

PSYCH 342 - Abnormal Psychology

Fall 2018 – Section 005

Thursday from 4:00 pm - 6:30 pm in room 122 MARB

The instructor reserves the right to change this syllabus.
Students will receive written notification of any changes.

Instructor Information

Name: Zachary Blackhurst
Office Hours: By Appointment Only (174 TLRB)
Email: zachary.blackhurst@byu.edu

Required Text

Barlow, D.H. Durand, V.M., & Hofmann, S.G. (2018). *Abnormal Psychology: An Integrative Approach (8th ed.)*. Stamford, CT: Cengage Learning. ISBN: 9781305950443.

- A recent edition of the textbook (i.e., 7th or 8th) is required due to recently updated diagnostic criteria. A copy of the 7th edition is on reserve in the library for 2-hour check out.
- Media content referenced within the product description may not be available in the e-book version. You will not be required to access the media content for this course.

Course Information

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. 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.
- 2. Service learning and exposure to psychological disorders**
Students will engage in service learning by serving persons diagnosed with psychological disorders.

Measurement: Participation assessment/field work report

3. Critique concepts and theories

Students will critically examine key concepts and theories in abnormal psychology.

Measurement: Essay exams, short writing assignments, in-class debates

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

All important 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 and Discussion Boards: 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. This will also help you better understand and retain the material. If you miss class, please obtain notes from at least one trusted classmate attend office hours for additional clarification. To encourage reading and discussion, you will participate in online discussion boards via Digital Dialog on Learning Suite prior to each class. You will be expected to post one (1) thoughtful question you have after completing the reading, and two (2) thoughtful answers/responses/comments to classmates' question on each discussion board. There will be twelve (12) discussion boards (worth 10 points each) throughout the semester, though you are only required to participate in ten (10) of the discussions.

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. Twelve (12) quizzes (worth 10 points each) will be administered throughout the semester. Quizzes will cover the previous lecture and the chapter(s) associated with the topic. Make-up quizzes are not allowed under any circumstances. However, I will drop your two (2) lowest quiz scores.

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, fill-in-the-blank, short answer, and essay responses. All exams will be administered at the Testing Center (<https://testing.byu.edu>), except the final exam, which will be administered during our final exam time assigned by the university. I encourage you to contact 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.

Academic Experiential Learning: 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 22 hours (not including the initial 90 minute orientation) in Fall/Winter. 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; 2) a three-page reflective paper based on your experience.

Extra Credit: Opportunities for extra credit will be announced and posted on Learning Suite during the semester.

Grading Policy

	Points Possible	% of Grade
Exams	300	50%
Exam 1	100	
Exam 2	100	
Exam 3	100	
Quizzes (In Class)	100	~17%
Assignments	100	~17%
Experiential Learning Hours	50	
Experiential Learning Reflection Paper	50	
Discussion Board (Learning Suite)	100	~17%
CLASS TOTALS	600 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.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

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. Furthermore, we will talk about the fallibility of memory, the often-foggy lens of personal perspective, the impact of culture, and other issues that will challenge your existing views and ideas about psychopathology. 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.

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 every instructor's 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 & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and

services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

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.

Course Schedule (the instructor reserves right to change schedule)

Date	Topic	Due (at 3:00pm)
September 6	Introduction Abnormal Behavior in Historical Context	Read Chapter 1
September 13	An Integrative Approach to Psychopathology Clinical Assessment and Diagnosis	Read Chapter 2 Read Chapter 3 DD: Chapters 1-3
September 20	Research Methods Mental Health Services: Legal and Ethical Issues	Read Chapter 4 Read Chapter 16 DD: Research and Ethics
September 21 (Friday)	Exam 1 Opens (Testing Center) Chapters 1-4, 16	September 27 3:00pm
September 27	Mood Disorders and Suicide	Read Chapter 7 DD: Mood Disorders and Suicide
October 4	Neurodevelopmental Disorders Impulse-Control Disorders	Read Chapter 14 Reach Chapter 11 (pp. 442-447) DD: Neurodevelopmental and Impulse- Control Disorders
October 11	Schizophrenia Spectrum and Other Psychotic Disorders	Read Chapter 13 DD: Schizophrenia and Psychotic Disorders
October 18	Anxiety, Trauma- and Stressor-Related Disorders Dissociative Disorders	Read Chapter 5 (pp. 126-168) Reach Chapter 6 (pp. 198-215) DD: Anxiety, Trauma, and Dissociative Disorders
October 25	Somatic Symptom and Related Disorders Obsessive-Compulsive and Related Disorders	Read Chapter 6 (pp. 184-198) Read Chapter 5 (pp. 168-183) DD: Somatic Symptom and Obsessive- Compulsive Disorders
October 26 (Friday)	Exam 2 Opens (Testing Center) Chapters 5-7, 11 (partial), 13, 14	November 1 3:00pm
November 1	Physical Disorders and Health Psychology Substance-Related and Addictive Disorders	Read Chapter 9 Read Chapter 11 (pp.404-442) DD: Physical and Substance-Related Disorders
November 8	Neurocognitive Disorders	Read Chapter 15 DD: Neurocognitive Disorders
November 15	NO CLASS	
November 22	Thanksgiving – NO CLASS	
November 29	Eating and Sleep-Wake Disorders	Read Chapter 8 DD: Eating and Sleep-Wake Disorders
December 6	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Read Chapter 10 DD: Sexual Disorders and Gender Dysphoria
December 13	Personality Disorders	Read Chapter 12 DD: Personality Disorders Service Learning Hours Service Learning Reflection Paper Extra Credit
December 18 (Tuesday)	Exam 3 (In class – 122 MARB) Chapters 8-12, 15	December 18 8:00pm – 10:00pm

*DD = Digital Dialog found on Learning Suite