

<b>Syllabus for: Psych 38- Abnormal Psychology</b>	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	Psych 38 E7927
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b> <b>Location:</b>	MW 11:40-1:05 CA 113
<b>Instructor's Name:</b>	Haggerty
<b>Contact Information:</b>	Office location and hours: <b>MW 9-10 and 3-4</b> <b>TTh by appointment</b> <b>CA 120</b> Phone: 707-476-4319 Email: michelle-haggerty@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> <b>A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented. Psychological and cognitive disorders will be studied, including diagnostic criteria, prevalence, etiology, and treatments.</b>	
<b>Student Learning Outcomes (as described in course outline):</b> <ol style="list-style-type: none"> <li><b>Analyze the differences between biological and psychosocial models in explaining the etiology, diagnosis and prognosis of abnormal behavior.</b></li> <li><b>Analyze the historical, ethical, legal and societal concerns when defining abnormal behavior.</b></li> <li><b>Describe the DSM classification system and discuss its strengths and weaknesses.</b></li> <li><b>Analyze research in the area of Abnormal Psychology and synthesize information in a written paper.</b></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.

**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>

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.

**Fall 2015  
MW 11:40- 1:05 PM  
CA113**

**Instructor: Michelle Woods Haggerty, MA**  
**Office Hours: MW 9-10 and 3-4**  
**TTH by appointment**  
**Office: CA 120**  
**E-mail: michelle-haggerty@redwoods.edu**  
**Phone: 476-4319**

**Course Description:**

A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented. Psychological and cognitive disorders will be studied, including diagnostic criteria, prevalence, etiology, and treatments.

**Course Outcomes:**

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.

**Texts:**

Barlow, D. and Durand, M. (2015). Abnormal Psychology: An Integrated Approach 7th ed. , Wadsworth.

**Course Schedule:**

<b>DATES</b>	<b>TOPIC</b>	<b>READING ASSIGNMENTS</b>
August 24 <sup>th</sup> , 26 <sup>th</sup> and 31 <sup>st</sup>	Introduction Abnormal Behavior in Historical Context	Chapter 1
<b>September 7<sup>th</sup></b>	<b>Holiday – No Class</b>	
September 2 <sup>nd</sup> and 9 <sup>th</sup>	An Integrated Approach to Psychopathology	Chapter 2
September 14 <sup>th</sup> and 16 <sup>th</sup>	Assessment and Diagnosis	Chapter 3
<b>September 16<sup>th</sup></b>	<b>Source being used for Popular Media assignments needs to be approved by this date.</b>	
<b>September 21<sup>st</sup></b>	<b>Quiz #1</b>	
September 21 <sup>st</sup>	Research Methods	Chapter 4
September 23 <sup>rd</sup> and 28 <sup>th</sup>	Anxiety, Trauma and OCD related disorders	Chapter 5
September 30 <sup>th</sup> and October 5 <sup>th</sup>	Somatic and Dissociative Disorders	Chapter 6
<b>October 7<sup>th</sup></b>	<b>Quiz #2</b>	
October 7 <sup>th</sup> , 12 <sup>th</sup> and 21 <sup>st</sup>	Mood disorders and suicide	Chapter 7
Oct 14 <sup>th</sup>	<b>Library Session- Meet in LRC 103</b>	
<b>October 26<sup>th</sup></b>	<b>Midterm</b>	
October 28 <sup>th</sup> and November 2 <sup>nd</sup>	Eating and Sleep-Wake Disorders	Chapter 8

<b>November 4<sup>th</sup></b>	<b>Research Paper Outline Due- Topics will be discussed with class</b>	
<b>November 9<sup>th</sup></b>	<b>Holiday-No class</b>	
November 11 <sup>th</sup> and 16 <sup>th</sup>	Sexual Dysfunctions, Paraphilias and Gender Dysphoria	Chapter 10
<b>November 18<sup>th</sup></b>	<b>Quiz #3</b>	
November 18 <sup>th</sup> and 23 <sup>rd</sup>	Substance-related, Addictive and Impulse Control Disorders	Chapter 11
<b>November 25<sup>th</sup></b>	<b>No Class</b>	
November 30 <sup>th</sup> and December 2 <sup>nd</sup>	Schizophrenia Spectrum and other Psychotic Disorders	Chapter 13
November 30 <sup>th</sup> and December 2 <sup>nd</sup>	Neurodevelopmental Disorders	Chapter 14
<b>November 30<sup>th</sup></b>	<b>Research Paper Due</b>	
<b>December 7<sup>th</sup></b>	<b>Final Exam 10:45-12:45 Last day of class!</b>	

**Grading:**

Points for the semester will be divided up accordingly:

Class Participation and Attendance: 150 points

Quizzes: 225 points

Pop quizzes: 40 points

Exams: 300 points

Presentation: 55 points

Media Source Paper: 100

Research Paper: 180 points

**Final Grading Scale:**

<b>Percentage</b>	<b>Letter Grade</b>
<b>93% +</b>	<b>A</b>

90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
70 – 76 -%	C
60 – 69%	D
59% - 0	F

**Class Participation:**

In order for you to learn the material, it is important that you interact with it, by taking part in discussions and listening to the material being presented. I encourage you to ask questions and offer opinions on the subject matter. It is therefore also important that you be present at every class meeting. If you are not present at a class, please make every effort to get the notes from Canvas or another student.

I will be taking attendance at the beginning of each class. If you are late for class you will lose half of the attendance points for the day. Please make sure that I marked you as present if you come in late. Please try to stay in the classroom for the entire class as movement of students disrupts the learning environment.

The field of Psychology has been conducting research on our ability to multitask; participating in more than one activity at a time. The research has indicated that attempting to attend to more than one stimulus at a time causes us to make mistakes, lose information and experience anxiety. Therefore, I ask that you keep your phones in your bag during class, no texting or checking Facebook. We have limited time together each week, allow yourself to be in the classroom when you are here. I will ask you to put your phone away if I see it out, and will take away attendance points if attending to your phone becomes habitual.

The topics discussed in class will stimulate class discussions. I encourage you to be cautious when making self-disclosures to the class. Furthermore, I expect everyone in the class to be respectful of other individuals and to

follow the student code of conduct. Failure to comply with the code of conduct will result in a request to leave the class.

Be aware that learning about mental health disorders for the first time may prompt you to think about behaviors you, your friends and family members exhibit. This class is an introductory survey course and will not prepare you to make diagnoses. Attempt to always think about the information presented in a critical, academic manner.

### **Quizzes:**

We will have 3 quizzes during the semester on the material from the text. The quizzes will consist of 25 multiple choice questions worth 3 points each. A review for the quiz will be provided for you on Canvas during the week prior to the quiz. The day of the quiz you have the option of turning in the finished review along with answering these 4 questions: **1. What have you learned from this unit? 2. Why is this material important? 3. How is the material related to my life? 4. What questions do you now have about the material?** This review will count towards up to 15 points of the quiz grade. No make up quizzes will be given after they have been graded and returned. If you need to miss class on the day of a quiz call me immediately to make arrangements to take the test in the LRC.

### **Pop Quizzes:**

At unannounced times during the semester pop quizzes will be administered, or class discussion items will be collected. The quizzes will be covering material assigned to that point. You will not be allowed to make these quizzes up if you are not present when they are given. These quizzes count for a total of 40 points towards your final grade.

### **Exams:**

Two exams will be given during the semester. You must take the exam on or before the date of the exam. No make-up exams will be given after they have been graded and returned. The midterm and final will be a combination of multiple choice and take home essay questions.

## **Class Presentation and Paper on Popular Media:**

### **What mental illness are you most interested in?**

At the beginning of the semester we will have a discussion regarding what mental illness/es interest you. Every student will choose one that they will focus on this semester for the following two assignments. Students will need to discuss the source chosen with the instructor within the first 4 weeks of class (**By 9/16**) and have it approved by the instructor.

### **Class Presentation:**

Students will choose a work of fiction a memoir or a film where a mental health diagnosis is the topic. During the week that we are discussing the disorder you will present to the class this work that you reviewed, discussing how the disorder displayed the current DSM5 criteria for the disorder. Along with discussing the work you will need to review the DSM5 criteria with us.

For the presentation you will be graded in the following manner:

- DSM5 criteria defined (Criteria should be clearly defined and presented): **15 points**
- Presentation of media (Did you give us a thorough description of the media chosen?): **15 points**
- Length of presentation (should be at least 15 minutes): **10 points**
- Appropriateness of content and diagnosis (Does the source you chose depict a diagnosis? Did you correctly define the disorder presented?): **15 points**

### **Paper on Media Source:**

This paper is due on the class period following your presentation. The paper will be worth 100 points and should be 3-5 pages long. In this written work you will be organizing your discussion by describing the source and the diagnosis. You will need to utilize the DSM as one of your sources, making sure to cite it correctly. This paper should be a discussion of how this fiction or real life portrayal is depicting the disorder.



You will be graded in the following way:

Spelling and grammar- **15 points**

- One point will be removed for every spelling and grammar mistake

Organization- **15 points**

- Paragraphs and overall organization of the paper should be consistent and coherent

Academic Content: **70 points**

- The display of the disorder in the character/s should be analyzed.
- The criteria in the DSM5 should be summarized and applied to the character.

**Examples of books:**

One Flew Over the Cuckoo's Nest, Kesey

A Beautiful Mind

The Virgin Suicides, Eugenides

This Much I Know is True, Wally Lamb

Middlesex, Eugenides

Trans-sister Radio

Prozac Nation

The Bell Jar

Brain on Fire

I Never Promised you a Rose Garden

Kite Runner

Running With Scissors

Sybil Exposed

Oliver Sacks Books

The Curious Incident of the Dog in The Night

The Rosie Project

Web site with examples:

[http://www.goodreads.com/list/show/10086.Mental\\_Illness\\_in\\_Fiction](http://www.goodreads.com/list/show/10086.Mental_Illness_in_Fiction)

**Examples of Movies:**

Harold and Maude

Good Will Hunting

As Good As it Gets  
One Flew Over the Cuckoo's Nest  
Fight Club  
The Bedroom Window  
A Beautiful Mind  
Mr. Jones  
Memento  
Identity  
Three faces of Eve  
Me, Myself and Irene  
Sybil

Web site with movies on mental illness listed:  
<http://www.imdb.com/list/ls057738327/>

**Research Paper:**

Research papers are due on **December 2<sup>nd</sup>**. A typed outline of the paper including the topic, at least one research article on the chosen topic and a reference for another source is due on **November 4<sup>th</sup>**. The outline is worth 30 points and the paper is worth 150 points. 10 points will be deducted for every day that a paper is turned in late. No papers will be accepted after **December 4<sup>th</sup>**.

Your topic can be any disorder that is covered in your text. The paper can focus on **one** of the following areas of the disorder:

1. Genetic vulnerabilities for disorders.
2. Research on how the diagnosis is defined.
3. Treatments- research should be within the last 5 years on treatments available including risks and effectiveness.
4. Prognosis- what does the research indicate in regards to the progression of the disorder?

(Topics that are not included on this list must be approved)

- Make sure you fully cover the topic in an academic manner. The research should be current and verifiable by author and/or organization. Utilize the research tools available through the library for your research **not** Google/open web searching. We will be

- spending time with the librarian discussing the databases available through the CR library.
- The paper needs to be written in APA format, 4-6 pages, double-spaced. You can access a handout on APA formatting on the CR library homepage. OWLS at Purdue and Diana Hacker.com are also good on-line sources for help with formatting. We will discuss formatting in class.
  - At least 3 sources need to be utilized including one book (an eBook qualifies as a book).
  - This project including the outline and paper is worth 180 points.
  - Papers will be graded on:

**Content- 45 points**

The paper needs to adequately explain the topic and the research that was utilized in the discussion. Student needs to be able to analyze the research read and synthesize the research in the writing of the paper.

**Documentation of sources – 20 points**

In text citations must be utilized according to APA format. A reference page also needs to be included fully citing the verifiable sources.

**Utilization of APA format- 20 points**

APA format needs to be utilized in the set up of the paper including a title page, utilization of a running head, in text citations by author and date, 12 font, double space, format of reference page.

**Spelling and Grammar – 15 points**

One point will be deducted for each spelling and grammar mistake. Please edit carefully.

**Credibility of sources –25 points**

Sources of information utilized for this paper must be academic ones found through library databases. Sources should be verifiable and documented by an author and/or organization. Peer reviewed sources will be helpful for you to use in your research.

**Organization of information- 25 points**

The paper needs to be well organized in regards to paragraph structure, sentence structure and overall organization of paper topic.

**Student Code of Conduct:**

College of the Redwoods has a student code of conduct that can be read in full on the college web site. It is important that you are familiar with this policy and the ramifications of not abiding by the conduct code. It is important that all of the work that you submit is your own and that you maintain a respectful, academic demeanor when interacting with our class.

**Students with Disabilities:**

This class is designed to accommodate individuals with disabilities. Please contact me directly if you have any specific concerns. For more information regarding the College's services you can access the DSPS website at <http://redwoods.edu/district/dsps/>

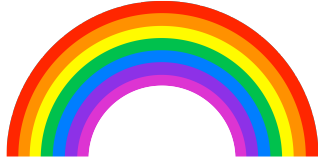
**Non-Discrimination/ Equal Opportunity**

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.

CR's policy complies with *California Education Code* and *Title 5 of the California Administrative Code*, and with related federal laws (*Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973*).

Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability under any of its programs or activities.

(The full policy and regulations can be viewed in the CR catalog that is available on the CR Homepage.)



## Emergency Preparedness

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your class area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

**RAVE** – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please

use your CR email address as your primary Registration Email. Your CR email address ends with "[redwoods.edu](mailto:redwoods.edu)."

The system will be tested each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

**Note:**

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs.