PSY 375.001: ABNORMAL PSYCHOLOGY
Stephen F. Austin State University
Department of Psychology
Spring 2020
Dr. Lora L. Jacobi

Class Time: MWF: 12-12:50
Office: 215M MBK
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Class Room: 131 MBK (McKibben Education Building)
Office Phone: (936) 468-1407
Or by appointment


*The book includes the diagnostic criteria of the DSM-5 and is required by all students.

Course Description:
This course covers the theories and research on the incidence, classification, etiology, and treatment of abnormal behaviors.

Course Credit: As a 3-credit course at a university, it is expected that students will spend 150 minutes a week in class (50 minutes@3 days = 150 minutes). Additionally, as a 3-credit course, all students are expected to spend a minimum of 6 hours per week on course-related activities while you are out of class, such as completing readings, assignments, and studying the material. Each week, use the course schedule provided on the last page to guide your reading and what materials to study.

“Abnormal Psychology” (3 credits) is designed to introduce students to the study of abnormal psychology by covering theories and research on the incidence, classification, etiology and management of abnormal behaviors.. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

Program Learning Outcomes: Students will be able to understand and apply psychological principles to personal, social, and organizational issues.

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<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
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Student Learning Objectives:
1. Students will be able to communicate an understanding of the scientific research and theories pertaining to abnormal psychology.
2. Students will be able to explain the diagnostic system utilized to classify abnormal behaviors, including an understanding of the DSM-5.
3. Students will be able to communicate an understanding of the different diagnostic categories of abnormal behavior, the incidence rate, the etiology behind these disorders, and the methods of treatments utilized.
4. Students will have an understanding of how “abnormal” behaviors are defined and the ramifications of being labeled “mentally ill.”
5. Students will develop and improve their critical thinking skills within the domain of psychology.
6. Students will better communicate their knowledge and opinions effectively during classroom discussions.

Course Requirements:
1. **Attendance and Participation:** Attending all classes is vital to your understanding of the elements of the course. You will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. **Being absent is no excuse for missing deadlines.**

   Class attendance will be taken daily and all students are expected to arrive to class on time. If you come in late, it is your responsibility to inform the professor of your presence at the end of class. Coming to class late 3 times will count as 1 absence. **Students are expected to attend ALL CLASSES. You are expected to have zero absences; however, you will have a two excused absences (this is for whatever life event may happen – including planned school activities); once you surpass the two missed classes, each absence will effectively deduct one point from your final grade (10 points will become 9, then 8, etc.).** Your presence in class is essential for the understanding of the material and participation in class discussions. I realize that students get sick from time to time and cannot attend class; that is why you have 2 excused absences. So save your absences and only use it if you must. We will be covering a lot of material each day and you will be behind if you miss class. Students are responsible for all missed materials – you are to obtain the material from a fellow classmate. I would strongly suggest exchanging numbers or email addresses with several students, so that if you miss class then they can provide you with the information you missed. Use the space below to write the email or number of at least two people in class

   **Classmates (contact information for 2 students):**

2. **Reading:** All students are expected to read ALL assigned readings. Readings should be done in advance of class; this maximizes students’ learning and allows students to contribute meaningfully to classroom discussions. **It is highly recommended that you read the material in the text that corresponds to the day’s discussion shortly before (or after) class** – this will maximize your learning and retention of the material. Without a book, you cannot successfully complete this course. Keep up with the reading as you go or you will be overwhelmed as the test approaches. Spaced learning is far more effective than massed learning. (Remember you are expected to spend 6 hours a week working on the course apart from the in-class component.) Also be sure you are reading the correct textbook (not a text from a different section)

3. **Case Study:** Students will be assigned a written case study. You will be acting as a clinician and be required to diagnose and determine an effective treatment plan for a patient. Extensive information about a patient will be provided by the instructor. **This assignment will allow students to apply their clinical knowledge to the understanding of abnormal behavior and is considered a very important component of the course.** The requirements of the case study will be provided well in advance of the due date. You will be provided access to two patient files and you can simply choose the one that you are most interested in or feel most confident about (it is YOUR choice). Information about each of the two patients and how to complete the assignment will be posted on D2L. For each patient file, there is detailed information about their functioning and why they are seeking treatment, personal histories, and reported
symptoms. Using the knowledge of mental disorders learned in this course (both in class and in readings), students will “diagnose” one of the patients using the criteria of the DSM-5 and will provide specific examples from the documented evidence provided in the case study to justify the diagnosis(es) assigned (specifically demonstrating how the DSM-5 criteria of each disorder(s) are met. Students will also determine an appropriate treatment plan and explain how each of the identified symptoms will be remedied using the identified treatment for the diagnosed disorder(s). Students will also address both the targeted client as well as environmental and psychosocial factors that contribute to the patient’s difficulties and functioning. Students will address possible interventions and identify what psychological principles/theories explain the issues involved in the case. Additional information regarding the completion of this assignment will be given in class (and posted on D2L). You will be given specific instructions on the format, structure, and content of the assignment. The write-up for the case study will be worth 20% of your grade.

Note: The case study is worth the same as an exam grade, so you need to dedicate adequate time and effort on the completion of this assignment. The case study is considered to be a very important component of this course.

4. **Exams:** There are four non-cumulative exams in this course. Your exam performance will make up 70% of your final grade. **In the past all exams were worth the same; however, in order to maintain student motivation, your lowest exam score will now count for 10% of your final grade and the other three exams are worth 20% each.** This revision is to your advantage. With your lowest performance counting the least, poor performance on one exam will not devastate your grade. You are expected to be prepared for these exams (do your readings in advance, attend each class, utilize any/all resources provided by the instructor, and STUDY). **You CANNOT “cram” for the exam and expect to do well.** Research has clearly and repeatedly demonstrated that **spaced learning is far more effective than massed learning** – space studying out in the days and weeks prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. Find the method of studying your text that works best for you (whether it be taking notes from the text when reading). **Also, pay attention in class and take notes.** I will emphasize the material from which you will be tested and will give hints about what will be tested along the way. I strongly recommend that you utilize the online practice quizzes that accompany the text. Ultimately, **you are responsible for your success in this course.**

- **IMPORTANT POLICY on Make-up Exams:** Make-up exams will only be given in extremely RARE CIRCUMSTANCES and arrangements will have to be made in advance of class. Appropriate documentation must be presented in order to take a make-up exam, where appropriate documentation includes a written excuse from the Dean. Simply not showing up because of oversleeping or “not feeling well” is no excuse for not coming to class and taking the exam. If you are so ill that it prevents you from coming to class on the day of the exam, then you will need to go to a doctor that day and have proof of your incapacity. If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam. **If there is an emergency and you are in danger of missing an exam, contact me ASAP and also contact the Office of Community Standards ([http://www.sfasu.edu/judicial/](http://www.sfasu.edu/judicial/)), which is located in room 315 of the Rusk Building [936-468-2703].** I would recommend all students familiarize themselves with their website and service offered by the university.

**Evaluation/Grading:**

1. **Four exams.** Lowest exam score counts 10% and the other 3 exams will count 20%, this sums to be 70% of your final grade.
2. The written **case study** will be worth 20% of your final grade.
3. **Attendance and participation** (10%).
   \[
   70\% + 20\% + 10\% = \text{Total Score 100}\%
   \]

**Grading:**

A = 89.5% and above, B = 79.5-89.4%, C = 69.5-79.4%, D= 59.5-69.4%, F= less than 59.5%
Grade cutoffs are FIRM. I will not raise your grade if you are “close,” so please **do not ask** should this circumstance arise. **I strongly encourage all students to put forth full effort throughout the entire course so that you can earn the highest grade possible.**

**University Policies:**

**Academic Integrity (A-9.1)**
Cheating and copying will not be tolerated in any form. If I believe that you have copied from another student or another source, you will receive a grade of ‘0’ on that assignment or exam and your behavior will be reported to the academic dean. If a second offense is committed, in addition to being reported to the academic dean, you will fail the course. Please see the information below and our catalogue for additional information.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Additional Course Information:**

**Carefully Read the Following Enforced Classroom Policies**

*If you are unwilling to comply with course policies, please drop this course ASAP!*
Acceptable Student Conduct
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and/or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. As instructor, I reserve the right to drop students for inappropriate behavior.

Cell phones, i-phones, and similar devices are not allowed during class and exams (turn them OFF, silent, or place them in the “airplane mode”). Texting during class is NOT acceptable or appropriate behavior. It is both distracting and disrespectful. All cell phones should be put away. Research finds that merely having your cell phone on the desk distracts you and negatively affects learning! If I see you texting during class, I will address you and ask you to refrain from using your phone. It is best to store your phone (in your backpack or purse). A multitude of research has found that cell phones are distracting to the professor, the owner of the phone, and other students seated nearby. For those who are repeat offenders, I reserve the right to retain your phone for the duration of the class period; additionally, I reserve the right to ask you to leave class immediately for any inappropriate behavior.

Laptop computers: Students should not bring laptops to class. Scientific research also demonstrates that the use of a laptop during class negatively affects the performance of the user and students who are next to or behind the laptop user. Additionally, the use of a laptop presents the urge to engage in non-course related activities (e.g., social networking sites are absolutely forbidden). Please note that special permission is required from the instructor to use a laptop in class.
Note taking is the only acceptable usage of a laptop computer in the classroom. If you are given permission to use a laptop in class, and you are using the laptop for tasks unrelated to the class discussion (e.g., social media), then you will be forbidden from bringing a laptop for the remainder of the semester. It is disrespectful to me and to your fellow students.

- When taking exams, you are required to remain in the classroom unless you have submitted your completed exam.
- The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.
- Should you require any additional information, reference books, or simply in doubt, feel free to contact me by email, during office hours, before or after class. If your question concerns the material we are covering, please feel free to ask topic-related questions during class.
**NOTE:** I recognize that sometimes there are exception circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modification are needed, please notify me *before* class.

**COURSE OUTLINE**
ABNORMAL PSYCHOLOGY-PSY 375

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings (4th edition)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course; ice-breakers</td>
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<tr>
<td>Week 1 and 2</td>
<td><em>Intro, Syllabus, Abnormal Psychology: Historical and Modern Perspectives</em></td>
<td>Chapter 1</td>
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<tr>
<td>Week 2</td>
<td><em>Research Methods in Abnormal Psychology</em></td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td><em>Assessment and Diagnosis</em></td>
<td>Chapter 3</td>
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<tr>
<td><strong>Week 4 (Monday)</strong></td>
<td><strong>Exam 1</strong></td>
<td><strong>Chapters 1, 2, 3</strong></td>
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<td>Week 4 &amp;Week 5</td>
<td><em>Anxiety, Trauma- and Stressor-Related Disorders</em></td>
<td>Chapter 4</td>
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<td>Week 6</td>
<td><em>Obsessive Compulsive and Impulse Control Disorders</em></td>
<td>Chapter 5</td>
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<tr>
<td>Week 7, Week 8 (MW)</td>
<td><em>Bipolar and Depressive Disorders</em></td>
<td>Chapter 7</td>
</tr>
<tr>
<td><strong>Week 8 (Friday)</strong></td>
<td><strong>Exam 2</strong></td>
<td><strong>Chapters 4, 5, 7</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td><em>Personality Disorders</em></td>
<td>Chapter 12</td>
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<tr>
<td>Week 10</td>
<td><em>Somatic and Dissociative Disorders</em></td>
<td>Chapter 6</td>
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<tr>
<td>Week 10 (Friday)</td>
<td><strong>Case Study Assignment Posted</strong></td>
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<tr>
<td>Week 11</td>
<td><em>Feeding and Eating Disorders</em></td>
<td>Chapter 8</td>
</tr>
<tr>
<td><strong>Week 12 (Monday)</strong></td>
<td><strong>Exam 3</strong></td>
<td><strong>Chapters 12, 6, 8</strong></td>
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<tr>
<td>Week 12, Week 13</td>
<td><em>Schizophrenia Spectrum and Other Psychotic Disorders</em></td>
<td>Chapter 11</td>
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<tr>
<td>Week 14</td>
<td><em>Substance-Related and Addictive Disorders</em></td>
<td>Chapter 10</td>
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<tr>
<td>Finals Week</td>
<td><strong>Exam 4</strong></td>
<td><strong>Chapters 11, 10</strong></td>
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*This syllabus is tentative and subject to change. You are responsible for knowing any changes that are announced in class via verbal or written communication.*