

Abnormal Psychology

(PSY 366-80439) Fall 2015
T Th 1:30 p.m. – 2:45 p.m.
West Campus, CLCC Building, Room 199

Instructor: Tess M.S. Neal, Ph.D.
Office Hours: T Th 2:45 – 3:45 p.m. & by appointment
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Prerequisites

PSY 101 (PGS 101) with C or better; Minimum 45 hours or PSY 290 with C or better.

Required Text

Durand, V.M. & Barlow, D.H. (2016). *Essentials of Abnormal Psychology (7th Ed.)* (Loose Leaf pages with MindTap online access code). Boston, MA: Cengage Learning. ISBN: 9781305261303

We are trying something new this semester by supplementing the course with the MindTap online learning program with an individualized learning path. The publisher is offering us a discount, so the text and MindTap access are cheaper this term than normal. Note that rather than a bound text, the deal provides loose leaf pages of text, so grab a 3-ring binder too. More info about this to follow.

Additional Readings:

I'll also likely assign some supplemental readings throughout the semester. I'll provide access to these.

Course Description (from the ASU catalog)

Historical and current definitions, theory, and research concerning abnormal behavior. Major categories of psychopathology, including related treatment approaches. 3 Credit Hours. General Studies: SB

Course Overview

Abnormal psychology is a branch of psychology that focuses on unusual patterns of behavior, emotion, and thought, often understood within the context of a mental illness. We will cover major psychological disorders by learning about their clinical symptoms, what causes the illnesses, treatment, and prevention. We will explore the interactive contributions of biology, psychology, society, and culture in defining what is "abnormal" and how these various forces contribute to psychopathology. For example, we will learn about the role that friendship cliques play in the development of eating disorders, legal rulings about forcing mentally ill people to take medication, and how cultural beliefs and practices such as voodoo, mind reading, and speaking in tongues can sometimes lead to misdiagnoses. We also will focus on preventing mental illnesses, including eating disorders, sleep disorders, suicide, substance abuse and dependence, and antisocial behavior in kids. To bring the course alive, we will read and talk about case studies – many from my own clinical and forensic experiences (minus any identifying detail) – and we will see video clips of clients showing the symptoms of the illnesses we learn about. These case studies demonstrate that beyond the DSM-5 criteria, these are *real* people struggling with these disorders – and that abnormal psychology is about "us" rather than "them."



Doc, having recently received his Ph.D. in Psychology, re-diagnoses his housemates.

Course Objectives

- Recognize major symptoms and categories of mental illness
- Understand the various factors that cause/contribute to mental illness (e.g., biology, psychology, society, culture)
- Develop and refine critical thinking skills in order to identify and assess potential treatment options
- Apply psychological research findings about preventing mental illness to your life (and hopefully others' lives)
- Refine writing skills
- Understand the process of psychological research, such as how we know rates of mental illness and risk factors

Learning Outcomes. You will:	Assessment
1. Demonstrate knowledge of abnormal psychology and an ability to apply what you have learned.	1. Exams, quiz, in-class activities, MindTap, and writing assignment.
2. Engage in exercises that facilitate immediate application of new knowledge to a new context.	2. In-class activities and MindTap resources.
3. Practice and refine writing skills.	3. Writing assignment and the in-class assignments with feedback.
4. Develop a basic familiarity with the process of psychological research.	4. Research exposure requirement.

Class Format

This paragraph contains secret information that will only be helpful to males or females. If you are not a member of one of these groups, feel free to skip this paragraph. Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much by sitting in your classes passively listening to teachers and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we are trying something new this term. We're going to use MindTap, a highly personalized, online learning platform that includes an innovative learning path where you can complete homework, engage with quizzes and assignments, watch videos clips of clients showing the symptoms of the disorders we learn about, and even read the assigned text and annotate your text notes online (or you can just read your book...either way is fine). Please note that classes will not always closely follow the textbook. Although I will discuss some of the concepts covered in the book, most class time is intended to get you more involved with the material and to give you additional information. Thus, we'll do a variety of things in class: lectures, small group discussions and activities, classroom exercises and demonstrations, brief writing assignments, and videos among other things.

Course Requirements

1. **Attendance and Participation:** Classroom attendance and regular participation are fundamental to your success in this course. Active participation in classroom discussions will improve the quality of the course for everyone, and has also been demonstrated to improve learning. Attendance is important for a number of reasons. For one, it's impossible to learn from class discussions and activities if you're not in class. Class notes will tell you facts... class attendance will enable you to synthesize those facts into new knowledge that will transfer into many other areas (such as better understanding other classes and even your ability to critically evaluate T.V. commercials). In addition, class time provides an ideal opportunity to raise questions and ask for clarification. Please take discussions, activities, and writing assignments seriously and ask questions. You should also ask questions. Oh yeah, did I mention to ask questions? I will do my best to answer them, and if I can't, I'll find the answer.
 - a. **Tardiness: Please be on time.** It's a simple matter of professionalism and courtesy. If you are late, enter quietly and sit in the back to minimize disruption. Consistently walking into class late is disruptive and disrespectful to me and to your fellow students. Besides, being on time *is cool*.
 - b. **Policy:** Attendance is expected and necessary in order for you to do well in this class, though formal attendance will not be taken. Your in-class participation will be vital to not only your ability to learn and enjoy this class, but also your letter grade. In lieu of passing around a sheet everyday, there will be

unannounced in-class activities and reading quizzes that count toward your grade, and I will pay attention to who pays attention. For details, check out the list of Assignments below.

2. **Assigned Readings:** You are expected to have read and thought carefully about the materials prior to class meetings. You can't ask good questions, follow a demonstration or lecture, or be a thoughtful participant in discussions without conscientiously having read the assignment. In keeping with my focus on depth of understanding, I have tried to make the reading assignments very manageable for you. Timely completion of reading assignments provides a framework for the material to be discussed in class and alerts you to potential "problem areas" that you will want to ask questions about. Reading before class is also important because most of our classtime will be spent covering material and doing activities that typically go beyond what is covered in the reading. I will operate under the assumption that you have read and understood the assigned material. If you have not done the reading, you will be lost during lectures and activities. I will gladly devote time to clearing up questions related to your reading, but it is your responsibility to let me know when and if this is necessary. If you have any difficulty understanding the text, please bring your questions to class or stop by and see me. Many new terms and concepts will be introduced in this course and the amount of effort required to do well is quite high. My goal is for the class to be intellectually stimulating and fun, but not excessively stressful. Keeping up with the readings will facilitate that goal. Finally, the material covered in our course is often both thought provoking and awesome, so feel free to clap a little or do a little dance when we cover something cool.
3. **In-Class Activities (20%):** In-class activities are brief assignments (such as reading quizzes, short writing assignments, small group activities, class debates, and games) that will be given throughout the semester. The activities will be designed to supplement the topic of the day. In-class activities are designed to encourage you to keep up with the readings, give you an opportunity to illustrate your preparation for class meetings, and apply what you've learned in the readings to everyday situations. Often, these activities will be given during the first 5 minutes of class and they cannot be made up (except for excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices" or university sanctioned events/activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities"). If you are late for class or absent, your score will be recorded as a zero. Each activity is worth 2 points, for which you will receive full credit if you thoroughly participate. Minimal effort will result in a score less than 2 points. There will be 12 in-class activities offered, and you are expected to complete 10 for full credit. Participation in the 11th and 12th available activities will result in extra credit.
4. **Writing Assignment (15%):** You are required to complete one writing assignment outside of class time in which you watch one of a few selected popular films and analyze the behavior of the characters in the film by documenting and describing potential mental illness. The purpose of the assignment is to expand your comprehension of the subject matter and its application to everyday life. The assignment will also help develop your critical thinking and writing skills – necessary skills for any major! The paper will be graded on a 15-point scale. Specific grading criteria will accompany the assignment. The assignment should be 3-4 pages in length, double-spaced, with 12-pt Times New Roman font and one-inch margins. The paper should demonstrate that you put considerable thought into the topic. A **HARD COPY** of the writing assignment will be due at the beginning of the class period on 11/19. **No late writing assignments will be accepted!** (barring unexpected emergencies, such as accident requiring hospitalization or death in the family, with proper documentation).
5. **Research Exposure (5%):** Participating in a research activity by volunteering in a research study or reading and analyzing research papers as part of a course requirement relates to favorable perceptions of science and research and greater knowledge of procedures associated with participation involved in research. Gaining direct exposure to research – either by participating in it as a participant yourself or by reading actual research articles and answering questions about them – will help you better appreciate how the psychological research findings we read and talk about came to be. This rich experience of immersion right into real research will enhance your

understanding of the process of psychological research and may help you to develop critical thinking skills about the limitations of psychological research. Please see the “research requirement information” handout for all the details you will need to complete this requirement. Credit for research exposure is an all-or-none deal. If you do *all* of the required “units” of exposure (see handout for more details), you get the full 5% credit on your final grade. If you don’t do *all* of the required units, you will receive a 0% for research exposure.

6. **Exams (60%):** There will be **two exams** and a **non-cumulative final exam (three total)**. The final exam is scheduled for Thursday, December 10th from 12:10 pm – 2:00 pm. Any of the material covered in class lectures, class activities, and assigned readings will be fair game for the exams. Each exam will be worth 20% of your final grade. Each exam will consist of multiple choice questions. I will provide you with a study guide for each exam. You will come to love these study guides. In the past, the study guides have been the subject of love poems. Ok, not really. But they help on the exams.
 - a. **Make-up Exam Policy.** No make-up exams will be given except in the case of extreme circumstances such as serious illness or accident requiring hospitalization or death in the family. Common illnesses and prior travel arrangements do not qualify for a make-up exam. Proper documentation **will** be required for missing an exam. Proper medical documentation includes (a) date and time of visit, (b) clear description of why you could not take the exam at the scheduled time, and (c) name and phone number of the physician. Further documentation may be requested. Make-up exams can be provided if the reason for absence was related to religious observances/practices in accord with [ACD 304–04](#), “Accommodation for Religious Practices” or university sanctioned events/activities in accord with [ACD 304–02](#), “Missed Classes Due to University-Sanctioned Activities”). Make up tests may be in a different format than the original exam. To qualify for a make-up exam, I must be notified either prior to the exam (highly preferable) or as soon as possible afterward. If you miss an exam without appropriate documentation, you will receive a score of zero for the exam. Any make-up exams will be taken on the day of the final after the final has been completed.

Extra Credit

There are 12 opportunities for in-class assignments and only 10 are required for full credit, so you may earn up to 4 points of extra credit if the 11th and 12th activities are completed. This extra credit is worth raw credit toward your final grade in the class. So come to class and participate! No other extra credit is anticipated.

Grading Scale

A+..... 97-100	B+ 87-89	C+..... 77-79	E ≤59
A 93-96	B 83-86	C 70-76	
A- 90-92	B- 80-82	D 60-69	

Grading System

Final grades consist of participation during in-class activities (20%), the completion of a writing assignment (15% total), research exposure (5%), and three exams (60% total). Final grades can be determined by completing the following chart:

	<u>Points Earned</u>	<u>Raw Final Grade Percent</u>
In-class assignments	_____ (out of 20) =	_____
Writing assignment	_____ (out of 15) =	_____
Research Exposure	_____ (out of 5) =	_____
Exam 1	_____ x .20 =	_____
Exam 2	_____ x .20 =	_____
Exam 3 (Final Exam)	_____ x .20 =	_____
	FINAL GRADE (total from above) =	_____

The Grade of Incomplete: A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the School of Social and Behavioral Sciences must approve all incomplete grade requests.

Withdrawals: I CANNOT withdraw students for any reason. Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.**

Please note the following dates:

Session Date & Deadlines	Session A (7 Week Session) Aug 20 – Oct. 9, 2015	Session B (7.5 Week Session) Oct 14 – Dec 4, 2015	Session C (15 Week Session) Aug 20 – Dec 4, 2015 (Final Exams Dec 7 -12, 2015)
Classes Begin	August 20, 2015	October 14, 2015	August 20, 2015
Drop/Add Deadline (w/out College approval)	August 21, 2015	October 15, 2015	August 26, 2015
Tuition & Fees 100% Refund Deadline	TBD	TBD	TBD
Labor Day Holiday Observed – University Closed	September 7, 2015		
University 21 st Day	September 9, 2015	November 3, 2015	September 9, 2015
Course Withdrawal Deadline	September 9, 2015	November 3, 2015	November 4, 2015
Complete Session Withdrawal Deadline	October 9, 2015	December 4, 2015	December 4, 2015
Veteran's Day Observed – University Closed	November 11, 2013		
Thanksgiving Observed – University Closed	November 26 – 27, 2015		
Deadline to Apply for Graduation	October 1, 2015		
Classes End/Last Day to Process transactions	October 9, 2015	December 4, 2015	December 4, 2015
Fall Break	October 10-13, 2015		
Final Exams	Last day of classes	Last day of classes	Last day of classes
Final Grades Due	October 12, 2015	Dec 7 – 14, 2015	Dec 7 – 14, 2015
Degree Conferral Date	December 14, 2015		

Any withdrawal transaction must be completed by the deadline date in accordance to the appropriate session at the registrar's office. If not, you will still be officially enrolled and you will receive a grade based on your work completed.

*As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to work with a Student Retention Coordinator to facilitate the withdrawal process. Please refer to <http://students.asu.edu/StudentRetention>

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

Academic Integrity and Code of Conduct:

As defined in the *ASU Student Academic Integrity Policy*: <http://provost.asu.edu/academicintegrity>.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, he or she:

- Engages in any form of academic deceit;
- Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
- Acts as a substitute for another person in any academic evaluation;
- Uses a substitute in any academic evaluation;
- Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
- Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
- Engages in plagiarism;
- Permits his or her work to be submitted by another person without the instructor's authorization; or
- Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

PSY 366 / 80439 follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In PSY 366 / 80439 you are expected to follow the *ASU Student Code of Conduct* (<http://students.asu.edu/srr/code>) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.

Policy against Threatening Behavior:

In the classroom and out students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "**NCIAS Course/Instructor Evaluation**" in the subject heading. The email will be sent to your official ASU e-mail address.

Power Outage:

In the event of a campus power outage or other event affecting the ability of the University to deliver classes, any decision to cancel classes will be announced using the ASU emergency notification system. For this reason, it is imperative that students register with the ASU emergency notification system at: <https://cfo.asu.edu/emergency-alert?destination=node%2F2482> In cases in which a limited number of buildings are affected, students should check the university website and/or call the School office at (602) 543-6058.

Useful Websites

Blackboard & MindTap

We will use Blackboard to provide easy access to announcements, assignments, handouts, and the syllabus. We will use MindTap (an online resource) to supplement the readings and assignments. More information to follow about this in class (see handout about MindTap and the following website):

<http://services.cengage.com/dcs/mindtap/start/prepare/>

ASU Academic Success Programs

ASU provides an amazing number of free services to help students succeed, including tutoring, writing support, and more for your courses. See <https://tutoring.asu.edu/> for more info.

ASU Counseling Services Website

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. <https://eoss.asu.edu/counseling>

Psychology as a major and/or career

<http://www.apa.org/topics/psychologycareer.html>

Avoiding Plagiarism

<http://sja.ucdavis.edu/files/plagiarism.pdf>

Classroom Expectations

- **Electronic Devices:** Please turn off or silence cell phones and electronic devices for class...I start off every class by turning my own off. Do not send texts or check email, Facebook page, etc. during class. I really can see you no matter how fast your thumbs are and it's not too difficult to notice when you aren't paying attention. During exams, electronic devices of any kind will not be allowed on your person or near your desk.
- **Class Time:** I will not keep you after 2:45. But please do not begin packing up until I dismiss you. This is distracting and disrespectful to me and your fellow students. If you have a reason to leave class early tell me prior to the start of class and sit in the back to minimize distractions as you leave.
- **Classroom Civility:** One of the most valuable aspects of college is exposure to a variety of life experiences and differing viewpoints. Please be respectful of other students. Some topics of discussion may be sensitive or controversial. Keep this in mind as you share your opinions, and be considerate of others when they are sharing.
- **Social Networking Sites:** Professionalism, in part, entails maintaining fairness, equity, and impartiality in the instructor-student relationship. Social Networking Sites can blur this relationship. Therefore, I cannot accept "friend requests" or respond to messages sent via any online SN sites.
- **Course Content Copyright:** Course content, including lectures, are copyrighted material. Students may not sell notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information).

Survival Guide for PSY 366

- Take the class seriously.
- Come to class. Regularly – (as in, come to class everyday!),
- Read the assigned text *before* coming to class.
- Take good notes. If you aren't sure whether your notes are good notes, ask me to look over them.
- Get organized and manage your time (do not procrastinate!)
- Complete all assignments. On time.
- Be active and engaged in class discussions.
- Ask questions. There is no such thing as a "stupid" question.
- Draw examples from your personal experiences to illustrate the topics.
- Come visit me in office hours.
- Make friends. Get contact info from a few other students in case you miss a day and need notes, etc.
- Review exams. Come see your exam and the answer key in office hours to identify problem areas.
- Utilize all available resources. Each other, the instructor, campus resources, etc.
- HAVE FUN!!!

Tentative Course Schedule*

Class meeting	Topic(s) that will be covered	Reading(s) to be completed
Th 8/20	Introduction and Overview (and Awesomeness)	-----
T 8/25	Abnormal Behavior in History (Demons, Witches...)	Ch. 1 pp. 1-14
Th 8/27	What Causes Mental Illness? Part Uno	Ch. 2
T 9/1	What Causes Mental Illness? Part Dos	Ch. 2
Th 9/3	Diagnosing Psychological Disorders	Ch. 3 pp. 81-89
T 9/8	Anxiety Disorders	Ch. 4 pp. 114 – 144
Th 9/10	Trauma- and Stressor- Related Disorders	Ch. 4 pp. 144 – 151
T 9/15	Obsessive-Compulsive and Related Disorders	Ch. 4 pp. 151 – 169
Th 9/17	Review Day (Come to Class!)	-----
T 9/22	<u>Exam 1</u>	-----
Th 9/24	Schizophrenia and Psychotic Disorders	Ch. 12
T 9/29	Schizophrenia and Psychotic Disorders	Ch. 12
Th 10/1	Schizophrenia and Psychotic Disorders	Ch. 12
T 10/6	Personality Disorders	Ch. 11
Th 10/8	Personality Disorders	Ch. 11
T 10/13	NO CLASS – FALL BREAK	-----
Th 10/15	Personality Disorders	Ch. 11
T 10/20	Somatic and Dissociative Disorders	Ch. 5
Th 10/22	Eating Disorders	Ch. 8 pp. 282 – 305
T 10/27	Review Day (Come to Class!)	-----
Th 10/29	<u>Exam 2</u>	-----
T 11/3	Mood Disorders and Suicide	Ch. 6
Th 11/5	Mood Disorders and Suicide	Ch. 6
T 11/10	Substance-Related Disorders	Ch. 10 pp. 366 – 385; 395 - 400
Th 11/12	Sleep Disorders	Ch. 8 pp. 306 – 325
T 11/17	Health Psychology	Ch. 7 pp. 248 – 256; 271 – 281
Th 11/19	Mental Health Services: Legal & Ethical Issues <u>Writing Assignment Due!</u>	Ch. 14
T 11/24	Mental Health Services: Legal & Ethical Issues	Ch. 14
Th 11/26	NO CLASS – THANKSGIVING	
T 12/1	Mental Health Services: Legal & Ethical Issues	Ch. 14
Th 12/3	Review Day (Come to Class!)	-----
<u>FINAL EXAM</u> <u>Th 12/10</u>	<u>12:10 pm – 2:00 pm**</u>	**Approved Make-Up Exams will be on 12/10 after the final is completed.

* The course schedule may change (with reasonable advance notice) during the semester based on class performance.