

University of North Texas at Dallas
Fall 2016
SYLLABUS

PSYC 4610 Section 030: Abnormal Psychology; 3 Hrs

Department of	Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:	Teresa L. Collins-Jones, Ph.D.		
Office Location:	Adjunct Psychology Office, DAL 2 Room 302		
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Office Hours:	M/W 1-4 pm and T/R 9am-12 pm as well as by appointment		
Classroom Location:	Virtual		
Course Catalog Description:	Major psychoses, neuroses and other types of maladaptive behavior patterns that are common problems in society; descriptions of symptomatology, theoretical approaches and epidemiological variables.		
Prerequisites:	Junior standing and 12 hours of psychology, or consent of department.		
Required Text:	Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. M. (2016). <i>Abnormal Psychology, 17th Edition</i> . Pearson. ISBN-10: 0133852059 • 9780133852059 or Butcher, J.N., Hooley, J. M., & Mineka, S. M. (2014). <i>Abnormal Psychology, 16th Edition</i> . Pearson. ISBN-10: 0205965091 • ISBN-13: 9780205965090		
Recommended Text and References	Reading Assignments: Students are expected to read in advance the chapters designated by week in the outline below; and any additional reading I assign. Come to class prepared to discuss them.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview: This course is designed to assist learners to:			
	<ol style="list-style-type: none"> 1. Describe the various ways in which abnormal behavior is defined and classified. 2. Explain how the biopsychosocial model (biological, psychological, and social factors (culture) contributes to the development of mental disorders. 3. Analyze current issues and evidenced based approaches to understanding and treating abnormal behavior. 4. Describe how research enables psychologists to understand prevalence and incidence of mental disorders, as well as, develop effective treatment interventions. 		
Learning Objectives/Outcomes: At the end of this course, learners will be able to:			
1	Be able to discuss the continuum of behaviors and thought processes between normality and abnormality.		
2	Understand the role of research (reliability and validity of assessment instruments, treatment interventions, etc.) in evaluating mental disorders and developing evidenced based treatments.		
3	Consider the advantages and disadvantages of using various diagnostic systems of mental disorders.		
4	Identify the relationship between the assessment and diagnosis of mental disorders.		
5	Discuss diagnosis, etiology, prevalence, prognosis, and response to treatment based upon empirical evidence.		
6	Summarize the clinical features associated with the various mental disorders included in the DSM-5.		
7	Review the ethical and legal issues often encountered by those who are assessing and treating individuals diagnosed with a mental disorder.		

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

Week	TOPICS	Assignment Due Date
Week One August 22-28	Introduction to Abnormal Psychology Welcome Review the Syllabus What is Abnormal Psychology What is the DSM-5 Prevalence of Mental Disorders Approaches to Researching Mental Disorders Reading: Butcher, Hooley, & Mineka, Chapter 1 (pages 1-27)	DQ 1 <i>*participate all week</i> Reflection #1 Due 8/28
Week Two August 29-September 4	Historical Views of Abnormal Behavior Emergence of Contemporary Views of Abnormal Behavior Reading: Butcher, Hooley, & Mineka, Chapter 2 (pages 28-53)	DQ 2 <i>*participate all week</i>
Week Three September 5-11	Causes and Risk Factors for Abnormal Behavior Biological Factors Psychological Factors Sociocultural Factors Use of DSM-5 Reading: Butcher, Hooley, & Mineka, Chapter 3 (pages 54-99)	DQ 3 <i>*participate all week</i> Reflection #2 Due 9/11
Week Four September 12-18	Basic Elements in Assessment Integration of Assessment Data Classifying Abnormal Behavior Reading: Butcher, Hooley, & Mineka, Chapter 4 (pages 100-127)	DQ 4 <i>*participate all week</i> Quiz Over the DSM-5 (Quiz 1) Due 9/18
Week Five September 19-25	Stress Stress Response Stress and Physical Health Prevention and Treatment of Stress Disorders Reading: Butcher, Hooley, & Mineka, Chapter 5 (pages 128-161)	DQ 5 <i>*participate all week</i> Reflection #3 Due 9/25
Week Six September 26-October 2	Neurocognitive Disorders Brain Impairment in Adults Dementia Amnesic Disorder Neurodevelopmental Disorders Maladaptive Behavior in Different Life Periods Common Disorders of Childhood Anxiety and Depression in Children and Adolescents Elimination Disorders Specific Learning Disorders Intellectual Disability Programming for Children and Adolescents Reading: Butcher, Hooley, & Mineka, Chapters 14 and 15 (pages 482-547)	DQ 6 <i>*participate all week</i> Reflection #4 Due 10/2 Quiz Over Chapters 14, and 15 (Quiz 2) Due 10/2
Week Seven October 3-9 Midterm	Schizophrenia and Other Psychotic Disorders Reading: Butcher, Hooley, & Mineka, Chapter 13 (pages 443-481) <i>*this information will not be on the mid-term</i>	DQ 7 <i>*participate all week</i> Mid-Term Exam (Chapters 1-5, 14, and 15) DUE 10/9
Week Eight October 10-16	Mood Disorders Unipolar Depressive Disorders Bipolar and Related Disorders Suicide	DQ 8 <i>*participate all week</i>

	Somatic Symptoms Dissociative Disorders Reading: Butcher, Hooley, & Mineka, Chapter 7 (pages 211-262)	
Week Nine October 17-23	Panic, Anxiety, Obsessions, and Their Disorders Specific Phobias Social Phobia Generalized Anxiety Disorder Obsessive-Compulsive and Related Disorders Reading: Butcher, Hooley, & Mineka, Chapter 6 (pages 162-210)	DQ 9 <i>*participate all week</i> Diagnosing a Celebrity Paper Due 10/23
Week Ten October 24-30	Somatic Symptoms and Related Disorders Dissociative Disorders Reading: Butcher, Hooley, & Mineka, Chapter 8 (pages 263-292)	DQ 10 <i>*participate all week</i> Quiz Over Chapters 6 and 8 (Quiz 3) Due 10/30
Week Eleven October 31-November 6	Eating Disorders Obesity Reading: Butcher, Hooley, & Mineka, Chapter 9 (pages 293-326)	DQ 11 <i>*participate all week</i> Reflection #5 Due 11/6
Week Twelve November 7-13	Sexual Variants, Abuse, and Dysfunctions Gender Dysphoria Sexual Abuse Sexual Dysfunctions Reading: Butcher, Hooley, & Mineka, Chapter 12 (pages 404-442)	DQ 12 <i>*participate all week</i> Quiz Over Chapters 9 and 12 (Quiz 4) Due 11/13
Week Thirteen November 14-20	Substance Related Disorders Alcohol Related Disorders Drug Abuse and Dependence Gambling Disorder Reading: Butcher, Hooley, & Mineka, Chapter 11 (pages 367-403)	DQ 13 <i>*participate all week</i> Reflection #6 Due 11/20
Week Fourteen November 21-27	Personality Disorders Cluster A Personality Disorders Cluster B Personality Disorders Cluster C Personality Disorders Reading: Butcher, Hooley, & Mineka, Chapter 10 (pages 327-366)	DQ 14 <i>*participate all week</i> Presentation on a Disorder <i>*Needs to be loaded by 11/28 (one day extra due to Thanksgiving)</i>
Week Fifteen November 28-December 4	Therapy Measuring Success in Psychotherapy Therapeutic Approaches Contemporary and Legal Issues in Abnormal Psychology Inpatient Mental Health Treatment Controversial Legal Issues and the Mentally Ill Organized Efforts for Mental Health Challenges for the Future Reading: Butcher, Hooley, & Mineka, Chapters 16 and 17 (pages 548-607)	DQ 15 <i>*participate all week</i> Reflection #7 On presentations Due 12/4

<p style="text-align: center;">Week Sixteen December 7-11 Finals Week</p>	<p style="text-align: center;">Final Exam</p>	<p style="text-align: center;">DQ 16 <i>*Participate x1 in a discussion to prep for the Exam</i> 12/4-12/7</p> <p style="text-align: center;">Final Exam (Chapters 6, 7, 8, 9, 10, 11, 12, 13, 16 and 17) Due 12/11 at 11:59 pm</p>
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Discussions (160 points)

Each week you will be asked to participate in one discussion. You will post your own response to the questions and respond to at least two posts made by your peers or the instructor in each discussion thread on more than one day. Your posts should integrate information that you have learned in class as well as incorporate the scholarly literature that you find in the library or on the web. *Please avoid using websites like Wikipedia or psychology.org, instead try to rely upon .edu or .gov websites.* Your initial posts should be made by Day 4 of each week (Thursday) and you should stay active in the current discussion through the last day of the week (Sunday). Do not work ahead or get behind as points will be deducted for late submissions. Make sure that you check your spelling and grammar before posting your response. In your replies to your peers, you can expand or clarify a point made in a previous post, offer additional information, or discuss whether you agree or disagree with a post made by a classmate or the instructor. Develop your responses and cite the references that you use to support your position.

Quizzes (40 total points, 10 points each)

Four quizzes will cover material from the assigned readings, lectures, and class discussions.

Exams (400 total points, 2 exams-200 points each)

There will be a total of two exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions. The exams are not cumulative.

Diagnosing a Celebrity Paper (200 points)

For this assignment, you will be asked to select a “celebrity” or famous person (living or deceased) that you believe has or had a clinical disorder. The person you choose should be someone that is personally intriguing to you (a movie star, musician, politician, historical figure, or criminal) **and NOT a family member, friend, or professor.** You will be asked to gather data from a variety of sources including books, popular magazines, internet sites, television interviews, articles, scholarly resources, etc. to assist you with explaining the individual’s behavior. You will make up a reason for referral as well as material for the MSE (Mental Status Examination) that is congruent with the person’s behavior and symptoms. You will rely upon the criteria listed in the DSM-5 (also reviewed in the textbook and in the course lectures) to assist you with describing the person’s behavior and symptoms. The purpose of this assignment is to assist you with learning how diagnostic criteria are applied to individuals. Please note, as ***an undergraduate student who is not licensed, you are not qualified to conduct psychological evaluations or to diagnose individuals.*** This class assignment will be entirely fictional (do not choose an individual who has had a psychological evaluation that is posted). You will submit a 3-5 page paper utilizing 2-3 scholarly resources to support your assumptions.

Presentation on a Disorder (130 points)

Each student will choose a disorder that they will present to the class. You will describe and discuss the presentation, symptoms, etiology, prevalence, and prognosis of the disorder that you have chosen in addition to discussing the current literature, various theoretical perspectives, and possible treatment issues. You will upload the presentation into the online classroom for other students to view. After reviewing each presentation, you will have the opportunity to ask each other questions and provide feedback. A *minimum* of 15 slides and speaker notes will be required as well as a minimum of 3 references to support the material in your presentation. You also have the option of adding audio and/or video to your presentation.

Reflections (70 total points or 10 points each)

To facilitate discussion and understanding of the material, you will be asked to write a reflection on a specific topic **during seven different weeks**. Each reflection should be 2-3 pages long and should be a “reflection” on what you have learned. You will be asked to demonstrate that you understand the concepts by connecting the ideas or issues we have discussed in class and that you have reviewed in your readings as well as through outside experiences. *Synthesize, analyze and evaluate*. And finally, critically examine your own development through these learning activities.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Weekly Discussions	16 Discussions at 10 points each	160
Quizzes	4 quizzes at 10 points each	40
Exams	2 exams at 200 points each	400
Diagnosing a Celebrity Paper	Paper (3-5 pages)	130
Presentation on a Mental Disorder	Power Point Presentation (15-20 slides with speaker notes)	200
Reflections	7 reflection activities at 10 points each <i>*Reflections are graded as credit/no credit</i>	70
Total:	100%	1000

Grade Determination

A = 900-1000 pts; i.e., 90% or better

B = 800-899 pts; i.e., 80 – 89 %

C = 700-799 pts; i.e., 70 – 79 %

D = 600-699 pts; i.e., 60 – 69 %

F = 599 pts or below; i.e., less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Note: If you need to reschedule your exam and the due date has passed, you may be given an alternate form of the exam.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to

<http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online

environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

****This syllabus is subject to change. If changes are made, I will communicate them to you in a timely manner.***