

PSYCH 342 - Abnormal Psychology

Fall 2017

Section 006: 177 TLRB on T from 4:30 pm - 7:00 pm

Instructor/TA Info

Instructor Information

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Contact via email for office hours

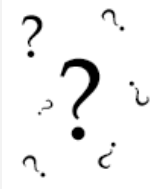
Course Information

Description

This course is designed to provide an overview of the major forms of psychological disorders and to theories and empirical evidence regarding classification, etiology, and treatment of these disorders. Additional goals of the course include understanding the research methods which inform our understanding of psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Overall goals of the course are 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, (3) developing an ability to appreciate multiple influences contributing to psychological disorders, and (4) gaining important skills in evaluating the scientific literature regarding psychopathology and its

treatment. If you would like additional information regarding the expected student outcomes for this course and for the psychology major as a whole, go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then on the Psychology Department.

Materials

Item	Price	Price
	(new)	(used)
 ABNORMAL PSYCHOLOGY 9E <i>Required</i> by COMER, R	229.00	171.75

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

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%

Grading Policy

There are 3 examinations that will each be worth 100 points each. Additionally, weekly writing assignments will be worth 10 points each (total = 140 points).

Each student is required to perform 24 hours of service at the Utah State Hospital (see below). Completing this requirement and a brief write-up of your experiences will be worth 100 points. There will also be a Fictional Media Character Analysis. Each student will “conduct” a clinical assessment and treatment plan for a fictional character from the media worth 50 points.

Participation Policy

Attendance is expected as we will cover material and examples not necessarily covered in the text. It is my expectation that you will read the material, as listed in the course schedule, *prior to class* so that you might better understand the topic and that we might have more productive discussions in class. This will help you better understand and retain the material providing an improved educational experience.

In order to assist you in your study, weekly papers are required to further understanding the material and concepts presented during the course. The assignments are to be one (1) page, single-spaced in length. I want you to choose two (2) points from a chapter from the text that stood out to you and

were noticeable or applicable to you that week. You may also choose to write about experiences gained during your service learning opportunities. After choosing what you will write about, write why each point was meaningful to you and how it is applicable to you in the future. I expect you to use APA formatting for the reference, to quote the point directly (including page number; if applicable), and that significant effort has gone into your thinking.

The due date will be **Monday night at 11:55 pm** of the week we covered that particular chapter. For example, if on Tuesday, we covered Chapter 2, the writing assignment for Chapter 2 will be due the following Monday. Papers are worth a total of 140 points toward your final grade.

Assignments should contain **your name, the assignment number, chapter number, page numbers for each point, and your responses to each point.**

Assignments should be saved as your last name, first initial, assignment number (ex. smithj.assignment6.doc). All assignments will be uploaded to Learning Suite or emailed to rjeffreycase@hotmail.com. Late assignments will not be accepted.

Service Learning

To increase your understanding and appreciation of psychological disorders, you will be given the opportunity to serve persons diagnosed with psychological disorders through the volunteer program at Utah State Hospital. You are required to participate in **24 hours** (including the orientation) of service-learning during the semester, and to document this learning by completing and turning in the written portion of this assignment. It is *your responsibility* to contact the hospital and arrange your volunteer schedule. The hospital has brief orientation/ training sessions at the beginning of the semester. You are required to attend *one* of these orientation sessions in order to work in the hospital. These orientation sessions are being offered at the following times:

Saturday, September 9 9:00 am 11:00 am 1:00 pm

Monday, September 11 4:00 pm 6:00 pm

Tuesday, September 12 4:00 pm 6:00 pm

Wednesday, September 13 4:00 pm 6:00 pm

These orientation sessions are held in Classroom #21 of the Payne Building Conference Room at the Utah State Hospital which is located at 1300 East Center Street, Provo. The volunteer coordinator at the Hospital is Shawna Peterson (344-4254). There are 20 different areas in which volunteers can choose to serve such as assisting with physical therapy, tutoring elementary-school aged patients, or assisting with patient recreational activities. *Please bring a photo ID with you to the orientation.*

It is required that you provide documentation of TB testing within the last year in order to serve as a volunteer at USH. Tuberculin skin tests (PPD) can be obtained through the BYU Student Health Center or through the Utah County Health Department for a reasonable fee. You are responsible for obtaining documentation of your Tb test before your orientation at the Utah State Hospital. Additionally, this year volunteers are required to have a flu shot for the current year. If they already have had one, they need to provide verification. If not, they need to get the shot before volunteering, not necessarily before attending the orientation.

Attendance Policy

Attendance is expected as we will cover material and examples not necessarily covered in the text.

Classroom Procedures

To improve the quality of your learning experience, it is anticipated that each class member will be attentive and contribute in a meaningful way. The law of the harvest will be in play here, in that what you put into your experience in this class will have a direct influence over what you get out of it. Class discussions should always remain respectful as course materials can be quite personal for class members.

Assignments

Assignment Descriptions

Week 1 Paper

Due: Monday, September 11 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 2 Paper Chapters 2-3

Due: Monday, September 11 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 3 Paper Chapters 4-5

Due: Monday, September 18 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 4 Paper Chapter 6

Due: Monday, September 25 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 5 Paper Chapters 7-8

Due: Monday, October 2 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Exam 1

Due: Friday, October 6 at 9:00 pm

Week 6 Paper Chapter 9

Due: Monday, October 9 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 7 Paper Chapter 10

Due: Monday, October 16 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 8 Paper Chapter 11

Due: Monday, October 23 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 9 Paper Chapter 12

Due: Monday, October 30 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Exam 2

Due: Friday, November 10 at 9:00 pm

Unit 2 Test

Week 10 Paper Chapter 13

Due: Monday, November 6 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 11 Paper Chapters 14-15

Due: Monday, November 13 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 12 Paper Chapter 16

Due: Monday, November 27 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Week 13 Paper Chapter 17

Due: Monday, December 4 at 11:59 pm

1-page, single spaced review/personal reaction to two (2) topics from the week's lecture or reading from the text.

Service Hours Summary

Due: Monday, December 11 at 11:59 pm

2-page, single spaced summary of your service hours' observations

Week 14 Paper Chapters 18-19

Due: Monday, December 11 at 11:59 pm

Case Study

Due: Monday, December 11 at 11:59 pm

Exam 3

Due: Tuesday, December 19, 5:45-7:45 pm

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits 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 any university employee 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.

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.

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

Mental Health Concerns

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>.

Schedule

Date	Column 1	Column 2
T Sep 5 Tuesday		
M Sep 11 Monday	Week 1 Paper & Week 2 Paper Chapters 2-3	
T Sep 12 Tuesday		
M Sep 18 Monday	Week 3 Paper Chapters 4-5	
T Sep 19 Tuesday		
M Sep 25 Monday	Week 4 Paper Chapter 6	
T Sep 26 Tuesday		
M Oct 2 Monday	Week 5 Paper Chapters 7-8	
T Oct 3 Tuesday		
F Oct 6 Friday	Exam 1	
M Oct 9 Monday	Week 6 Paper Chapter 9	

T Oct 10	
Tuesday	
M Oct 16	Week 7 Paper Chapter 10
Monday	
T Oct 17	
Tuesday	
M Oct 23	Week 8 Paper Chapter 11
Monday	
T Oct 24	
Tuesday	
M Oct 30	Week 9 Paper Chapter 12
Monday	
F Nov 4	Exam 2
Friday	
T Oct 31	
Tuesday	
M Nov 6	Week 10 Paper Chapter 13
Monday	
T Nov 7	
Tuesday	
M Nov 13	Week 11 Paper Chapter 14-15
Monday	Withdraw Deadline
T Nov 14	
Tuesday	
M Nov 20	No homework! Have a great
Monday	Thanksgiving!
T Nov 21	Friday Instruction
Tuesday	

M Nov 27	Week 12 Paper Chapter 16
Monday	
T Nov 28	
Tuesday	
M Dec 4	Week 13 Paper Chapter 17
Monday	
T Dec 5	
Tuesday	
M Dec 11	Week 14 Paper Chapter 18-
Monday	19, Service Hours Summary, &
	Case Study Due
T Dec 12	
Tuesday	
Dec 19	FINAL EXAM