



ABNORMAL PSYCHOLOGY

PSYC 351 – Section 3

Spring, 2019 § Tu/Th 12:30 – 1:45 § Science D224 § University of Wisconsin - Stevens Point

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Office Hours: M & Th 2:00 – 3:00, or by appt.
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I. Course Description

This course focuses on the research-based examination of the classification, causes, origins (etiology), and treatment of the major psychological disorders including anxiety and mood disorders, schizophrenia, personality disorders, disorders of childhood, and neurological disorders. The course format will include a combination of lectures, discussions, video presentations, small and large group activities, and case studies to facilitate student learning.

II. Prerequisites

This is an advanced course in psychology. Students are required to have accrued six credit hours of psychology courses.

III. Required Text

Sue, D. S., Sue, D. W., & Sue, D., & Sue, S. (2016). *Understanding Abnormal Behavior* (11th ed.). Boston, MA: Cengage Learning.

Note: Additional readings may be assigned throughout the course. Such readings will be handed out in class, made available on-line or through e-mail, and/or put on library reserve with advance notice.

IV. Course Objectives

The main goals for this course are to recognize and classify psychological disorders, understand the basic process of diagnosis, and understand possible etiologies and treatments of psychological disorders. By the end of the course, students will be able to accomplish the following objectives:

1. Understand the historical and cultural foundations of abnormal psychology.
2. Discuss the factors that contribute to the development of psychopathology.
3. Describe the assessment and diagnosis of psychological disorders, demonstrating knowledge of the DSM-V in diagnostic decision-making.
4. Identify various theoretical perspectives and methods of treatment for psychological disorders, with an understanding of what treatments are best for what conditions
5. Demonstrate an appreciation of cultural diversity and how it impacts diagnostic decisions and the treatment of psychological disorders.
6. Critically evaluate research, theory, and popular media in the field of abnormal psychology.

In addition to these course objectives, throughout the course my goal as a professor is also to enhance empathy for people experiencing psychological disorders, to recognize the strengths of individuals and the resources in their environments, and to encourage class discussion about behaviors that are often stigmatized by our society while respecting/maintaining anonymity.

V. Class Expectations

- Attend *every* class and be *punctual*. Lectures include material not covered in the text.
- READ the material *before* each class. REVIEW material *after* class.
- Be *respectful* of others. Failure to do so may result in the student being asked to leave class. Side discussions between students, even in the back of the class, are very disruptive to others.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. Please make a habit of turning off ringers before class.
- Complete assignments and exams *as scheduled*. Communicate effectively regarding barriers.
- Take responsibility for your own learning *throughout* the semester. Don't expect extra opportunities at the end to raise your grade. Over-study at the beginning to ensure a good start.

VI. Course Materials

The syllabus and grades will be available on Canvas: (www.uwsp.edu/canvas). Announcements, assignments, articles, study guides and *partial* powerpoint presentations *MAY* also be posted. Please consult the instructor if you cannot access this website.

VII. Attendance: By university policy, regular attendance is expected and required. Thus, I do not give additional points for simple attendance; you are expected to be in class, both in body and mind. You will see your grade negatively affected by repeated absences as class demonstrations and discussions may be incorporated into exams. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance may be the single most important factor under your control in determining your grade. Although I will not re-teach the material to you if you are absent, please let me know when you will miss class and ask a classmate to share notes if possible. University activities, religious beliefs and military service are reasonable excuses but must be documented prior to absences according to university policy.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. See policies and instructions on the registrar's website regarding drop deadlines and procedures.

VIII. Make-up Exams and Late Assignments

Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. To qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam, b) contact the professor prior to the exam or within 48 hours of missing the exam, and c) schedule a make-up exam within one week of the missed exam. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Final grades of "incomplete" will be determined in the same way. Unless your situation is an emergency, you need to inform me about missing the exam BEFORE it occurs.

Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times. I will notify you of available times, and you will be expected to schedule during one of these times. Again, make-up exams should be completed within one week of the original exam date.

Canvas submission of required assignments by class time on indicated due date is required to receive full credit (Do not email assignments). Assignments not submitted during or prior to class will result in at least a 10% reduction in credit per day.

IX. Evaluation of Performance

Evaluation of student performance will be based on scheduled exams, quizzes, a group project, and papers. These will total 610 possible points, and final grades will be calculated as a percentage of total points earned.

Exams: There will be four exams over the course of the semester. Exams will consist of multiple-choice questions and short answer questions. Each will be worth 100 points. The final exam will NOT be cumulative. Exams will be closed-book and monitored. Any student caught cheating will receive a score of zero on the exam, as per the academic integrity policy listed below. Without a documented and pre-approved excuse, students will not be allowed to enter the classroom once the exam has started. Instead a score of zero will be provided for late arrival on exam days.

Quizzes: To place value on the importance of regular attendance and keeping up with the readings, 4 quizzes will occur throughout the semester using Canvas. You will have a 48-hour window to complete each of these quizzes. There will be no opportunity to earn these points once the quiz has closed. Attempts are made via email and in class to remind you of these quizzes, but ultimately it is your responsibility to make sure you do not miss a quiz. Take them right away to ensure last-minute emergencies don't prevent you from earning these easy points. These quizzes will focus on information from the previous class AND information from the material that should have been read prior to class. These quizzes are meant to assist you in anticipating the type of items that will be included on exams. Each quiz will be worth 15 points.

Group Project: Each student will work in a group in order to research, summarize, and present to the class on a specific psychological disorder of childhood or adolescence. Each group's disorder will be determined randomly in class. Details of this project will be included on Canvas, but the overall goal of the project is for the group NOT to describe the disorder from the textbook, but to identify a research article on the disorder, read and summarize these findings, and present to the class on this literature. Grades will largely reflect the utilization and understanding of research in the field to share with classmates further knowledge in abnormal psychology. Each group project will be worth 60 points. The group's presentation must be uploaded to Canvas prior to class on the day the group is to present.

Reflection Paper: Your assignment will be to view a specified media clip or read a specified article and write a reflection paper to demonstrate completion of the assigned reading and/or video. Typically, I choose a topic that has been immediately relevant in the media. I will choose this topic at least two weeks in advance of when the assignment is due. This paper should be at least 2 pages in length and should not exceed 4 pages. The reflection paper is worth 30 points. This paper is **due 3/12/19**. During class on 3/12/19 we will have small group discussions regarding these reflections. The purpose in writing your paper is to prepare you for discussion in class. **Your grade on this assignment will heavily depend on your participation in the discussion with your small group.** If you have an unexcused absence on this day, you will receive only very minimal points based on the paper alone (maximum score 50%). If you attend but are not active in the discussion, you will only receive partial points as appropriate.

Movie Review Paper: By **4/25/19**, each student is expected to watch one of the approved psychologically-based movies listed on Canvas, and to discuss aspects of the movie and character development as it relates to Abnormal Psychology. An example of this type of analysis, with further instructions on what is expected, will be posted on Canvas for guidance. This paper should be at least three pages in length, should not exceed 5 pages, and will be worth 30 points.

Participation: By university policy, regular attendance is expected and required. Thus, I will not give points for simple attendance; you are simply expected to be in class, both in body and mind. However, you will receive a participation grade, worth 30 points. This grade includes my estimation of your preparedness, your asking and answering of questions in lecture, your participation during discussion sessions, and your general attitude in the classroom. Participation grades will be lowered due to use of phones or other electronic devices for purposes outside of class, talking with others in side conversations, working on material not pertaining to the class, sleeping, or exhibiting other inappropriate classroom behavior. While exact points are determined at the end, representative participation grades are as follows.

30: Good to excellent: Spontaneous asking or answering of questions during lecture and discussions; showing evidence as a group leader and active contributor in group work; demonstrating preparedness

20: Some class participation but lacking in spontaneous asking/answering questions; Participation in group project but not as a leader; typically just doing the minimum of what is required.

10: Never to rarely speaking in group discussions or asking/answering questions in lecture; exhibiting a poor attitude toward learning or regularly a distraction in class.

X. Point Distribution

Point distribution for this course is as follows.

| <u>Point Distribution:</u> | <u>Possible</u> | <u>My score</u> |
|------------------------------------|-------------------|-----------------|
| Exam #1 | 100 pts | _____ |
| Exam #2 | 100 pts | _____ |
| Exam #3 | 100 pts | _____ |
| Exam #4 | 100 pts | _____ |
| Quiz #1 | 15 pts | _____ |
| Quiz #2 | 15 pts | _____ |
| Quiz #3 | 15 pts | _____ |
| Quiz #4 | 15 pts | _____ |
| Reflection Paper/Discussion | 30 pts | _____ |
| Movie Review Paper | 30 pts | _____ |
| Group Project: | 60 pts | _____ |
| Participation 1 st half | 15 pts | _____ |
| Participation 2 nd half | 15 pts | _____ |
| Total: | 610 points | _____ |

Total Points to Final Grade:

| | |
|----|-------------------------|
| A | = 564 - 610(92.5-100%) |
| A- | = 546 - 563(89.5-92.4%) |
| B+ | = 528 - 545(86.5-89.4%) |
| B | = 503 - 527(82.5-86.4%) |
| B- | = 485 - 502(79.5-82.4%) |
| C+ | = 467 - 484(76.5-79.4%) |
| C | = 442 - 466(72.5-76.4%) |
| C- | = 424 - 441(69.5-72.4%) |
| D+ | = 406 - 423(66.5-69.4%) |
| D | = 363 - 405(59.5-66.4%) |
| F | = 0 - 362 (0-59.4%) |

Note: Extra credit will NOT be available in this course.

Final grades of "Incomplete" will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities.

XI. Students' Rights & Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. To ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document (link provided on Canvas) and is intended to help establish a positive living and learning environment at UWSP.

XII. Academic Integrity

Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students' work, and copying or paraphrasing material from sources (e.g., internet, articles, books) without using quotations or citations. Plagiarism will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. "Accidental plagiarism" – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the exam/assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14. A link to this document is provided on Canvas.

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

XIII. Accommodations and Disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center. I encourage students with disabilities (physical, intellectual, psychological etc.) or other specific needs to contact me early in the semester so I can help you enhance your learning potential in this class.

XIV. Extra Assistance or Tutoring

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact ADA in the Psychology Department, 715-346-2883).

XV. Title IX Disclaimer

Given the nature of this course, any disclosure of unreported neglect, physical, or sexual abuse of a child made to a University instructor must be reported to the appropriate administrative or law enforcement officials. Instances of the sexual assault of an adult must also be reported to the University under the Clery Act.

XVI. Mandatory Reporting of Illegal Acts

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

XVII. Emergency Responding

In the event of a medical emergency call 911 or use Red Emergency Phone (located outside D230 Science). Offer assistance if trained and willing. Guide all emergency responders to the person in need.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of the Science Building (by the Health Enhancement Center). Notify instructor or emergency command personnel of any missing individuals.

In the event of an Active Shooter – Run/Escape, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures at UW-Stevens Point.

Tentative Course Calendar – Spring, 2019

| Wk | Date | Topic (s) | Reading | Presentations |
|--|--------------------|---|------------------------------------|---|
| 1 | Tu 1/22 Th 1/24 | Syllabus & Introduction to Abnormal Behavior | Chapter 1 | |
| 2 | Tu 1/29 Th 1/31 | Understanding & Treating of Mental Disorders | Chapter 2 | |
| 3 | Tu 2/5 Th 2/7 | Assessment & Classification QUIZ #1 – opens 2/7 (closes 2/9) | Chapter 3 | |
| 4 | Tu 2/12 Th 2/14 | EXAM #1 Anxiety | CH 1-3 Chapter 5 | |
| 5 | Tu 2/19 Th 2/21 | Anxiety Obsessive Compulsive Disorders | Chapter 5 | Group 1: Anxiety 2/19 |
| 6 | Tu 2/26 Th 2/28 | Trauma & Stressor-Related Disorders | Chapter 6 | Group 2: Trauma 2/28 |
| 7 | Tu 3/5 Th 3/7 | Mood Disorders QUIZ #2 – opens 3/7 (closes 3/9) | Chapter 8 | Group 3: Mood 3/7 |
| 8 | Tu 3/12 Th 3/14 | Reflection Paper Due – Gp. Discussion EXAM #2 | CH 5, 6, 8 | |
| SPRING BREAK | | | | |
| 9 | Tu 3/26 Th 3/28 | Eating Disorders | Chapter 10 | |
| 10 | Tu 4/2 Th 4/4 | Eating Disorders Schizophrenia Spectrum Disorders | Chapter 10 Chapter 12 | Group 4: Eating 4/2 |
| 11 | Tu 4/9 Th 4/11 | Schizophrenia Spectrum Disorders Personality Disorders | Chapter 12 Chapter 15 | Group 5: Schizo. 4/9 |
| 12 | Tu 4/16 Th 4/18 | QUIZ #3 open 4/16, closes 4/18 EXAM #3 | Chapter 15 CH 10, 12, 15 | Group 6: Personal. 4/16 |
| 13 | Tu 4/23 Th 4/25 | Neurocognitive & Sleep-Wake Disorders Movie Analysis Paper Due 4/25 | Chapter 13 | Group 7: Neuro 4/23 |
| 14 | Tu 4/30 Th 5/2 | QUIZ #4, opens 4/30 (closes 5/2) Disorders of Childhood & Adolescence | Chapter 16 | Group 8: Sleep 4/30 Group 9: Child 5/2 |
| 15 | Tu 5/7 Th 5/9 | Disorders of Childhood & Adolescence | Chapter 16 | Group 10: Child 5/7 |
| Exam #4 (Final) Thursday, May 16 12:30 – 2:30 PM SCI D224 | | | | |

*This calendar is subject to change based on the instructor's discretion. All modifications will be announced in class and placed on CANVAS. It is the responsibility of the student to stay informed of changes.