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PSYX 240.50C: Fundamentals of Abnormal Psychology

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MISSOULA COLLEGE

Spring 2015

PSYX 240: Fundamentals of Abnormal Psychology, Section 50C

COURSE SYLLABUS

PROFESSOR: Alison Pepper, Ph.D.

I. CONTACT INFORMATION

- **Office:** HB02 (The Fishbowl)
- **Phone:** 243-7924
- **Office Hours:**
 - Wed, 10:10 – 11:00am
 - Or, by appointment
- **Email:** Alison.Pepper@mso.umt.edu
 - E-mail is my **preferred method** of contact.
 - When you email, **please use your student account** (i.e. umconnect).
 - In the subject line of every email, **please** state your class, section and purpose; Ex: **Psyx 240, Exam 1.**
 - If you do NOT follow this format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students' emails within 24 hours (no later than 36) when I receive them Mon – Fri. However, there may be delays when emails are received on weekends.

II. COURSE DESCRIPTION

Welcome to fundamentals of abnormal psychology! This course provides a broad introduction to abnormal psychology, which includes defining abnormal psychology, examining its history, exploring how abnormal psychology relates to other disciplines in psychology, exploring major research methods used in abnormal psychology, discussing various mental illnesses and their potential causes and possible treatments, and applying major abnormal psychological findings to practical problems. **Psyx 100 is a prerequisite of this course.**

III. IMPORTANT NOTES

- This class is a requirement for students in the Chemical and Addiction Studies (CAS) and Pre-Social Work A.A. programs.
- This class can count as an elective course for those working on their general A.A.

IV. COURSE LEARNING OUTCOMES

1. Define abnormal psychology and what psychologists in this area do;
2. Describe the historical context that influenced the development of abnormal psychology;
3. Describe the relationship of abnormal psychology to other branches of psychology and related disciplines;
4. Describe and explain the major research methods and measures used in abnormal psychology;
5. Define the major concepts and phenomena in abnormal psychology;
6. Apply the major abnormal psychology findings to practical problems.

V. REQUIRED MATERIALS

1. **Texts:** The following three texts are **packaged together** and available for purchase at the Missoula College bookstore ((406) 243-1272 or [Bookstore](#)).
 - **Comer, R.J. (2014). *Fundamentals of Abnormal Psychology, Seventh Edition.***
 - ISBN-10: 1429295635
 - **Gorenstein, E.E. & Comer, R.J. (2015). *Case Studies in Abnormal Psychology, Second Edition.***
 - ISBN-10: 0716772736
2. **Website:**
 - **Moodle:**
 - It is recommended that you use the internet browser, **Firefox**, to run Moodle.

VI. ASSESSMENT OF STUDENT LEARNING OUTCOMES

- Your grade in this class is weighted on the following scale:

1. 6 Discussion Questions (DQs)	20 points each	120
2. 5 EXAMS	150 points each	750
		TOTAL POSSIBLE 870

- Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

1. Discussion Questions (DQs):

- You are required to complete **6** DQ's, worth **20 points each**.
- The dates/times of when these DQs are available in Moodle, and when they are due, are in the course calendar.
- The grading rubric for these DQs is as follows:

0	Did not complete or submitted after the due date and time. Plagiarism.
8	LATE* & GOOD. Initial post was late and met the criteria for GOOD.
12	LATE* & GREAT. Initial post was late and met the criteria for GREAT.
16	GOOD. Submitted 1st post on time. Student simply summarized content in the text or learning unit, or they offered an opinion in a few sentences. Their statements may have been general, vague, or unclear. There were errors in grammar, punctuation, spelling, etc... The student simply agreed or disagreed with at least 1 other person; they did not advance the discussion.
20	GREAT! Submitted 1st post on time. Post was thorough, substantial, and reflective. Student demonstrated unique and insightful thoughts about the topic; they included evidence from legitimate resources to support his or her opinion or to help advance the discussion; and they cited resources correctly . Student interacted with at least 2 others ; they provided thoughtful responses by expanding upon their peers' post or by respectfully challenging their peers' posts.
LATE means that the student posted after the first deadline but before the DQ was officially due.	

2. Exams:

- All exams will be administered in **Moodle**.
- There are **five (5)** scheduled exams that cover 3-4 chapters each; thus, the exams are not cumulative, and this includes the "Final."
- Exams include **75** multiple choice and true-false questions, each worth 2 points, for a total of 150 points.
- You will have about 2-3 days to complete each exam in Moodle. They are **not timed**.
- The exams are open notes and open book. **HOWEVER**, you MUST take the Exams **independently!** (See Student Conduct Code below.)
- The exam will cover content in your text, case studies, and the "**Learning Units**" that I have created in Moodle. These Learning Units review and condense information in your text, but they also bring

in current examples and hot topics.

- Thus, the exams cover A LOT of information! So, in the “Learning Units,” I also provide “**Learning Objectives**” for each of the chapters. These Learning Objectives act as a “study guide” for the exam. **I HIGHLY recommend that you use these Learning Objectives to help you study for the Exams.**
- However, it will not be sufficient to just *memorize* information and know where to find it given the exams are open notes and open book. The exam questions will be **applied** and **conceptual** in nature, rather than factual recall (or rote memorization), thus, you will need to *understand* the content, too.
- The dates/times of when exams are available in Moodle, and when they are due, are in the course calendar. **Please take careful notes of these due dates and times!**

VII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

- **Missoula College students:** Contact Paul Kozlowitz at (406) 243-7931 or via email at [Paul](#).
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email at [DSS](#).

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, the student must provide DSS documentation *before* the assignment is due so reasonable accommodations can be made. For more information, please consult [DSS](#).

VIII. LATE and MAKE-UP WORK POLICY

Late or make-up work will **NOT BE ACCEPTED**. **HOWEVER**, according to the UM’s [Academic Policies and Procedures](#), under “Class Attendance/Absence Policy,” I **MAY** excuse **brief** and **occasional** absences for the following reasons:

1. an illness or injury
2. a family emergency
3. religious observance
4. participation in a university sponsored activity
5. military service

If you miss an assignment or exam due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.

- Please consult me on what “valid documentation” entails.
- You have **48 hours** after the missed assignment’s due date to notify me so that we can arrange for you to make-up the work or turn it in late.
- Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

****IMPORTANT:** Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment. Moodle can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague’s computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan, and not procrastinate.

IX. DROP POLICY

According to UM’s [Academic Policies and Procedures](#), beginning the **46th instructional day** of the

semester (i.e. **April 7th, 2015**) through the last regular class day (i.e. **May 8th, 2015**) before Finals Week, students may drop courses **only by petition that requires approval from the instructor, advisor, and dean**. Note that not all petitions are approved and documented **justification is required**. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript.

X. INCOMPLETE POLICY

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

XI. STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exams, discussions, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all **ASSIGNMENTS must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. **Cheating or plagiarism** will result in **FAILURE** (that is, a zero or an "F") on the assignment, **at minimum**, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266,) the [Mansfield Library](#) (243-6866), or contact Missoula College's [Academic Support Center](#) (243-7826).

XII. NETIQUETTE

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example,

- missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc. Everything that we would use to understand the "emotionality" of the words is simply not present either.
- there are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. **Do not assume that everyone has the same understanding of all words.**

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. "Netiquette" are the good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

- **Be mindful of your language.**
 - **Avoid all slang, rude comments, threats, profanity, and disrespectful comments.** For example: "That's STUPID!" "What are you--Blonde?" "Are you *serious*?" "Everyone knows (*fill in the blank*)." "I can't believe you'd think that..."

- **Avoid sarcasm or humor.** What may seem funny to us may be not so funny to others. If you are not sure what sarcasm is, ask. If you think it might be but are not sure, do not post it.
- If you feel particularly strongly about a point, it may be best to write it first and at a later time, review it prior to posting it in order to remove any strong language.
- Keep your responses G-rated, so that you would not mind sharing them with your grandmother.
- **The bottom line:** This is an educational setting. Please write in a **technical** and **professional** format.
- **Do not use “netspeak.”**
 - “Netspeak” is a style of writing that is unique to social media. This is an **educational setting**, thus, do not use language, grammar or punctuation that is typical in a social media setting. For example:
 - do not use emoticons to express emotions, i.e. :-). Even writing something and adding “(ha ha)” is not appropriate.
 - DO NOT TYPE IN ALL CAPS. It is often considered the same as yelling in person.
 - do not use excessive exclamation points, e.g. “I disagree!!!!.”
 - do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
 - **You should use language and grammar that is expected in a college level course**, including appropriate sentence structure and punctuation.
 - **Proofread** and **spell check** before posting responses or turning in your assignments. **I will take points away for poor grammar and spelling.**
 - Please be mindful of these guidelines in your emails, as well.
- **Be respectful and encouraging.**
 - Please be respectful and encouraging to all members of the class and to the instructor.
 - This is to be a **positive, supportive** environment so students can feel **comfortable** as they ask questions and make mistakes.
 - It is OK to disagree, but please be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.

****IMPORTANT:** Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, **I reserve the right to remove any inappropriate posts and deduct points accordingly.**

XIII. ONLINE PRIVACY POLICY

Discussing your grades in the open discussion forum is not allowed. Grades are a confidential matter. No one has access to them except you and your instructor. Please, **email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

****IMPORTANT:** Expectations are very clear in this Syllabus. It is each student's responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, please contact your instructor immediately.

XIV. COURSE CALENDAR: Please see attached

XIV. COURSE CALENDAR: PSYX 240, Sec 50C

- Below are the dates and times that your assignments are available in Moodle and when they are due. Please take note of these important dates.
- I will **not** make **alternative arrangements** to give any exams **early** due to **travel plans, assignments in other courses, work, etc...** No exceptions! It is your responsibility to plan to meet the requirements in this class in order to be successful.
- This is a **tentative** course calendar. You are responsible for any changes, which I will clearly announce.
- All times are in MST.

WEEK		Topic	Assignment	DATE POSTED	DATE DUE
1	Mon, 1/26 - Sun, 2/01	<ul style="list-style-type: none"> • Welcome • Chp 1: Abnormal Psyx, Past & Present 	<ol style="list-style-type: none"> 1. Read “Welcome: Start here!” in Moodle 2. DQ1a: Contract 3. DQ1b: Biography 4. Read Chp 1 & Learning Unit (LU) in Moodle 5. DQ2 (Chp 1, 2, & 3) 	<ol style="list-style-type: none"> 2. Mon (1/26) at 10:00am 3. Mon (1/26) at 10:00am 5. Mon (1/26) at 10:00am 	<ol style="list-style-type: none"> 2. Sun (2/08) by 11:55pm 3. Sun (2/08) by 11:55pm; Sun (2/15) by 11:55pm 5. Sun (2/08) by 11:55pm; Sun (2/15) by 11:55pm
2	Mon, 2/02 - Sun, 2/08	<ul style="list-style-type: none"> • Chp 2: Models of Abnormality • Chp 3: Clinical Assessment, Diagnosis & Treatment 	<ol style="list-style-type: none"> 1. Read Chp 2 & LU 2. Read Chp 3 & LU 		
3	Mon, 2/09 - Sun, 2/15	<ul style="list-style-type: none"> • Chp 4: Anxiety, Obsessive-Compulsive, & Related Disorders 	<ol style="list-style-type: none"> 1. EXAM 1: “Welcome: Start here” & Chps 1-3 2. Read Chp 4 & LU 3. Read Case 2 for Exam 2 	<ol style="list-style-type: none"> 1. MON (2/09) at 10:00am 	<ol style="list-style-type: none"> 1. WED (2/11) by 11:55pm
4	Mon, 2/16 - Sun, 2/22	<ul style="list-style-type: none"> • Chp 5: Disorders of Trauma and Stress 	<ol style="list-style-type: none"> 1. Read Chp 5 & LU 2. Read Case 4 for Exam 2 3. DQ3 (Chp 4, 5, 6, & 7) 	<ol style="list-style-type: none"> 3. Mon (2/16) at 10:00am 	<ol style="list-style-type: none"> 3. Sun (3/01) by 11:55pm; Sun (03/08) by 11:55pm
5	Mon, 2/23 - Sun, 3/01	<ul style="list-style-type: none"> • Chp 6: Disorders of Mood • Chp 7: Suicide 	<ol style="list-style-type: none"> 1. Read Chp 6 & LU 2. Read Chp 7 & LU 3. Read Case 5 for Exam 2 		
6	Mon, 3/02 - Sun, 3/08	<ul style="list-style-type: none"> • Chp 8: Disorders Featuring Somatic Symptoms 	<ol style="list-style-type: none"> 1. EXAM 2: Chps 4-7; Cases 2, 4, & 5 2. Read Chp 8 & LU 3. Read Case 7 for Exam 3 	<ol style="list-style-type: none"> 1. MON (3/02) at 10:00am 	<ol style="list-style-type: none"> 1. WED (3/04) by 11:55pm

WEEK		Topic	Assignment	DATE POSTED	DATE DUE
7	Mon, 3/09 - Sun, 3/15	• Chp 9: Eating Disorders	1. Read Chp 9 & LU 2. Read Case 9 for Exam 3 3. DQ4 (Chp 8, 9 & 10)	3. Mon (3/09) at 10:00am	3. Sun (3/22) by 11:55pm; Sun (3/29) by 11:55pm
8	Mon, 3/16 - Sun, 3/22	• Chp 10: Substance Use and Addictive Disorders	1. Read Chp 10 & LU 2. Read Case 10 for Exam 3		
9	Mon, 3/23 - Sun, 3/29	• Chp 11: Disorders of Sex and Gender	1. EXAM 3: Chps 8-10, Cases 7, 9 & 10 2. Read Chp 11 & LU 3. Read Case 12 for Exam 4	1. MON (3/23) at 10:00am	1. WED (3/25) by 11:55pm
10	Mon, 3/30 - Sun, 4/05	SPRING BREAK!			
11	Mon, 4/06 - Sun, 4/12	• Chp 12: Schizophrenia	1. Read Chp 12 & LU 2. Read Case 13 for Exam 4 3. DQ5 (Chp 11, 12, & 13)	3. Mon (4/06) at 10:00am	3. Sun (4/19) by 11:55pm; Sun (4/26) by 11:55pm
12	Mon, 4/13 - Sun, 4/19	• Chp 13: Personality Disorders	1. Read Chp 13 & LU 2. Read Case 14 for Exam 4		
13	Mon, 4/20 - Sun, 4/26	• Chp 14: Disorders of Childhood and Adolescence	1. EXAM 4: Chps 11-13, Cases 12, 13 & 14 2. Read Chp 14 & LU 3. Read Case 16 for Exam 5 4. Read Case 17 for Exam 5	1. MON (4/20) at 10:00am	1. WED (4/22) by 11:55pm
14	Mon, 4/27 - Sun, 5/03	• Chp 15: Disorders of Aging and Cognition	1. Read Chp 15 & LU 2. Read Case 19 for Exam 5 3. DQ6 (Chp 14, 15 & 16)	3. Mon (4/27) at 10:00am	3. Sun (5/10) by 11:55pm; <u>Fri</u> (5/15) by 11:55pm
15	Mon, 5/04 - Sun, 5/10	• Chp 16: Law, Society, and the Mental Health Profession	1. Read Chp 16 & LU		
16	Mon - Fri 5/11-5/15	FINALS WEEK NO CLASSES	1. EXAM 5: Chps 14-16, Cases 16, 17 & 19	1. MON (5/11) at 10:00am	1. WED (5/13) by 11:55pm