

University of North Texas at Dallas
Fall 2015
SYLLABUS

PSYC 4610 (001): Abnormal Psychology; 3 Hrs			
Department of	Sociology & Psychology	Division of	Liberal Arts & Sciences
Instructor Name:	Mario P. Casa de Calvo, Ph.D.		
Office Location:	DAL2 257		
Office Phone:	972.338.1321		
Email Address:	mario.casadecalvo@untdallas.edu		
Office Hours:	M & W from 2:30-4:30; T & TR from 10:30-12:30; by appointment		
Classroom Location:	DAL2 336		
Class Meeting Days & Times:	MW 1:00pm-2:20pm		
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:	<p>Krauss-Whitbourne, S., & Halgin, R. P. (2014). <i>Abnormal Psychology: Clinical Perspectives on Psychological Disorders</i> (7th edition). New York: McGraw-Hill Education. ISBN: 978-1-259-13338-1</p> <p>*Note: if you have a different edition of the text please notify me to make sure that your text will satisfy the requirements of the course</p> <p>**I will provide all other reading material in advance either electronically or in hardcopy in class</p> <p>On Readings in General:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and 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: The goals of this course are as follows -			
	<ol style="list-style-type: none"> 1. Describe and interpret interpersonal and / or intrapersonal relationships as they exist within personal or socioeconomic systems. 2. Identify and analyze classical and contemporary theories of personal or socioeconomic systems. 3. Interpret and apply results of research, including quantitative and qualitative methods, in personal or socioeconomic systems. 		
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 from “mental health” to “mental illness” and the individual and societal forces in moving individuals along the spectrum.		
2	Describe research methods and evaluate empirical (i.e., research) evidence for psychiatric disorders.		
3	Analyze the utility and concerns with available diagnostic systems.		
4	Identify the spectrum of psychiatric disorders and differentiate between the disorders based on presentation, etiology, prognosis, and treatment approaches.		

5	Approach individual cases and discuss diagnosis, etiology, treatment possibilities, ethical issues, and available empirical evidence.
6	Present a disorder to a scholarly audience and demonstrate understanding of the underlying biopsychosocial issues, including application of theory.

Course Outline

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

TOPICS	TIMELINE
Introduction to Course and Abnormal Psychology Reading: K-W & H, Chapter 1	8/24-8/26
Diagnosis and Treatment Reading: K-W & H, Chapter 2	8/31-9/2
No Class – Labor Day	9/7
Assessment Reading: K-W & H, Chapter 3	9/9-9/14
Theoretical Perspectives Reading: K-W & H, Chapter 4	9/16-9/21
Exam 1 (Chapters 1-4)	9/23
Anxiety Disorders Reading: K-W & H, Chapter 8	9/28-9/30
Depressive Disorders Reading: K-W & H, Chapter 7	10/5-10/7
Substance-Related and Addictive Disorders Reading: K-W & H, Chapter 12	10/12-10/14
Exam 2 (Chapters 7, 8, & 12)	10/19
Schizophrenia Reading: K-W & H, Chapter 6	10/21, 10/26, & 10/28
Dissociative and Somatic Symptom Disorders Reading: K-W & H, Chapter 9	11/2, 11/4, & 11/9
Personality Disorders Reading: K-W & H, Chapter 14	11/11, 11/16, & 11/18
Exam 3 (Chapters 6, 9, & 14)	11/23
<u>In-Class Group Work: Group Presentations</u>	11/25, 11/30, 12/2
Final Exam = Group Presentations	TBD

Course Evaluation Methods

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

Leading Class Discussions (50 points total; 25 points possible for every session led)

To facilitate discussion and understanding of the material, you will be expected to lead/facilitate class discussion **twice** over the course of the semester. At the conclusion of each class period, I will ask for volunteers to lead discussion on the assigned readings for the next class session. If there are no volunteers, I will randomly select students to lead. Discussion leaders should *not* focus on summarizing an entire chapter/reading; rather, discussion leaders should focus on describing the aspects of the reading that they found particularly relevant or interesting,

and should strive to relate the material to their own lives, to other material they have learned in their other courses, and/or to the field of Psychology in general. Discussion leaders should also generate questions and/or activities that will stimulate discussion/participation among the other students. **You are required to have led discussion AT LEAST ONCE before 11/1; otherwise 15 points will be automatically deducted from students' overall Discussion grade.**

Exams (100 points apiece)

There will be a total of three 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.

Group Presentation (100 points)

Toward the beginning of the semester, each student will be assigned to a group consisting of fellow students enrolled in the course. Each group will select a well-known historical figure who is thought to have suffered from a specific mental illness (assume a scholarly audience). Each group is to make an argument for why its chosen figure suffered from that specific mental illness. Presentations should describe the historical person's life in terms of the following features of that person's psychological disorder: presentation, symptoms, etiology, theoretical perspectives/interpretation, prognosis, and treatment issues. This 15-minute presentation will be evaluated on a 100 point scale. Each group will give the presentation on its disorder during our scheduled final exam day/time (TBD). The presentation is graded on the quality and depth of the information provided. Presentations will also be evaluated on style, clarity of materials/presentation, effective use of PowerPoint, etc. **Each member of the group should participate in some part of the actual presentation.**

In-Class Participation (50 points)

On multiple occasions during the semester, I will assign students to groups for the purpose of debating two opposing viewpoints on a particular idea that we discuss. The debates are not designed to determine a correct answer on an issue, but rather to allow students to obtain practice in developing arguments and presenting them to peers. As such, students are reminded to show respect for each other and the professor at all times during the debates. **Full** participation in the debate process will result in 5 points per debate. Debate topics and dates will be announced in class.

Students will also be frequently asked to participate in other miscellaneous in-class assignments (e.g., group discussions, brief writing summaries, etc.) that will be described, detailed, and collected during class. Students will receive 5 points for completing these assignments, **and they cannot be made up if one misses class.**

Grading Matrix:

Instrument	Value (points or percentages)	Total
Discussion Leading	2 sessions at 25 points each	50
Exams	3 exams at 100 points each	300
Group Presentation	1 presentation	100
In-Class Assignments	Debates, Group Discussions, etc.	50
Total:	100%	500

Grade Determination

- A = 450 – 500 pts; i.e., 90% or better**
- B = 400 – 449 pts; i.e., 80 – 89 %**
- C = 350 – 399 pts; i.e., 70 – 79 %**
- D = 300 – 349 pts; i.e., 60 – 69 %**
- F = 299 pts or below; i.e., less than 60%**

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. 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 the SETE 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 come in late for an exam and another student has already turned in a completed exam, you cannot take the regular 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.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Classroom Policies

1. Since discussion is an essential part of this course, please come to class prepared and on time.
2. Please turn off your cell phones and pagers.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid, documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid, documented excuse, notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.
6. All work must be turned in during class. I will not accept emailed work unless you have a valid, documented excuse.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing class, and they must share their reason for missing class. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.

To get the most out of this class your attendance is required.

- *An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.*
- *Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.***
- *If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid, documented excuse consists of a doctor's note documenting your illness or death in the family.*

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Office of Student Life as the instructor deems appropriate.