

SYLLABUS

Course Information:

PSYC 4311.060: INTRO TO PSYCHOPATHOLOGY

Fall 2024

ONLINE

Instructor Information:

Jinu (Joseph) Mathew, B.S.

Office hours: **Online via zoom** by appointment (set via email).

Email: jmathew@uttyler.edu

Required Text:

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

ISBN- 978-1-265-31603-7

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.

**If you are locked out of a quiz or an exam, email BOTH jmathew@uttyler.edu and awatts9@patriots.uttyler.edu as one of us will be faster to respond on any given day.

Course Description: An introduction to psychopathology 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 & Student-TA Interaction: Angeline and I check emails daily and in most cases can reply to students within 24 hours (usually within 48 hours if over the weekend or on a holiday). We invite you to meet with us during online office hours or to arrange an alternative time.

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

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

Quizzes (18 points – 6 available at 3 points each)

Quizzes are open note and 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. Because 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 (22 points – 11 available at 2 points each)

Discussion board (DB) posts are brief but thoughtful and accurate reflections on a posted topic or question for the assigned reading for the week. A discussion board question will be posted each week on Canvas (Under Modules) and due each week by the due date listed below. You will be asked to respond to the posted question. Because 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.

Case Report Assignment (10 points)

The goal of this assignment is to critically evaluate and diagnose a character from a movie or TV show, applying the psychological principles that have been provided throughout this class. I hope this assignment develops your ability to integrate theoretical knowledge with practical case analysis skills to effectively diagnose an individual. Examples of case studies will be provided later on to give you a framework/basis of understanding for the assignment.

1. Choose a character/watch a movie or show
 - a. Select a character that has traits or is displaying behaviors that are likely aligned with a psychological disorder (or multiple disorders)
 - i. The movie/show can be from any genre, but please make sure the character exhibits clear signs of a mental health disorder that can be

analyzed (e.g., personality traits, behavioral patterns, symptom experiences)

2. Provide a character description
 - a. Take notes as you watch the movie or show to gain a basic description of the character, including their name, age, occupation, and relevant background information.
 - i. Pay close attention to scenes that clearly portray diagnostic criteria, coping mechanisms, interpersonal relationships, etc.
 - b. Include a brief summary of the character's role in the movie
3. Analysis of symptoms
 - a. Identify and describe the symptoms, behaviors, and/or traits exhibited by the character. Use specific examples from the movie/show to illustrate these points.
 - b. Discuss how these align with DSM-5/5-TR diagnostic criteria
 - c. Consider alternative explanations for the character's behavior where applicable (e.g., environment, trauma, various stressors).
4. Diagnosis (or diagnoses)
 - a. Based on your analysis, provide a diagnosis. Explain why this diagnosis is accurate/most fitting, citing specific DSM criteria
 - b. Discuss the differential diagnoses, explaining why other potential diagnoses were ruled out
5. Summary
 - a. Provide a summary of your findings
 - b. IF YOU WANT
 - i. Provide some recommendations for treatment and how you think they might benefit/what would change.

Exams (50 points – 2 at 25 points each)

There will be two exams (**not cumulative**), each worth 25 points. 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 are open note, but please **take them on your own**.
- 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.
- Canvas 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. The midterm will be available from **12 a.m. Monday 3/3 – 11:59 p.m. Sunday 3/9**. The final will be available from **12 a.m. Monday 4/22 – 11:59 p.m. – Thursday 5/1**.

Grading Summary:

Discussion Board Posts	22 points (11 available, 2 points each)
Quizzes	18 points (6 available, 3 points each)
Case Report Assignment	10 points
Exam 1	25 points
Exam 2	25 points
TOTAL	100 points

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

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

OPTIONAL: Students may earn up to 5 bonus course points in this course. See “Bonus Point Options” section for more information. Bonus point participation forms will become available in Canvas and due by **Sunday, 4/21, 11:59 p.m.**

Course Schedule:

Week	Topic/Readings	Assignments Due
Week 1: Jan 13-17	Chapter 1 – Looking at Abnormality Chapter 2 – Theories & Treatment of Abnormality	Discussion Board #1 - Due by 11:59 PM Sunday, Jan 20

Week 2: Jan 20-24	Chapter 3 – Assessing & Diagnosing Abnormality Chapter 5 – Anxiety, Obsessive-Compulsive, Trauma, & Stressor-Related Disorders (pg. 106-141)	Discussion Board #2 Quiz #1 - Both due by 11:59 PM Sunday, Jan 26
Week 3: Jan 27-31	Chapter 5 – Anxiety, Obsessive-Compulsive, Trauma, & Stressor-Related Disorders (pg. 142-157)	Discussion Board #3 - Due by 11:59 PM Sunday, Feb 2
Week 4: Feb 3-7	Chapter 6 – Somatic Symptom & Dissociative Disorders	Discussion Board #4 Quiz #2 - Both due by 11:59 PM Sunday, Feb 9
Week 5: Feb 10-14	Chapter 7 – Mood Disorders & Suicide (pg. 184-212)	Discussion Board #5 - Due by 11:59 PM Sunday, Feb 16
Week 6: Feb 17- 21	Chapter 7 – Mood Disorders & Suicide (pg. 212-237)	Discussion Board #6 Quiz #3 - Both due by 11:59 PM Sunday, Feb 23
Week 7: Feb 24-28	Review for Exam #1	
Week 8: Mar 3-7		Exam #1 - Due by 11:59 PM Sunday, Mar 9
Week 9: Mar 10-14	Chapter 8 – Schizophrenia Spectrum & Other Psychotic Disorders	Discussion Board #7 Quiz #4 - Both due by 11:59 PM Sunday, Mar 16
Week 10: Mar 17-21	Off Week- Enjoy the break! :)	
Week 11: Mar 24-28	Chapter 9 – Personality Disorders Chapter 11 – Disruptive, Impulse-Control, & Conduct Disorders	Discussion Board #8 - Due by 11:59 PM Sunday, Mar 30
Week 12: Mar 31- Apr 4	Chapter 10 – Neurodevelopmental & Neurocognitive Disorders	Discussion Board #9 Quiz #5 - Both due by 11:59 PM Sunday, Apr 6

Week 13: Apr 7-11	Chapter 12 – Eating Disorders Chapter 13 – Sexual Disorders & Gender Diversity	Discussion Board #10 - Due by 11:59 PM Sunday, Apr 13
Week 14: Apr 14-18	Chapter 14 – Substance Use & Gambling Disorders	Discussion Board #11 Quiz #6 - Both due by 11:59 PM Sunday, Apr 20
Week 15: Apr 21-25	Review for Exam #2 Exam #2 will open this week	Case Report Assignment Due - Due by 11:59 PM Sunday, Apr 27
Week 16: Apr 28- May 2		Exam #2 - Due by 11:59 PM Thursday, May 1

Bonus Point Options:

- a. Participation in a counseling interview with graduate student counselors. For this option, you must be able to travel regularly to the Tyler campus. Please note that this is not a guaranteed option and is dependent on counselor availability. Each 1 hour counseling sessions is worth 1.25 course extra credit points. Thus, completing 4 sessions will earn you the maximum of 5 course extra credit points. More information and how to sign up will be provided when the course begins.
- b. Extra credit paper on TBD topic – this topic will be an announcement later in the semester regarding an extra credit assignment. It will be a 3-5 page (double spaced and APA 7 format) paper on a topic relevant to Abnormal Psychology, TBD. It will be worth 5 course points.
- c. Participating in research studies online or in person. One hour research participation will earn 1.25 course bonus points, up to a maximum of 4 hours (5 course points). See information directly below about how to participate in research projects.

Research Participation Initial Registration and Account Setup:

The psychology pool administrator maintains the student credits in the department’s online research participation system, which is called the Sona System. Students are required to register with this online system to track and submit their credits. The website address is: <http://uttyler.sona-systems.com>. Click “Request Account” and fill out required information, preferably with your uttyler email address, and your password will be emailed to you. Once you log into the website with your username and password, you will be able to schedule yourself for different studies on specific dates and times. To view a list of studies, click on “Studies” link. You will see a list of studies, along with a brief description that will include the number of credits the study is worth and the location of the study. Studies that have open appointments will have “Timeslots Available” listed next to the name of the study. Be sure to check the website often, as studies are added on a weekly basis. Keep in mind that a particular study may only be running for a few weeks, so sign up for a study early and complete your research credits as soon as you are able. The website keeps track of your total credits, and you will assign those credits to the course(s) that allow them. Note that you cannot “double dip” – the same SONA credits

cannot be applied to 2 qualifying psychology courses. If you have problems with the research website, contact Dr. Eric Stocks (estocks@uttyler.edu) for assistance.

Types of Studies:

There are two basic types of studies. The first is a laboratory study, and you will meet with a researcher at a specific location on the UT-Tyler campus. The second type is an online study. With this type of study, you can complete it from any computer connected to the internet. The type of study will be listed in the description of the project on the website.

Cancelling an Appointment: If you need to cancel an appointment for a timeslot you have signed up for, you can do this from the My Schedule / Credits page on the website. Select this link, and you will see all the studies you have signed up for, as well as those you have completed. Click "Cancel" on the appointment you need to cancel, and you will see a confirmation page. Note, however, that you should avoid cancelling an appointment unless absolutely necessary. Aside from not receiving the credit from the study, you are also inconveniencing the student researchers who are waiting at the laboratory to greet you. If you do need to cancel, you may try to contact the researcher in charge of the study (listed on the website) to reschedule. https://uttyler.az1.qualtrics.com/SE/?SID=SV_0dKKGsfrp0fYSp

To assign credits to specific courses –in the event that you are in more than one course that requires participation and/or offers extra credit for participation:

1. Click the "My Schedule/Credits" link.
2. Assign the credits for each study in which you have participated to a specific course.
3. The system will allow you to assign any number of the total credits you have accumulated to any specific course. However, you only have your total number of accumulated credits to distribute to your course(s). For example, if you have two courses that require participation and you have 10 accumulated credits, you can allocate those 10 credits to one course, the other course, or divide them in some way between both courses.

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!). <http://www.uttyler.edu/counseling/services.html> You also have the option of participating in counseling for extra credit (see above under "Bonus Point Options").

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.

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.

- “Cheating” includes, but is not limited to:
 - i. copying from another student’s test paper;
 - ii. using during a test, materials not authorized by the person giving the test;
 - iii. failure to comply with instructions given by the person administering the test;
 - iv. 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;
 - v. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - vi. collaborating with or seeking aid from another student during a test or other assignment without authority;
 - vii. discussing the contents of an examination with another student who will take the examination;
 - viii. 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;
 - ix. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - x. 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;
 - xi. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - xii. 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,
 - xiii. 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.
- “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.

- “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>