

## SYLLABUS

### **Course Information:**

PSYC 4311 ABNORMAL PSYCHOLOGY  
Long Summer  
ONLINE

### **Instructor Information:**

Sarah M. Sass, Ph.D.  
Office: HPR 213  
Email: (best way to reach me) [ssass@uttyler.edu](mailto:ssass@uttyler.edu)  
Office phone: (903) 566-7239

### **Dr Sass Office hours (via zoom):**

Mondays 1-3p, or by appointment  
<https://uttyler.zoom.us/j/92264553180?pwd=VVVTdDFmei9IMXdXWGpMTjdtUlhCUT09>  
Meeting ID: 922 6455 3180  
Passcode: 528334

### **Graduate Teaching Assistants:**

Jacob Avendano [javendano@patriots.uttyler.edu](mailto:javendano@patriots.uttyler.edu)  
Jill Morales [jmorales9@patriots.uttyler.edu](mailto:jmorales9@patriots.uttyler.edu)  
(Please check Canvas for updated office hours and other information about our TAs!)

### **Required Text:**

Oltmanns, T. & Emery, R. (2019). Abnormal Psychology (9th Edition)  
ISBN-13: 978-0205970742 ISBN-13: 9780134899053

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 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 and TA Interaction:** I check email daily and in most cases can reply to students within 24 hours (usually within 48 hours if over the weekend or on a holiday). I invite you to meet with me during office hours or to arrange an alternative time. Phone messages are NOT a recommended way to reach me in a timely fashion. Please use email. Most written assignments, essay questions, and discussion boards are graded within 1 week of the due date. If you have questions about grades, please contact myself or our TAs.

**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
- Describe 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 quizzes, discussion board responses, an assignment, and exams.

### **Quizzes (15 points – 6 available; 5 count at 3 points each)**

Quizzes will typically consist of multiple-choice questions (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. These quizzes will be located in Canvas (under the “Modules” tab, and then click on the quiz for that week (see schedule below). You may use your book and any notes you have. The quizzes will be automatically graded by Canvas right after you take them. For the quizzes, **you are allowed two attempts and your highest score will be counted.** You are allowed one hour to complete each quiz. **There are 6 quizzes and 5 will count toward your grade (the lowest quiz grade will be dropped).** 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 Posts (30 points possible – 11 available; 10 count at 3 points each)**

Discussion board (DB) posts are brief but thoughtful and accurate reflections on posted topics or questions for the assigned readings for the week. At least one discussion board prompt will be posted each week on Canvas (Under Modules) and are due each week by the due date listed below. **There will be 11 DBs and 10 will count toward your grade (the lowest DB grade will be dropped).** Because you are allowed to drop your lowest score, and DB posts are available for a week (see deadlines listed in schedule below), **there are no make-up DB posts**, unless serious

extenuating circumstances required by university policy warrant it. If these circumstances apply to you, contact me right away.

**Assignments (15 points total, 7.5 points each)**

There will be two written assignments. For these assignments you will be expected to read a narrative (about depression and schizophrenia) and answer questions about the narrative. Each assignment has several questions. It is best if you indicate what question number you are answering, followed by your response, so it is clear you have completed all aspects of the assignments. There is no need to have cover sheets or references. Type your responses and limit to 2-3 pages, double spaced, Times New Roman, 12 pt font. Type your name at the top of these assignments.

Assignments should be uploaded to Canvas by the beginning of class on the date listed below. It is very important to turn in your assignments on time. **A late penalty** will be imposed if the assignment is not turned in on time (see below). For example, if the assignment is uploaded within 24 hours after the beginning of the class in which it was due, 3% will automatically be taken off the grade. **Assignments will not be accepted more than 1 week late.** If there are extraordinary circumstances, documentation (e.g., a letter from a physician) is required within two weeks of the assignment’s due date.

<u>How late?</u>	<u>Penalty</u>	<u>How late?</u>	<u>Penalty</u>
Up to 24 hours	3%	Up to 120 hours	15%
Up to 48 hours	6%	Up to 144 hours	18%
Up to 72 hours	9%	Up to 168 hours	21%
Up to 96 hours	12%	After 168/1 wk	Not accepted

**Exams**

There will be two exams, each worth 20 points (not cumulative). The exams will consist of a combination of multiple-choice, short-answer, and/or essay questions covering material presented in PowerPoints, online lectures, video, assignments, discussion boards, and material from the textbook.

**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.
- Canvas will monitor how you take the exam.
- 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.
- 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.

**Grading Summary:**

Discussion Board Posts	30 points (11 available, 10 count, 3 points each)
Quizzes	15 points (6 available, 5 count, 3 points each)

Assignments (Depression and Schizophrenia)	7.5 points each - 15 points total
Exam 1	20 points
Exam 2	20 points
<b>TOTAL</b>	<b>100 points</b>

**Grading Scale:** A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: Below 60

**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 development and discovery of new knowledge. Online learning requires participation and leadership from each student. PowerPoint notes, online lectures, assigned readings, online videos, and online discussion 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.

**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 race, 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 health issue themselves or who have a friend or a family member with one. 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 (in other words, you have access to free counseling on campus!). <https://www.utt Tyler.edu/counseling/>

**Tentative Course Schedule:**

DATE	READINGS	TOPICS	ASSIGNMENT	ASSIGNMENT DUE DATE**
Week 1 5/9 Module 1	1) Read ch.1-2 2) Review ppt and any other posted materials for this module.	Introduction, Examples and Definitions, Causes of Abnormal Behavior  History of the Asylum	1) Introduction DB post 2) Quiz 1: Ch. 1 & 2 3) Asylum reaction post	5/15 11:59p
Weeks 2-3 Module 2 5/16-	1) Read ch. 4-5 2) Review ch. 4 & 5 slides 3) Review the 3	Classification Mood disorders <b>Assignment 1-Major Depressive Disorder due</b>	1) Ch 4 & 5 DB post 2) Quiz 2: Ch. 4 & 5	5/29 11:59p

	videos over MDD and Bipolar I and II		3) Assignment 1 (MDD) due	
Week 4-5 Module 3 5/30	1) Read ch.6 -7 2) Review ch 6 -7 slides 3) Review chapter 6 and 7 videos	Anxiety Disorders, OCD and related disorders  Acute and Posttraumatic Stress Disorders, Dissociative Disorders, and Somatic Symptom Disorders	1) Ch 6 DB post over 6 video clips 2) TWO separate Ch. 7 DB posts 3) Quiz 3: Ch. 6-7	6/12 11:59p
Week 6 6/13		<b>Midterm open: Covers chapters 1-2, 4-7; covers all readings, lectures, PowerPoint slides, assignments, video clips for these chapters</b>		6/19 11:59p
Week 7 Module 4 6/20	1) Read Chapter 13 2) Review chapter 13 videos 3) Complete Assignment 2 (Schizophrenia)	Schizophrenia  <b>Assignment 2 due</b>	1) Ch 13 post 2) Quiz 4: Ch. 13 5) Assignment 2 (Sz) due	6/26 11:59p
Week 8-9 Module 5 6/27	1) Read ch. 9-10 2) Review ch 9 & 10 slides 3) Review chapter videos	Personality Disorders Feeding and Eating Disorders	1) Ch. 9 post over two video interviews 2) Ch. 10 post 2) Quiz 5: Ch. 9-10	7/10 11:59p
Week 10-11 Module 6 7/11	1) Read ch. 11 & 16 2) Review ch 11 & 16 slides 3) Review ch 11 & 16 videos	Substance-Related Disorders  Childhood Disorders Extra Credit/Bonus Points Due (if available)	1) Ch. 11 post 2) Ch. 16 post 3) Quiz 6: Ch. 11 & 16	7/24 11:59p
Week 12 7/25	No new material	<b>Final Exam (Covers chapters 9-11, 13, and 16)</b>		<b>Due Monday 11:59p 8/1</b>

## **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/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, 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 21<sup>st</sup> 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>