

**University of Wisconsin – Stevens Point**  
**Course Syllabus for PSYC 351 – Abnormal Psychology**  
**FALL 2021**  
**Science D224**

**Section 1**

**TIME: 8:00 – 9:15am M/W**

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PROFESSOR: Jeana Magyar, Ph.D.

OFFICE: Science D243

PHONE: 715-346- 3958

OFFICE HOURS: Mondays 11:50 – 12:50; Wednesdays 11-12:00; or by Appointment

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**Required Textbook**

Sue, D. S., Sue, D. W., & Sue, D., & Sue, S. (2015). *Understanding Abnormal Behavior* (11th ed.). Boston, MA: Cengage Learning.

Note: Additional readings will 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.

**Course Description**

This course focuses on the research-based study of the classification, causes, origins (etiology), and treatment of the major psychological disorders including anxiety and mood disorders, schizophrenia, personality disorders, and sexual dysfunctions. The course format will include a combination of lectures, discussions, small and large group activities, guest speakers, real case studies, and video reviews, with a focus on application of the course content.

**Course Objectives**

By the end of the course, students will be able to accomplish the following objectives:

1. Recognize abnormal behavior and mental processes and the many factors that contribute to the development of psychopathology.
2. Understand the historical and cultural foundations of abnormal psychology.
3. Describe the assessment, diagnosis, and general forms of treatment of psychological disorders.
4. Identify and apply the major diagnostic categories of the DSM-V, make distinctions among them, and show an appreciation of cultural diversity and how it impacts diagnostic decisions.
5. Critically evaluate research, theory, and popular media in the field of abnormal psychology.
6. Understand and apply the theoretical perspectives used to define and explain abnormal behavior.

### Process Goals

In addition to the above course objectives, this course has the following three "process" goals: 1) to enhance empathy for people experiencing psychological disorders, 2) to recognize the strengths of individuals and the resources in their environments, in addition to symptoms of distress and environmental deficits, and 3) to encourage class discussion about behaviors that are often stigmatized by our society while respecting/maintaining anonymity.

**This class is not a substitute for personal therapy or expert medical and psychological diagnosis.**

### Course Requirements

Following are the general requirements of the course, although some modifications may occur. Your grade in this course will be determined by your performance in the following areas:

**Topic Essays/Mini Case Evaluations .....100 points (20 pts/paper)**  
(35 % of final grade)

Five times during the semester I will assign brief (1-3 page) essays/case evaluations. These essays/evaluations will form the basis of in-class discussion and/or prepare you for the upcoming exams. They are a good way to earn points and practice writing essays. Depth of thought, grammar, organization, and spelling count toward your score. Late papers will be reduced by 3 points for each day they are late (including weekend days).

**Exams .....200 points (65% of final grade)**

There will be three exams over the course of the semester. Exams 1 and 2 are worth 50 points each and Exam 3 is worth 100 points. Although some multiple choice questions will be used, the exams will primarily use short answer formats and essays, including "mini" cases for you to discuss and diagnose. The essays will generally focus on applications of the concepts, diagnoses, and research methods discussed in class. You will take your second exam with a partner in a team testing format and you will have the option of taking the third exam alone or with a partner. More details will be provided in class regarding team-testing.

**Total Points Possible= 300**

### Grading Scale:

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	60-66	D
87-89	B+	73-76	C	59 & Below	F
83-86	B	70-72	C-		

### Inclusivity and Disability Policies

*In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, religions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. In this time we share together over the semester, please honor the uniqueness of your fellow*

*classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' identities and refrain from personal attacks or demeaning comments of any kind.*

*Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate this educational opportunity.*

### **PLAGIARISM AND UNAUTHORIZED COLLABORATION**

University rules and state laws regarding plagiarism apply to all work in this class. You may not collaborate on any written work, including tests and topic essays.

Plagiarism includes but is not limited to:

- 1) copying or paraphrasing the work of other students and passing it off as your own.
- 2) copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own.
- 3) paraphrasing the information in published literature without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own.
- 4) unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for tests, papers, projects, etc when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone else.

### **Additional Policies & Procedures**

#### **Personal Responsibility**

If you are absent, it is your responsibility to get the information you missed from a classmate. All assignments are to be turned in on their due date and exams taken on their scheduled date. Late papers will be reduced by 3 points for each day they are late (including weekend days) and make-up exams will not be provided unless a dire emergency exists. Under such circumstances, please notify me as soon as possible and be prepared to show documentation as appropriate.

#### **Lecture Materials and Recordings Security**

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **Paper Format**

All assignments must be turned in *typed, double-spaced, using no larger than 12-point font* (“Times” or “Times New Roman”). Assignments not typed will *automatically be reduced by one letter grade*. Margins should be standard size (one inch on all sides). The heading should contain only your name and the assignment title. Papers more than one page long **must be stapled**. Grammar, spelling, and punctuation will count towards your paper grades, so be sure to edit carefully. If you need extra assistance with writing, you can receive free help from the Tutoring-Learning Center located in Room 018 of the Library. Appointments can be made by calling x3568.

## **Academic Misconduct**

In the case of academic misconduct, which includes but is not limited to cheating, fabrication and falsification, plagiarism (see explanation above), or facilitating academic misconduct, it is my policy to give a failing grade for the assignment/activity in question. Additionally, the student's overall course grade will be lowered by *at least* one letter grade based on the particular assignment and infraction.

## **Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors

(see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>).

*All students are expected to be familiar with and to abide by these expectations.*

## **Title IX**

*Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature.* 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.

## **Emergency Procedures**

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside the door of D230. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UWSP.

## COURSE SCHEDULE

M/W

8:00am – 9:15am

The following is offered as a **tentative** schedule for students. I reserve the right to make changes as needed and will inform students of any changes, additions, or omissions, and provide updated schedules when necessary.

<b>Date</b>	<b>Topic</b>	<b>Readings &amp; Assignments Due That Day</b>
<b>9/8</b>	<b>Introductions/Course Syllabus</b>	
<b>9/13</b>	<b>What is Abnormal Psychology?</b>	<b>Chapter 1</b> <a href="http://www.nytimes.com/2011.06/23/health/23lives.html?pagewanted=3&amp;pagewanted=all">http://www.nytimes.com/2011.06/23/health/23lives.html?pagewanted=3&amp;pagewanted=all</a> <b>Chapter 2</b> <b><u>Topic Essay #1 Due</u></b>
<b>9/15</b>	<b>Models/Interventions of Abnormal Behavior</b>	<b>Chapter 3</b>
<b>9/20</b>	<b>Models/Interventions of Abnormal Behavior</b>	<b>Chapter 3</b>
<b>9/22</b>	<b>Models/Interventions of Abnormal Behavior; Assessment of Abnormal Beh</b>	<b>Magyar-Moe (2009) Chapter 2 on Canvas</b>  <b>Owens, Magyar-Moe, &amp; Lopez (2015) on Canvas</b>
<b>9/27</b>	<b>Assessment of Abnormal Beh</b>	<b><u>Topic Essay #2 Due</u></b>
<b>9/29</b>	<b>Assessment of Abnormal Behavior/ Brief Test Review/ Begin Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma and Stressor Related Disorders</b>	<b>Chapters 5 and 6</b>
<b>10/4</b>	<b>Exam 1</b>	
<b>10/6</b>	<b>Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma and Stressor Related Disorders</b>	<b>Chapters 5 and 6</b>
<b>10/11</b>	<b>Anxiety Disorders, Obsessive</b>	<b>Chapters 5 and 6</b>

	<b>Compulsive and Related Disorders, and Trauma and Stressor Related Disorders</b>	
<b>10/13</b>	<b>Trauma and Stressor Related Disorders Begin Mood Disorders</b>	<b>Chapter 8</b>
<b>10/18</b>	<b>Mood Disorders</b>	<b>Chapter 8</b>
<b>10/20</b>	<b>Mood Disorders</b>	<b>Chapter 8</b>
<b>10/25</b>	<b>Mood Disorders/Suicide</b>	<b>Chapter 8</b> <b><u>Topic Essay #3 Due</u></b>
<b>10/27</b>	<b>Suicide/Brief Test Review Begin Somatic and Dissociative Disorders</b>	<b>Chapters 9 and 7</b>
<b>11/1</b>	<b>Exam 2</b>	
<b>11/3</b>	<b>Somatic and Dissociative Disorders</b>	<b>Chapter 7</b>
<b>11/8</b>	<b>Somatic and Dissociative Disorders</b>	<b>Chapter 7</b>
<b>11/10</b>	<b>Somatic and Dissociative Disorders/Begin Schizophrenia Spectrum Disorders</b>	<b>Chapter 7</b> <b>Chapter 12</b>
<b>11/15</b>	<b>Schizophrenia Spectrum Disorders</b>	<b>Chapter 12</b>
<b>11/17</b>	<b>Schizophrenia Spectrum Disorders</b>	<b>Chapter 12</b>
<b>11/22</b>	<b>Schizophrenia Spectrum Disorders/Begin Personality Disorders</b>	<b>Chapter 12</b>
<b>11/24</b>	<b>Personality Disorders</b>	<b>Chapter 15</b> <b><u>Topic Essay #4 Due</u></b>
<b>11/29</b>	<b>Personality Disorders</b>	<b>Chapter 15</b>
<b>12/1</b>	<b>Personality Disorders</b>	<b><u>Chapter 15</u></b>
<b>12/6</b>	<b>Sexual Disorders and Gender Dysphoria</b>	<b>Chapter 14</b>

<b>12/8</b>	<b>Gender Dysphoria/Brief Test Review/Course Evals</b>	<b>Chapter 14 <u>Topic Essay #5 Due</u></b>
<b>12/13 (Wed) 12:30 – 2:30 pm</b>	<b>Exam 3</b>	