Course Syllabus – FALL 2014
PSYC 3350 – Abnormal Psychology
(Hybrid 3 credit hours)
Section 81396

Note: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

COURSE DESCRIPTION

Instructor Information:
Dr. Christina Grange
phone: (678) 466-4732
e-mail: cgrange@clayton.edu

Office location
Nat & Beh Sciences, Room #112

Office Hours
Monday: 2pm-5pm
Thursdays: 1pm-4pm

Class Meetings:

Classroom Location
Lecture Hall, Room B-14

Class Times
12:45pm-2:00pm on Mondays

Textbook(s) Information:

***the UPDATED DSM-5 Edition is NECESSARY
For successful participation in this course***

Catalog Description:
This Abnormal Psychology course is designed to be a study of scientific and cultural bases of various conceptions of undesirable behavior. Applications of principles derived from basic research will be emphasized.

Course Prerequisites and Co-requisites:
- Introduction to Psychology PSYC 1101 with a minimum grade of D

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to

Software Requirement:
To properly access the course content you will need to download the following free software:

Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser

In-class Use of Student Notebook Computers:
Student notebook computers are NOT allowed during course instruction and discussion, unless special permission has been granted. In such cases, if there is any reason to think that the permission is being abused, the instructor reserves the right to discontinue the computer use. Much information will be shared via a class listserv, and you will not have access to the listserv without using your campus account. E-mail will be used extensively during the semester for both instructional and communication purposes. Please check your email account regularly - at least once every other day. All students will be placed on a listserv, which I will use to disseminate information to the class or share updated for which more information will be available via D2L (see below). Please check your email regularly, as you are responsible for any information I send you via email.

GeorgiaVIEW Desire2Learn (Online Classroom):
On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting :“GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

Major Student Activities:
- Demonstrating knowledge of the reading requirements
- Answering and asking questions during class (class participation)
- Attending to lectures (from professors or guests)
- Completing assignments and projects (see rubrics)
- Taking notes during class
- Communicating with professor as required
- Demonstrating respect for perspectives shared in class
- Attending class regularly and promptly

Program Learning Outcomes

General Education Outcomes:
The following link provides the Clayton State University Core Curriculum outcomes (see Area E):
[http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf](http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf)
Learning Outcomes for Dept. of Psychology:
1. Apply the major concepts, findings, and theoretical perspectives of psychology.
2. Evaluate research critically and apply research methodologies used in psychology.
3. Demonstrate effective, professional oral and written communication skills both individually and with groups.
4. Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
5. Apply the ethical standards set forth by the American Psychological Association.
6. Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.
7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

Abnormal Psychology Course Learning Outcomes:
By the end of this course, the student should be able to:
1. Describe and explain the major psychological disorders, particularly their symptoms.
2. Demonstrate an understanding of the primary theoretical approaches for understanding mental disorders.
3. Discuss the impact of multicultural factors on the understanding and expression of different various psychological disorders.
4. Assess their own attitudes and preconceptions regarding psychological problems.
5. Demonstrate an understanding of resources available to support individuals struggling with psychological problems, including facts, resources, and options for treatment.

Evaluation:

<table>
<thead>
<tr>
<th>Weight</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Exam 1</td>
<td>9/29</td>
</tr>
<tr>
<td>20%</td>
<td>Case Presentation (Oral)</td>
<td>10/27</td>
</tr>
<tr>
<td>20%</td>
<td>Case Presentation (Written)</td>
<td>11/24</td>
</tr>
<tr>
<td>10%</td>
<td>Web-based Quizzes / Responses</td>
<td>Re-occurring</td>
</tr>
<tr>
<td>10%</td>
<td>Class Attendance</td>
<td>Re-occurring</td>
</tr>
<tr>
<td>20%</td>
<td>Final Exam</td>
<td>12/15 at 12:30pm</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
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Exams
Two exams will be given during this course – the midterm and the final exam. The final exam is not cumulative. The last 15 minutes of the class preceding the exam will be dedicated to a question-answer period regarding exam content. Note that an exam guide WILL NOT be provided, but questions can be asked regarding exam content.

Case Presentations and Rubrics
Students will be asked to select a mental health condition that has been discussed during the course of the class and present details about that disorder via an Oral Case Presentation (guided by a PowerPoint presentation). The second case presentation will be a Written Case Presentation. A rubric will be provided for each assignment so that the parameters used to develop and grade the presentation can be clearly understood.
Each rubric will be discussed in class. Students who miss this discussion should submit inquiries via email. The instructor will attempt to respond to all questions that are submitted via email in a timely fashion. However, if students do not obtain a response, they are expected to move forward with the project based on available information and submit the project by the designated date.

**Web-based Quizzes / Responses**

These activities are designed to help students prepare for each class meeting. As a result, content addressed in each activity is specific to course content due to be covered at the NEXT class meeting. The web-based activities related to the upcoming class meeting will be available at 10am on the morning after the class meeting (e.g., if the class meets on Wednesday, the activity will be available the following Thursday at 10am). These activities will close by noon on the day of the next class meeting. Each activity will be timed so students who aim to complete the activities successfully should read related course content BEFORE starting the on-line activity. Students will have between 15-20 minutes to complete the activity. The course text can be used to complete the on-line activity, but consultation with other human resources (peers, parents, professors, co-workers etc.) is not permitted.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

**Grades:**

Students are responsible for keeping track of their own class averages during the course of the semester.

**Mid-term Progress Report:**

The mid-term grade in this course, which will be issued on October 7, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on October 10, 2014.

Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, October 10, 2014.
Course Schedule:
The course schedule for this course is provided in the table below.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Relevant Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – August 18</td>
<td>Welcome and Orientation</td>
<td></td>
</tr>
<tr>
<td>Week 2 - August 25</td>
<td>Chapter 1 <em>Abnormal Psychology – Past and Present</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
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<tr>
<td>Week 3 - September 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 - September 8</td>
<td>Chapter 3 <em>Models of Abnormality</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 5 - September 15</td>
<td>Chapter 5 <em>Anxiety, Obsessive-Compulsive and Related Disorders</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 6 - September 22</td>
<td>Chapter 6 <em>Stress Disorders</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 7 - September 29</td>
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<tr>
<td>Week 8 - October 6</td>
<td>Chapter 7 <em>Disorders Focusing on Somatic and Dissociative Symptoms</em></td>
<td>During the class period, students will log-on to complete a timed course activity.</td>
</tr>
<tr>
<td>Week 9 - October 13</td>
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<tr>
<td>Week 10 - October 20</td>
<td>Chapter 8 <em>Disorders of Mood</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
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<tr>
<td>Week 11 - October 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12 - November 3</td>
<td>Chapter 12 <em>Substance Use and Addictive Disorders</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 13 - November 10</td>
<td>Chapter 13 <em>Disorders of Sex and Gender</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 14 - November 17</td>
<td>Chapter 14 <em>Schizophrenia</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 15 - November 24</td>
<td>Chapter 16 <em>Personality Disorders</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>Week 16 - December 1</td>
<td>Chapter 18 <em>Disorders of Aging and Cognition</em></td>
<td>On-line quiz/discussion closes at 12pm.</td>
</tr>
<tr>
<td>December 9-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 16</td>
<td>Final Exams (Exam 2)</td>
<td></td>
</tr>
</tbody>
</table>
University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
- **Absences:** You are given 3 absences to use as needed in this class. The instructor will not make a distinction between excused and unexcused absences. This class only meets once per week, therefore regular doctor's appointments etc. should be scheduled during non-class hours.
- **Attendance will influence your grade.** Regular attendance is strongly encouraged as test questions are created in large part from class notes; therefore class attendance strongly influences course grades.
- **Tardiness:** If class has begun when you arrive, please enter the room quietly. In regards to tests, if you are more than 10 MINUTES late for a test you will be considered absent and administration of the test will be at the faculty member's discretion.
- **Leaving class prior to dismissal is STRONGLY discouraged and may count towards an unexcused absence.**

General Information
- **Cell phones and other electronic devices can be distractions from learning and instruction.** This course meets once a week for a brief period. As a result, your undivided attention is required unless otherwise indicated. As a result, please adhere to the following policies.
  1. It is VERY tempting to text during class lectures. However, doing so is NOT permissible. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
  2. Please turn off cell phones or put them on silent. Do not take calls during the class time. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
- **CSU campus policies prohibit class attendance by adults or children who are not registered for the class.** Therefore, children **are not allowed** to attend classes with you, for any reason.
- **E-mail:** Expect an email response within 48 hours from the time you send it. If you have a more urgent issue, please use the phone number listed at the top of the syllabus.

Basic Student Responsibilities and Student Handbook:
Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.
**Academic Dishonesty**
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at [http://adminservices.clayton.edu/judicial/](http://adminservices.clayton.edu/judicial/).

**Disruption of the Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: [http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm](http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm)

**STUDENT RESOURCES**
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu. Academic and other Support Services Available at CSU:
1. Center for Academic Success website - [http://www.clayton.edu/cas/](http://www.clayton.edu/cas/)
2. The Writers Studio website - [http://www.clayton.edu/arts-sciences/english/writersstudio](http://www.clayton.edu/arts-sciences/english/writersstudio)
3. Counseling and Psychological Services - [www.clayton.edu/counseling](http://www.clayton.edu/counseling)

**Operation Study:** At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details: [http://www.clayton.edu/operation-study](http://www.clayton.edu/operation-study)