

<b>Syllabus for: Psychology 38 - Abnormal Psychology</b>	
<b>Semester &amp; Year:</b>	Fall 2012
<b>Course ID and Section Number:</b>	PSYCH 38; S2876
<b>Number of Credits/Units:</b>	3.0
<b>Day/Time:</b>	M T TH 2:15 – 3:20 PM
<b>Location:</b>	Room 100, South Fork High School
<b>Instructor's Name:</b>	Stephen Quiggle
<b>Contact Information:</b>	Office location and hours: Available prior to and after class and by appointment with prior arrangement Phone: (707) 223-1713 Email: <a href="mailto:stephen-quiggle@redwoods.edu">stephen-quiggle@redwoods.edu</a>
<b>Course Description (catalog description as described in course outline):</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>	
<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, verifiable sources.</li> </ol>	
<b>Special accommodations:</b> 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.	
<b>Academic Misconduct:</b> 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.	
<p>The student code of conduct is available on the College of the Redwoods website at:  <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a></p> <p>Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.</p>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

# College of the Redwoods Spring 2013

Syllabus for Abnormal Psychology - Psy 38

M T TH 2:15 – 3:20 PM

Course V-3380 Extension at SFHS

## Contact Information

Instructor: Stephen Quiggle, Associate Faculty                      e-mail: stephen-quiggle@redwoods.edu  
(707) 223-1713                      Available prior to and after class and by appointment with prior arrangement

## Textbook Information

Understanding Abnormal Psychology, Sue, Sue & Sue, Houghton Mifflin, 2003. 7<sup>th</sup> Edition or greater

Access to the Diagnostic and Statistical Manual for Mental Disorders (DSM - IV-TR) will be helpful.

## Course Description

This course is an introduction to contemporary perspectives of abnormal behavior. Various frameworks that evaluate behavior will be presented. Psychological and cognitive disorders will be studied, including diagnostic criteria, prevalence, etiology, and treatments. Therapeutic orientations and interventions are described and discussed throughout the course.

## Learning Outcomes

Students will learn to:

1. Analyze the differences between biological and psychosocial models in explaining the etiology, diagnosis and prognosis of abnormal behavior.
2. Analyze the historical, ethical, legal and societal concerns when defining abnormal behavior.
3. Describe the DSM classification system and discuss its strengths and weaknesses.
4. Analyze research in the area of Abnormal Psychology and synthesize information in a written paper.

## Class Guidelines

- Class lectures / discussions cover materials that are in the textbook, videos, and assigned articles.
- Students **MUST** type all papers and **ALL** homework assignments are due at the start of class
- Making up any writing assignment/activity or exam that you have missed will only be considered if prior arrangements have been made. Due dates for homework assignments are announced in class, and are noted on the syllabus -- it is your responsibility to turn assignments in on time.
- If you are absent:
  - You must make sure I receive any assignment due unless prior arrangements were made
  - You may contact a classmate to receive lecture notes, information, and assignments.
- Attendance and participation are part of the evaluation process and will reflect in your grade.
- Your individual grades will only be addressed privately.

## Learning Support Services

Reasonable requests for assistance are available to all students, e.g. making alterations in seating location, explaining material in another fashion, review, etc. If as a HS student, you have a 504 plan or an IEP, please let me know straight away and we can discuss any alterations or accommodations as relates to your best learning interests; we can discuss this with Sue if necessary.

**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.

### Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, quiz scores, group presentation content and delivery, and there are mid term and term exams. Please notice that your attendance and participation in class discussions are a great percentage of your evaluation. There will also be extra credit opportunities:

<b>Attendance</b>	<b>25 points</b>
<b>Participation</b>	<b>25 points</b>
<b>Short essay (2 @ 25 pts each)</b>	<b>50 points</b>
<b>Mid term exam</b>	<b>50 points</b>
<b>Term exam</b>	<b>50 points</b>
<b>Term paper (not to exceed 500 words)</b>	<b>50 points</b>
<b>Group Presentations*</b>	<b>50 points</b>

\* Explained in class

### Grading Scale

A	93% – 100%	A-	90% – 92%		
B+	87% – 89%	B	83% – 86%	B-	80% – 82%
C+	77% – 79%	C	73% – 76%	C-	70% – 72%
D+	67% – 69%	D	63% – 66%	D-	60% – 62%
F	59% and below				

### 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 CR website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Please, let’s have a clear understanding that there is no place in class for cheating or plagiarism. Copying someone else's work is cheating, and so is allowing someone else to copy your work. Portraying someone else's ideas or words as your own is plagiarism. Not giving credit for the source of the ideas, even if you have reworded the work, is also plagiarism. While I will be vigilant, your conduct is your responsibility - choose to have and display integrity.

### Withdrawal from class

The last day to drop this course is and receive a refund without a “W” is **1/25/13**.

The last day to drop this course and receive a “W” is **3/29/13**; after that you will receive a grade.

## Course Calendar

The course meets weekly on Mondays, Tuesdays and Thursdays from 2:15 p.m. until 3:15 p.m.

### Weekly Class Schedule

#### ***Week One -- January 14<sup>th</sup>***

Review Course and Text

Review Course Syllabus

Review Assignments and course content and expectations

Read Chapter 1

Focus Area: Historical Perspectives on Abnormal Behavior

**Syllabus Quiz - Thursday**

#### ***Week Two -- January 22<sup>nd</sup> -- Monday is a holiday this week***

Read Chapters 2 & 3

Focus Areas: Models for Study and Assessment Techniques

#### ***Week Three -- January 28<sup>th</sup>***

Read Chapters 3 & 4

Focus Areas: Classifications & Clinical Research

**Paper 1:** A one page paper: What are the primary reasons that the views of persons with psychological disorders have shifted; how have these views shifted?

#### ***Week Four -- February 4<sup>th</sup>***

Read Chapter 5

Focus Areas: Panic, stress and phobias

#### ***Week Five -- February 11<sup>th</sup>***

Read Chapter 6

Focus Area: Dissociative Disorders (primarily DID -- formerly multiple personality)

**Paper Due Thursday**

#### ***Week Six -- February 18<sup>th</sup> -- SFHS Intersession***

**Watch the movie: Identity**

#### ***Week Seven -- February 25<sup>th</sup>***

Read Chapters 6 & 7

Focus Areas: Mind / Body connection *beyond* hormones and genetics

#### ***Week Eight -- March 4<sup>th</sup>***

Read: Chapter 8

Focus Areas: Gender bias / impulse control / the anti-social personality

**Paper 2:** What are the impulse control factors that contribute to modern educational model success?

#### ***Week Nine -- March 11<sup>th</sup>***

Read Chapter 9

Focus Areas: the addiction process in families

Review Term paper parameters

Review class content so far

## **Mid Term**

### ***Week Ten - March 18<sup>th</sup>***

Read: Chapter 10

Focus Areas: gender identity

### **Paper 2 Due**

### ***Week Eleven –March 25<sup>th</sup>***

Chapters 11 & 12

Focus Areas: correlations between mood disorders and facts about suicide

### **Term Paper Review**

### ***Week Twelve – April 1<sup>st</sup> -- Spring Break***

### ***Week Thirteen – April 8<sup>th</sup>***

Chapters 13 & 14

Focus Areas: Types of Schizophrenia / brain damage localization

### ***Week Fourteen – April 15<sup>th</sup>***

Chapters 15 & 16

Focus Areas: Autism / Asperger's / ADD & family influences on eating disorders

### **Group Presentations**

### ***Week Fifteen – April 22<sup>nd</sup>***

Chapter 17

Focus Areas: Insight therapy +/- drug therapy

### **Extra Credit Due**

### ***Week Sixteen – April 29<sup>th</sup>***

Chapters 17 & 18

Focus Areas: Our drug culture / ethics for care

### **Term Papers Due**

### ***Week Seventeenth – May 6<sup>th</sup>***

Review

### **Term Quiz**

Although it is my intention to follow this syllabus, things change and you will be informed well in advance should changes be necessary.