

SYLLABUS

Course Information:

PSYC 4311.060: ABNORMAL PSYCHOLOGY
Fall 2021
ONLINE

Instructor Information:

Mr. Rene Hernandez, MSCP, LSSP

Email: rhernandez@uttyler.edu (best way to reach me. Please be advised that using Canvas Messages to reach will likely result in a delayed response)

If you are having trouble submitting an assignment, general Canvas issues, Patriot email problems, or you are getting 'ERROR' messages you are to contact: itsupport@uttyler.edu

Course Description: A review of abnormal psychology including clinical syndromes of deviance, etiology, and treatment tactics.

Online Course: This course is 100% online. Your ability to function within the Canvas system will facilitate your success in this course. Online learning requires students to be very self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, refer to the syllabus for all assignments and due dates.

Student-Instructor Interaction: I check email multiple times daily and in most cases can reply to students within 24 hours (usually within 48 hours if over the weekend). **Please allow me time to respond to your e-mail.**

Student Learning Outcomes and Assessments: Through the use of class lecture and discussion, readings, videos, quizzes, exams, and assignments; after taking this course you should be able to:

- Evaluate definitions of abnormal behavior and mental disorders
- Demonstrate knowledge of the historical trends in abnormal psychology
- Describe the signs and symptoms of specific mental disorders
- Describe theories regarding the causes of mental disorders
- Compare and contrast different disorders
- Identify which populations are more vulnerable to specific mental disorders
- Describe how culture impacts the expression of psychiatric conditions
- Describe treatment and prevention strategies for specific mental disorders
- Have a better understanding of what it is like to live with a mental disorder

UNDERGRADUATE PSYCHOLOGY ASSESSMENT

4.0 Clinical and Abnormal: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.

4.1 Assessment: Students in PSYC 4311: Abnormal Psychology will take a final exam wholly comprised of items related to abnormal psychology. The instructor will score the exam.

Evaluation and Grading: Course evaluation is based on performance on exams, quizzes, discussion board responses, and an assignment.

Exams (50 points)

There will be two exams (not cumulative), each worth 25 points. The exams will consist of multiple-choice, short-answer, and/or essay questions covering material presented in powerpoints, video, assignments, discussion boards, and material from the textbook.

Quizzes (15 points)

Quizzes will typically consist of multiple choice questions (though they may also include other formats such as short answer or essay) and will be similar to those that will be on the exam. The purpose of the quizzes is to give you an idea of what the exam will look like and give you an opportunity to evaluate your mastery of the material. There will be 6 quizzes and 5 will count toward your grade (the lowest quiz grade will be dropped). You will have up to **1 hour and 2 attempts** for each quiz. Because you are allowed to drop your lowest score, and quizzes are available for a week (see deadlines listed in schedule below), there are no make-up quizzes, unless serious extenuating circumstances required by university policy warrant it.

Discussion Board Responses (16 points possible)

Reading responses are brief but thoughtful and accurate reflections on a posted topic or question for the assigned reading for the week. A reading response question will be posted each week on Canvas (See your modules) and due each week by the due date listed below. Late Responses will not receive a grade, and only 1 response is accepted each week. There will be 9 possible DBs and only 8 will count toward your grade (you can take one week off or the lowest DB grade will be dropped).

Discussion board responses should include an "Initial Post" that answers the question, as well as at least two responses to the posts of your peers. All posts should follow appropriate use of grammar and syntax. This is a senior level class, and I expect that your writing will reflect a minimum standard of writing. Additionally, be advised that responses such as "I agree", or "That sounds right" will not count toward your minimum counts. It is absolutely okay to agree with your peers (as well as to disagree with them), but your responses to their posts should be more than just repeating what they say. Do your best to add to the posts of your peers by expanding on their points, providing additional examples, wondering about potential implications, or moving the conversation into a different (but still related) topic. Mind you, this is not an all inclusive list of the things that will get you credit. Instead it is designed to help you understand what types of thoughts I am looking for in your responses.

Discussion Board Responses (16 points possible)

This assignment is a modified discussion board. It is a post to Canvas with your name/major, reason you're taking the course, a "fun fact" about yourself, as well as an uploaded picture of yourself. This post can be found under the Module 1 section. **You are still required to respond to two peers.**

Assignments 1 and 2 (16 points)

There will be two assignments. The assignment will require you to read a personal accounts of depression and schizophrenia and respond to questions about the readings. The readings will be available on the course website and the assignments will be due by the date listed below. **Late assignments will not be accepted.** If there are extraordinary circumstances, proper documentation (i.e., a letter from an ER

doctor) is required within one week of the assignment's due date. Upload your assignment to the link provided on Canvas.

Grading Summary:

Discussion Board Posts	16 points (9 available, 2 points each, drop lowest)
Introduction Post	3 Points
Quizzes	15 points (6 available, 3 points each, drop lowest)
Assignment	16 points (2 total, 8 points each)
Exam 1	25 points
Exam 2	25 points
TOTAL	100 points

OPTIONAL: You can earn up to 5 bonus course points (2.5 hours of research or counseling participation) in this course. See below section, "Bonus Point Options" for more information. Additional extra credit opportunities may be made available at instructor discretion.

Note: Please ignore the "total" column on the grade book in canvas and calculate your grade manually using the information above. The system will not allow me to hide that column, and it does not always calculate accurately.

Another Note: Please Note that I do NOT round grades. If you feel like you may need additional help in order to get your grade where you want it, you will NEED to complete extra credit opportunities.

Grading Scale: A: 90.0-100, B: 80.0-89.999, C: 70.0-79.999, D: 60.0-69.999, F: Below 60

** Note: if you are a graduate student, C and below is considered "failing."

Teaching Strategies: The class will consist of a collaborative learning community in which all participants share responsibility for the educational process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Powerpoint notes, assigned readings, online discussion, and independent and collaborative activities will provide a basis for discussion, reflection, and learning. Academic integrity is expected from each student, and plagiarism from any source will not be tolerated and is punishable by failure of the course.

Required Text:

Oltmanns, T. & Emery, R. Abnormal Psychology (9th Edition) ISBN-13: 9780134571751

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Policies

Virtual Classroom Environment:

It is essential that our course be a place where people feel comfortable expressing their thoughts without fear of harsh or judgmental responses. I expect all students to be respectful of the varied experiences and backgrounds of your classmates. You may expect the same level of respect from me. Disrespect or discrimination on any basis, including but not limited to ethnicity, gender, sexual orientation, physical ability, class, religion, or value system, will not be tolerated and may result in a failing grade (e.g., on discussion board posts).

In addition, there will be people in class who either have a mental disorder themselves or who have a friend or a family member with a mental disorder. Mental health issues are very personal for many people - please keep this in mind as you make comments or pose questions on the discussion board.

IMPORTANT: The online class discussion board is NOT a place to discuss one's own problems or to obtain help if you are going through an acute problem. I can, outside of class, help direct a student to services they might need, although the best and most appropriate resource is often the Student Counseling Center, (903) 566-7254, located in the University Center, which is covered by your student services fees. <http://www.uttyler.edu/counseling/services.html>

Class Exam Protocol:

- Exams must be taken in the allotted time period.
- The exam will be timed. You will have **two hours** to complete it.
- The exam must be taken in one sitting. You cannot do part of it and then come back to do the other part later.
- Do not download or print out the exam.
- Do not distribute the exam, in any manner, to any other person.
- Do not take the exam in the same room with another person.
- The system will monitor how you take the exam.
- Because you have a multiple-day window in which the exam is available, **there are no make-up exams**, unless serious extenuating circumstances required by university policy warrant it.

Exam I will be available from **12 a.m. Sunday 10/03/2021 to 11:59 p.m. on Saturday 10/09/2021.**

Exam II will be available from **12 a.m. Sunday 12/05/2021 to 11:59 p.m. on Thursday 12/09/2021.**

Optional Q&A Sessions: Please note that I have scheduled time for optional class meetings. During this time I will be available on Zoom (Use the tab in Canvas) to answer any questions that you may have. Attendance is not required, and new material will not be presented. I will be available to answer any questions about class materials, scheduling, or grading during these times. And, of course, I am always available by e-mail. Meetings are at the following times:

- 08/26/2021, 6:00 PM
- 10/04/2021, 7:00 PM
- 11/07/2021, 2:00 PM
- 12/04/2021, 11:00 AM

Bonus Point Options: As mentioned above, if you wish to earn bonus points toward your final grade, you may choose to participate in one or both of the following outside activities:

- a. Participation in psychology research projects (online and in-person)
- b. Participation in a counseling interview with graduate student counselors (in person only, must be an undergraduate student or a graduate student in the school counseling program and be able to travel regularly to UT-Tyler campus – **note this is not a guaranteed option, depends on counselor availability**).

Each hour of participation in either of these activities is worth 2 course points. You can earn up to a maximum of 2.5 hours or 5 course points.

Research Participation Initial Registration and Account Setup: See the “SONA SYSTEMS Participant Information” document for details on this program.

Your bonus point participation forms (available on Canvas under Course Documents) are due by 11:59 p.m. on Saturday, November 27th, 2021 to the link provided on canvas.

/Tentative Course Schedule:

DATE	READINGS	TOPICS	ASSIGNMENT	ASSIGNMENT DUE DATE**
Week 1 8/23/21	1) Read ch.1 2) Review ppt and videos for this module.	Module 1	1) Introduction Post 2)Asylum Post	8/28/21 SATURDAY 11:59 p.m. CST
Week 2 8/29/21	1) Read ch.2 2) Review ppt and videos for this module.	Module 2	1) Quiz	9/4/.21 SATURDAY 11:59 p.m. CST

Week 3 9/5/21	1) Read ch.4 2) Review ppt and videos for this module	Module 3	1) None	9/11/21 SATURDAY 11:59 p.m. CST
Week 4 9/12/21	1) Read ch.5 2) Review ppt and videos for this module	Module 4	1) DB post 2) Quiz	9/18/21 SATURDAY 11:59 p.m. CST
Week 5 9/19/21	Everyone should read “Anatomy of Meloncholy”	Module 4.5	MDD Assignment Due	9/25/21 SATURDAY 11:59 p.m. CST
Week 6 9/26/21	1) Read ch.6 2) Review ppt and videos for this module	Module 5	1) DB post	10/2/21 SATURDAY 11:59 p.m. CST
Week 7 10/03/21	1) Read ch.7 2) Review ppt and videos for this module	Module 6	1) DB post 2) DB Post 3) Quiz	10/09/21 SATURDAY 11:59 p.m. CST
Week 8 10/10/21	No new material	Module 7 Covers chapters 1-2, 4-7	Exam I (Midterm)	10/16/21 SATURDAY 11:59 p.m. CST
Week 9 10/17/21	1) Read ch. 13 2) Review ppt and videos for this module	Module 8	1) DB post 2) Quiz	10/23/21 SATURDAY 11:59 p.m. CST
Week 10 10/24/21	Excerpts from “The Center Cannot Hold”	Module 8.5	1) Schizophrenia Assignment Due	10/30/21 SATURDAY 11:59 p.m. CST
Week 11 10/31/21	1) Read ch. 9 2) Review ppt and videos for this module	Module 9	1) DB post	11/6/21 SATURDAY 11:59 p.m. CST
Week 12 11/7/21	1) Read ch.10 2) Review ppt and videos for this module	Module 10	1) DB post 2) Quiz	11/13/21 SATURDAY 11:59 p.m. CST

Week 13 11/14/21	1) Read ch.11 2) Review ppt and videos for this module	Module 11	1) DB post	11/20/21 SATURDAY 11:59 p.m. CST
Week 14 11/21/20		Nothing new or due! Enjoy! Thanksgiving Break		
Week 15 11/28/21	1) Read ch.16 2) Review ppt and videos for this module	Module 12	1) DB post 2) Quiz	12/4/21 SATURDAY 11:59 p.m. CST
Week 16 12/5/21	No new material	Module 13 Covers chapters 9-11, 13, and 16	Exam II	12/09/21 THURSDAY 11:59 p.m. CST

Getting Started:

1. Carefully read and review this syllabus, located on Canvas.
2. Review our course on Canvas. In particular, visit the “Course Documents” tab. You will see powerpoint slides and video (if applicable) for each of the chapters we are reviewing as well as a link to the quiz for a given week. **Keep in mind, the Powerpoint notes are just skeletons - not a substitute for your notes on the readings.**
3. It is **STRONGLY** recommended to use Firefox or Chrome as your internet browser. They are most compatible with Canvas. If you are using Internet Explorer you likely encounter some compatibility issues when it comes to doing your assignments and taking your tests.
4. **BE PREPARED. BE FAMILIAR WITH ALL CLASS DATES AND REQUIREMENTS.**
5. Start working on your readings and assignments and pace yourself. Be sure not to miss due dates as the assignments will not be reopened past the deadline.
6. Contact me ASAP if you have any questions or problems during the semester. I am here to help you.
7. Check your Patriots email account regularly. That is where all course contact emails will be delivered.

General Course Policies & Tips

- Be sure not to fall into the trap of thinking that because you don’t have to be at a particular place at a particular time you can put this class off. Be aware of the deadlines and manage your time.
- As this is an entirely online course you must have basic computer skills and regular access to a computer. You can use the computer labs on campus or your own computer, but lack of computer access is **NOT** an excuse for missing deadlines, quizzes, or exams. It is not a good idea to use a smart phone to review materials and take exams in this course – you will

need a laptop, tablet, desktop computer or equivalent. Make sure you have a plan to be available electronically and to complete all assignments and exams; remember, **there are no make-ups** unless **serious** extenuating circumstances required by university policy warrant it.

- If you encounter technical difficulties, be sure to contact itsupport@patriots.uttyler.edu first. If the issue is taking a substantial amount of time to resolve and is affecting your ability to keep up with the course or complete a task, then please let me know the situation.
- Always feel welcome to talk to me if you have an issue/concern not covered in the syllabus.
- When you study, **do not treat the power points as the end-all be-all of course material**. The power points are there to facilitate your learning and organize material. When making exams, I go through the text, not the power points.
- If you feel that there is an error in any of your grades, please contact the course instructor and I will look into it.
- I want you to succeed. If you are struggling, **please** contact Me.

University Policies:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;

- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes

knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers. Psychology B.S./B.A. Program Learning Outcomes may be found at:

<http://www.utt Tyler.edu/psychology/BSBAPsychPLO>