

Syllabus for Abnormal Psychology – Eureka Campus

Semester & Year	Fall 2018	
Course ID and Section #	Psychology 38 - E4744	
Instructor's Name	Stephen Quiggle	
Day/Time	Tuesdays & Thursdays at 1:15 p.m.	
Location	SC 204	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	TBA
	<i>Office hours</i>	After class & appointment
	<i>Phone number</i>	(707) 223-1713
	<i>Email address</i>	Stephen -quiggle@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Abnormal Psychology: An Integrative Approach, 7th Edition.
	<i>Author</i>	Barlow & Durand
	<i>ISBN</i>	ISBN-10: 1-285-75561-8
Course Description		
<p>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.</p>		
Student Learning Outcomes		
<p>Students will be able to:</p> <ol style="list-style-type: none"> 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		
<p>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.</p>		
Academic Support		
<p>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.</p>		
Academic Honesty		
<p>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,</p>		

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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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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.

Syllabus for Abnormal Psychology – Eureka Campus

College of the Redwoods Fall 2018

Syllabus for Abnormal Psychology - Psych 38

Course E4744

This document is your class schedule. It informs you about class guidelines, topics, assignments and due dates for all class work, quizzes and written assignments. Please review it periodically and refer to it for key dates and important class information. It is the instructor's desire to support your success in this class and to support you. This syllabus is paramount in those endeavors.

Instructor Contact Information

Stephen Quiggle, Associate Faculty (707) 223-1713 e-mail: stephen-quiggle@redwoods.edu

I am available after class and by appointment

Textbook Information

Abnormal Psychology: An Integrative Approach, 7th Edition.

David H. Barlow; V. Mark Durand
ISBN-10: 1-285-75561-8

Access to the Diagnostic and Statistical Manual for Mental Disorders (DSM - IV-TR) will be helpful although copies of relevant material will be made available to you. You may also access the following for an internet based open education resource: <http://allpsych.com/disorders/dsm.html>

Course Description

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Learning Outcomes

Students will be able 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.

Course Expectations

I'll be clear about assignments and due dates; you'll complete all assignments within the due dates

I'll support understanding, give examples and answer questions; you'll give your best efforts.

I'll share experience and the psychological viewpoints; you'll share your insights, experiences, and discoveries.

I'll do my best in setting and giving examples, you'll do your best being attentive, present, and engaging.

I'll have my phone put away during class... you, too.

I'll show up on time and prepared for every class meeting; please do the same!

Class Guidelines

Class content covers materials that are in the textbook, lectures, handouts, presentations and assignments (videos, etc.)

Please turn in or email all written assignments by the beginning of class on or before the due date.

Students must make prior arrangements for late work to be accepted.

If you miss class or material, do not understand a concept or have questions about how to proceed:

 You may always ask the instructor (in class, prior to or after, or by email).

 You may contact classmates that you trust for clarification of information and assignments.

You do not need to ask permission to skip an assignment or a class; that is a choice you make.

Your individual grades will only be addressed privately.

Please listen attentively when anyone in the class is addressing the group. Please address all class members respectfully and please have all electronic devices turned off and put away unless being used specifically for class purposes.

Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please contact me as soon as possible – all reasonable measures will be taken to assist.

Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, the mid and term quiz scores, group participation project and level / quality of participation totaling 300 points (there are extra credit opportunities).

Participation: attendance, discussion, engagement	100
5 Quizzes 10 points each; 2 exams 25 points each	100
2- Short answer essays 25 points each	50
Term paper	50
Total	300

Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70%

Academic Misconduct

The work that you produce on written assignments and in course assessments **must be your own work**. If you **incorporate the work of others into your writing, you need to cite the source**. 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” on the assignment and possibly for the course. **Bottom line: don’t cheat or copy AND cite your sources; if you are confused or would like assistance, just ask – that’s what I am here for!**

Term Calendar & class schedule

Class will begin on **August 21st** and end on **December 13th**; we will meet every **Tuesday and Thursday at 1:15 p.m. in SC-204** unless otherwise noted. **If you’re going to drop the course, do it by September 3rd!**

Week	Topic	Reading	Activity / Assessment/ Assignment due
Week 1: 8/21 & 23	Review Course syllabus, Introductions to Psychology and Abnormal Behavior	Chapter 1	Syllabus Quiz – extra credit

Week 2: 8/28 & 30	Integrative Approaches to psychopathologies	Chapter 2	Quiz 1
Week 3: 9/4 & 6	Assessments and Dx	Chapter 3	
Week 4: 9/11 & 13	Research Methods	Chapter 4	Quiz 2; walk-about
Week 5: 9/18 & 20	Anxiety / Stress disorders	Chapter 5	Written Assignment 1
Week 6: 9/25 & 27	Somatic / Dissociative dis.	Chapter 6	Quiz 3; Timeline
Week 7: 10/2 & 4	Suicide and Mood dis.	Chapter 7	
Week 8: 10/9 & 11	Eating / sleeping dis.	Chapter 8	Mid term
Week 9: 10/16 & 18	Health	Chapter 9	I.Q. Test
Week 10: 10/23 & 25	Sexual dysfunctions, paraphilias and dysphoria	Chapter 10	Quiz 4
Week 11: 10/30 & 11/ 1	Addictions, impulse and substance related dis.	Chapter 11	Written Assignment 2
Week 12: 11/6 & 11/ 8	Personality disorders	Chapter 12	Quiz 5
Week 13: 11/13 & 11/ 15	Schizo / psychotic dis.	Chapter 13	Term paper outline Tuesday
Week 14: 11/20 & 11/ 22	Giving Thanks	For Fun	
Week 15: 11/27 & 11/ 29	Neurocognitive /developmental disorders	Chapter 14 & 15	Presentations TH
Week 16: 12/4 & 12/ 6	Mental Health Services	Chapter 16	Term paper
Week 17: 12/11 & 12/ 13	Review		Term exam

Scoring Rubrics (how your work is evaluated)

Written Assignments (25 pts): The goal of the short papers is to learn about applying psychological process and communicate what you have learned. I use the term “brief” because I want you to think of this as more of a report than an essay. Briefs should be:

- 1 page
- 1.5 spacing
- 1” margins
- 12 point font (Times or Arial)

Accurately and concisely write a narrative that addresses the prompt you will be given. A minimum of two sources are required for each essay (not counting textbook, images or videos). Use both in-text/body (parenthetical) citations and a works cited page (bibliography). You may use either APA or MLA style guides. Individual research briefs are due on the Thursday of the week due either at the beginning of class or be emailed to me prior to class at: stephen-quiggle@redwoods.edu

Term Papers (50 pts): Papers should be a minimum of 2 pages and maximum of 3 pages following the mechanics above. **Consult a minimum of four sources** (not counting images or videos) using both in-text/body (parenthetical) citations, and a works cited page (bibliography/Works Cited). Title your paper and put your name in the top left corner. You may use either APA or MLA style guides. You do not need a cover page. Topics to choose from will be given well in advance. Outlines are required week 13 and equal ¼ of the total grade of the paper (basically, you get 12.5 points for turning in an outline so that I can make sure you’re on the right track!)

Quizzes and Exams are a combination of multiple choice and fill in the blank (with terms provided) and short answer essay (take home for exams). These assessments are concise and designed to let us (you and me) know what you’ve learned. No gimmicks, no tricks. For multiple choice, there is one clear and correct answer and two or three incorrect choices.

Extra Credit will be available intermittently throughout the course and will equate to about 20 points total. Therefore, while Xcredit may “help” boost your grade, it will not make up for a missed paper or term exam!