Assistant Professor: Sylvia Middlebrook, Ph.D., BCBA-D
Office: McKibben 215E
Office Hours: MT 3:00 – 5:00 pm; R 12:00 – 1:00 pm; Zoom (optional, or by appt.)
Phone: (936) 468-4402 Psychology Dept. main number
Email: middlebrs@d2l.sfasu.edu
Graduate Assistants: Jackie Charles; charlesjj@d2l.sfasu.edu
                      Monique Jones; jonesms6@d2L.sfasu.edu


Supplemental Readings: additional readings will be provided online at various times throughout the semester.

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

Prerequisite: PSY 133 and sophomore standing or consent of instructor.

Program Learning Outcomes:

Students will gain foundational knowledge in the area of abnormal psychology and will apply psychological principles to personal, social, and organizational issues.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
</tr>
<tr>
<td>theoretical perspectives, empirical findings, and historical</td>
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<tr>
<td>trends in abnormal psychology.</td>
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<tr>
<td>The student will understand and apply basic research methods in</td>
<td>Advanced</td>
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<tr>
<td>abnormal psychology, including research design, data analysis,</td>
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<tr>
<td>and interpretation.</td>
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<tr>
<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced</td>
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<tr>
<td>skeptical inquiry, and, when possible, the scientific approach</td>
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<tr>
<td>to solve problems related to behavior and mental processes.</td>
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<tr>
<td>The student will understand and apply psychological principles</td>
<td>Advanced</td>
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<tr>
<td>to personal, social, and organizational issues.</td>
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</table>
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” is defined, how diagnoses are determined, and the potential implications of being labeled with a “mental illness.”
5. Students will develop and improve their critical thinking skills within the domain of psychology.
6. Students will gain enhanced capacity to communicate their knowledge and opinions effectively through online discussions.

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Course Requirements:

You must have access to the Internet, and be familiar with or learn to use Brightspace by D2L in order to take this course. For assistance, call Brightspace support at 936-468-1919.

1. Participation: This is an interesting course that will cover substantial amounts of information in each chapter/module every week. Consistently accessing and referring to Brightspace by d2L is crucial to your understanding of the concepts and information in this course.

*It is recommended that you log onto Brightspace by D2L daily to read the modules and to complete necessary discussions, assignments, and quizzes. The amount of time you devote online should be comparable to the amount of time that you would spend in class and studying for the course if it were in a face-to-face format.

Important information will always be posted on the Brightspace by D2L home page in News Items. This includes notifications regarding: Assignments, Discussions, Quizzes, Deadlines, etc. Additionally, interesting supplementary information relevant to the study of Abnormal Psychology will be posted in News Items.

2. Read the assigned chapters before starting the module, and be prepared to participate in online discussions, complete assignments and quizzes, and ask questions and/or make relevant observations. Students are expected to read the textbook, as well as information in each of the online modules and all assigned supplemental materials.
Reviewing your reading materials after completing the module will enhance your retention of important information, and will assist you in making successful grades on the Quizzes. **You will need the textbook in order to successfully complete this course.** Note: you are responsible for material from the text for quizzes whether or not it is specifically covered in the module.

3. **Quizzes:** There is a **multiple choice quiz** for each chapter (online module). The quizzes are **non-cumulative**, and cover only one chapter. Quizzes are of varying lengths, depending on the amount of information in the chapter/module; thus, scores on quizzes vary from 25 to 35. More information will be posted on Brightspace by d2L regarding the timing of the quizzes; however, the amount of time students have to take the quiz depends on how many items are on the quiz.

**Quiz availability:** Opening of Quizzes will be announced via News Items on the home page. Ample time will be given **in advance** to notify students of upcoming quizzes.

**Note:** when taking Quizzes, you may use your book or other resources, but you may not work on quizzes by consulting with other persons or when in communication with other students while taking quizzes. In other words, you should work independently **on your own** while taking quizzes. Items and answers are randomized so the numbers of both the questions and the order of the answers is random. Make-up quizzes are generally not offered, depending of course on circumstances. [A doctor’s or clinic excuse is usually required for a make-up quiz]. Make-up quizzes are given for students who are on university approved or scheduled activities. Please notify the Professor as soon as you are aware that you will be absent on a Quiz day for these activities.

A generous “window” of time for quiz availability will be given. Be sure to allow enough time to take the quizzes. To avoid problems with internet connection or other computer-related issues, do not wait until the last minute. Allow for possible difficulties you might encounter with internet connectivity or other problems.

**Important note:** **Be prepared for your quizzes ahead of time.** You will **not have enough time to “look up” the answer to each question while you are taking the quiz** — there is generally one minute or less for each item. The purpose of quizzes is to assess understanding and comprehension of the content, not to determine how adept students are at quickly “finding” answers in books or online. Relying too heavily on your book or other resources can use up your Quiz time quickly; so, please pay close attention to remaining time left while taking the Quiz.

4. **Assignments:** There are a number of assignments (usually five or six) posted throughout the semester to evaluate your understanding of the text, content topics, and supplemental readings. You are expected to write on a level that is commensurate with that of a university student, including appropriate grammar and spelling. Grading will be based on content, clarity, and organization. When appropriate, proper citations (APA) are required. Assignments will be available in dropbox on Brightspace by d2L.
The general expectation is that written work is be double-spaced in Times New Roman, 12 point font, with one inch margins. Students must submit completed assignments as a Word Document ONLY to the d2L dropbox. Your name must be typed at the top of each homework assignment. Assignments without names cannot be graded or credited.

There is generally no make-up for assignment deadlines that are missed, again depending on circumstances. More information will be posted on Brightspace by d2L regarding the specific assignments. Students are provided with ample time for completion of homework assignments prior to the due dates.

**Important Note:** All assignments and work must be submitted to Brightspace by d2L in a Word document. Assignments cannot be “scanned in” or handwritten, or in a pages or jpeg format since these are not compatible with d2L parameters, and cannot be opened or read.

Helpful links for writing:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/
https://libguides.sfasu.edu/psychology#/?_k=6iazkw

5. **Discussion Posts (participation):** There will be a number of discussion posts to facilitate student engagement, interaction, and comprehension, to discuss current topics in Abnormal Psychology, to read ideas and opinions of classmates, and to promote course participation. These are short and require a quick turn-around (typically 48 hours). Points are earned for reading material/watching videos associated with the discussion post and for answering the related questions as directed in the discussion post. Points are also earned for responding to a classmate’s post when required. There is generally no make-up for missed Discussion posts as the class will have moved on to the next topic.

Points are deducted for the following: discussion post offers vague or irrelevant information; discussion post has numerous and obvious grammatical and spelling errors; discussion post only re-states what a classmate has already posted without adding student’s unique interpretation or additional information; discussion post does not use relevant course concepts and/or terms.

Note: it is not necessarily appropriate to disclose detailed personal matters in discussion posts. Students should use discernment and discretion is regard to personal disclosures.

6. **Case Study ~ Assessment:** Students will be assigned a written case study. You will be acting as a Psychologist or other mental health clinician (Licensed Professional Counselor, Licensed Clinical Social Worker, etc.), and you will be required to determine a diagnosis and an effective treatment plan for a client/patient. 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. Directions on how to complete the assignment will be posted on D2L. Students will be provided with a detailed client history/profile.
Referring to knowledge of psychological disorders learned in this course, students will determine the most accurate diagnosis using DSM-5 criteria, and will provide specific examples from the documented evidence provided in the case study to justify the diagnosis or diagnoses assigned (specifically demonstrating how the DSM-5 criteria of each disorder(s) are met. Students will determine an appropriate treatment plan and explain how each of the identified symptoms will be addressed using the identified treatment for the diagnosed disorder(s). Students will also discuss environmental and psychosocial factors that contribute to the patient’s difficulties and functioning (information on psychosocial and environmental factors recognized in the DSM-5 will also be provided). 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 posted on D2L. Specific instructions on the format, structure, and content of the assignment will be posted. This is a departmental assessment requirement, and you must work on your own independently of any collaboration or “sharing” with other students.

7. *Important note and caution:* This course may include videos, power-point slides, clinical information/scenarios, etc., with mature themes regarding serious mental illness and the effects on family members, and may contain discussion of sensitive content related to psychological disorders / maladaptive behaviors, and the repercussions of untreated mental illness. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulty have the option of exploring and/or accessing services available via Counseling Services at (936) 468-2401, or other mental health services. More information can be found at: [http://www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

8. **Important E-mail Information:** E-mail from your personal e-mail account (gmail; Hotmail; yahoo, etc.) that is sent to the Professor’s sfasu.edu e-mail address is often directed to “Junk Mail” because it is not recognized by the server; thus, e-mails sent to my sfasu.edu address may not be received, and thus a delay in response may occur. Also, the Professor receives an abundance of e-mail each day, so it may not be seen immediately if directed to my sfasu.edu e-mail address. Therefore, it is important that any course-related or other e-mails are sent to my D2L e-mail address.

Additionally, Brightspace by D2L is a “closed” system. This means that you have to be logged in to your D2L account in order to e-mail my D2L account from your D2L account. Mail from your jacks.sfasu.edu or personal e-mail account cannot be sent to a D2L e-mail account.

It is important for students to use the D2L address for e-mail communication with Dr. Middlebrook (middlebrs@d2l.sfasu.edu). However, if for some reason you are unable to log onto D2L, you may e-mail me at: middlebrs@sfasu.edu. Just be aware that, as stated above, your e-mail may go to junk mail and a delayed response may occur.
Again, to reiterate, students can help ensure success in this course by checking Brightspace by D2L daily for important announcements, e-mails, assignments, discussion posts, quiz info, helpful links, etc. **You are responsible for all information posted on Brightspace by D2L, and it is to your advantage to use it.**

9. **Grading System:**

Point Distribution-

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>16 Quizzes ~460</td>
</tr>
<tr>
<td>Assignments</td>
<td>6 assignments in dropbox 110</td>
</tr>
<tr>
<td>Course Discussions (participation)</td>
<td>10 @ 5 points each ~50</td>
</tr>
<tr>
<td>Case Study – Assessment</td>
<td>40</td>
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</tbody>
</table>

**Total possible points:** ~670

**Grade Distribution:** *Grades are firm!*

A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F < 60%

**Additional Course Information:**

Copy & paste into your browser, or control + click on the following link for tips on Netiquette (appropriate e-mail and discussion boards’ etiquette):


Online course interaction/behavior must not interfere with the instructor's ability to conduct the course or the ability of other students to learn from the instructional program (refer to Student Conduct code, policy D-34.1). Though students have the opportunity to participate in and to engage in online discussions, it is not necessarily appropriate to disclose personal information. Replies to discussion posts by the Professor and/or classmates are expected to be courteous, appropriate, and respectful at all times.

E-mails addressed to the Professor and/or the Graduate Assistants are also expected to be polite, respectful, and appropriate.

**COURSE GUIDELINES:** Following these few guidelines will help to maximize the PSY 375 online experience for you and your classmates:

- Read the assigned material (textbook chapters and online modules), and **turn in all required work on the day it is due or earlier.** Allow abundant time in order to avoid last minute snags or complications.
- Allow ample time to take Quizzes. Although a generous window of accessibility to the Quizzes is offered, it is wise to take them well before the cut-off date/time.
Participate in online discussions by following directions and answering the questions in the discussion prompt. Respond to classmates with relevant, courteous, and respectful comments.

Students are expected to demonstrate conscientious and responsible behavior, and to use mature and courteous language with the Professor and classmates which is appropriate for the university learning experience.

If you have any questions, please feel free to e-mail Dr. Middlebrook at: middlebrs@d2l.sfasu.edu

*Remember: as your Professor, I am dedicated to assisting you in ways which will ensure that this course provides a meaningful learning experience, and one that encourages you to be successful! Most students enjoy the material that is provided in this course, and like the ease of the online format. In designing this course, I spent many months carefully considering how to make it engaging, interesting, informative, and student-friendly.

Please don’t hesitate to call, e-mail (middlebrs@d2l.sfasu.edu), or to make an appointment with me via phone call, e-mail, or Zoom, if you have questions or concerns. I strive to return e-mails expeditiously and to be as accessible as possible. Jackie Charles and Monique Jones, our Graduate Assistants, are also helpful and accessible, so feel free to contact them with questions as well. They will be grading discussions and assignments, so you may want to direct questions about grades to their D2L e-mail addresses. Remember that while I am happy to be as helpful as possible, you as the student are ultimately responsible for your level of success in this course.

Additional information: General Policies

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humannservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Academic Integrity (A-9.1): "Academic integrity is a responsibility of all University faculty and students. Faculty members promote academic integrity in multiple ways including instructions on the components of academic honesty,
as well as abiding by University policy on penalties for cheating and plagiarism." -- Stephen F. Austin State University Policies. The policy can be accessed for your review at: http://www.sfasu.edu/policies/academic_integrity.asp

**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/4.1-student-academic-dishonesty.pdf

**Withheld Grades from Course Grades (Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 (Policy 6.1)**
Please contact Dr. Middlebrook the first week of class to ensure that your approved accommodations are set up through Disability Services, and to advise me of your particular needs. 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, please refer to: http://www.sfasu.edu/disabilityservices/ and http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf

**Acceptable Student Behavior:** Online course behavior should not interfere with the instructor’s ability to conduct the course or with the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Discourteous, hostile, negative, inappropriate, or disparaging online remarks or behavior will not be tolerated. It is essential to listen to and consider others’ opinions and viewpoints in an unbiased manner even if you do not agree, and if you respond, to do so politely, explaining the rationale for your opinion. The expectation is that students will conduct themselves in a mature, civil manner, and will display respectfulness at all times toward classmates and the Professor.

*The instructor reserves the right to change or modify this syllabus, including the format, the course content, and/or the calendar based on students’ level of comprehension, mastery of material presented, and/or other circumstances.*
PSY 2320 “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.

*The Professor reserves the right to change the course calendar based on students’ level of comprehension, mastery of material presented, and/or other circumstances.

<table>
<thead>
<tr>
<th>NOTE ~ WEEK OF: (approximate)</th>
<th>All Exam dates, assignment &amp; discussion dates are tentative &amp; subject to change depending on the pace of the class and/or other unforeseen circumstances.</th>
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</thead>
<tbody>
<tr>
<td>Week of: 08/23/2021-08/29/2021</td>
<td>Welcome Day ~ Read information in d2L News Items*; Read and review Syllabus &amp; Course Calendar *Check d2L daily for News Items</td>
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<tr>
<td></td>
<td>Ch. 1 Abnormal Psychology: Past &amp; Present: Read Ch. 1 in textbook &amp; Ch. 1 online module</td>
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<td></td>
<td>Discussion 1: Introduce Yourself</td>
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<td>Week of: 08/30/2021-09/05/2021</td>
<td>*Syllabus Quiz</td>
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<td>Ch. 2: Models of Abnormality</td>
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<td>Discussion 2: Stigma</td>
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<td>Week of: 09/06/2021-09/12/2021</td>
<td>Ch. 3: Clinical Assessment, Diagnosis, and Treatment</td>
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<td>Discussion 3: Diathesis-Stress Theory</td>
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<td>Discussion 4: Projective Techniques</td>
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<td></td>
<td>09/10/2021: Quizzes: Chapters 1, 2, &amp; 3</td>
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</tbody>
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| Week of: 09/13/2021-09/19/2021 | Ch. 4: Anxiety, Obsessive-Compulsive, and Related Disorders  
| | Discussion 5: Specific Phobias  
| | Assignment 1: Anxiety Disorders  
| Week of: 09/20/2021-09/26/2021 | Ch. 5: Disorders of Trauma and Stress  
| | Assignment 2: PTSD  
| | **09/24/2021: Quizzes: Chapters 4 & 5**  
| Week of: 09/27/2021-10/03/2021 | Ch. 6: Depressive and Bipolar Disorders  
| | Discussion 6: I Had a Black Dog  
| Week of: 10/04/2021-10/10/2021 | Discussion Post: Demi Lovato interview on Bipolar Disorder  
| | Ch. 7: Suicide  
| | [*assignment or discussion – possible/tentative - TBA*]  
| | **10/08/2021: Quizzes: Chapters 6 & 7**  
| Week of: 10/11/2021-10/17/2021 | Ch. 8 Disorders featuring Somatic Symptoms  
| | Discussion 7: Factitious Disorder Imposed on Another (FDIA: formerly Munchausen Syndrome by Proxy)  
| Week of: 10/18/2021-10/24/2021 | Ch. 9: Eating Disorders (possible assignment or discussion – TBA)  
| | **10/22/2021: Quizzes: Chapters 8 & 9**  
| Week of: 10/25/2021-10/31/2021 | Ch. 10: Substance Use and Addictive Disorders  
| | Ch. 11: Disorders of Sex and Gender  
| Week of: 11/01/2021-11/07/2021 | Ch. 12: Schizophrenia  
| | Assignment 3: Living with Schizophrenia  
| | **11/05/2021: Quizzes: Chapters, 10, 11, & 12**  
| Week of: | Ch. 13: Personality Disorders  

Tentative – based on status of textbooks
<table>
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<tr>
<th>Date Range</th>
<th>Topic</th>
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<tbody>
<tr>
<td>11/08/2021 - 11/14/2021</td>
<td>Discussion: Narcissistic Personality Disorder</td>
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<td>Assignment: Personality Disorders</td>
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<td></td>
<td>*Case Study – Assessment Due: 11/19/2021</td>
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<tr>
<td>Week of: 11/15/2021 - 11/21/2021</td>
<td>Ch. 14: Disorders Common among Children and Adolescents</td>
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<td>Assignment: Autism Spectrum Disorder</td>
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<td></td>
<td>11/19/2021 Quizzes: Chapters 13 &amp; 14</td>
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<tr>
<td>11/22/2021 - 11/28/2021</td>
<td>HAPPY THANKSGIVING!!!</td>
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<tr>
<td>Week of: 11/29/2021 - 12/05/2021</td>
<td>Ch. 15: Disorders of Aging and Cognition</td>
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<td>Assignment: Alzheimer’s Disease</td>
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<td>Ch. 16: Law, Society, and the Mental Health Profession</td>
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<td>Discussion: The Insanity Plea</td>
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<tr>
<td>Week of: 12/06/2021</td>
<td>FINAL EXAM WEEK: Quizzes: Chapters 15 &amp; 16</td>
</tr>
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</table>

**Dates in above schedule are TENTATIVE and subject to change.**

*Note: This syllabus is tentative and is subject to change.*