PSYC 2320.401: ABNORMAL PSYCHOLOGY (Online)
Stephen F. Austin State University
Department of Psychology
Fall 2023
Dr. Lora L. Jacobi

Course Format: Online format; the instructional component of the course is delivered in an online format (through modules in D2L). There is a text that accompanies the course and is required. Students must follow all due dates (see course schedule); however, the course components are delivered asynchronously. Be sure to adhere to the course schedule (posted at end of this syllabus and in the Getting Started module).

Office/Office hours: Online and virtual meetings through multimedia by appointment (e.g., online chats, Zoom, or phone); tentatively MW 4-5 pm; TuTh 4:30-6:00 pm (any changes will be posted on D2L).

Email for Dr. Jacobi: jacobil@d2l.sfasu.edu (preferred - in D2L) or jacobil@sfasu.edu
Phone: (936) 468-1407

*The book includes the diagnostic criteria of the DSM-5 and is required by all students. Any form of the book is acceptable (e-book, loose-leaf, hard cover, or Revel access with an e-book included). Please refer to the introductory course announcement for inexpensive options of optioning the text (for as low as $39.96 for four months of access to the etext).

**You can rent an etext from the publisher for as low as $10.99/month for 4 months. (See the Course Announcement in D2L for all option available.

Revel: To access your course materials for Abnormal Psychology PSYC 2320 Fall 23
Use the following link to access our section: https://console.pearson.com/enrollment/ilzsdy
(you can sign up for a 2-week free trial period if you are waiting for financial aid disbursement; in most cases, it is least expensive to purchase directly from the publisher)

In Revel, you will find the chapter content as well as periodic self-tests, which I have set up (as “assignments”). These questions are similar in format and concept to the quiz and exam questions, and offer the opportunity to practice what you are learning. I have set up the chapter on Revel with the short self-tests. Completing these questions is not part of your grade directly, but will improve your performance on quizzes and exams. I strongly encourage all students to use these vital resources with whatever form of the text you obtain. Please note that all GRADED quizzes, exams, and assignments are ONLY delivered in D2L.

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

Prerequisite: PSYC 2301 and sophomore standing or consent of instructor.

Course Credit: “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. In a traditional 16-week semester, the course typically meets 150 minutes (2.5 hours) a week in two 75-minute segments or three 50-minute segments and 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. In a typical 16-week semester, a 3-credit online course is expected to require 9 hours of time per week (in face-to-face courses, 1/3 of the time is in class and 2/3rds of the time is outside of class; in online courses, all time is spent outside of the traditional face-to-face environment). Online course sections contain extensive written content in the modules in D2L that includes the same information students in a face-to-face lecture sections receive. It is strongly suggested that you print the course schedule and have it readily available (provided on the last pages of the syllabus). Each
week, use the course schedule to guide your reading and what materials to study. Follow the modules in D2L and the corresponding assignments (i.e., discussion posts, written assignments, exams).

All students will be expected to read all of the online material and written content posted as well as watch ALL embedded videos in their entirety (or as instructed within the module). Your overall time in each module and the amount of time spent on each content-page will be monitored by the instructor to ensure that all students are completing all instructional hours (with the understanding that some content pages have more material than others and require additional time to complete) The modules have been built to be engaging and helpful. Video segments are embedded in each module to clarify and reinforce concepts taught and to highlight the symptoms manifested in real persons with the different disorders covered in that module. In general, the amount of time spent in the course (in the modules, reading the textbook, studying) is significantly, positively correlation with your grades and performance. Basically, the more effort and time put into this course will yield better performance and higher grades.

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

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<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tbody>
<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>
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<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>
</tr>
<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 understand 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 through online and live discussions.

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. Course Participation & Attendance: This course covers substantial amounts of information in each chapter; each chapter of the text has a corresponding module in D2L, although the information presented in D2L and the text will differ between to two (there will be some overlap and added information to enhance your learning experience). Consistently accessing and reading information in the posted modules and announcements in Brightspace by D2L are extremely important to
your understanding of the concepts and information in this course and is considered the “classroom” portion of the course. It is recommended that you log onto the course at Brightspace regularly (preferably daily) and consistently for a comparable amount of time that you would spend in class and studying for the course if it were in a face-to-face format. All course information, assignments, quizzes, and exams can be found on D2L. You are expected to read all module pages and complete all posted module assignments, quizzes, and exams on time.

The amount of time spent reading the online course content will also be monitored. Students are expected to read all course content pages and watch all posted videos in their entirety (these videos typically highlight the disorders being covered). (Note that the instructor can see the date and amount of time each student spends on each module page and video in the course.) Note that simply opening and closing a required video or pages in a module without reading or viewing the content in its entirety will detrimentally affect your performance.

2. Read the assigned text chapters along with the corresponding modules in D2L, and be prepared to apply the knowledge, complete assigned homework, quizzes, and exams, and ask pertinent questions and/or make relevant observations. Students are expected to read the textbook as well as all assigned supplemental materials. You will need the textbook in order to successfully complete this course. Note: you are responsible for material from the text whether or not it is specifically covered in the module. The online module compliments the material covered in the text and may cover additional information that is not in the textbook.

3. Quizzes (20% of the final grade): There is a quiz at the end of each module. Quizzes consist of 25 items; students will have 20 minutes to complete the quiz. Only take the quiz when you feel ready as they are timed (be sure to take prior to deadline). During the quiz, you should not refer to your book or other resources. IMPORTANT: All quizzes and exams are closed book, independent assignments. You may NOT work in conjunction with other students or be in communication with other students when taking quizzes or exams. Communication about the quiz questions or content between student while an exam or quiz is open is a direct violation of academic integrity and you will be reported to the Dean of the college for academic dishonesty. I reserve the right to fail students who collaborate on any graded assignment (quizzes, exams, or the case study) as any collaboration is considered a violation of academic integrity/honesty. Make-up quizzes are not offered except in rare circumstances. Note that your lowest quiz score is dropped, so if you accidentally miss a quiz it will count as your lowest score.

Please direct any questions about the course or course content to me. You may study with other students prior to the opening of the exam or quiz. However, communication about a quiz or exam while other students are still taking the exam or quiz is a violation of academic integrity. Simply put, do NOT discuss exam/quiz questions or content with other students or persons. These are independent assessments. The average of all quiz grades will count towards 20% of the final grade.

4. Closed-book Exams (60% of your final grade): There are four non-cumulative CLOSED BOOK exams in this course. Exams will be administered using proctoring software. Your exam performance will make up 60% of your final grade. All exams are worth 15% each. You are expected to be prepared for these exams (do your readings in advance, complete all chapter modules, utilize any/all resources provided by the instructor, and STUDY). As an online course with multiple components, it is going to be critical that you print and carefully follow the course schedule.
Note that although chapter quizzes predominantly cover the material in the text chapter itself, the exams will cover material in both the chapters and the course modules.

When taking exams, all course related information should not be accessible in order to remove any temptation. Remember, all persons who engage in academic dishonesty will be reported to the Dean, which will remain in your permanent academic record. Additionally, you will fail the assignment and the instructor reserves the right to assign a failing grade for the course.

- **IMPORTANT POLICY on Make-up Exams:** Make-up exams will only be given in extremely RARE CIRCUMSTANCES, where arrangements are made in advance of the scheduled exam. Appropriate documentation must be presented in order to take a make-up exam, where appropriate documentation includes a written excuse from the Dean for a university sanctioned event (I should be notified in advance of any planned event). If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam. **If there is a true emergency and you are in danger of missing an exam, contact me via email ASAP!** In addition, you should contact the Office of Community Standards (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 the website and services offered by the university. Whatever the situation, **if there is a problem of any sort, it is essential that you communicate with Dr. Jacobi (jacobil@sfasu.edu or jacobil@d2l.sfasu.edu).**

5. **Case Study Assignment (20% of your final grade):** Students will be assigned a written case study and have approximately 1½ - 2 weeks to complete it (see Course Schedule). You will be acting as a clinician and be required to do a differential diagnosis (using the DSM-5), which you will become very familiar. You will also determine an effective treatment plan for a patient to address the symptoms of their disorder(s). Extensive information about two patients will be provided by the instructor and students will select the case that they are most confident about. **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, which is why it is the equivalent of an exam.** 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 with information about each patient.

Directions on how to complete the assignment will be posted on D2L mid-semester. 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 (from the content modules in D2L, in the various video depictions of the disorders in D2L, in text readings, and in live streamed classes), students will “diagnose” the patient 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 or diagnoses 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 all 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. 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 that when diagnosing and determining treatments, there chapters that address specific disorder categories (e.g., anxiety disorders, mood disorders, OCD and related disorders, personality disorders), and within those chapters are the various different disorders
for that category. Additionally, the DSM-5 criteria are provided for each specific disorder (also many criteria will be posted in the case study file in D2L), the different treatments for the various types of disorders are addressed, and the etiology (causes) of the different disorders are discussed (i.e., the theoretical underpinnings for the disorder). As you read through the chapters, it is imperative that you are familiar with the various diagnoses for each diagnostic category, the specific symptoms used in making a diagnosis using DSM-5 criteria, the theories and models that explain the development of the disorder, and various forms of effective treatment. Consider this information as you progress through the course and it will be vital as you complete your case study.

**Note:** The case study is worth slightly more than 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 an essential component of this course. (This is NOT an assignment that can be done in a day or night – you need to work on this over the course of the week(s) it is assigned). Trying to complete this in the last minute will likely yield a failing grade (this statement is based on years of experience). This assignment (with different cases) is given in all sections of abnormal is considered an essential component in this course.

**Important Note:** All case study assignments and other assignments must be submitted to Brightspace in a Word document; assignments cannot be “scanned in” or handwritten, or in a pages or jpeg format.

You are expected to write on a level that is commensurate with that of a university student. Grading will be based on content, clarity, and organization, as well as grammar and spelling. When appropriate, proper citations (APA) are required. Assignments will be submitted to the dropbox on Brightspace by D2L. Students must upload completed assignments as a Word Document to the designated dropbox in D2L. Specific instructions will be provided on how to submit the files, as all assignments will be graded “blind” to the author (this makes grading more objective, since the professor does not know the author).

**Other Important Course Information:**

- **There are no make-up assignments for deadlines that are missed unless arrangements are made in advance.** Information will be posted in D2L (Brightspace) regarding the specific due dates for module activities. **All due dates for quizzes, exams, and the case study are posted in the course schedule (at the end of the syllabus). PRINT the COURSE SCHEDULE and follow the dates provided.** Also, check D2L frequently for important course announcements, emails, assignments, and information. As an online course, the “classroom” and course are effectively located in D2L (Brightspace). **The due dates are indicated for the entire semester, so there are no surprises.**

- **Click on the following link for tips on Netiquette** (appropriate e-mail and discussion boards’ etiquette): [https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001](https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001)

- **Course 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 and to engage in online discussions, it is not necessarily appropriate to discuss detailed personal matters. Also, you need to be respectful of others in all communications and discussion postings. Personal attacks on others will not be tolerated. Remember to treat others with kindness and respect.

- **Important note and caution:** This course may include videos, power-point slides, clinical information/scenarios, etc., with mature themes, and may contain discussion of sensitive content related to psychological disorders/maladaptive behavior, and serious 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

- **Important E-mail Information:** E-mail from your personal e-mail account 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. Therefore, it is very important for students to use only the D2L address for e-mail communication with Dr. Jacobi (jacobil@d2l.sfasu.edu). If emailing Dr. Jacobi using jacobil@sfasu.edu from your jacks account. Also, when communicating through email, always be sure to identify who you are and in what course you are currently enrolled.

Remember that D2L is an internal email that cannot be sent to outside email addresses. The fastest way to reach me is through D2L. If you are in your SFA Jacks email, you cannot send an email to D2L, you would have to send me the email to my SFA email address at jacobil@sfasu.edu. However, keep in mind that I will be spending more time in D2L than in my SFA email, so the fastest way to reach me will be through D2L email. Be advised that you can set your D2L email to be forwarded to another email account that you more frequently check. However, it is important to know that when attempting to respond to a D2L email received as a forwarded email in another email server, you must be in D2L (Brightspace) to respond. **Ultimately, since this course is online, you should be spending a significant amount of time in D2L to complete the course.**

- **For students who are having academic difficulty in this class or any other class,** remember there are free tutoring and other services through the AARC. If you are not doing well, first evaluate what you are and are not doing in the course. Are you doing the reading? Are you dedicating enough time to the course? Often low performance is associated with lack of time spent in the course. This can be remedied if identified early. As with most courses, you cannot procrastinate in this course and succeed. It is essential that you stay on top of deadlines and keep up with pace and deadlines of the course.

- **Helpful links for writing:** (in addition to Grammarly, there are other free cites that are very helpful)
  
  www.Grammarly.com (recommended for all students)
  https://owl.purdue.edu/owl/general_writing/grammar/index.html (grammar)
  https://owl.purdue.edu/owl/general_writing/punctuation/index.html (punctuation)
  https://libguides.gvltec.edu/c.php?g=922017&p=6645193 (APA writing- also covers basics of writing)
  https://apastyle.apa.org/ (APA style)
  https://apastyle.apa.org/style-grammar-guidelines/references/examples (APA reference examples)

- Again, to reiterate, students should check Brightspace by D2L frequently for important announcements, Zoom meeting dates and times, 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.

- **NOTE:** As the instructor, I recognize that sometimes there are exceptional circumstances that warrant consideration. If there are some unexpected extenuating circumstances that affect your ability to pay attention or if temporary modifications are needed, please notify me (Dr. Jacobi) ASAP, before assignments are due.

- **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:**
  SFA Counseling Services
  www.sfasu.edu/counseling
Tucker Building (Southeast corner of Raguet and East College streets)
936.468.2401

SFA Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services
Building, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
988 Suicide and Crisis Lifeline: call or text 988
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Evaluation/Grading:

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<tr>
<th>Evaluation Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study</td>
<td>20%</td>
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</tbody>
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Exams:
4 Exams at 15% each
Exams = 60%
Module Quizzes:
The average score of all quizzes will be calculated (missed quizzes are zeros). The lowest quiz grade will be dropped. For example, if your quiz average is 80%, then you earn 16 of 20 points in your final grade
Quizzes = 20%
Case Study: will be graded out of 20 points (and applied to the final grade)
Case study = 20 points (20%)
Total Grade = 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.

COURSE RULES: Following these few rules will help to maximize the PSYC 2320 online experience for you and your classmates:

- Read the assigned material, and turn in all required work by the day it is due. Allow ample time to avoid last minute snags or complications.
- Participate in all online modules.
- Treat everyone in the class with respect and courtesy.
- Students are expected demonstrate professional behavior, and to use mature and courteous language with the professor and classmates that is appropriate for the university learning experience.
- Ask questions!
- Remember, Dr. Jacobi is dedicated to assisting you to ensure that this course is a meaningful learning experience, and is invested in your success! Please don’t hesitate to contact Dr. Jacobi via email (jacobil@d2l.sfasu.edu) - during virtual office hours or to make an appointment with the
professor for a phone call or Zoom meeting if you have questions or concerns. I am more than happy to be helpful in any possible way to facilitate the learning process; however, you are ultimately responsible for your success in this course.

University Policies:

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Acceptable Student Conduct
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). Discourteous, hostile, 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.

Unacceptable or disruptive student 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 are not virtual present and engaging in the online course) 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.

Additional Course Information:

- **Cell phones, i-phones, and similar devices are not allowed during quizzes or exams.** Texting during a quiz or exam is a violation of academic integrity and will be reported. During live Zoom sessions, students should not be using their phones or other electronic devices (except to access Zoom). Using your cell phone during a livestream 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!* So when reading your text, module, or studying, it is best to store your phone on silent (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. Please be mindful of this in all of your courses.

- 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. If your question concerns the material we are covering, please feel free to ask topic-related questions – I answer questions during office hours or by appointment.

- **NOTE:** As the instructor, 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 modifications are needed, please notify me (Dr. Jacobi) before assignments are due.

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  Course Schedule on the next pages…
<table>
<thead>
<tr>
<th>Week (beginning Mondays, except week 1)</th>
<th>Course Content by Week (assigned readings in text chapters and D2L modules; Exam and Zoom meeting dates)</th>
<th>Assignments: Quiz dates, discussion, exam content and other important dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 August 28</td>
<td>Complete Getting Started Module in D2L on Tuesday, May 30th</td>
<td>1. Read Course Announcements, Syllabus, Course Schedule on May 30</td>
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<tr>
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<td><strong>Read Chapter 1</strong>: Abnormal Psychology: Historical and Modern Perspectives</td>
<td>2. Print the Course Schedule!</td>
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<td></td>
<td><strong>Read Module 1 in D2L</strong></td>
<td>3. Discussion: Student Introduction by August 31, 11:59 p.m.</td>
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<td></td>
<td><strong>Complete Quiz #1: Ch. 1 by Sunday, September 3</strong></td>
<td>4. Complete Quiz #1: Ch. 1 by Sunday, September 3</td>
</tr>
<tr>
<td>Week 2 September 4</td>
<td>Read Ch. 2 – Research Methods in Abnormal Psychology</td>
<td>Complete Quiz #2 over Chapter 2 by Sunday, Sept. 10, 11:30 p.m.</td>
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<td><strong>Read Module 2 in D2L</strong></td>
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<tr>
<td>Week 3 Sept. 11</td>
<td>Read Ch. 3 - Clinical Assessment &amp; Diagnosis</td>
<td>Complete Quiz #3 over Chapter 3 by Sunday, September 17, 11:30 PM</td>
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<td><strong>Read Module 3 in D2L</strong></td>
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<tr>
<td>Week 4 Sept 18</td>
<td>EXAM ONE – Tuesday, Sept. 19</td>
<td>Chapters 1, 2, and 3; D2L Course Modules 1, 2, 3</td>
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<td><strong>Read Ch. 4 – Anxiety, Trauma- and Stressor-Related Disorders</strong></td>
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<tr>
<td>Week 5 Sept 25</td>
<td>Continue reading Chapter 4 &amp; Module 4 in D2L Anxiety, Trauma- and Stressor-Related Disorders</td>
<td>Complete Quiz #4 over Ch. 4 by Wednesday, Sept 27, 11:30 p.m.</td>
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<td><strong>Read Module 5 in D2L</strong></td>
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<tr>
<td>Week 6 October 2</td>
<td>Read Ch. 5 - Obsessive Compulsive and Impulse Control Disorders</td>
<td>Complete Quiz #5 over Ch. 5 by Wednesday, Oct 4, 11:30 p.m.</td>
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<td><strong>Read Module 5 in D2L</strong></td>
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<td></td>
<td>Begin Chapter 7 and Module 6</td>
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<tr>
<td>Week 7</td>
<td>Read Ch. 7 – Depressive &amp; Bipolar Disorders</td>
<td>Complete Quiz #6 over Chapter 7 by Wednesday, Oct 11, 11:30 p.m.</td>
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<tr>
<td>October 9</td>
<td>Read Module 6 in D2L (Mood Disorders)</td>
<td>Chapters 4, 5, and 7 Modules 4, 5, and 6 in D2L</td>
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<td>EXAM TWO – Friday, October 13th</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Read Ch. 6 – Somatic and Dissociative Disorders</td>
<td>Complete Quiz #7 over Ch. 6 by Sunday, Oct 22, 11:30 p.m.</td>
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<tr>
<td>October 16</td>
<td>Read Module 7 in D2L (Somatic and Dissociative Disorders)</td>
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<tr>
<td>Week 9</td>
<td>Read Ch. 12 – Personality Disorders</td>
<td>Complete Quiz #8 over Ch. 12 by Sunday, Oct 29th, 11:30 p.m.</td>
</tr>
<tr>
<td>(Oct 23)</td>
<td>Read Module 8 in D2L (Personality Disorders)</td>
<td>Case Study Assigned Oct 27th DUE by Wednesday, November 29th Refer to Case Study Module in D2L</td>
</tr>
<tr>
<td>Week 10</td>
<td>Read Ch. 11 – Schizophrenia</td>
<td>Complete Quiz #9 over Ch. 11 by Sunday, November 5, 11:30 p.m.</td>
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<tr>
<td>(Oct 30)</td>
<td>Read Module 9 in D2L (Schizophrenia)</td>
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<tr>
<td>Week 11</td>
<td>EXAM THREE – Tuesday, Nov 7</td>
<td>Chapters 6, 12, 11; Modules 7, 8, 9</td>
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<tr>
<td>(Nov 6)</td>
<td>Begin reading Chapter 8 and Module 10</td>
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<tr>
<td>Week 12</td>
<td>Read Ch. 8 – Feeding and Eating Disorders</td>
<td>Complete Quiz #10 over Ch. 8 by Thursday, November 16, 11:30 p.m.</td>
</tr>
<tr>
<td>(Nov 13)</td>
<td>Read Module 10 in D2L</td>
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<tr>
<td>Week 13</td>
<td>HAPPY THANKSGIVING – ENJOY THE HOLIDAY</td>
<td>NO CLASSES</td>
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<td>(Nov 20)</td>
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<tr>
<td>Week 14</td>
<td>Read Ch. 10 – Substance Use and Addictive Disorders</td>
<td>Case Study DUE Wednesday, November 29th (Use both Drop Boxes in D2L – Follow the directions in Case Study Module)</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Read Module 11 in D2L</td>
<td>Complete Quiz #11 over Ch. 10 by Friday, December 1, 11:30 p.m.</td>
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</tbody>
</table>
Week 15  
Dec 11  
| **Read Chap 13:** Neurodevelopmental disorders  |
| **Read Module 12** in D2L  |
| **Complete Quiz #12 over Ch. 13 by Friday, December 8, 11:30pm** |

Week 16  
Finals Week  
| **Exam 4 (During Finals for Fall)**  |
| **EXAM:** Chapters 6, 12, 11 Modules 7, 8, & 9 |

**Dates/materials covered in the above schedule are tentative and subject to change.**

**NOTE:** There are discussions and in-module assignments that are posted in D2L – the due dates are posted within the Modules in the course content

**Legend**

**EXAMS**

**Quizzes**

**Case Study and Other Assignments**