

Syllabus for Psych 38- E2790 – Eureka Campus

Semester & Year	Fall 2017	
Course ID and Section #	Psych 38-E2790	
Instructor's Name	Michelle Haggerty	
Day/Time	MW 1:15-2:40	
Location	CA 109	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	Creative Arts Bldg. Room 120- Eureka Campus
	<i>Office hours</i>	MTWTh 10-11
	<i>Phone number</i>	707-476-4319
	<i>Email address</i>	Michelle-haggerty@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Abnormal Psychology: An Integrated Approach 8th ed.
	<i>Author</i>	Durand and Barlow
	<i>ISBN</i>	ISBN-13: 9781305950443

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.

Student Learning 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.

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 at 707-476-4280.

Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

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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 website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. 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." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

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.

**Psych 38-E2790
Fall 2017
MW 1:15- 2:40 PM
CA109**

Instructor: Michelle Woods Haggerty, MA
Office Hours: MTWTh 10-11
Office: CA 120
E-mail: michelle-haggerty@redwoods.edu
Phone: 476-4319

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Texts:

Barlow, D. and Durand, M. (2015). Abnormal Psychology: An Integrated Approach 8th ed. , Wadsworth. ISBN-13: 9781305950443

Course Schedule:

DATES	TOPIC	READING ASSIGNMENT	Assignment Due
8/28/17 and 8/30/17	Introduction Abnormal Behavior in Historical Context	Chapter 1	
September 4th	Holiday – No Class		
9/6/17 and 9/11/17	An Integrated Approach to Psychopathology	Chapter 2	
9/13/17 and 9/18/17	Assessment and Diagnosis	Chapter 3	
September 20th			Source being used for Popular Media

			assignments needs to be approved by this date.
September 20th			Quiz #1
9/25/17	Research Methods	Chapter 4	
9/27/17 and 10/2/17	Anxiety, Trauma and OCD related disorders	Chapter 5	
10/4/17 and 10/9/17	Somatic and Dissociative Disorders	Chapter 6	
10/11/17	Library Session- Meet in LRC 103		
10/16/17 and 10/18/17	Mood Disorders and Suicide	Chapter 7	
October 23rd	Midterm		Midterm
10/25/17 and 10/30/17	Eating and Sleep-Wake Disorders	Chapter 8	
November 1st	Discussion of individual research topics.		Research Paper Outline Due
11/6/17 and 11/8/17	Sexual Dysfunctions, Paraphilias and Gender Dysphoria	Chapter 10	
November 13th			Quiz #2
11/13/17 and 11/15/17	Substance-related, Addictive and Impulse Control Disorders	Chapter 11	
11/20/17 and 11/22/17	Schizophrenia Spectrum and other Psychotic Disorders	Chapter 13	
November 27th			Quiz #3
November 29th			Research Paper Due
11/27/17, 11/29/17 and 12/4/17	Neurodevelopmental Disorders	Chapter 14	
12/6/17	Review		
December 13th	Final Exam 1:00-3:00pm Last day of class!		Final Exam

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:

Percentage	Letter Grade
93% +	A
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.

Attendance:

Please be aware that if you decide to not continue with the class you should drop the class and let me know about your decision. An Administrative procedure, (AP) 5075, allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 3 classes in a row and not taking tests, exams or turning in assignments. If you need to miss class due to illness or emergency please let me know what is occurring. Census date is 9/11/17, where I will be dropping students that have not been participating in class. On 10/13/17 I will again be dropping students that are not participating. The end of the 10th week is 11/03/17. Please keep me informed of anything that is interfering with your participation/attendance in this class.

Quizzes:

We will have 3 quizzes during the semester on the material from the text. The quizzes will be multiple choice questions totaling 75 points. 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 and Classroom Activities:

Throughout the semester we will be doing group exercises, or I may ask a pop quiz question. Periodically I will collect these questions or activities and provide points for completion. These points cannot be made up as you need to be present in class to answer the question or participate in the activity.

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 chose 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 9/20**) 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

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 **November 29th**. 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 1st**. 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 8th**.

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

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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, 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. I make every effort to return your work to you in a timely manner. Normally work will be returned within a week of submission. At the end of the semester I normally take longer than a week to return research papers, your papers will be returned by the end

of the semester. I utilize the gradebook on Canvas, so please use this to keep track of your grades and communicate with me if you see any discrepancies.