

PSYCHOLOGY 205: ABNORMAL PSYCHOLOGY

PREREQUISITE: PSYCH 100

Lecture Schedule & Reading Assignments (Subject to Change)

Day	Date	Topic	Assignment
Monday	4/2	Defining Abnormality	Chapters 1 & 2
Tuesday	4/3		
Wednesday	4/4	Theories of Abnormality	
Thursday	4/5		
Friday	4/6		
Monday	4/9	Assessment & Classification	Chapter 3
Tuesday	4/10		
Wednesday	4/11		
Thursday	4/12	Treatments	
Friday	4/13		
Monday	4/16		Optional Paper #1 Due
Tuesday	4/17	Anxiety Disorders	Chapter 4 & Chapter 5 (129-144 only)
Wednesday	4/18		
Thursday	4/19		
Friday	4/20		
Monday	4/23		Exam 1 Questions Due
Tuesday	4/24	EXAM 1 (Chapters 1-5)	
Wednesday	4/25	In-Class Cooperative Extra Credit	
Thursday	4/26	Mood Disorders	Chapter 7
Friday	4/27		
Monday	4/30		Research Paper Due
Tuesday	5/1	Schizophrenia	Chapter 12
Wednesday	5/2		
Thursday	5/3		
Friday	5/4	Dissociative Disorders	Chapter 6 (171-185 only)
Monday	5/7		Optional Paper #2 Due
Tuesday	5/8		
Wednesday	5/9	Somatoform Disorders	Chapter 6 (159-171 only)
Thursday	5/10		
Friday	5/11	Personality Disorders	Chapter 13
Monday	5/14		
Tuesday	5/15		Exam 2 Questions Due
Wednesday	5/16	EXAM 2 (Chapters 6, 7, 12, & 13)	
Thursday	5/17	In-Class Cooperative Extra Credit	
Friday	5/18	Childhood Disorders	Chapter 14

Lecture Schedule & Reading Assignments
(Continued)

<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Monday	5/21		
Tuesday	5/22		
Wednesday	5/23	Eating Disorders	Chapter 9
Thursday	5/24		
Friday	5/25		
Monday	5/28	MEMORIAL DAY – NO CLASS	
Tuesday	5/29	Sexual Disorders	Chapter 11, Optional Paper #3 Due
Wednesday	5/30		
Thursday	5/31		
Friday	6/1	Substance Related Disorders	Chapter 10
Monday	6/4		Movie Paper Due
Tuesday	6/5	Social & Legal Issues	Chapter 16
Wednesday	6/6		
Thursday	6/7		Exam 3 Questions Due
Friday	6/8	EXAM 3 (Chapters 9-11, 14, & 16)	
Tuesday	6/12	OPTIONAL FINAL EXAM (8:00 – 9:00 a.m.) In-Class Cooperative Extra Credit (Exam 3 Only) (9:00 – 10:00 a.m.)	

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PREREQUISITE: PSYCH 100

Basic Information

Instructor: Dr. Don S. Christensen
Office: Room 5300 (FOSS Building)
Phone: (206) 546-5885
E-mail: dchrise@shoreline.edu
Office Hours: Mondays, Wednesdays, & Thursdays: 10:30 – 11:20
Mondays, Tuesdays, & Thursdays: 12:30 – 1:30
& by appointment
Class Location: Room 2904
Meeting Time: Daily 8:30 – 9:20

Textbooks & Course Materials

Comer, R.J. (2007). *Fundamentals of abnormal psychology (5th Edition)*. Worth Publishers: New York.
(Required)

Web Sites

- Course Web Site: <http://shoreline.edu/dchris/psych205>
- Text Book Web Site: www.worthpublishers.com/comer

General Education Outcomes

During their time at Shoreline Community College, degree recipients are expected to demonstrate measurable learning in the six following areas: Quantitative Reasoning, Communication, Multicultural Understanding, Information Literacy, General Intellectual Abilities, and Global Awareness (for a detailed description of each of these areas, please review the Shoreline Community College Course Catalog which is available at <http://www.shoreline.edu/shoreline/catgenedcore.html>)

Course Objectives

Students who successfully complete this class will be able to:

- describe the assessment procedures used for diagnosing mental illness.
- understand psychopathology from a variety of perspectives (psychodynamic, humanistic, cognitive, behavioral, etc...)
- identify basic symptoms of the various forms of mental illness and have an increased awareness of the biosocial, cognitive, and sociocultural factors that influence their course.
- know several possible options for treating various psychological disorders.

Course Description & Overview

This course is designed to provide an overview of the field of abnormal psychology and will focus on the etiology, symptoms, presumed theoretical causes, and treatments of the major psychological disorders. Topics covered include schizophrenia, mood disorders, anxiety disorders, personality disorders, psychosomatic disorders, sexual deviation, and the process of adjustment to stress. Attention is given to biosocial, cognitive, and cultural factors and their role in mental health. The lectures will have correspondence to the readings in the textbook, but I will present additional material designed to deepen your understanding and appreciation of the perspectives covered in the book. Thus, "just reading the book" will not be enough to do well in this course.

Special Note for Students Transferring to the UW in Psychology

The following is presented to help you to make an informed decision about whether to take this course at Shoreline or the UW. The department of psychology at the University of Washington has recently changed its requirements. Because of this, Shoreline's abnormal psychology course no longer counts in place of the UW's version of this course (Psychology 305). However, Shoreline's version of this course will count towards generic units needed to meet the UW's general university graduation requirements and it can be counted towards the 4-6 elective units in psychology requirement. The UW requires all psychology majors to take three (3) classes from the following list of seven courses (all courses on this list are offered for 5 units):

One course from the following list (List A)

- 300 Animal Behavior
- 333 Sensory and Perceptual Processes
- 355 Survey of Cognitive Psychology

One course from the following list (List B)

- 303 Personality
- 305 Abnormal Psychology
- 306 Developmental Psychology
- 345 Social Psychology

One additional course from either List A or List B

Thus, if you take abnormal psychology here at Shoreline and don't wish to repeat it at the UW, then you would have one less course option available for this requirement. At this point in time, if you wanted abnormal psychology to count towards this particular UW psychology requirement, you would have to take it at the UW. If you have additional questions about transferring to the UW in psychology, please feel free to ask me or check out the UW Psychology Department Undergraduate Advising web site:

<http://web.psych.washington.edu/undergraduate/index.html>.

Grading

Exams & Final (135 points): There will be 3 exams and an optional cumulative final in this course. Each test will consist of 45 multiple-choice questions based upon material presented in the text and in lecture. Your highest 3 test scores will count towards your grade. If you are satisfied with your grade after taking all three exams, you need not take the final. Please bring the following materials to each of these tests and to the in-class cooperative extra credit sessions:

- A ScanTron form (Available in the Bookstore)
- A soft lead #2 pencil with eraser

Assignments (45 – 60 points): There are several additional assignments in this class. There are two short (2-3) required papers, worth 15 points each. The first paper involves finding some academic articles related to a psychological disorder and writing a brief research paper. The second paper involves watching a popular movie of your choosing that addresses some aspect of abnormal behavior and commenting on how accurately the movie portrayed the abnormal behavior. Students will also be asked to submit 3 short, student-created lists of ten multiple choice questions that will be handed in just prior to each exam and these assignments are worth 5 points each. Papers and assignments handed in late will be marked down two points per day late.

There are also three optional writing assignments, called “reaction papers,” in this class and students choosing to submit these assignments will reduce the overall influence of their exam scores on their final grade. Each reaction paper will involve an article addressing some aspect of abnormal psychology and these articles will be available on the course web site. Students electing to do a reaction paper are asked write a short 2-3 page paper that includes the following (Note: these papers are similar to the assigned research paper that is required of all students):

1. A brief summary of the article. Write a 1-2 paragraph summary of the article. Don’t go into extensive detail. Just write something that indicates to me that you in fact read it.
2. Your personal reaction to what you read. This is an open-ended part of the paper where you can share what ever you like, as long as it related to the topic of the article. Did you agree or disagree with its conclusions? Can you relate the material to the class or your life in any way?

Each optional paper is worth a potential 5 points and students may submit as few as one or as many as three reaction papers over the course of the quarter (a maximum of 15 points is possible). Required papers are to be turned in on the due dates and late papers will lose two points per day. Optional reaction paper are to be turned in on the due dates and late optional papers will not be accepted. Students will not be able to hand in several reaction papers at the end of the quarter in order to “save their grade” so please plan ahead of you’d like to submit these optional assignments.

In-Class Cooperative Extra Credit: Students will be allowed to go over and correct the 45 multiple-choice questions from each of the regular exams in this course (but not the optional final exam). This will typically take place on the day after an exam has been given, except for exam three when it will take place during finals week. Students may use their notes and/or textbooks and are encouraged to collaborate and check answers with fellow classmates. Each individual student will submit a brand new Scan-Tron form. If a student submits a perfect (45/45) new answer sheet, the student will have two extra credit points added to his or her exam total. Any incorrect answers on the resubmission will be subtracted from the two possible extra credit points.

Course Grade and Grading Scale: The final grade you receive for the course will be based on the number of points you earn. In other words, there is no automatic curve grading. Listed below is the grading scale that I will use to assign final course grades. If you achieve a given percentage, then your course grade cannot be any lower than the grade on the scale. However, if the grade distribution comes out such that less than 50% of the class receives a final grade of 2.5 or above, then I will then adjust the scale until 50% of the class has a grade of at least 2.5. I am including the grading scale in this syllabus so that you will know exactly how well you have to do in order to receive a particular final grade.

GRADING SCALE

<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>
93%	4.0 (A)	81%	2.8	69%	1.6
92%	3.9	80%	2.7	68%	1.5
91%	3.8	70%	2.6	67%	1.4
90%	3.7	78%	2.5	66%	1.3
89%	3.6	77%	2.4	65%	1.2
88%	3.5	76%	2.3	64%	1.1
87%	3.4	75%	2.2	63%	1.0 (D)
86%	3.3	74%	2.1	62%	0.9
85%	3.2	73%	2.0 (C)	61%	0.8
84%	3.1	72%	1.9	60%	0.7

83%	3.0 (B)	71%	1.8	Below 60% 0.0 (F)
82%	2.9	70%	1.7	

Appeal Procedure: If your answer to an exam question is marked as being incorrect but you feel that it is correct, you may write a justification as to why you feel it is correct based upon the material presented in the textbook or in class. In other words, don't merely state your personal opinion; rather, specifically justify your answer based on course material. Any appeals should be handed in to me within 1 week after the official exam grades are posted. I will review your appeal and if I think it justifies your answer, you will receive credit. If not, I'll explain why.

Incompletes and Make-ups: If you feel that you are unable to complete all the coursework this quarter you must see me in advance so that I can decide whether to assign a grade of Incomplete. As a rule, incompletes must be made up by the end of the following quarter. Because I may not teach this course every quarter, you may have to complete the course with different instructor.

Similarly, if justifiable and uncontrollable circumstances will prevent you from taking an exam at the scheduled time, see me in advance if at all possible so that we can discuss the possibility of a make-up exam. If you are facing circumstances (e.g., personal or family illness or crisis) that you feel will significantly impair your performance, see me ahead of time and then we can discuss what to do about it. If you go ahead and take an exam or quiz, or turn in an assignment, and then tell me after-the-fact that some personal circumstance affected your performance, it will be too late. If you are having difficulty with the course material please see me as soon as possible. I'm here to help you learn.

Student Responsibilities and Ethics: These remarks aren't meant to offend anyone's sense of honesty, but I believe it's best to discuss ethics up front. It is the official policy of Shoreline Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action. Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise which in fact has not been mastered. Examples of cheating include such things as looking at other students' exams, using notes during an exam, submitting the exact same or very similar work as another student, or receiving unauthorized outside assistance. Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. Examples of plagiarism include such things as copying sentences from texts or the Internet. Ways to avoid plagiarism are to use quotation marks when including other people's actual words in your papers and to properly acknowledge the source(s) of your information. It is also extremely helpful to use your own words when writing a paper. If cheating or plagiarism occurs, a grade of zero will be given for that piece of work. I will also notify the appropriate administrative official and disciplinary action may follow. Cheating and plagiarism are both serious offenses that can have substantial consequences, including being expelled from school so I strongly encourage you to be aware of and avoid these potential student conduct problems.

(The following paragraph is from the SCC Student Guide, page 29) College Policy 5030, the Student Code of Conduct and Discipline, outlines general expectations for student behavior and procedures for resolving issues of student conduct and discipline. College Policy 5033, Dishonesty in Academics, describes behavior that is unacceptable in the classroom and procedures for resolving situations involving academic dishonesty. College Policy 5035, Student Grievance Procedures—Academic Evaluation, provides procedures for resolving disputes that arise between students and faculty members regarding grades. A complete list of student standards of conduct, as well as campus rules and procedures, is printed in the College Policy Manual, which is available in the Ray W. Howard Library/Media Center, the Student Programs Office, the Student Government Office and other administrative offices.

Additional Campus Resources

Some campus resources you may wish to utilize are the Academic Skills Center (206 546-4308, Room 1501) and Services for Students with Disabilities Program (206 546-5832, TDD 206 546-4520, FOSS Building, Room 5241). If you are a student with a disability and believe you are entitled to accommodations on exams and homework assignments or to particular services such as note taking, I need a formal letter from the Services for Students with Disabilities office in order to honor your request(s). Students are responsible for contacting this office themselves.