

PSYC 4311-Abnormal Psychology Syllabus

Course Information:

PSYC 4311.001-Abnormal Psychology

Spring 2024-Full Semester

In-Person, MWF 1:25-2:20 PM

Instructor Information:

Ceselie Tobin, MS, LPC

Email- ctobin@uttyler.edu (best way to reach me)

On Campus Office- HPR 204

Office Hours (Zoom or In-Person): Wednesdays 10:00-11:00 AM

Meeting ID: 811 2206 7310

Passcode: 253739

Course Description:

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

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

Textbook:

Jennings, Nolen-Hoeksema's Abnormal Psychology (9th Edition)

ISBN- 978-1-265-31603-7

*You do NOT need the access code/online package, just the text.

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.

Evaluation & Grading:

Assignments	Points Possible
Exams (2)	400 Points
In-Class Activities (6)	120 Points
Disorder Spotlights (3)	300 Points
Infographics (2)	100 Points
Diagnosis Activity	50 Points
Attendance Points	30 Points
Total Points Possible	1000 Points
Extra Credit Assignment (Optional)	50 Points

Grading Scale

- A: 900-1000 Points
- B: 800-899 Points
- C: 700-799 Points
- D: 600-699 Points
- F: 0-599 Points

Assignment Descriptions:

Exams

There will be two exams required in this course, each worth 200 points, a mid-term and a final. The exams will consist of multiple-choice, short-answer, and/or case study questions covering material presented in slides/lectures, assignments, and material from the textbook.

In-Class Activities

There will be 6 graded in-class activities worth 20 points each. The activities will vary in format, but grading for these activities will be based on participation. In-class activities are dependent on attendance and cannot be made up if a student is absent.

Disorder Spotlights

There will be 3 Disorder Spotlights required throughout this course. The Disorder Spotlights will be brief essays, 2-3 pages in length, that focus on a specific psychological disorder. Within the essay you will be required to review and discuss the disorder's symptomology and approved treatment interventions. A minimum of one cited, credible source is required to assist you with the information needed for the essay. The essay should be in APA format and include a list of references. Further instructions will be provided in Canvas.

Infographics

During the semester you will have to complete 2 infographic assignments. This first infographic will focus on mental health treatment modalities. The second infographic will focus on psychiatric medications. Further instructions for each infographic will be provided in Canvas.

Diagnosis Activity

For this assignment, you will be writing a brief, 2-page essay in which you will attempt to diagnosis a character. Please select a fictional character of your choosing from any book, tv show, or movie. You will need to include reasoning to support your diagnosis, including observed symptoms and how the disorder is impacting the character's daily life. Provide a recommendation and explanation of what treatment would be best suited for this character. Diagnoses will be briefly presented to the class (5-minute presentation). Further instructions will be provided in Canvas.

Extra Credit (Optional)

There is one opportunity for extra credit during this course. If all the requirements are met for the extra credit assignment, then full points will be rewarded. If your submission for this assignment does not meet all the requirements, then no points will be rewarded. Points from this extra credit assignment will be added to your overall points for the class. The guidelines for the extra credit assignment will be posted on Canvas and discussed during class.

Course Policies:

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.

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 health disorder. Mental health issues are very personal for many people - please keep this in mind as you make comments or pose questions.

IMPORTANT: The classroom 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>

Attendance & Late Work

You will all start the class with 30 points for attendance on Canvas. You are allowed to miss 5 classes with no penalty. Once you surpass 5 classes, I will begin taking off 5 points per absence. Attendance will be recorded each class. Graded in-class activities will be dependent on attendance and participation. In-class activities cannot be made up. If you need to miss class or have an unexpected absence that causes you to miss a certain assignment due date, please contact the instructor as soon as possible. Late work will be accepted for written assignments with the understanding that points will be deducted due to lateness (10% will be deducted each day the assignment is late). Exams cannot be taken late unless there are severe extenuating circumstances.

Course Schedule:

Week	Topic/Readings	Assignments Due
Week 1- Jan. 17, 19	Chapter 1- Looking at Abnormality Chapter 2-Theories & Treatment	In-Class Activity
Week 2-Jan. 22, 24, 26	Chapter 3-Assessing & Diagnosing Chapter 5-Anxiety, Obsessive Compulsive, Trauma, & Stressor-Related Disorders (pg. 106-132)	In-Class Activity
Week 3-Jan. 29, 31, Feb. 2	Chapter 5-Anxiety, Obsessive Compulsive, Trauma, & Stressor-Related Disorders (pg. 132-157)	Disorder Spotlight #1 Due Feb. 4 by 11:59 PM
Week 4-Feb. 5, 7, 9	Chapter 6-Somatic Symptom & Dissociative Disorders	Treatment Infographic Due Feb. 11 by 11:59 PM
Week 5-Feb. 12, 14, 16	Chapter 7-Mood Disorders & Suicide (pg. 184-212)	In-Class Activity
Week 6-Feb. 19, 21, 23	Chapter 7-Mood Disorders & Suicide (pg. 212-237)	Disorder Spotlight #2 Due Feb. 25 by 11:59 PM
Week 7-Feb. 26, 28, March 1	Review for Mid-Term Exam	No Class on Monday, Feb. 26! Mid-Term Exam (in class) March 1
Week 8-March 4, 6, 8	Chapter 9-Personality Disorders	In-Class Activity
Week 9-March 11-15	Spring Break	Enjoy your break!
Week 10-March 18, 20, 22	Chapter 8-Schizophrenia Spectrum & Other Psychotic Disorders	Medication Infographic Due March by
Week 11-March 25, 27, 29	Chapter 10-Neurodevelopmental & Neurocognitive Disorders Chapter 11-Disruptive, Impulse- Control, & Conduct Disorders	In-Class Activity
Week 12-April 1, 3, 5	Chapter 12-Eating Disorders	Disorder Spotlight #3
Week 13-April 8, 10, 12	Chapter 14-Substance Use & Gambling Disorders	Diagnosis Activity Due April 14 by 11:59 PM
Week 14-April 15, 17, 19	Diagnosis Activity Presentations (no new content)	Presentations
Week 15-April 22, 24, 26	Final Exam Review	In-Class Activity
Final Exam	Monday, April 29, 12:30 PM	

Other Important Dates:

- January 17th-First Day of Class
- January 28th-Last Day to Drop
- January 29th-Census Date
- February 1st-Summer 2024 Registration Begins
- March 1st-Spring 2024 Graduation Applications Due
- March 11th-15th-Spring Break
- March 25th- Last Day to Withdraw from Class (with a grade of W)
- April 1st-4th- Fall 2024 Registration Begins (schedule an appointment with your advisor!)
- April 29th- May 3rd-Final Exams

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 (STE 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.uttyler.edu/psychology/BSBAPsychPLO>