
**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.

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<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
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<td>theoretical perspectives, empirical findings, and historical</td>
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<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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<td>abnormal psychology, including research design, data analysis,</td>
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<td>and interpretation.</td>
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<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced</td>
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<td>skeptical inquiry, and, when possible, the scientific approach</td>
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<td>to solve problems related to behavior and mental processes.</td>
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<td>The student will understand and apply psychological principles to</td>
<td>Advanced</td>
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<td>personal, social, and organizational issues.</td>
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<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act</td>
<td>Advanced</td>
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<tr>
<td>ethically, and reflect other values that are the underpinnings of</td>
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<td>psychology as a science.</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” 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 a very 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.

**Note:** when taking Quizzes, you may use your book, 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 on circumstances. 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 unavailable on Quiz days 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 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 doc or docx 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 (No pdf documents). 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. 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 no make-up for missed Discussion posts as our 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. *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 difficulties 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

7. **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 me**. However, if for some reason you are unable to log onto D2L, you may e-mail me at: jbrotzen@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.**

8. **Grading System:**

**Point Distribution**

Discussions are collectively worth 22 points
Quizzes 410 points
Assignments 55 points

**Total possible points: 485**

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

A = 434 – 485 points
B = 386 - 433 points
C = 337 - 385 points
D = 289 - 336 points
F = below 289 points
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assignments</th>
<th>Due Dates</th>
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| **Week 1**    | Read chapters 1, 2, & 3  
Read modules 1, 2, & 3  
Take quizzes 1, 2, & 3  
Submit Introduction discussion post  
Submit Stigma discussion post | Access to quizzes 1-3 ends 06/09 at 11:59 PM  
Access to both discussion assignments ends 06/09 at 11:59 PM |
| 06/03 – 06/09 |                                                                            |                                                                            |
| **Week 2**    | Read chapters 4 through 6  
Read modules 4 through 6  
Take quizzes 4 through 6  
Submit Black Dog discussion post  
Submit Dropbox A1- Hoarding Disorder assignment | Access to quizzes 4, 5, & 6 ends 06/16 at 11:59 PM  
Access to Black Dog discussion ends 06/16 at 11:59 PM  
Access to Hoarding assignment ends 06/16 at 11:59 PM |
| 06/10 – 06/16 |                                                                            |                                                                            |
| **Week 3**    | Read chapters 7, 8, & 10  
Read modules 7, 8, & 10  
Take quizzes 7, 8, & 10  
Submit Dancing with the devil discussion post | Access to quizzes 7, 8, & 10 ends 06/23 at 11:59 PM  
Access to Dancing with the devil discussion ends 06/23 at 11:59 PM |
| 06/17 – 06/23 |                                                                            |                                                                            |
| **Week 4**    | Read chapters 12 through 14  
Read modules 12 through 14  
Take quizzes 12 through 14  
Submit Dropbox assignment on personality disorders  
Submit Dropbox assignment on Autism Spectrum | Access to quizzes 12-14 ends 06/30 at 11:59 PM  
Access to personality assignment ends 06/30 at 11:59 PM  
Access to autism assignment ends 06/30 at 11:59 PM |
| 06/24 – 06/30 |                                                                            |                                                                            |
| **Week 5**    | Read chapters 15 & 9  
Read modules 15 & 9  
Take quizzes 15 & 9 | Access to quizzes 15 & 9 ends 07/05 at 11:59 PM |
| 07/01 – 07/05 |                                                                            |                                                                            |
**Dates in above schedule are TENTATIVE and subject to change.**

**Additional Course Information:**

**Institutional Absences:**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**COURSE GUIDELINES:** Following these few guidelines will help to maximize the PSYC 2320 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 to avoid problems with submission or other computer glitches.
- 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

Please don’t hesitate to call, e-mail (jbrotzen@d2l.sfasu.edu), or to make an appointment with me via phone call, e-mail. If you have questions or concerns. I strive to return e-mails expediently and to be as accessible as possible. 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.

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 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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities (Policy 6.1):** 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/

**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.

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

[Email Etiquette for Students (custom-writing.org)](https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001)

**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