

classification, etiology, and treatment of psychological disorders, and current data relevant to such theories. *Measurement*: Multiple choice, short answer exams, in-class quizzes, case study papers.

2. **Service learning and exposure to psychological disorders:** Students will engage in service learning by serving persons diagnosed with psychological disorders.
Measurement: Service learning assignment/field work report.
3. **Critique concepts and theories within Abnormal Psychology:** Students will critically examine key concepts and theories in abnormal psychology.
Measurement: Short answer exam, in-class discussions, final paper
4. **Use sources to analyze topics regarding disorders:** Students will examine and critique a topic in abnormal psychology using current research literature.
Measurement: Final paper (APA style)

Other Outcomes

1. **Increase critical thinking about topics in abnormal psychology**
 - a. The purpose of in-class discussion and final paper
2. **Learn how to write clearly and effectively in a clinical context**
 - a. The purpose of the Case Studies

Grading Policy: No late work will be accepted and exams may not be taken after the exam closes, with the exception of *severe unforeseen events*, requiring documentation. However, a total of 20 points (2.6% of total points) of extra credit may be earned.

Final Exam (1):	100 points
Participation:	60 points = 5 points per day
In-Class Quizzes:	60 points = 5 points per day
Service learning assignment:	50 points
Case Study Papers (4):	200 points = 50 points each
Final paper:	130 points = 10 points per phase + 100 points Final Paper

Total: 600 points

Extra Credit (total possible): 20

points

Grading Scale:

Grade	Percent	Points
A	94%	540-580
A-	90%	522-539
B+	87%	505-521
B	84%	482-504
B-	80%	464-481
C+	77%	447-463
C	74%	424-446
C-	70%	406-423
D+	67%	389-405
D	64%	366-388
D-	60%	348-365
E	0%	0-347

Assignment Descriptions:

Case-Study Papers: There will be four (4) 2-page case study papers you will be required to write throughout the term. For each paper, you will be given a description of a hypothetical client's history and assessment data. You are expected to use this data, the DSM-5 and any course notes to diagnose the client. A template with guiding questions will be used to assist for each of these papers. It is essential that you complete the reading before attempting to write each paper to ensure that you are using the correct criteria to rule in and rule out diagnoses. An "A" paper will include (a) all probable diagnoses given the client's history and data, (b) an explanation of what the rule in or rule out criteria for each probable diagnosis are, (c) the most likely diagnosis/diagnoses, including *reasons to support your decision*, (c) a case conceptualization, and (d) empirically-supported treatment recommendations. Because this is a new type of writing you will be exposed to, you are allowed to revise **ONE** of the four case-study papers to earn up to ¼ credit that you missed on that paper. The revisions must be submitted BEFORE the next case study paper is due. For example: Case Study #1 revisions are due BEFORE Case-Study #2 is due.

Exam: There will be a comprehensive final examination for this course. It will be made up of multiple-choice, short answer, and essay questions. The content will be mostly based on assigned readings, but will also include information presented during class lectures and discussions. The essays will require you to apply your knowledge of abnormal psychology. All test dates are listed in the course schedule. An exam review session will be available to students on a date determined during class near the date of the exam. **There will be no test make-ups except under extreme conditions that require verification (e.g., a doctor's note).** It is your responsibility to keep track of the exam dates and take the exam within the allotted time. Cheating of any kind will not be tolerated and is subject to a lowered grade and potential University sanctions.

In-Class Quizzes: At the beginning of every class, a short low-stakes quiz will be given. The questions will consist of general knowledge you should have picked up from the required readings for that date. They will typically be true/false, or multiple-choice questions. The Quizzes will be administered class via I-clickers. We will grade and discuss the questions together in class. **The lowest score will be dropped.**

Participation: It is expected that all students attend each class period throughout the term and to be actively involved in the learning process. Approximately 30-50 minutes of each class period will be devoted to in class activities and discussion. It is imperative that you come prepared to each class to contribute to the activities or discussions. Points for participation will be earned each class period by actively participating in discussions, informal writing assignments, or other activities. **The lowest score will be dropped.** If a student is concerned about their participation grade, they are *strongly* encouraged to meet with an instructor to ensure that the appropriate grade is awarded.

Final Paper: Students will be required to showcase their understanding of concepts of psychological disorders by critiquing and reflecting on a controversial topic in Abnormal Psychology. Each student will pick one of the three controversial topics from book chapters of *Taking Sides: Critical Issues in Psychology* that will be provided by the instructors and published on Learning Suite. You will be asked to write a summary of the arguments used by each author to defend his/her view on the topic. You will then be expected to critique (identify weakness and strengths) for each argument. Additionally, you will be expected to explain and defend your views on the topics using four (4) additional sources outside of the *Taking Sides* text. The body of the paper should be 4-5 double-spaced pages, 12-point font, Times New Roman, and also include a title page and a works cited page, all in APA format. Please submit this report via Learning Suite. Students are welcome to write about a different topic, but they will be responsible for finding the two opposing articles themselves and getting them

approved by a course instructor prior to writing the assignment.

For your benefit, the paper will be written and submitted in four “phases” throughout the semester that you will receive detailed feedback on. For the first phase, you will submit will be a summary for one side of the issue. The second phase will consist of the summary for the opposing side of the issue. In the third phase, you will submit your own views supported by outside sources. The fourth and final paper will be the combined, expanded, and polished product of the first three phases, will be turned in by the last day of class.

Service Learning Assignment: In order to provide real-world exposure to some of the conditions we will discuss, each student will complete 22 or more hours of volunteer work at the Utah State Hospital or other approved site. Volunteering at the USH requires attending an orientation prior to providing service. Any orientation time required by sites does *not* count toward the 22 service hours. Upon completion of your service, you will write a .5 - 1 page, double-spaced reflection paper. In it you will describe your experiences including the nature of your work, patient populations, how your knowledge of a specific disorder has changed and your general impressions of your experience. On the top of your report, indicate the number of hours of service you provided. Please submit this report via Learning Suite.

Prior to volunteering you must attend one of the following orientation sessions:

- Saturday, September 9 9:00 am 11:00 am and 1:00 pm
- Monday, September 11 4:00 pm and 6:00 pm
- Tuesday, September 12 4:00 pm and 6:00 pm
- Wednesday, September 13 4:00 pm and 6:00 pm

The students can register for a session of volunteer orientation at ush.utah.gov/volunteers

The orientations will be held in the Payne Building conference room, 1300 East Center Street, Provo. **The only thing you need to bring is your driver's license or passport (BYU ID will not work).** A TB test and a flu shot are required and you will have until the end September to turn in the documentation to Shawna. You can go ahead and go to the orientations and start to volunteer, keeping in mind that they need to complete these requirements before September 30.

Only register for **one** session, not several. If you need to change the session you want to attend, you can call me and I can change it for you. If you register for more than one session, it keeps others from filling the extra spots. You will be getting their pictures taken for their ID badge.

If you are unable to volunteer at the State Hospital, an alternative volunteer experience may be arranged but must be approved by the instructor before you begin your volunteer hours.

Extra Credit: There will be several opportunities for extra credit. You will receive a total of 5 points for completing course evaluations (2 for midcourse and 3 for final evaluations). Your evaluations will remain anonymous, but you must mark the box to indicate you have completed the course evaluation (it is marked by default). You may also receive extra credit through research participation through SONA. You will get one point for each SONA credit up to 10 points. Please include a brief (half-page) summary of the

experiment. Please submit this report via Learning Suite.

As an alternative to SONA participation, you may watch a movie dealing with psychopathology in some way and write a one-page summary of the psychological disorder(s) portrayed as well as the accuracy of the portrayal according to information from your textbook and our discussions. A list of possible movies is available on Learning Suite. Be aware that only 3 people can watch the same movie during the semester. A sign up sheet will be posted on as a Google Doc on learning suite. If three people have signed up for a movie you anticipated watching for the extra credit, tough luck, and you will need to sign up to watch a different movie. This will be worth up to 10 points and may be done *in lieu of* and not in addition to SONA participation. Please submit this report via Learning Suite.

Schedule:

Date	Topics	Readings/Assignments
Wed – Sep 6	Course Introduction Abnormal Behavior in Historical, Cultural, and Political Context	Syllabus Textbook: Chapter 1 “Like a Broken Vessel” – Elder Jeffrey R. Holland
Wed – Sep 13	Introduction to the DSM Models of psychopathology Clinical Assessment and Diagnosis	Chapters 3, 4
Wed – Sep 20	Neurodevelopmental Disorders; Disruptive, Impulse control, and conduct disorders Last Day to Pick a Final Paper Topic	Chapter 17 <i>Optional Reading:</i> DSM: p. 31-86, p.461-480
Wed – Sep 27	Disruptive, Impulse control, and conduct disorders; Anxiety Disorders	Chapter 5 <i>Optional Reading:</i> DSM: p. 235-264, 189-234
Wed – Oct 4	Obsessive-Compulsive and Related Disorders; Anxiety Disorders Paper Phase #1 Due @ 11:59 PM	Chapter 5 Paper Phase #1 Due @ 11:59 PM <i>Optional Reading:</i> DSM: p. 235-264, 189-234
Wed – Oct 11	Obsessive-Compulsive and Related Disorders; Trauma- and Stressor- Related Disorders Case Study #1 Due before class	Chapter 6 Case Study #1 Due before class <i>Optional Reading:</i> DSM: p. 189-234, 265-290

Wed – Oct 18	Trauma- and Stressor- Related Disorders (Cont.) Dissociative Disorders Paper Phase #2 Due @ 11:59 PM	Additional Reading on Learning Suite TBA (Content > Required Readings) Paper Phase #2 Due @ 11:59 PM Optional Reading: DSM: p. 189-234, 265-290
Wed – Oct 25	Bipolar and Related Disorders, Mood Disorders and Suicide	Chapters 7, 8 (skim), 9 Additional Reading on Learning Suite TBA (Content > Required Readings) Optional Reading: DSM: p. 123-188
Wed – Nov 1	Somatic Symptom, Eating and Sleep-wake Disorders Case Study #2 Due before class	Chapters 10, 11 Case Study #2 Due before class Optional: DSM: p. 309-355, 361-423
Wed – Nov 8	Substance-Related and Addictive Disorders	Chapter 12 Optional Reading: DSM: p. 481-591
Wed – Nov 15	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria Case Study #3 Due before class	Chapter 13 Additional Reading on Learning Suite TBA (Content > Required Readings) Case Study #3 Due before class Optional Reading: DSM: p. 423-461, 685-706
Wed – Nov 22	NO CLASS	NO CLASS
Wed – Nov 29	Schizophrenia Spectrum and Other Psychotic Disorders Paper Phase #3 Due @ 11:59 PM	Chapters 14, 15 Paper Phase #3 Due @ 11:59 PM Optional Reading: DSM: p. 87-122

Wed – Dec 6	Aging and Neurocognitive disorders Personality Disorders Case Study #4 Due before class	Chapter 18 Chapter 16 DSM: Neurocognitive disorders section Optional Reading: DSM: p. 645-685 Case Study #4 Due before class
Wed – Dec 13	Personality Disorders (Cont.)	Chapter 16 DSM: Dimensional Models of Personality
Thurs – Dec 14	Final Paper due by 11:59pm Service Learning and all extra credit due by 11:59pm	Final Paper due by 11:59pm Service Learning and all extra credit due by 11:59pm
Sat – Dec 16th	<u>Final Exam: 5:45PM –7:45 in TLRB 177</u>	

Classroom Courtesy:

Please turn off your cell phones before class begins! Laptop computers are welcome ONLY AS LONG as they are being used to take notes and do not distract others. This class is not the place to be surfing Youtube, working on homework, or playing games! Students who employ their laptop computers for such purposes, or who otherwise create distractions for others in the class with such devices, will be asked to turn them off or not bring them to class. Similarly, cell phones are to be turned off during class time, calls are not to be taken and texting is prohibited. Students who engage in such activities will be asked to cease. However, if the behavior persists, the student may be asked to leave the class. Discourteous classroom behavior also includes: frequently arriving late for class, talking or sleeping or studying other materials (including the newspaper or homework) in class, and leaving class early. The Prophet Joseph Smith said: “It is an insult to a meeting for persons to leave just before its close” (*Teachings of the Prophet Joseph Smith*, p. 287). Please be courteous in your class behavior.

Studying and learning about mental health abnormalities or psychopathology can often be ambiguous, difficult, or controversial. Students should expect to be exposed to many sides of controversial topics, and it is expected that students will help foster an atmosphere of respect and sincere academic inquiry throughout our time together in this course. If any students make comments that become irrelevant, condescending, hostile, or disrespectful, the instructors reserve the right to intervene and/or stop in-

class discussions.

If any student repeatedly disrupts the safety of the classroom environment or is consistently discourteous, disruptive, or disrespectful in class, the instructors reserve the right to lower your final grade.

Late (and Make-up) Work:

Late work will be accepted with **10% penalty for every 24-hour period** that it is late, up to 72-hours. You cannot turn it in after 72 hours late. If you feel that you cannot complete an assignment on time you must a) make arrangements with an instructor well in advance of the due date for the assignment (at least 72 hours), and b) your excuse had better be very, very good – that is, (1) university excused absence or (2) verified medical necessity.

Please note that not carefully reading the syllabus, not arriving at the Testing Center in sufficient time to complete an exam, scheduling wedding plans or other such things during scheduled exam times, or just plain forgetting to take an exam is not a good enough reason to be granted an exception to test dates or other deadlines! It is your responsibility to be aware of assignment due dates, the exam dates, and Testing Center hours of operation. Failure to allot enough time to complete an exam or other assignment is not sufficient reason to be allowed to finish it later.

Personal Consultations:

Please do not hesitate to ask for assistance. We want our students to succeed. If our office hours do not meet your schedule, we will gladly try to set appointments with you for other times. Please be aware, however, we may not return phone calls and email responses are likely to be brief and terse. The TA will also be available to you.

University Policies:

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.

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.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions.

Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.