



PSYC 3560: Abnormal Psychology

Spring 2016
Course Syllabus



CLASS INFORMATION

MEETING TIMES: 2:00 PM – 3:15 PM TUESDAYS AND THURSDAYS

ROOM: 158 CARY HALL

REQUIRED COURSE MATERIALS

- Text: Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal Psychology*, 16th Edition. Boston MA: Pearson Publishing.
- DSM 5 (available for free on Auburn's library's webpage):
<http://psychiatryonline.org.spot.lib.auburn.edu/doi/book/10.1176/appi.books.9780890425596>
- iClicker or REEF: You are required to have an iClicker or iClicker2 OR a Smart Phone for this course.

***You will bring your iClicker/REEF account for each class. Activities and quizzes in class will use iClickers/REEF. I will not provide clickers or batteries; it is your responsibility to come to class prepared. Auburn University's Academic Honesty policy applies to clickers/REEF so using another individual's clicker to class/posing as that individual constitutes academic dishonesty.

You are required to register your iClicker or REEF account online by January 26th, 2016.

To register your iClicker:

1. Go to www.iclicker.com; Click "Register your Clicker"
2. Type in your first name, last name, student ID (this is your Auburn University User Name that you use to log in to blackboard. (e.g., rls0032). This is NOT your banner number), your Remote ID (this is the 8-digit number on the back of your iClicker remote), and the verification word from the image on the screen.

To register your REEF polling software:

1. Go to Canvas
2. Follow the instructions outlined in the PowerPoint entitled "REEF Set-up and Other Info"

INSTRUCTOR CONTACT INFORMATION

Rebecca Fix, M.S.

OFFICE LOCATION: 215 Cary Hall (above classroom)

OFFICE HOURS: Tues 3:20–5:00 or by appointment

EMAIL: rebecca.fix@auburn.edu

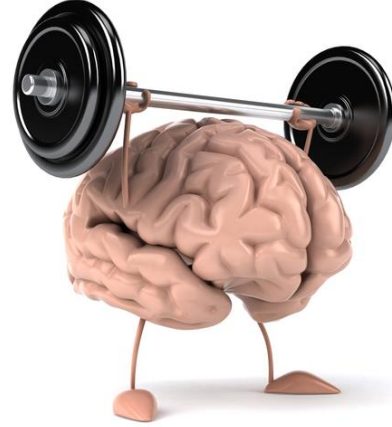
MAILBOX: 213A Thach Hall

COURSE OBJECTIVES

The goal of this course is to provide you with an overview of topics related to abnormal psychology through both classroom lecture and activities. There will be four main emphases in the course:

1. Classification of psychopathology and the symptoms associated with different syndromes.
2. The associated course and consequences of each condition.
3. Possible causes of psychological disorders.
4. Treatment of the discussed psychological disorders.

Note. Abnormal psychology is a broad discipline. As such, we may discuss some topics that some people consider controversial or sensitive (e.g., violence, discrimination, sexual behavior, religion). If you are disturbed by our discussion of a topic, please contact me, and I will discuss it with you. I will try to be sensitive to the values of all students and will not require you to participate in any in-class exercises that conflict with your values. Please notify me if such a conflict arises, and we can make arrangements for you to complete an alternate exercise.



Upon successful completion of this course, students should be able to:

1. Demonstrate knowledge and understanding regarding the history of abnormal psychology, its theoretical underpinnings, and its sociocultural contexts
2. Identify appropriate applications of psychology in solving problems, such as the origin and treatment of abnormal behavior
3. Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts
4. Think critically about the way that deviant behavior is defined in the United States and how behavior is viewed and labeled as “abnormal” or “normal” differently across various cultures

OTHER RELEVANT COURSE POLICIES

Attendance Policy

It is expected that you will attend all class periods. There will be frequent quizzes and participation exercises administered with the iClicker. Cumulatively, these activities (i.e., quizzes and participation) will count for up to 100 points toward your final grade, making 20% of all possible course points. Activities will not be announced ahead of time, and no make-ups will be allowed, even if you have an excused absence (for exam make-ups, see Make-Up Policy below). Valuable information will be discussed in class that is not available on the Power Point slides posted online. Research has shown that students who attend class generally make better grades in their courses (Credé, Roch, & Kieszczynka, 2010).

Academic Honesty Policy

Academic dishonesty will not be tolerated. You are expected to behave with integrity. If you do not comply with the Auburn University academic honor code, the situation will be dealt with in the manner specified by the university (http://www.auburn.edu/student_info/student_policies/).

Accommodations Policy

If you need accommodations, please arrange a meeting with me the first week of class. Please come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. We can then discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, please make an appointment with The Office of Accessibility, 1228 Haley Center, 844-2096 (<http://accessibility.auburn.edu>). I plan to be of assistance in any way possible. Please do not hesitate to make appointments with me throughout the course if you are in need of additional help.

Make-Up Policy

In order for any work to be made-up or turned in late, you must present an AU- approved excuse as outlined in the following policy: (<http://www.auburn.edu/academic/provost/handbook/instruction.html#class>). If you miss an exam without an approved excuse, you will receive a zero for that exam. All missed exams must be made up within 1 week of the day of the exam. It is your responsibility to contact your GTA and arrange a time for the make-up. If you do not show up for a scheduled make up exam, you will be given a zero for that exam unless you can document an Auburn University sanctioned absence for the make-up exam. Regardless of the nature of the excuse, you must, when possible, notify the GTA or me, the course instructor, in advance. As stated above, no make-ups will be given for any in-class quizzes or activities, even if you have a valid excuse for that day.

Communication

Please feel free to e-mail the instructor or GTA with any questions you may have, or drop my office hours or your GTA's office hours. If for some reason you cannot make office hours, I would be happy to schedule an appointment. Any course announcements will be made in class and e-mailed to all students. E-mail is an official means of communication for classes at AU. Please check your e-mail on a regular basis. Not checking your e-mail is not a valid excuse.

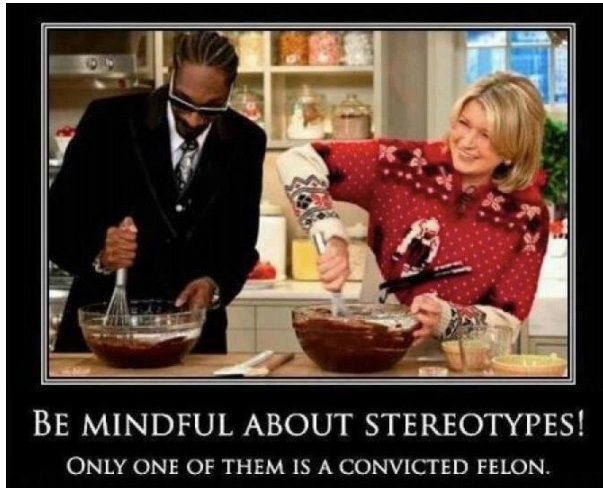
Classroom Etiquette Policy

In order to create a classroom environment that is conducive to learning and is respectful of me and the other students, please use good manners and common sense. The AU Classroom Behavior Policy is strictly followed in this course; please refer to the Student Policy eHandbook (http://www.auburn.edu/student_info/student_policies/) for details of this policy.

Here are some general guidelines:

- Please arrive to class on time and, unless there is an emergency, please stay to the end of class. Please do not pack up until we're finished with class for the day.
- Please try not to monopolize class discussion. To contribute insightful commentary to class discussion is one thing; to talk too much, even if the commentary is insightful, is another thing. Do not use language that may be offensive to others – avoid racist and sexist comments, or any other type of language that may be considered offensive.

- We will be discussing mental illness, which often covers sensitive subject matter. I hope that this course will help instill compassion for individuals with mental illness. Everyone comes to this course with a different life history, and some of you have struggled with mental illness yourselves or have family members/friends who have. Please keep this in mind when making comments in class that could potentially be hurtful.
- Also, please do not feel the need to divulge extremely personal information about yourself or people that you know.
- If you need to leave the classroom during a quiz or an examination, including make-up exams, you first need to ask permission to do so. Failure to ask permission under these circumstances will result in a receipt of a zero for that quiz or exam.



REQUIREMENTS AND ASSESSMENTS

Exams (100 points each for a total of 400 points)

There will be four exams throughout the course for which the dates are listed below. Exams will be multiple-choice and are not cumulative, although concepts that you have learned in earlier parts of the course will arise when relevant to the new material. The final will be non-cumulative as well. Exams will cover material presented in class and from the textbook and will assess your understanding of the material. If you arrive more than 15 minutes late for an exam and do not have a valid excuse, you will not be permitted to take the exam. You need to bring a scantron and a #2 pencil for each exam.

NO USE OF CELLULAR PHONES DURING EXAMS. If you are caught using your cell phone during an exam, you will get a '0' on your exam.



In-Class Participation/Quizzes (100 points)

See above, under "Attendance Policy."

Technology Policy

Cell Phone Use. According to recent research by Duncan, Hoekstra, and Wicox (2012), cell phone use in class corresponds to lower grades. Moreover, Tindell & Bohlander (2012) found that cell phone use in class not only affected performance of the individuals using the cell phones, but it also can impede performance and attention of the students sitting near those who are using their cell phone.

Technology. Please turn all disruptive electronic devices on silent before class starts (e.g., cell phones), and keep them off until class is over. I don't mind if you take notes on laptops, but surfing the web (e.g., facebook), listening to music via headphones, texting, and/or talking on

the phone will not be tolerated. Repeated or serious violations may result in permanent removal from the course.

Extra-Credit (25 points)

You may earn up to 25 points of extra credit (up to 5% of your final grade) as follows:

1. Research Participation

- One way to earn extra credit is through research participation. You will earn 5 points for each hour you participate as a volunteer participant in a study. All research participation is handled through the Department of Psychology's online system, which is available at <https://auburn.sona-systems.com>. The site includes complete instructions on creating an account, signing up for studies, and managing your extra credit points.

2. Unique Opportunities in class

- Come to class prepared to pay attention, because you will have opportunities at random to earn extra credit (e.g., cell phone policy).

3. Research article summaries



- Choose any article published in a top journal in the field of psychopathology: *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, and/or the *American Journal of Psychiatry*. You can download these articles on the AU libraries website. Contact your GTA if you have trouble using the website.
- Write a 2-page critique of the article that summarizes the research questions discussed in the article, the major findings, the scientific/clinical importance of the article, and how these findings relate to topics discussed in class/your textbook.
 - Format of the paper: Use 12-point Times New Roman font, no more than 1-inch margins all around the page, not shorter than 2 typewritten pages. Papers shorter than 2 full pages will NOT be given credit.
 - In the heading of the paper, include your name, course and instructor, name of the article and journal, list of authors, and year of publication.
- You will earn **10 points** for each paper awarded a passing grade.
- Turn your paper in to your GTA's mailbox, and she will read the paper and assign credit. All extra credit papers are **due April 14th, 2016 by midnight** to allow time for grading. Papers received late will not be counted.



Grades

Grades will be determined based on the following scale (grades are not rounded up):

<u>Percentage and Total Number of Points</u>	<u>Grade</u>
90-100% (450-500 points)	A
80-89% (400-449 points)	B
70-79% (350-399 points)	C
60-69% (300-349 points)	D
0-59% (0-299 points)	F

CLASS SCHEDULE

Week	Date (Day of Week)	Topic*	Readings (Due)
1	01/12/2016 (Tuesday)	No Class - Semester not in session	No Class
	01/14/2016 (Thursday)	No Class – please read syllabus	Syllabus
2	01/19/2016 (Tuesday)	Course Overview/Intro to Abnormal Psychology	Ch. 1
	01/21/2016 (Thursday)	Causal Factors and Viewpoints	Ch. 3
3	01/26/2016 (Tuesday)	Clinical Assessment and Research	Ch. 4
	01/28/2016 (Thursday)	Panic, Anxiety, Obsessions	Ch. 6
4	02/02/2016 (Tuesday)	Anxiety and Mood Disorders	Ch. 7
	02/04/2016 (Thursday)	Mood Disorders and Suicide	Ch. 7
5	02/09/2016 (Tuesday)	<u>Exam 1 Wrap-Up and Review</u>	N/A
	02/11/2016 (Thursday)	Exam 1	Bring scantron/ 
6	02/16/2016 (Tuesday)	Eating Disorders and Obesity	Ch. 9
	02/18/2016 (Thursday)	Eating Disorders and Obesity	Ch. 9
7	02/23/2016 (Tuesday)	Stress and Mental Health	Ch. 5
	02/25/2016 (Thursday)	Stress Disorders	Ch. 5
8	03/01/2016 (Tuesday)	Substance-Related Disorders	Ch. 11
	03/03/2016 (Thursday)	Substance-Related Disorders	Ch. 11
9	03/08/2016 (Tuesday)	<u>Exam 2 Wrap-Up and Review</u>	N/A
	03/10/2016 (Thursday)	Exam 2	Bring scantron/ 
10	03/15/2016 (Tuesday)	Spring Break - No Class	No Class
	03/17/2016 (Thursday)	Spring Break - No Class	No Class

11	03/22/2016 (Tuesday)	Dissociative Disorders	Ch. 8
	03/24/2016 (Thursday)	Somatic Symptom Disorders	Ch. 8
12	03/29/2016 (Tuesday)	Sexuality and Paraphilic Disorders	Ch. 12
	03/31/2016 (Thursday)	Sexual Abuse and Sexual Dysfunctions	Ch. 12
13	04/05/2016 (Tuesday)	<u>Exam 3 Wrap-Up and Review</u>	N/A
	04/07/2016 (Thursday)	Exam 3	Bring scantron/ 
14	04/12/2016 (Tuesday)	Personality Disorders Dissociative Disorders	Ch. 10
	04/14/2016 (Thursday)	Schizophrenia and Psychosis	Ch. 13
15	04/19/2016 (Tuesday)	Psychological Treatment	Ch. 14
	04/21/2016 (Thursday)	Psychological Treatment	Ch. 16
16	04/26/2016 (Tuesday)	Court and Mental Health	Ch. 17
	04/28/2016 (Thursday)	<u>Exam 4 Wrap-Up and Review</u>	N/A
Exam Week	05/03/2016 (Tuesday)	4:00-6:30 PM	Bring scantron/ 

* = schedule subject to change

References

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college a meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research*, 80(2), 272-295.

Duncan, D. K., Hoekstra, A. R., & Wilcox, B. R. (2012). Digital devices, distraction, and student performance: Does in-class cell phone use reduce learning? *Astronomy Education Review*, 11(1), 1-4.

Tindell, D. R., & Bohlander, R. W. (2012). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. *College Teaching*, 60(1), 1-9.