letting them look at yours, copying or giving exam answers, peeking at cheat sheets or course notes. Plagiarism includes, but is not limited to, copying the words of a fellow student or any author without citing

the source, copying even short phrases from written work that you are using as a reference, and turning in papers you've gotten from the internet or other students, etc. Ideas supported by another work should be clearly cited and direct reproduction of another's writing should always be presented in quotations in APA style. I reserve the right to use the service of "Turnitin.com" for questionable material in order to determine if all or part of a student's work is from plagiarism. In addition, please note that the UD Honor Code does not permit the use of an assignment (e.g., paper) for multiple courses unless permission is granted by involved professors.

All suspected acts of plagiarism and cheating will result in: 1) a zero for the examination and/or assignment, and 2) disciplinary action will be taken, including reporting the plagiarism to the chair of the Psychology Department and the academic dean.

Office Hours: I am here to help you if you are having difficulty or are concerned about your progress in this course. If you are experiencing difficulty in the course, please come see me as soon as possible, as waiting until the end of the semester will not allow me to help you fully. Even if you're not having difficulty, my office hours are also a time for you to pop-in to ask questions about careers in psychology, graduate school, or anything else that you'd like to discuss with me. My office hours are listed on the first page of this syllabus, and you may sign-up for 15-minute time slots using the Google Calendar link posted on Isidore. For students who have class during my scheduled office hours, I will do my best to schedule a special appointment to meet with you. Please e-mail me at least a week in advance to schedule an appointment, as it may be difficult to accommodate you with less than one week's notice.

E-mail: It may take me up to 24 hours to respond to e-mails received Monday morning through Friday afternoon (1pm). E-mails received Friday after 1pm and over the weekend may take longer, but they will receive a response by the following Monday at 5pm.

Accommodations: Students with disabilities or special needs are encouraged to contact me during the first week of class to make an appointment so that we can discuss whatever arrangements may be needed to facilitate your progress in the course. If you require special accommodations for testing you will need to provide me with the proper documentation from the *Office of Learning Resources* (Roesch Library, Ryan C. Harris Learning Teaching Center, Room 023, Phone: (937) 229-2066; TTY (937) 229-2059 for deaf/hearing impairment). All inquiries and discussions about accommodations will remain confidential.

On-Campus Learning Support: The University of Dayton's *Office of Learning Resources* is a free service for all students seeking to perform their best academically. They offer a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic coaching (test taking strategies, time management counseling, and study techniques), supplemental instruction, services for international students, and writing support. OLR is located on the ground floor of Roesch Library. If you wish to request a tutor, you must go to go.udayton.edu/tutoring and follow the given instructions. Please contact the *Office of Learning Resources* at (937) 229-2066 or learningresources@udayton.edu if you have any questions.

TENTATIVE COURSE SCHEDULE

Topics may take more or less time to cover depending on the class' understanding of various topics; thus, this course schedule is tentative. It is your responsibility to stay on top of any changes to this schedule.

	Date	Topics & Activities	Required Reading Assignment	Quiz Assignment
1	1/14	Course introduction		
	1/16	History of abnormal behavior	Barlow et al: Ch 1	
2	1/21	History of abnormal behavior		
	1/23	Models of psychopathology	Barlow et al: Ch 2	
3	1/28	Models of psychopathology		
	1/30	Clinical assessment & diagnosis	Barlow et al: Ch 3	Quiz 1
4	2/4	Clinical assessment & diagnosis		
	2/6	Research methods Exam Review	Barlow et al: Ch 4	
5	2/11	Exam I		
	2/13	Anxiety, trauma, and stress-related disorders	Barlow et al: Ch 5	
6	2/18	Anxiety, trauma, and stress-related disorders		
	2/20	Anxiety, trauma, and stress-related disorders Somatic and dissociative disorders	Barlow et al: Ch 6	
7	2/25	Somatic and dissociative disorders		Quiz 2
	2/27	Affective disorders	Barlow et al: Ch 7	
8	3/3	Affective disorders Exam Review		
	3/5	Exam II		
9	3/10	Eating disorders	Barlow et al: Ch 8	
	3/12	Substance use disorders	Barlow et al: Ch 11	
10	3/17	<i>Spring Break – No Class</i>		
	3/19	<i>Spring Break – No Class</i>		

11	3/24	Substance use disorders <i>Case Study Presentation: The Aviator (2004)</i>		
	3/26	Psychotic disorders		Quiz 3
12	3/31	Psychotic disorders <i>Case Presentation: Melancholia (2010)</i>		
	4/2	<i>Case Presentation: Silver Linings Playbook (2012)</i> Exam Review		
13	4/7	Exam III	Barlow et al: Ch 13	
	4/9	<i>Easter Recess – No Class</i>		
14	4/14	Personality disorders		
	4/16	Personality Disorders		
15	4/21	<i>Case Presentation: Center Stage (2000)</i> <i>Case Presentation: Ray (2004)</i>		Quiz 4
	4/23	<i>Away at Conference – No Class</i>	Barlow et al: Ch 12	
16	4/28	<i>Case Presentation: The Soloist (2009)</i> <i>Case Presentation: Margot at the Wedding (2007)</i>		
	4/30	<i>Case Presentation: The Wife (2017)</i> Exam Review		
17	5/5	Final Exam: 10:10-12:00pm		