

Course Syllabus
Psych 4610 Section 001: Abnormal Psychology
CHEM 109 – TuTh 12:30-1:50
Fall 2022

Instructor Information:

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She/her/hers

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Office Hours: Tu 10-noon; Th 3-4; other times by appointment

Teaching Assistants

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Course Description:

Abnormal Psychology is designed to introduce students to core issues in defining abnormality, theories regarding development of disorders, classification systems of mental disorders and its critical evaluation, and review of descriptions of mental disorders.

Learning Objectives:

1. Understand the importance of context in defining and understanding abnormality
2. Recognize the continuum between normality and abnormality
3. Understand issues of reliability and validity with respect to diagnosis of mental disorders
4. Understand and cite examples of how core concepts apply to defining abnormality
5. Be able to recognize various types of disorders described in the DSM-5

Required Text:

Hooley, J. M., Butcher, J. N., & Nock, M. K (2020). *Abnormal Psychology* (18th ed.). Pearson.
ISBN-13: 9780135190968

Other Required Materials:

1. Two 992-E scantrons for exams
2. Access to a computer and internet to complete online assignments

Communication:

Email is the best way to get in touch with us. Messaging through Canvas may result in a delay in getting back to you. We are not able to discuss specifics of grades over email because it is not secure. You can visit office hours or make an appointment with one of us if you need to talk about your grade.

Our goal is to make sure you get a timely response to messages. To help with this, students are assigned a TA who will be your first “point person.” If you have a question or concern, you should **start by messaging your assigned TA**. If it is something that you would like to ask both of us, please send it as one email so that there aren’t any crossed wires.

We will reply to messages within 1 business day. If you message us after 5pm on Friday, you can expect a reply the following Monday. We may not respond to emails during the holiday break. Please plan accordingly.

Course Responsibilities:

As the instructor and teaching assistants, we are responsible for:

- Providing course material that will assist and enhance your progress toward the learning objectives
- Provide timely and helpful feedback within the communication guidelines
- Assist in maintaining an effective learning environment for all students

As students in this course, you are responsible for:

- Reading and completing course requirements as listed in the Class Schedule
- Work to be consistently attentive and engaged with the course
- Interacting with your fellow students in a respectful manner
- Asking for help when you need it

Assignments and Grading:

A note about attendance: Attendance at all classes is expected and you are responsible for information from lectures as well as the assigned readings. Coming to class is important for your success. Students who do the best in the course are those who attend each class and have done the readings. That being said, I do not take attendance and trust that you are doing the best you can to be in class. Please be considerate and arrive on time. If you must arrive late or leave class early, please limit the disruption as much as possible.

I will post lecture slides on Canvas. I will not record lectures. If you miss class, please reach out to a classmate for additional notes. If you are out for more than a couple of classes, please don’t be shy about coming back. We want you to be successful!

Late assignments will be deducted 10% for each day late and will receive a score of 0 if more than 1 week (7 days) late (unless due to an unavoidable emergency verified by the Dean of Students’ Office).

“Practice” Quiz:

At the end of week 4, everyone will take an **online** quiz with some multiple choice and a short answer question as practice. This will be what we call a “low stakes” evaluation because you will be graded on completion – did you try answer the questions? Then you get full credit! However, you will get feedback on your responses so you can see how you would have done if it had been graded like a normal exam.

Exams:

There will be 2 **non-cumulative** exams - one at midterm and one in our final exam slot. Exams will include multiple choice and short-answer/open ended questions. Exams will be in class. Exams will be closed book and closed note. If you know ahead of time you will be absent for an exam, please contact your TA ASAP. Missed exams cannot be made up without a verified absence from the Dean of Students Office. Going on vacation, for example, is not an acceptable reason to reschedule the exam.

The second exam will be held during the assigned final exam period: **December 15th 10:30-12:30**. Plan accordingly. Final exams can be rescheduled only if you have accommodations or if you have 3 or more finals scheduled for the same day.

News Article Review:

The things we talk about in this class are often in the news. To help you be more aware of current events related to mental health, you will write a short paper about an article or news article related to our class material. For example, a student last year shared an article about Britney Spears’ effort to end the conservatorship she was under. Others wrote about articles covering how often people with mental health concerns are incarcerated. You might also share an article related to therapy or other treatments.

The news source (in print - like a magazine or newspaper - or online) must have been written within the last six months. When you upload your paper, you must also upload a copy of the article for us to review.

You will write a short 1-2 page paper (double spaced, 1” margins on each side, 12 pt Times New Roman font, no cover page or references needed). You need to include

- A clear summary of the article demonstrating that you read and understand the article and that the article was written within the past 6 months) **3 points**
- Make connections between the article and at least three things you have learned in this course **3 points**
- Personal reflection– what do you, personally, think and feel about the topic the article covers? What made you want to write about this article? **3 points**
- Proper formatting **1 point**

If you are not sure if your article is a good fit, I encourage you to meet with your TA during office hours.

Case Study:

For those who are interested in working with clients or patients in the future, it is important to be able to recognize patterns of symptoms and concerns in more “true to life” situations. To help you practice this skill set, I will give you a case vignette. For the client described in this vignette, you will need to identify the diagnosis you think best applies. Then you will give a “rule out” diagnosis, which is a possible alternative. You will also come up with some questions that you would like to ask the client for more information and some suggestions for treatment based on what we have covered in class. I will upload the vignette to Canvas and you will submit your responses online on the due date. We will do practice case studies in class to prepare for this assignment.

In-Lecture Mini Assignments:

Throughout the semester, I will assign small in-lecture assignments. These could include writing your reflections on a video, completing an online survey, or taking a “pop quiz.” All of these assignments are graded on completion. You will get 100% as long as you are there and made an attempt. Some of these activities are posted on the syllabus and you must “show your work” in lecture to get credit. Instructions will generally not be posted to Canvas. Assignments from absent students will not be accepted unless you have an applicable accommodation or verified absence from the Dean of Students Office.

Missing one activity is not going to cause you to fail. This is a good reason to take advantage of extra credit opportunities!

Extra Credit:

There are two, optional, ways to earn extra credit in this course

1. Write a movie review. You can watch a movie related to abnormal psychology (from a provided list). After watching the movie, you will write and submit a 3-page, double spaced, paper summarizing and reflecting on the movie. Students can earn up to 3 points toward their final grade.
2. Researchers sometimes ask students to participate in psychological research. Studies can vary in topic and how long they take. Based on the time commitment, participating in research could earn you between 1 and 3 points. I will announce any extra credit research opportunities in class.

Please note the **amount of extra credit any one student can earn is capped at 5 points**, ½ of a letter grade. There will be no other extra credit available at the end of the semester. If you are concerned about your grade, I strongly encourage you to take advantage of these opportunities while you can!

Grading:

Grades are calculated based on points earned. You have the chance to earn a set number of points for exams and assignments. The total number of points (with extra credit added) will be added together to determine your letter grade. Grades will be posted to Canvas so you can keep track. Remember, it is the total number of points that matters for your final grade.

"Practice" Quiz	5 points
Exam 1	25 points
Exam 2	25 points
Case Study	15 points
News Article Review	15 points
In-Lecture Mini Assignments	15 points

Total Points	100 points
Possible	

90-100+ points	A
80-89 points	B
70-79 points	C
60-69 points	D
Less than 60 points	F

ADA Accommodations:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

To receive accommodations, you will first need to register with ODA, which you can do so here: <https://studentaffairs.unt.edu/office-disability-access>

Mandated Reporting:

As university employees, we are required by the university to report instances of sex based discrimination against students. This includes, but is not limited to sexual assault, stalking, and domestic violence (including between roommates). Given the nature of the class and my professional background, things might come up during conversation or in assignments that fall under this rule. We would be responsible for reporting it to the university so that they can take steps to support you (e.g., connect you with a survivor advocate). If you want to talk to someone confidentially, we can help you get in touch with someone at Counseling and Testing Services.

Campus Resources:

I want everyone in class to do well. But we all face challenges in learning and we can sometimes benefit from additional supports. Sometimes those are academic, like coming in during office hours or visiting the writing center. But there are also resources for other things in life that affect you academically such as help with food, housing, health, career guidance, and so on. I will post a list of campus resources to our Canvas page. Please feel free to reach out to me or your TA.

Emergency Notifications:

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages with permission) to the phones of all active faculty, staff, and students. Please update your phone numbers at <http://www.my.unt.edu>.

Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Our room is a designated tornado shelter area so we will stay put in case of severe weather. But if we need to evacuate the building, we will leave through the nearest exit and gather in the parking lot on the other side of Mulberry St.

Academic Integrity:

Students caught in academic dishonesty, such as cheating or plagiarizing, will receive a “0” for the assignment. The incident will also be reported to the Dean of Students for review. Please review definitions and examples of academic dishonesty. Being unaware is not an excuse. You do have a right to appeal reported violations: https://vpaa.unt.edu/ss/integrity/FAQ_AI_Students

According to the Academic Integrity Policy, “cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. This also includes “dual

submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor.” Finally, UNT includes “any other act designed to give a student an unfair advantage on an academic assignment” as cheating.”

They define plagiarism as “the deliberate adoption or reproduction of ideas, words or statements of another person as one's own without explicit acknowledgement or citation. However, the adoption or reproduction of the ideas or words of another person as one's own without complete and correct acknowledgement, often the result of a misunderstanding or [negligence] can be considered plagiarism.”

Respect and Community:

We’re going to talk about a number of topics in this class that might be surprising or confusing to you. We might also talk about things that are very personal. With this in mind, I expect that everyone will treat our discussions with respect, instructors included. It is perfectly fine to be curious about a certain topic or to share things as relevant in class. But please do so with the mindset that we are discussing topics that affect us all as humans and we should be caring toward one another as we all learn.

As you learn about “abnormal” psychology, you might find that you apply topics to understanding other people in your life. It is very important to cultivate non-judgement and humility to avoid using information hurt people. It may be very satisfying to gossip about your roommate’s behavior and whether or not they have such and such disorder. But please consider how you would want to be treated if you were struggling. Also, making negative comments on the basis of mental health furthers stigma and is harmful to our community as a whole.

Some of these topics might also touch on personal experiences or even lead you to wonder if they apply to your own mental health. It’s important to remember that diagnosis involves sitting down and thinking about your life from a lot of different perspectives. If you find yourself wondering if a certain disorder or experience applies to you, try not to jump to conclusions. I encourage you to talk with someone about it because I want you to trust your judgement, but the book sometimes oversimplifies things, or you might have missed an alternative explanation. Counseling and Testing services have free on-campus and telehealth options for students.

Lecture Schedule

Required readings and activities listed on the right-hand column should be completed **before** lecture. You may need to read a short article or complete a homework activity in addition to the required textbook reading.

Our schedule is subject to change if things come up – I will announce any changes in lecture and post an updated syllabus to Canvas

Date	Topic	Required Readings/ Assignments Due – Completed before lecture
8/30 Tu	Syllabus review Introductions “Shades of (Ab)normality”	Syllabus Get familiar with Canvas page
9/1 Th	Overview of Abnormal Psychology History of Psychopathology	Ch. 1 (pp. 1-16)
9/6 Tu	History of Psychopathology	Ch. 2 https://www.nps.gov/articles/000/rosemary-kennedy-the-eldest-kennedy-daughter.htm
9/8 Th	Diagnosis and Assessment	Ch. 4 https://www.cnn.com/2018/02/20/opinions/protect-mother-pregnancy-williams-opinion/ https://www.cnn.com/2018/02/20/opinions/protect-mother-pregnancy-williams-opinion/
9/13 Tu	Psychological Treatment	Ch. 16
9/15 Th	Understanding Risk and Causes of Psychopathology	Ch. 3 (pp. 53-73) “How Stressed Are You?” Survey: http://www.stress.org.uk/stresstest.aspx *bring a screenshot, picture, or print out of results to lecture for mini-assignment points*
9/20 Tu	Understanding Risk and Causes of Psychopathology	Ch. 3 (pp. 73-95) Take online mini-quiz
9/22Th	Stress and Health	Ch. 5 (pp. 123-141)
9/27 Tu	Stress Disorders	Ch. 5 (pp. 141-160)
9/29 Th	Catch up Class Choice Topic	

10/4 Tu	Fear and Anxiety	Ch. 6
10/6 Th	Fear and Anxiety *Differential Diagnosis Activity*	News Article Assignment Due
10/11 Tu	Mood disorders	Ch. 7 (pp. 208-230)
10/13 Th	Mood disorders & Suicide <i>Phil Yoo: Living Well with Bipolar Disorder</i>	Ch. 7 (pp. 233-256)
10/18 Tu	Catch up and Review	Prolonged Grief Article – pdf on Canvas
10/20 Th	Exam I	
10/25 Tu	Eating Disorders	Ch. 9
10/27 Th	Eating Disorders	https://www.apa.org/news/press/releases/2014/01/teen-steroid
11/1 Tu	Substance Related Disorders	Ch. 11
11/3 Th	Substance Related Disorders	https://www.apa.org/monitor/2022/07/number-s-pandemic-alcohol-deaths
11/8 Tu	Election Day – vote if you can! Gender, Sexuality	Ch. 12
11/10 Th	Schizophrenia and Psychosis	Ch. 13 Hearing Voices Movement
11/15 Tu	Schizophrenia and Psychosis	Case Study Due
11/17 Th	Neurocognitive Disorders	Ch. 14
11/22 Tu	Neurocognitive Disorders Catch up	https://www.apa.org/topics/aging-older-adults/living-dementia
11/24 Th	No Class – Thanksgiving Day Holiday	
11/29 Tu	Disorders of Childhood	Ch. 15
12/1 Th	Disorders of Childhood	Néstor and Melvin https://www.npr.org/2021/06/15/1006477931/how-families-separated-at-the-border-by-trump-policies-are-coping
12/6 Tu	Personality Disorders	Ch. 10
12/8 Th	Catch Up & Review Day	Extra Credit Movie Review Due
12/15 Th	Exam II 10:30am-12:30pm in regular classroom	

*The syllabus is subject to change. Changes will be announced in class and on Canvas.