

University of Wisconsin – Stevens Point
Course Syllabus for PSYC 351 – Abnormal Psychology
FALL 2017
Science D230

Section 1

TIME: 9:30– 10:45 M/W

PROFESSOR: Jeana Magyar, Ph.D.

OFFICE: Science D243

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OFFICE HOURS: Wed 10:45-12:15 and 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 Evaluations60 points (10 pts/papers 1-4; 20 pts for paper 5) (20 % of final grade)

Five times during the semester I will assign brief (1-2 page) essays/case evaluations to be turned at the next class period. 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. Essays/Evaluations are mandatory assignments; if you do not do them you will receive no points. **LATE ESSAYS/EVALUATIONS WILL BE REDUCED BY 3 POINTS PER DAY FOR EACH DAY THEY ARE LATE (INCLUDING WEEKEND DAYS!)**

Exams200 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. **NO MAKE-UP EXAMS WILL BE GIVEN, UNLESS THERE IS A DOCUMENTED EMERGENCY.**

Attendance and Participation.....40 points (15% of final grade)

Attendance is expected and necessary for optimal learning of the course material. Attendance is part of your participation grade. In addition, 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 if you text message, surf the internet on phones, laptops, or other media devices, pass notes in class, talk with others in side conversations, work on material not pertaining to the class, sleep, or exhibit other inappropriate classroom behavior. While exact points are determined at the end of the class, representative participation grades are as follows.

40: excellent attendance (No more than two missed classes or no more than 3 tardy arrivals or early departures) and spontaneous asking or answering of questions during lecture; serving as

note taker or leader in group discussions; turning in all assignments on time; bringing clicker to all classes.

30: good attendance (no more than 3 missed classes or 5 tardy arrivals or early departures) and participation in group discussions but lacking in spontaneously asking or answering questions during lecture; most assignments turned in on time; bringing clicker to most classes.

10-20: repeatedly missing class (more than 4 absences) and/or regularly coming into class late or leaving early; rarely speaking in group discussions or exhibiting a poor attitude toward learning; continually making excuses or asking for favors regarding late assignments or make-up exams; regularly forgetting to bring clicker.

*****We will use clickers, an electronic classroom response system in this course. You will be responsible for bringing your clicker with you in working condition to all class periods. If you do not have your clicker, you will not be able to fully participate and your participation grade for that class period will be reduced.

You are required to lease a clicker for \$8 for the semester. This semester lease fee will be automatically added to your UWSP student bill.

You will need your UWSP Student ID to lease a clicker.

Clickers are available through:

- UWSP's Information Technology Help Desk, located in the basement of the Library, room 027.
- Returning clickers: Clickers must be returned to the Help Desk before the end of finals. Students with unreturned clickers will receive an additional \$39 billed to their UWSP account.

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.

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/Escapes, 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 for details on all emergency response at UWSP.

COURSE SCHEDULE

Section 1 – M/W
9:30am – 10:45am

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.

Date	Topic	Readings & Assignments Due That Day
9/6	Introductions/Course Syllabus/Clickers	
9/11	What is Abnormal Psychology?	Chapter 1 http://www.nytimes.com/2011/06/23/health/23lives.html?pagewanted=3&pagewanted=all Chapter 2 <u>Topic Essay #1 Due</u>
9/13	Models/Interventions of Abnormal Behavior	Chapter 3
9/18	Models/Interventions of Abnormal Behavior	Chapter 3
9/20	Models/Interventions of Abnormal Behavior; Assessment of Abnormal Beh	Magyar-Moe (2009) Chapter 2 – on e-reserve Owens, Magyar-Moe, & Lopez (2015) on D2L
9/25	Assessment of Abnormal Beh	<u>Topic Essay #2 Due</u>
9/27	Assessment of Abnormal Behavior/ Brief Test Review/ Begin Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma and Stressor Related Disorders	Chapters 5 and 6
10/2	Exam 1	
10/4	Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma and Stressor Related Disorders	Chapters 5 and 6

10/9	Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma and Stressor Related Disorders	Chapters 5 and 6
10/11	Trauma and Stressor Related Disorders Begin Mood Disorders	Chapter 8
10/16	Mood Disorders	Chapter 8
10/18	Mood Disorders	Chapter 8
10/23	Mood Disorders/Suicide	Chapter 8 <u>Topic Essay #3 Due</u>
10/25	Suicide/Brief Test Review Begin Somatic and Dissociative Disorders	Chapters 9 and 7
10/30	Exam 2	
11/1	Somatic and Dissociative Disorders	Chapter 7
11/6	Somatic and Dissociative Disorders	Chapter 7
11/8	Somatic and Dissociative Disorders/Begin Schizophrenia Spectrum Disorders	Chapter 7 Chapter 12
11/13	Schizophrenia Spectrum Disorders	Chapter 12 <u>Topic Essay #4 Due</u>
11/15	Schizophrenia Spectrum Disorders	Chapter 12
11/20	Schizophrenia Spectrum Disorders	Chapter 12
11/22	Schizophrenia Spectrum Disorders/Begin Personality Disorders	Chapter 15
11/27	Personality Disorders	Chapter 15
11/29	Personality Disorders	<u>Chapter 15</u>

12/4	Personality Disorders	Chapter 15
12/6	Personality Disorders	Chapter 15
12/11	Sexual Disorders and Gender Dysphoria	Chapter 14
12/13	Gender Dysphoria/Brief Test Review/Course Evals	Chapter 14 <u>Topic Essay #5 Due</u> – worth double points
12/20 (Wed) 8:00 – 10:00 am	Exam 3	