

<b>Syllabus for: (name of class) Abnormal Psychology</b>	
<b>Semester &amp; Year:</b>	Fall 2012
<b>Course ID and Section Number:</b>	Psych38-E1952
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	MW 1:15-2:40
<b>Location:</b>	CA 109
<b>Instructor's Name:</b>	Deanna Herrera-Thomas
<b>Contact Information:</b>	Office location and hours: CA 133 Phone:476-4307 Email:Deanna-Herrerathomas@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	
<b><u>Course Description:</u></b>	
An introduction to abnormal behavior, various frameworks that evaluate behavior will be presented. Psychological and cognitive disorders will be studied, including diagnostic criteria, prevalence, etiology, and treatments.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<b>Student Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Identify areas of concern when defining abnormal behavior.</li> <li>2. Explain the differences between the biological and psychosocial models of treatment for abnormal behavior.</li> <li>3. Describe the DSM IV TR classification system and discuss it's strengths and weaknesses.</li> <li>4. Define etiology, prevalence, and comorbidity in regards to mental health disorders.</li> <li>5. Define the major anxiety, affective and psychotic disorders.</li> <li>6. Identify the symptoms of eating disorders, sexual disorders and substance abuse.</li> <li>7. Explain the prevalence of suicide and the connection to mental health disorders.</li> <li>8. Identify types of cognitive disorders.</li> <li>9. Explain the diagnostic criteria for personality disorders and other disorders that occur in childhood and adolescence.</li> <li>10. Analyze how legal and ethical issues are related to abnormal behavior.</li> <li>11. Synthesize knowledge to appropriately label hypothetical cases and identify probable therapies.</li> <li>12. Explain personal and societal biases that exist in the area of abnormal behavior.</li> <li>13. Demonstrate ability to write a paper in APA format that includes information from relevant, credible,</li> </ol>	

verifiable sources.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at:  
<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

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# **Abnormal Psychology-Psych. 38 (031952) E1952**

## **Fall 2012 Syllabus**

**Meeting Information:** Room 109 at Creative Arts; Time: 1:15-2:40PM

**Instructor Information:**

Dr. Deanna Herrera-Thomas X 4307: please call me Deanna or Dr. Herrera-Thomas

Office Hours M-Th 11:30 to 12:30 (please schedule an appointment)

E-mail [Deanna-Herrerathomas@redwoods.edu](mailto:Deanna-Herrerathomas@redwoods.edu)

**Course Description:**

**An introduction to abnormal behavior, various frameworks that evaluate behavior will be presented. Psychological and cognitive disorders will be studied, including diagnostic criteria, prevalence, etiology, and treatments.**

**Important Dates:** Census date, 9/3; Holidays Nov, 12, 22, 23, 24. Final Exams Dec. 10-15.

**Student Learning Outcomes:**

- 1. Identify areas of concern when defining abnormal behavior.**
- 2. Explain the differences between the biological and psychosocial models of treatment for abnormal behavior.**
- 3. Describe the DSM IV TR classification system and discuss it's strengths and weaknesses.**
- 4. Define etiology, prevalence, and comorbidity in regards to mental health disorders.**
- 5. Define the major anxiety, affective and psychotic disorders.**
- 6. Identify the symptoms of eating disorders, sexual disorders and substance abuse.**
- 7. Explain the prevalence of suicide and the connection to mental health disorders.**
- 8. Identify types of cognitive disorders.**
- 9. Explain the diagnostic criteria for personality disorders and other disorders that occur in childhood and adolescence.**
- 10. Analyze how legal and ethical issues are related to abnormal behavior.**
- 11. Synthesize knowledge to appropriately label hypothetical cases and identify probable therapies.**
- 12. Explain personal and societal biases that exist in the area of abnormal behavior.**

13. Demonstate ability to write a paper in APA format that includes information from relevant, credible, verifiable sources.

These outcomes will be assessed by exams, quizzes, presentations, classroom assignments and written work.

If you are interested in discovering why people behave the way they do then this should be a very interesting course. We will examine the concept of abnormality and the systems used to define psychological abnormality. Please do your best to refrain from diagnosing yourself, friends and family with particular disorders addressed throughout the course. This is not always easy but remember clinical diagnostics require testing, observation, interviews and most importantly professional training with practical experience in the field. I can not gaurantee confidentiality between you and other students. This means that if you share something personal in the classroom then I can not gaurantee that other students will not divulge that information. I will make every effort to instill the importance of maintaining privacy in the classroom by underscoring the importance for students to refrain from sharing personal information that other students discuss within the class outside of it. I will make every effort to keep the classroom environment a safe environment to reflect on topics presented in class, however the classroom is not an appropriate venue to examine personal mental health issues.

#### IMPORTANT NOTES

- The schedule is a tentative general outline of how we will cover the chapters but may not be adhered to depending upon the timing of class events, discussion and presentations.
- It is helpful you read the chapters before the lecture about them.
- You will be responsible for reading all of the assigned sections in the text. Material related to the chapters will be discussed in class in order to reinforce your understanding of the concepts, but lectures will not serve to review the contents of the textbook.
- It is strongly recommended that students with limited writing experience enroll in Eng. 152 (Writing Lab) for additional tutoring and support with writing papers.
- Please be prepared for discussion by reading your text before the lectures.

#### EXTREMELY IMPORTANT NOTE

- **This course includes group work and assignments and therefore will require of the student the necessary communication skills to function within a group successfully. You cannot break from your group and form your own group with other students who did the same. You cannot work on an individual project without providing written evidence to me as to why you must work independently on the project.**

**\*\*Disruptive Behavior\*\***

Students are expected to participate in class discourse, not private discussions during class time. It is essential that students do not interrupt each other's speech (or the instructor's), yell, call each other (or the instructor

names) or engage in disorderly behavior. A student attending the class under the influence of drugs or alcohol will be asked to leave. Any student disrupting class will be asked to leave and administrative follow-up will result.

You will be graded on your ability to participate and contribute to a collaborative learning environment and your ability to analyze and communicate your learning in a variety of ways outlined by the syllabus. It is your responsibility to express opinions in a respectful and non-threatening manner. If your behavior interferes with the learning of other students you will be asked to leave the class for two class periods with administrative follow-up.

Electronic devices and communications are prohibited. If you require electronic accommodations please inform the instructor. My policy on this is to offer one verbal warning and then one written warning if behavior is repeated. If student persists in using devices then he or she will be asked to leave the class for two class periods with administrative follow-up.

### **Grading and Requirements**

- *Exams: Worth a total of 200 points*

There will be two multiple-choice exams in addition to a final exam. Both consist of 50 multiple-choice items. The first exam will be a take-home study exam and will be designed to help you to keep up with your reading. The second test is designed to test your understanding of concepts rather than your ability to simply read the material. This second exam will be taken in the classroom and will be based on material covered in the book, lectures and video segments shown in class.

The final exam will include one essay question chosen out of ten possible questions of which you have prepared to answer. The final will be worth 100 points.

**No late quizzes, No late tests and No late papers accepted unless the instructor delays turn-in dates for the entire class. No exceptions!! If you are not in class to turn in or pick-up a quiz you can not receive points for the test. You may not turn a quiz into my box in lieu of class attendance.**

#### *Expository Paper: Worth 50 points*

Each student is required to write a two-page reaction paper. The assignment involves selecting a theory from the text or a topic discussed in lecture that you find particularly interesting, evaluating it with current research, and relating it to a disorder of your choice. This paper is an analysis of a system of treatment, diagnosis or theory that explains or provides treatment strategies for the disorder. You may use historical treatments and theories used to explain the disorder or treatment of the disorder. This means you can write about anything from medieval concepts related to psychosis and the treatments used during that time period to present day neurological explanations for the same behavioral sets and their accompanying treatments. IF you come up with a topic that is interesting to you then run it by me for approval. In fact, all topics should be approved by me first (just ask me after class). The paper is short as I am looking for quality and not for quantity. Do not hand in a rough draft; all

submitted material should be free of spelling, typographical, and grammatical errors. The reaction paper will be evaluated on the following criteria: 1) content organization; 2) your ability to write in a clear and concise manner; 3) evidence suggesting you have thought deeply about the concept(s) and its implication.

- *Group Research Paper, Presentation and Focus Groups: Worth a total of 130 points*

Each student will be assigned to an 8-10 person focus group in which you will be given the opportunity to discuss topics and to engage in classroom activities based upon the material presented in class. The group will generate one research paper that will be 3 pages in length not including the APA title and reference pages. This research paper will be presented in class. The paper and presentation are worth 130 points.

- *Attendance and Participation: 20 points*

Students are required to attend class and are expected to participate in class discussions and activities. Students will lose 5 points for every missed class.

- *Bonus points: at least 10pts.*

Bonus points are given for assignments when designated. You cannot make them up and they are utilized as a form of extra credit.

**Grading Scale**

372-400=A (93%+)	332-345=B(83-86%)	280-307=C(70-76%)
360-371=A-(90-92%)	320-331=B-(80-82%)	240-277=D(60-69%)
348-359=B+(87-89%)	308-319=C+(77-79%)	236and below=F(59%-??)

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Notes</b>	<b>Assignment</b>
<b>Week 1</b> Aug.25	Abnormal Behavior	Chapter 1		
Aug.30	Abnormal Behavior	Chapter 1		
<b>Week 2</b> Sep.3	Models of Abnormal Beh.	Chapter 2		Take Home Quiz I
Sep.5	Models of Abnormal Beh.	Chapter 2		
<b>Week 3</b> Sep.10	Assessment and Classification	Chapter 3		

Sep.12	Assessment and Classification	Chapter 3		
<b>Week 4</b> Sep.17	Scientific Method In Abnormal Psych.	Chapter 4		
Sep.19	Scientific Method	Chapter 4		
<b>Week 5</b> Sep.24	Anxiety Disorders and OCD	Chapter 5		
Sep.26	Anxiety Disorders and OCD	Chapter 5		
<b>Week 6</b> Oct.1	Trauma and Stress Determined Disorders	Chapter 6		
Oct.2	Trauma and Stress	Chapter 7		
<b>Week 7</b> Oct. 8	Somatic and Dissociative Disorders	Chapter 7		Return Quiz I
Oct.9	Somatic and Dissociative Disorders	Chapter 8		
<b>Week 8</b> Oct.15	Depressive and Bi-Polar Disorders	Chapter 8		Expository Paper
Oct.17	Depressive and Bi-Polar Disorders	Chapter 9		
Week 9 Oct.22	Suicide	Chapter 9		Pick Up Quiz II
Oct.24	Suicide	Chapter 10		
<b>Week 10</b> Oct. 29	Eating Disorders	Chapter 10		
Oct.31	Eating Disorders	Chapter 11		
<b>Week 11</b> Nov.5	Substance-Use Disorders	Chapter 11		
Nov.7	Substance Use Disorders	Chapter 12		
<b>Week 12</b> Nov.12	Schizophrenia and the Psychotic Disorders	Chapter 12		
Nov.14	Psychotic Disorders cont...	Chapter 13		
<b>Week 13</b> Nov.19	Neurocognitive Disorders	Chapter 13		
Nov.21	Neurocognitive Disorders	Chapter 14		
<b>Week 14</b> Nov.19	Sexual Dysfunction	Chapter 14		Return Quiz II
Nov.21	Sexual Dysfunction	Chapter 15		Group Papers Due

<b>Week 15</b> Nov.26	Personality Psychopathology	Chapter 15		
Nov.28	Personality Psychopathology	Chapter 16		
<b>Week 16</b> Dec.3	Disorders of Childhood	Chapter 16		Presentations
Dec.5	Legal and Ethical Issues	Chapter 17		Presentations
<b>Week 17</b> 10-15	Finals Week		Final	Wed. Dec.12 1-3

### FINAL EXAM

<b>Date: Time:</b>	Monday Dec 10	Tuesday Dec 11	Wednesday Dec 12	Thursday Dec 13	Friday Dec 14
8:30am- 10:30am	M 8:00am- 9:55am	T 8:00am- 9:55am	W 8:00am- 9:55am		F 8:00am- 9:55am
10:45am- 12:45pm	M 11:40am- 1:05pm	T 11:40am- 1:05pm	M 10:05am- 11:30am	T 10:05am- 11:30am	F 10:05am- 11:30am
1:00pm- 3:00pm			M 1:15pm- 2:40pm	T 1:15pm- 2:40pm	F 11:40am- 1:05pm
3:15pm- 5:15pm	M 2:50pm- 4:15pm	T 2:50pm- 4:15pm	M 4:30pm- 5:55pm	T 4:30pm- 5:55pm	F 1:15pm- 2:40pm
5:30pm- 7:30pm	M 6:05pm- 7:30pm	T 6:05pm- 7:30pm	W 6:05pm- 7:30pm	Th 6:05pm- 7:30pm	F 6:05pm- 7:30pm
7:45pm- 9:45pm	M 7:40pm- 9:05pm	T 7:40pm- 9:05pm	W 7:40pm- 9:05pm		



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