PSYC 3350-93 – ABNORMAL PSYCHOLOGY
Course Syllabus - Spring 2014

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:

Number and Title:
PSYC 3350-93 (CRN 21052)
Abnormal Psychology
(Please note that this section of the course is hybrid)

Credit Hours:
3.0 semester credit hours (3-0-3)

Catalog Description:
A study of the 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:
PSYC 1101 with a minimum grade of D OR
PSYC 201 with a minimum grade of D OR
PSYC 205 with a minimum grade of D OR
PSYC 212 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 http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

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

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/
Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft PowerPoint
- 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

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 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.

Please note that additional online activity will take place in the Psych Portal for this course (see description under textbook).

Major Student Activities:
Reading and studying from the online course text book
Participating in online class discussion
Completing online quizzes
Completing online exams
Completing online assignments

Content:
Introduction to Abnormal Psychology
Models of Abnormal Behavior
Assessment, Diagnosis, and Treatment
Anxiety Disorders
Stress & Psychophysiological Disorders
Somatoform & Dissociative Disorders
Mood Disorders and Treatment
Suicide
Eating Disorders
Substance Related Disorders
Sexual Disorders
Schizophrenia
Personality Disorders
Disorders of Aging and Cognition

*Please note information from Chapters 2 (Research), 17 (Childhood Disorders), and 19 (Law, Society, and the Mental Health Profession) of the course textbook will not be covered in this course.

This course covers a vast amount of material and requires a substantial time commitment by students. As such, students need to be very organized and self-directed. Students are responsible for completing the course activities by the due dates in the course schedule. The instructor is not responsible for documenting these dates on the student's calendar.
Program Learning Outcomes
The following are the 5 learning outcomes for the Psychology & Human Services Program that will be addressed in this course.

1. An understanding of the major concepts and empirical findings of psychology.
2. An ability to apply the major theoretical perspectives (e.g., cognitive; behavioral; psychoanalytic; humanistic; biological).
3. An understanding of the research methods used in psychology.
4. Critical thinking skills through interpreting/critiquing research in the popular media and scholarly journals.
5. The ability to communicate effectively and professionally both orally and in writing, including the use of the Style Manual of the America Psychological Association.

Course Learning Outcomes
By the end of this course, the student should be able to:
1. Describe and explain the major psychological disorders, including their symptoms and predominant forms of treatment.
2. Discuss the current assessments in abnormal psychology and dominant theories pertaining to the causes of the various psychological disorders.
3. Assess your own attitudes and preconceptions regarding psychological problems and develop greater compassion and appreciation for the human experience.
4. Be able to give basic information to individuals struggling with psychological problems, including facts, resources, and options for treatment.

Instructor Information:
Instructor:
Dr. Charlie L. Harris
Office Phone: (678) 466-4838; Psychology Dept.: (678) 466-4800
Email: charlieharris@clayton.edu
Internet: http://faculty.clayton.edu/charris62

Office: Natural and Behavioral Sciences, #111
Office Hours:
Tuesdays/Thursdays: 9:00 AM-9:30 AM; 11:30AM-12:30 PM
Wednesdays: 12:30 PM-2:00 PM (Virtual or telephone office hours);
Other times by appointment

Class Meetings:
Classroom:
Lecture Hall B-11

Class times:
W 2:10-3:25 PM
Textbook Information

Required:
Comer. Abnormal Psychology Psych Portal Access Code (NEW ONLY)
ISBN: 9781464110061

The text for this class is an E-book and a classroom portal used for assignments/quizzes. Please note that the portal is different from the virtual classroom in Desire2Learn. It is also different from the regular E-book for Abnormal psychology. It must be purchased for this course, given that a significant part of your class grade (20%) will come from completing quizzes on the portal. **There will be no alternative way to complete the quizzes for the class and you cannot “borrow” another student’s portal because it is directly linked to their grades in the portal grade book.** Students must register to use the portal. MAC users need Firefox as their browser. After purchasing the portal access from the bookstore or Worth Publishers, to sign up for the course, students should: 1. Go to http://courses.bfwpub.com/comerabpsych8e.php 2. Click on the link "REGISTER AN ACTIVATION CODE." 3. You will be prompted to follow the on-screen instructions to find your course. You will start by selecting the school's state/province, the school name, then their instructor, course, and/or section. 4. You will enter the activation code that came with your textbook You will also be asked to enter your Clayton State email address, and choose a password.

**Please note that I do NOT provide technical support for this class. If you have difficulty using the portal you must contact Worth Publishers technical support staff. If you have difficulties due to problems with your personal computer, please contact the HUB.**

Evaluation:
Students can earn a total of 100 points (corresponding to 100%) in this class through successful completion of the activities below. These activities are directly linked to the course learning objectives outlined above. **There is no Extra Credit for this class.**

- Class participation. 15 points. Class participation is determined by posting quality discussion questions on the discussion boards for the class AND participating in class.

  (1) Discussion Boards (10 points): To earn maximum points (100%), you will need to submit at least ten quality discussion postings that should include both questions and responses to peers/instructor questions throughout the semester. Postings must occur on different discussion boards. Five to nine (5-9) quality discussion postings will earn a maximum of 7.5 points. Four (4) quality postings will only earn a maximum grade of 5 points. Less than 4 postings will receive 0 points.
Discussion boards will only be open for a maximum of two weeks. Quality discussion topics are those that are well-written and that allow you and your peers to apply knowledge that you’re gaining from your chapters to various issues as well as stimulate critical analysis of issues related to the chapters. They do not merely reflect a personal opinion or position about a topic. Discussion questions provide an opportunity for you to engage with your peers and the instructor to share information, ask questions, and process what you are learning as you move through the course. It is also a chance to demonstrate your understanding of concepts and/or ask questions and receive clarification of concepts. Profane, pejorative, or offense language will not be tolerated on discussion boards. Any student who chooses to engage in such behavior will receive one warning. A repeat offense will result in the student being blocked from posting to discussion boards and the student will receive a zero for class discussion points. The discussion board will be open for two weeks before it is closed. Boards will open on Mondays at 8:00 and close on Mondays at 8:00 two weeks later. Once closed, the instructor will not reopen discussion boards. Sample discussion postings are provided below to help you assess how they are graded.

Examples:

**Good quality.** “According to Comer (p. 32), downward drift theory suggests that individuals with mental illness experience socioeconomic decline due to the debilitating nature of their illness. Do you agree or disagree with this theory? What empirical support exists for your position?”

*Evaluation-the above post encourages students to support personal opinions by reviewing the research available. Additionally, the student highlights knowledge of concepts by presenting one of the theories reflected and referencing it in APA style.*

**Poor quality.** “I think people are homeless because they are mentally ill. What do you think?”

*Evaluation-This posting presents an opinion that require no prior knowledge of the material in the chapter. It is simplistic and does not invite critical appraisal. Moreover, the typos and carelessness interferes with communication.*

(2) In-Class Assignments (5 points). Throughout the semester the instructor will have students work engage in activities in class to facilitate learning of the material. To receive credit, you must be in class. If you are absent, regardless of whether it is excused or not, you will not receive credit and it cannot be made up. To receive full credit (5 points), student must participate in 70% of in-class assignments. Those who participate in 50-70% of in class assignments will receive 3 points; those who participate in less than 50% of in class assignments will not receive any points. There will be anywhere from 6 to 10 in-class assignments throughout the semester. Your final class participation grade will be computed at the end of the semester and based on the total number of submission, the quality of those submissions (as determined by your instructor), and the number of different discussion boards to which the student posts. Students who not only post discussion questions,
but also engage their peers in discussion by responding to posts will maximize their class participation grade. The discussion boards will pertain to each chapter and should not be used to discuss unrelated topics. The class participation grade will not be part of the calculation for midterm grades.

- **Clinical Assessment/Reflection Paper. 15 points.** The objective of this assessment is to expose students to assessment methods used in abnormal psychology by having students serve as a participant in an assessment. Assessments can include a structured or unstructured clinical interview and or other assessments that require the student to not only provide information but complete specific tasks. Students will complete the assessment which will be conducted by a graduate student in the Clinical Master of Psychology program. Students must sign a consent form indicating that they are participating for training purposes and will not receive feedback on their performance. Students are dissuaded from providing personal data and do not have to provide authentic responses in the assessments. Each student must sign up, attend, and participate in one of three different clinical assessments scheduled throughout the semester. Students may sign up in Desire 2 Learn. Students who sign up for each assessment must receive a brief orientation/training before participating. These orientations will be held during the last 20 minutes of class the week prior to the assessment. Students who miss their scheduled appointment will receive a zero unless they have documented medical illness, family death, jury duty, or other legal issues. Students who must reschedule their appointment must notify the instructor within 48 hours of the appointment (if possible). Students must sign up within the first two weeks of class. Each appointment will take approximately two hours. Following the assessment, students must write a 3-4 page reflection paper about the experience. The paper should be written in APA style and include a title page (not included in the page limit). Students do not need to provide an abstract. In the paper, they should address: 1) What type of assessment they think they received (justifying their response by citing information from the text or other sources; 2) Whether their assessment was structured or unstructured; objective or projective; and 3) reflect on how they felt doing the assessment and their experience of the examiner (e.g. anxious, comfortable, developed good rapport, felt examiner was standoffish, etc.). The student should then discuss what populations or presenting problems the assessment might be used to address (i.e. who would benefit from such an assessment).

- **Quizzes. 20 points.** Mastery quizzes are assigned to assess understanding of the chapter content. Quizzes vary from 6 to 15 questions depending on the Chapter. Quizzes are timed (20 minutes). Quizzes will remain open until 12:00 PM on the date of exams for each block. For example quizzes for Chapters 1-7 will remain open until February 17 (the date of the midterm exam). The next set of quizzes will open on the date of the midterm and remain open until the next exam, and so forth. Once quizzes are closed they will not be reopened. Students have two opportunities to take the same quiz. The highest attempt will be used in calculating the grade. There are thirteen (13) assigned quizzes. The average points from the 10 highest quiz grades will comprise the quiz grade. All quizzes must be completed in the Psych Portal. The Mastery Quiz (not Pre-Lecture) must be completed. Quizzes will be found under Assignments.
- Semester exams and Final Exam. 50 points. Three semester exams and a Final Exam will be given for this course. Each exam for this course is worth 50 points (50 items worth 1 point each). The average points achieved on the four exams will comprise the exam grade. Exam questions are worded using a multiple choice format and require critical analysis of cases in addition to demonstrating general knowledge about a topic area. The final exam for this course will be held on

Please note: There are no exam study guides for this class. Therefore, students should make every effort to assimilate the material learned. Completing the assignments and participating in the class discussions will aid in this process. Also, paying attention to instructor comments throughout your text may be helpful. In general, exams provide cases that include symptoms, theoretical frameworks, and interventions. Students must apply their knowledge of these various disorders and multicultural information emphasized in the text related to these disorders to answer questions following the cases.

**Grading:** The final course grade can be calculated by summing the points from each component of the course and dividing by 100 to get the % grade. The letter grade associated with percent grades is reflected below. The following example depicts how final grades are calculated.

**Final Grading Example:**

**Student A**

Discussion boards: Posted 7 quality discussion board questions, responded to instructor discussion board questions 3 times and responded to peers questions 4 times in a meaningful and insightful manner. Participated in 70% of the in-class assignments. Grade=7+3+4=14 (receives 100% of the 10 points). **15 points**

Reflection Paper: Received 12/15 points for participating in assessment and writing paper.

Quizzes (highest 10): 15, 15, 15, 15, 15, 14, 13, 15, 15, 14. Average=14.6 points

Exams: Exam 1= 48, Exam 2= 57; Exam 3=57, Exam 4=30. Average=48 points

15 points+ 12 points+14.6 points+48 points=84.3/100=.896 or 90% (A)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<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>
Mid-term Progress Report:

The mid-term grade in this course, which will be issued February 27, reflects approximately 22% of the entire course grade. The midterm grade will be based on quizzes and exams occurring prior to February 20. 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. Instructions for withdrawing are provided at this link. The last day to withdraw without academic accountability is Friday, March 7, 2014.

Course Policies:

General Policy
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

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
Attendance is required to well in this class in that material discussed and in-class activities are designed to facilitate learning. Students who do not attend class lose class participation points. You must attend class or complete one of the online requirements (i.e. discussion posting by January 22) to avoid being reported as a No-Show and administratively withdrawn from the class.

Missed Work
A grade of zero points will be assigned for any missed work. Make up exams will only be provided with documentation of medical illness, family death, legal issues. Exams missed due to routine appointments or work will not be excused. However, students wishing to take an exam early due to such conflicts may be able to arrange this with the instructor. Please note that due to quizzes and discussion boards being open for two weeks or more, missing quizzes due to technical problems will not be excused. Students should plan ahead and not wait until the last minute to complete quizzes or discussion postings. Likewise, reports of computer problems or technical problems resulting in inability to complete work will not be excused for similar reasons. Students who miss the final exam due to illness, family death, jury duty, etc. should contact the instructor concerning the applicability of an Incomplete grade. Students must submit a written request using the appropriate institutional form and follow the university policy and procedures required. Please note that it is the student's responsibility to contact the instructor when exams or other important work is missed. If the student does not contact the instructor, the student will receive a zero. Students must arrange to complete all make up exams within the week that they return from their illness. Otherwise, they will receive a zero.
**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. Judicial procedures are described in the [Student Resource Handbook](http://www.clayton.edu/Portals/5/StudentResourceHandbook) (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

**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 an online classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding online 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://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf](http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf)

**Writing Assistance:**

The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in consultant-led writing workshops. In these workshops, consultants will guide you in discussions and activities important to academic writing topics. Consultants and student-writers will collaborate on ways to apply writing concepts and strategies to specific writing situations. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

[http://www.clayton.edu/arts-sciences/english/writersstudio](http://www.clayton.edu/arts-sciences/english/writersstudio)

There you will find a link to register for appointments online: [http://clayton.mywconline.com](http://clayton.mywconline.com). You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.
Other Policies:

- **Georgia View Desire2Learn:** You are required to access Desire2Learn via the CSU website to read announcements, acquire articles, submit assignments, check grades, and communicate with the instructor. It is advisable to check Desire2Learn regularly for announcements or other updates to course information. The instructor does not make assignments or expect students to post to discussion boards during school holidays (i.e. Spring Break).

- **Psych Portal:** Each student must enroll in the psych portal for the class. Students who do not enroll by January 27, 2014 will not be able to register for the portal. If extenuating circumstances prevent registration prior to this date, students should directly contact the instructor. The instructor does not assign quizzes during school holidays (i.e. Spring Break).

- **E-mail Account:** Each student should have a CSU e-mail account, and they must use it for this class. There may be times when I will communicate to the class via e-mail, and you will be responsible for that information. It is advisable to check your email regularly prior to each class session. The instructor will not communicate with students through a non-Clayton State email address. Students should communicate through the Desire 2 Learn email. The instructor will respond to email within 24-48 hours during the business week. The instructor will not respond to email on the weekend (Friday 5:00 PM-Monday 9:00 AM). The instructor does not respond to email received during school holidays (i.e. MLK day; Spring Break).

- **PowerPoint:** Powerpoint is not typically used in this course, however, each student will need to have PowerPoint on their computer in order to view any course information or presentations done in this format.

**Course Schedule:**
The course schedule is on the following page. Students should make note of important due dates.
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Quizzes/Close Time</th>
</tr>
</thead>
</table>
| Jan 13-17 (Jan 15) | Abnormal Psychology: Past & Present  
Chapter 1 | -Chapter 1 Mastery Quiz  
-Post to Discussion Board  
(Closes Jan 27 @ 8AM) |
| Jan 20-24 (Jan 22) | Models of Abnormality; Clinical Assessment Diagnosis Treatment  
Chapter 3, 4 | -Chapter 3, 4 Mastery Quiz  
-Post to Discussion Board  
(Closes February 3 @ 8AM) |
| Jan 27-31 (Jan 29) | Anxiety and Stress Disorders  
Chapter 5, 6 | -Chapter 5, 6 Mastery Quiz  
-Post to Discussion Board  
(Closes February 10 @ 8AM) |
| Feb 3-7 (Feb 5) | EXAM 1 (1, 3, 4, 5, 6)  
Group 1 Assessment All Week | Quizzes 1-6 close 8AM |
| Feb 10-14 (Feb 12) | Somatoform & Dissociative  
Chapter 7 | -Chapter 7 Mastery Quiz  
-Post to Discussion Board  
(Closes February 24 @8AM) |
| Feb 17-21 (Feb 19) | Mood Disorders & Treatment  
Chapter 8, Chapter 9 | -Chapter 8, 9 Mastery Quiz  
-Post to Discussion Board  
(Closes March 3 @ 8AM) |
| Feb 24-28 (Feb 26) | Suicide-Homicide-Filicide  
Chapter 10; Article on Filicide | Chapter 10 Mastery Quiz  
-Post to Discussion Board  
(Closes March 17 @ 8AM) |
| March 3-7 (March 5) | EXAM 2 (7,8, 9, 10) | Quizzes 7-10 Close 8AM |
| March 10-14 | No Class-Spring Break |  |
| March 17-21 (March 19) | Eating Disorders  
Chapter 11  
Group 2 Assessment All Week  
Group 1 Reflection Papers Due | -Chapter 11 Mastery Quiz  
-Post to Discussion Board  
(Closes March 31 @ 8AM) |
| March 24-28 (March 26) | Substance-Related Disorders  
Chapter 12 | -Chapter 12 Mastery Quiz  
-Post to Discussion Board  
(Closes April 7 @ 8AM) |
| March 31-April 4 (April 2) | Sexual Disorders & Gender Dysphoria  
Chapter 13 | -Chapter 13 Mastery Quiz  
-Post to Discussion Board  
(Closes April 14 @ 8AM) |
| April 7-11 (April 9) | EXAM 3 (11, 12, 13) | Quizzes 11-13 Close 8AM |
| April 14-18 (April 16) | Schizophrenia & Treatment  
Chapter 14, 15 | -Chapter 14,15 Mastery Quiz  
-Post to Discussion Board  
(Closes April 28 @ 8AM) |
| April 21-25 (April 23) | Personality Disorders  
Chapter 16  
Group 2 Reflection Papers Due | -Chapter 16 Mastery Quiz  
-Complete Assignment 7  
(Closes May 5 @ 8AM) |
| April 28-May 2 (April 30) | Disorders of Aging  
Chapter 18 | -Chapter 18 Mastery Quiz  
-Post to Discussion Board  
(Closes May 5 @ 8AM) |
| May 7 @ 12:30 PM | FINAL EXAM (14, 15, 16, 18) | Quizzes 14-18 Close 8AM |