

PSYCHOLOGY 342: ABNORMAL PSYCHOLOGY

Spring 2018—Section 001

Mondays and Wednesdays from 4pm to 6:30pm in room 177 TLRB

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Required Text:

Lyons, C. & Martin, B. (2014). *Abnormal Psychology: Clinical and Scientific Perspectives (5th ed.)*. Redding, CA: BVT Publishers. ISBN: 9781618826343. This book includes access to the website, practice questions, etc. It is called the “Access Package”

**NOTE: The internet resources are available for your use, but are not “required”. The only required portion is the textbook itself.

Course Overview:

Psychology 342 is designed to provide an introduction to the characteristics, etiology, assessment, diagnosis, and treatment of major forms of psychological disorders. Additional goals of the course include understanding the research methods that inform our understanding of psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Course content and procedures have been selected to assist you in: (1) developing understanding of the range of human psychological experience, (2) gaining the ability to identify the major forms of psychopathology, and (3) developing an ability to appreciate multiple influences contributing to psychological disorders.

Learning Outcomes:

1. **Critique concepts and theories:** Students will critically examine key concepts and theories in abnormal psychology. *Measurement:* Essay exams, short writing assignments, and/or in-class debates.
2. **Understand forms of psychological disorders and major theories:** Students will identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders and current data relevant to such theories. *Measurement:* Multiple choice, short answer, and essay exams; short writing assignments.
3. **Service learning and exposure to psychological disorders:** Students will engage in service learning by serving persons diagnosed with psychological disorders. *Measurement:* Participation assessment/filed work report.
4. **Use sources to analyze topics regarding disorders:** Students will examine and critique a topic in abnormal psychology using the current research literature. *Measurement:* APA-style paper.

Learning Suite:

Course materials will be posted to Learning Suite and can be accessed via your Learning Suite account. Please check Learning Suite regularly in order to make sure you are current on assignments, grades, and other aspects of the course.

Course Requirements:

Class Preparation: I expect that you will read the material, as listed in the course schedule *prior to class*. This is expected so you will better understand the topic and in order for us to have more productive discussions in class. Reading before class will also help you better understand and retain the material. I have found that students find it easier to glean the most important information when they bring the PowerPoint slides to class in paper or

electronic form. If you miss class, please (a) speak to a TA or myself and obtain notes from at least one trusted classmate, (b) check Learning Suite for any newly posted material, and (c) attend office hours for additional clarification when needed.

Class Attendance and Quizzes: Attendance is very important, as we will be dealing with issues and LOTS of examples not necessarily covered in the text. To help ensure attendance, quizzes will be used. Ten quizzes (worth 10 points each) will be administered throughout the semester. Quizzes will cover the reading assigned for that day as well as a question or two based on the previous week's lecture. ***WE WILL NOT DROP ANY QUIZ SCORES; HOWEVER, WE WILL BE FLEXIBLE WITH MAKE-UP QUIZZES IF YOU MISS A CLASS IF YOU INFORM US YOU WON'T BE IN CLASS BEFOREHAND.***

Exams: Exams will cover the readings, lectures, class discussion, and other areas as determined by the instructor. Exam format will be discussed in class prior to each test and may include multiple choice, true/false, matching, short answer, and essay responses. The mid-term exams will be administered in the Testing Center. The final exam will be administered in the classroom during our final exam time assigned by the university. I cannot administer the final exam at other times per university policy. I encourage you to contact the TAs or me for help when needed. There will be **no** test make-ups except under extreme conditions that require prior approval. Cheating of any kind will result in a lowered grade and other University sanctions. My door is open to discuss concerns before and after exams.

Review Sessions: The TAs will hold review sessions before the exams. Study guides will be posted on Learning Suite before the exams to help you study. I suggest you look over the study guides and come to the review sessions with questions from the study guides or material covered in class. The TAs will not come to the review session with anything "prepared" to discuss or be expected to go over the entire study guide, but they will be there to help answer any questions you have. The time of the review sessions will be determined in class.

Assignments: There are three assignments associated with this course. Two of the assignments are associated with an Academic Experiential Learning component to accomplish Learning Outcome #2. The other writing assignment is directed toward Learning Outcomes #1,2, and 4. The assignments are outlined below and there are specific rubric guidelines for each assignment posted on Learning Suite. **ALL ASSIGNMENTS ARE DUE AT CLASS TIME (4pm) ON THE DUE DATE. PLEASE TURN IN THE ASSIGNMENTS USING LEARNING SUITE.**

- Research Paper (Assignment 1): In its final form, you will submit a six-page research paper outlining the evolution, treatment, and theories of a disorder of your choice (although preferably with one you are not as familiar). This paper must adhere to APA 6th style formatting, be double spaced with 1 inch margins, use 12pt Times New Roman font, and be submitted in a Word .doc or .docx format. For information about how this is to be completed and graded, please see the Research Paper Rubric NIGHT on Learning Suite.
- Academic Experiential Learning (Assignments 2 and 3): It is a departmental requirement for students to participate in fieldwork at the Utah State Hospital (other options are considered on a case by case basis) for 18 hours in Fall/Winter and 10 hours in Spring/Summer (this does not include the initial 60- to-90 minute orientation that is also required). This is a critical part of your learning and grade in this class. There will be two assignments based on the experiential learning project: 1) your documented hours (Assignment 02); 2) a two-page perspective report based on your experience (Assignment 03). For important additional information and clarification, see the Experiential Learning Rubric NIGHT on Learning Suite.

Extra Credit: You can earn up to **10 points** of extra credit. There are two options for extra credit. First, extra credit can be earned for every hour you are a participant in a research project. If you sign up for study participation on SONA I will receive a report at the end of the semester detailing your participation. Per department policy, ten minutes of research participation is equal to 1 credit. For this class, each SONA credit is worth one point up to 10 points (i.e., ~2 hours of research for 10 points). For the second option, five points extra

credit can be earned for turning in a two-page, double-spaced (12-point font) summary of a peer-reviewed journal article that is about psychopathology in some form (could be a treatment study, an etiology study, a neural bases study, etc.). You can complete two of these for a total of 10 extra credit points. ***You can turn in extra credit throughout the semester, but it is formally due by 4pm on the last day of class. Please turn in extra credit directly to Dr. Larson at michael.larson@byu.edu.***

ASSIGNMENT DUE DATE SUMMARY (ALL ARE DUE BY 4PM and will be submitted on Learning Suite):

| | |
|---------------------------------------------------------|-----------|
| Assignment 01: Research Paper | Due 05/30 |
| Assignment 02: Experiential Learning Hours | Due 06/18 |
| Assignment 03: Experiential Learning Perspective Report | Due 06/18 |
| Extra Credit | Due 06/18 |

Class Content:

The information we will be discussing in class is of a sensitive nature. It is almost inevitable that one or more of the students in the class, you, or someone dear to you, experiences a condition we'll cover during class time. Some of the more sensitive topics include (but are not limited to) self-mutilation (cutting), sexual and gender identity issues, sexual and drug addiction difficulties, suicide, and eating disorders. Some may find the images and other material included in this course to be disturbing. Others may experience strong reactions to these or other topics; hopefully all of you find it informative and valuable. Respect and courtesy in discussions and comments is of the utmost importance. We will discuss mental disorders frankly, but always keep in mind the sensitive nature of the topics. This includes using careful, thoughtful discretion if you have personal experiences that relate to the topic at hand and you decide to share them. If you have any hesitation about taking this class (or attending certain lecture topics) please meet with me before the add/drop deadline to discuss your concerns.

Grading Policy:

| | Points Possible | % of Grade |
|---------------------------------------------------------|------------------|-------------------|
| Exams | 500 | 68% |
| Exam I | 150 | |
| Exam II | 150 | |
| Final Exam | 200 | |
| Assignments | 135 | 18% |
| Assignment 01: Research Paper | 75 | |
| Assignment 02: Experiential Learning Hours | 50 | |
| Assignment 03: Experiential Learning Perspective Report | 10 | |
| Quizzes (In Class) | 100 | 14% |
| CLASS TOTALS | 735 Total | 100% Total |

Your grade will be calculated on the number of points you earn from examinations, quizzes, assignments, and extra credit divided by the total number of points possible. ***A general rule of thumb for undergraduate college courses is "2-3 hours of study out of class for every hour in class".*** A 'C' is an acceptable grade and a 'B' a very good grade, while an 'A' represents an outstanding level of accomplishment even in comparison with peers who are often excellent students. We will award grades of C-, D, UW, or E only after individual consideration concerning whether the student's performance in the course merits such a grade.

| | | | |
|----|------------|----|------------|
| A | 93.0-100% | C | 73.0-77.9% |
| A- | 90.0-92.9% | C- | 70.0-72.9% |
| B+ | 88.0-89.9% | D+ | 68.0-69.9% |
| B | 83.0-87.9% | D | 63.0-67.9% |
| B- | 80.0-82.9% | D- | 60.0-62.9% |
| C+ | 78.0-79.9% | E | 59.9 & < % |

Policy on Late Work:

You will lose 4 points for each day late up to two days late beginning at 4pm on the day the assignments are due. **ALL ASSIGNMENTS ARE DUE AT 4PM ON THE DUE DATE.** Please do not turn in assignments late. Dr. Larson or the TAs must clear any extenuating circumstances for late work **BEFORE** the due date arrives; otherwise, assignments will still be treated as late and the aforementioned policy will be applied. Since you can turn your work in late for a reduced score, there will be NO make-up assignments provided.

BYU Policies:

BYU Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Academic Dishonesty: All students sign the honor code which obligates them to not engage in plagiarism or cheating; however, clear instances of cheating on exams or plagiarism on papers will be noticed and due action taken. See <http://www.byu.edu/honorcode> for specific examples of intentional plagiarism, inadvertent plagiarism, and fabrication and falsification.

Discrimination and Preventing Sexual Misconduct: As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Students with Disabilities: If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (801-422-2767) as soon as possible. A disability is a physical or mental impairment that substantially limits one or more major life activities. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). When registering with the UAC, the disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

Inappropriate Use of Course Materials: All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism Policy: Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's

own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers

Course Schedule (the instructor reserves right to change schedule):

| Date | Topic | Reading/Assignments Due: |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 05/02 | Course Overview, Experiential Learning, History of Psychopathology | Chapters 1 and 2; No Quiz |
| 05/07 | Clinical Assessment and Diagnosis; Begin Theories of Psychopathology; *INTRODUCE RESEARCH PAPER* | Chapters 3 and 4 QUIZ #1 (on Chap. 3 only) |
| 05/09 | Finish Theories of Psychopathology; Stress and Trauma-Related Disorders | Chapter 5 QUIZ #2 |
| 05/14 | Anxiety and Obsessive-Compulsive Disorders | Chapter 6 QUIZ #3 |
| 05/16 | Somatic Symptom and Dissociative Disorders | Chapter 7 QUIZ #4 |
| 05/17 to 05/19; Late day 05/21 | Exam #1 in Testing Center | Covers Chapters 1 to 7 |
| 05/21 | Personality Disorders | Chapter 8 Quiz #5 |
| 05/23 | Sexual and Gender Disorders | Chapter 9 QUIZ #6 |
| 05/28 | MEMORIAL DAY—NO CLASS | |
| 05/30 | Schizophrenia and Psychotic Disorders RESEARCH PAPER DUE | Chapter 10; No Quiz RESEARCH PAPER DUE |
| 06/04 | Mood Disorders and Suicide | Chapter 11 QUIZ #7 |
| 06/05 to 06/07; Late day 06/08 | Exam #2 in Testing Center | Covers Chapters 8 to 11 |
| 06/06 | Eating, Sleeping, and Elimination Disorders | Chapter 14 QUIZ #8 |
| 06/11 | Neurodevelopmental and Disruptive Behavior Disorders | Chapter 13 QUIZ #9 |
| 06/13 | Neurocognitive Disorders and Traumatic Brain Injury | Chapter 15 QUIZ #10 |
| 06/18 | Ethical and Legal Issues in Clinical Psychology | Chapter 16; No Quiz EXPERIENTIAL LEARNING & EXTRA CREDIT DUE |
| 06/20; 5pm to 8pm | FINAL EXAM: Chapters 13- 16 and CUMULATIVE essay section | IN CLASSROOM (177 TLRB) |