

## Course Information

Semester & Year: FALL 2023

Course ID & Section #: PSYCH-38-V6775

Instructor's name: Philip Mancus

Day/Time: ASYNCHRONOUS

Location: VIRTUAL CAMPUS (online)

Number of units: 3

## Instructor Contact Information

Office location: Online through [Canvas](#)

Office hours: By appointment

Phone number: 707-465-2362

Email address: [Philip-Mancus@Redwoods.edu](mailto:Philip-Mancus@Redwoods.edu)

**PREFERRED** means of communication: Use the Canvas "Inbox"

## Catalog Description

A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented including biological, psychological, and sociocultural approaches. An integrative survey of theory and research will be applied to psychological and cognitive disorders, including diagnostic criteria, prevalence, etiology, and treatment.

## Course 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.

## Recommended Preparation

Students should ideally be eligible for placement in ENG 1A or its equivalent when taking this class.

## Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsps@redwoods.edu](mailto:dsps@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

**Receiving Accommodations.** Please ensure your written accommodation request is delivered to me at least one week before the first scored assignment so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated except under extenuating circumstances.

### Proctored Exams

There are no proctored exams scheduled for this class, but I retain the right to administer a proctored exam should the need arise.

### Required Materials

**Required Textbook: Fundamentals of Psychological Disorders (3<sup>rd</sup> edition, 5-TR)**, by Bridley and Daffin (2022) published as an Open Education Resource by Pressbooks. This is a free, web-based textbook. There's a link to it on our Canvas course website. You can download a PDF or order a hard copy (for a fee) at <https://opentext.wsu.edu/abnormal-psych/front-matter/title-page/>.

## Canvas Information

All activity in this class is done online using the Canvas Learning Management System.

- Log into Canvas at [My CR Portal](#).
- For help logging in to Canvas, visit [My CR Portal](#).
- For help with Canvas once you're logged in, click on the Help icon on the left menu.
- For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160
- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

### Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

### Canvas Account Profile

All students in this class must select a Canvas profile picture for their account. Your picture must meet the standards of netiquette, as defined below. A photo, avatar, gravatar, or something else representing you will work. It cannot be a monochrome (single color) image, your initials, or violate my course policies. **Students without a profile picture by Wednesday of Week 1 will be dropped from the course.**

## Important Fall Semester Dates

Semester Begins	08/19/23
First Day of Class	08/21/23
Deadline to Introduce Yourself to the Rest of the Class	08/23/23
Labor Day (All Campuses Closed)	09/04/23

Census Date	09/05/23
Last Day for Student or Faculty Initiated Withdrawal	10/27/23
Veteran's Day (All Campuses Closed)	11/10/23
Fall Break (No Classes)	11/20/23 – 11/25/23
Last Day of Class	12/08/23
Final Examinations	12/09/23 – 12/15/23
Semester Ends	12/16/23

## Course Policies

### Assignments and Grading

There are six parts to the course, called units. Each unit contains 2 to 3 modules, totaling 15 modules in all. We cover one module per week. A single module will contain all of the course material you need for the week, including the following:

1. A brief overview of the module
2. A link to the chapter reading
3. A link to the lecture/discussion
4. A link to the module quiz

### Weekly Schedule

Each module opens on Monday of its scheduled week and closes the following Sunday (see Course Schedule, below). Discussion posts for the week are due by Wednesday (for initial participation) and the following Sunday (for everything else). Module quizzes are also due by the Sunday of the week.

### Discussion Forum

Weekly discussions engage the main concepts of the course. Each one will contain a brief video and/or narrative and a discussion prompt. Discussion requirements vary week by week. You can earn up to 20 points per discussion. With 15 discussions in all, you can earn **up to 300 points** toward your final grade. Note: Because they are time sensitive, **discussions cannot be made up**. However, I will drop your three lowest discussion scores at the end of the semester.

### Quizzes

At the end of each module, you will take a quiz. These module quizzes are made up of objective questions that cover the content you just learned. You get two, 40-minute attempts at each quiz, worth up to 20 points. Canvas keeps the score of your *latest* attempt. With 15 quizzes in all, you can earn **up to 300 points** toward your final grade. **Extra Credit Opportunity:** If you score at least 80% on 12 of the 15 module quizzes, you will receive 10 extra credit points toward this component of your final grade. Note: **You must take your module quiz** before Canvas lets you move to the next module.

### Unit Reflections

At the end of each unit (see the Semester Schedule), you will submit a unit reflection. These are written responses where you reflect on what you've learned so far, explore the major ideas of the unit, and/or take a deeper dive into the research. Each reflection assignment has its own prompt and deadline (see the Course Schedule, below). Each unit reflection is worth up to 50 points. With six reflections in all, you can earn **up to 300 points** toward your final grade.

## Final Exam

Your *mandatory* final exam is comprehensive and consists of written essay questions (taken online using Canvas) designed to test your general knowledge of abnormal psychology and your mastery of the student learning outcomes for the course. You get one, two-hour attempt. You will be given a specific time period during finals week to complete the exam. You must make your attempt within that time period. The exam is worth **up to 100 points**. **Note: The exam is not optional. If you fail to take the final exam you will receive no higher than a D in the course (or lower, depending on your grade).**

## Summary of Grading Categories and Points

Discussions	300
Quizzes	300
Reflections	300
Final Exam	100
Total Possible	1000

## Final Grades

The course website will show your overall score in the course as a percentage. I use the following scale in determining your final letter grade:

900 – 1000	=	A	770 – 799	=	C+
870 – 899	=	B+	700 – 769	=	C
830 – 869	=	B	500 – 699	=	D
800 – 829	=	B-	<500	=	F

An Incomplete (I) is given at your instructor's discretion and will only be granted to those students who continue to participate in class, have completed all prior work, and who have made arrangements with me by the end of the 15<sup>th</sup> week. This is a rare privilege and is not granted lightly.

## Attendance and Participation

Attendance is defined as logging in and working through the course modules on a weekly basis.

Participation is defined as actively completing weekly assignments, contributing to and responding to discussions, responding to questions from your instructor, working collaboratively when assigned to groups, taking your quizzes and final exam when scheduled, and making due dates, doing so while also meeting the requirements of the course and of each specific assignment. If you cannot meet these requirements, you should not take this class. Please note the following course policies about poor attendance and lack of class participation:

- **Students who don't log in and introduce themselves to the rest of the class by Wednesday of Week 1 will be dropped from the course.**
- Students who miss two or more assignments during the time period up to and including Census Day will be dropped from the course.
- After Census Day, students who continue to miss assignments will be notified one week prior to Last Day for an Instructor Initiated Withdrawal. If you don't subsequently inform me of your intention to stay in the class, I will drop you on that date.

## Academic Integrity: Your Commitment to the Truth

In the academic community, we place a high value on truth. We set high expectations for ourselves and for our students. Students new to college are sometimes uncertain of what is acceptable and what is not.

Academic integrity essentially means submitting your own work on all assignments, unless specifically told to collaborate with others. This means NO essays for hire, NO machine/artificial intelligence bots writing your stuff for you, NO having a friend write for you, NO copy and paste from the internet or some other source (this includes copying, pasting, and then modifying a word or two), NO getting help or giving help on a quiz, NO sharing quiz questions with others, NO copying someone else's discussion post, etc. All of this violates the principle of academic integrity, but more importantly, **it deprives you of the opportunity to learn and to develop your own critical thinking skills.**

### *Plagiarism*

One of the biggest problems in an online environment is plagiarism, which is using someone else's ideas, data, or text without giving proper credit to the source of those ideas, data, or text. In this class, plagiarism violates the principle of academic integrity. Here are some guidelines for how to avoid plagiarism.

- You generally don't need to cite your source in a discussion, reflection, or short essay. However, if you use original ideas from outside of class, you should cite the source.
- If you use *data* or *statistics* from any source, including your textbook, you need to make a citation.
- If it is firsthand knowledge (gained from your own experience) you don't need a citation, but you should at least identify it as such.
- If you use *text* from any source, you are *required* to enclose that text in quotation marks *and* make a citation.

You may be thinking, "Okay, but **how** do I make a citation"

For those rare times you make a citation in a discussion, reflection, or short essay, you can simply refer to the source by name and provide either a link or publication info (author names, year of publication, where it was published).

On a formal research paper or assignment where you rely on sources outside of class, use "in-text" citations (also known as parenthetical citations). Here are some examples using the manuscript style of the American Psychological Association (APA).

Smith (2002) found that students appreciate having clear guidelines on academic integrity.

Or,

In a recent survey, students reported appreciating having clear guidelines on academic integrity (Smith, 2002).

Or,

Researchers found that "seventy five percent of student surveyed appreciated having clear guidelines on academic integrity" (Smith, 2002, p. 194).

Notice the author's last name and the year. If the name is part of the sentence, don't enclose it within the parentheses. If the name is not part of the sentence, then enclose it within the parentheses. And in the last one, a direct quote is made. The quotation marks enclose the text that was copied from the source and the citation includes the page number of the quote.

Once you've made a citation, the final piece on a formal paper is the *reference*. Here's an example of a reference using APA style. Notice how it includes all of the catalog information you would need to find the journal article where this information was originally published.

Smith, J. (2002). Student attitudes toward academic integrity. *Journal of Higher Education* (36)2: 191-199.

APA style dictates that references are listed in a separate section at the end of a research or analytical report.

For more on APA style, see the term paper module on the course website.

### *The Rules on Plagiarism*

With all that said, **I treat plagiarism as violation of academic integrity and I consider it the student's responsibility to know what it is and how to avoid it.** For a quick guide on plagiarism, the [Online Writing Lab](#) at Purdue University is a great resource. For now, here are some examples of plagiarism.

- Referring to information and ideas from someone or somewhere else without properly citing the source
- Copying and pasting someone else's text without the use of quotation marks
- Copying and pasting and then modifying the text a bit without using quotation marks
- Relying on excessive quotations or long quotations to fill in your paper or other assignments
- Using ChatGPT or some other AI system to write your paper
- Purchasing an essay, hiring a ghost writer, or simply having a friend write your paper
- Submitting someone else's paper
- Submitting a paper you turned in on an another assignment in this class or for another class

### ***Policy on the Use of Artificial Intelligence and Machine Learning Generators in Your Work***

I understand that AI is out of the box and there's no going back. And I get the appeal of having it do your work for you. However, that isn't learning what you're supposed to learn, it's learning to game the system. Would you want to rely on a doctor who relied on someone who cheated their way through med school to treat you? So why wouldn't the same principle apply to any other professional, including you?

Because of these concerns, and fully recognizing that AI is a useful tool, **my policy is that if you use generative AI (e.g., ChatGPT), you must cite it as a source. And if you use any of the actual text generated by AI, you must enclose that text in quotation marks and make a citation.**

Importantly, **this means that your use of AI should be limited to the same way you'd use any other source: as a reference, not as a substitute author.** In any academic assignment, quotations in general should be kept to a minimum. This implies that the vast majority of your work will be written by you, and not generative AI.

### ***The Not So Nice Part***

So, now that you all know, please hear me when I say that **students who are caught collaborating on an assignment without being explicitly told to do so, or who plagiarize, or commit any other form of academic dishonesty as defined by this policy, will forfeit all credit for that assignment.**

In addition to plagiarism, academic dishonesty includes but is not limited to cheating, collusion, complicity, abuse of resources, computer misuse, fabrication or falsification, unpermitted multiple submissions, and bearing false witness.

For more information on academic integrity, the Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional reading 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](#).

### **Classroom Etiquette in the Online Environment ([Netiquette](#))**

Interaction in the virtual classroom requires as much if not more attention to the way we can potentially affect others. Peaceful, logical, evidence-based, constructive, critical thinking and inquiry is encouraged. Aggressive, destructive criticism is not. Just like you wouldn't shout in someone's face in class, avoid communication of a similar manner while online. Review the core rules of netiquette (see the link above) to get a better idea, especially if you are new to the online educational environment.

### **Disruptive 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, the student 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. 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](#).

### **Policy on Hate-Based Communication**

In this class I have a zero-tolerance policy when it comes to individuals, groups, or organizations professing ideologies that target, intimidate, and/or dehumanize individuals or groups based on their perceived race, color, ethnicity, nationality, national origin, citizenship, language, religion, age, sex, sexual orientation, gender identity, body size, marital status, genetic status, veteran status, assault and trauma survivor status, and/or physical ability. Such expression is antithetical to the spirit of the academy and to the mission of the college. Individual actions that express hatred, contempt, or degradation of others will not be tolerated. Any and all speech, gestures, adornment, emblems, codes,

insignias, signs, symbols, slogans, flags, propaganda, paraphernalia, or other memes that express or represent hate-based ideology, or discrimination against protected classes, or otherwise signifies identification with, sympathy for, affiliation with, or membership in a hate group are strictly prohibited from this virtual classroom. Any violation of this policy will result in the student(s) having classroom privileges suspended until compliance is assured.

### **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. Please let me and other students know if you have preferences for how you are addressed.

## **Student Services**

### **Resources**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

### **Health and Wellness**

- Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).
- [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.
- [Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling. Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

### **Learning Resource Center**

The LRC includes the following resources for students:

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

### **Special Programs**

Programs available for eligible students include:

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty



Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Emergency Procedures

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an

emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

### Course Syllabus Subject to Change

As your instructor, I reserve the right to make changes to this syllabus and the course content. While I make every effort to follow the policies and schedule laid out herein, there may be times when changes are necessary. I will inform the class of any changes using the Canvas Announcements tool and/or in class.

### Semester Schedule

Period	Topic	Dates	Notes
<i>Part I: Setting the Stage</i>			
Week 1	What is Abnormal Psychology?	8/21 – 8/27	
Week 2	Models of Abnormal Psychology	8/28 – 9/3	
Week 3	Clinical Assessment, Diagnosis, and Treatment	9/5* – 9/10	*No classes Labor Day 9/4
<b>Unit 1 Reflection Due 9/10</b>			
<i>Part II: Mental Disorders – Block 1</i>			
Week 4	Mood Disorders	9/11 – 9/17	
Week 5	Trauma- and Stressor-Related Disorders	9/18 – 9/24	
Week 6	Dissociative Disorders	9/25 – 10/1	
<b>Unit 2 Reflection Due 10/1</b>			
<i>Part III: Mental Disorders – Block 2</i>			
Week 7	Anxiety Disorders	10/2 – 10/8	
Week 8	Somatic Symptom and Related Disorders	10/9 – 10/15	
Week 9	Obsessive-Compulsive and Related Disorders	10/16 – 10/22	
<b>Unit 3 Reflection Due 10/22</b>			

Period	Topic	Dates	Notes
<i>Part IV: Mental Disorders – Block 3</i>			
Week 10	Feeding and Eating Disorders	10/23 – 10/29	
Week 11	Substance-Related and Addictive Disorders	10/30 – 11/5	
<b>Unit 4 Reflection Due 11/5</b>			
<i>Part V: Mental Disorders – Block 4</i>			
Week 12	Schizophrenia Spectrum and Other Psychotic Disorders	11/6 – 11/12*	*Veteran's Day 11/10
Week 13	Personality Disorders	11/13 – 11/19	
<b>Unit 5 Reflection Due 11/19</b>			
Fall Break	Classes Do Not Meet	11/20 – 11/26	
<i>Part VI: Mental Disorders – Block 5</i>			
Week 14	Neurocognitive Disorders	11/27 – 12/3	
Week 15	Contemporary Issues in Psychopathology	12/4 – 12/10	
<b>Unit 6 Reflection Due 12/10</b>			
Finals Week	Final Exam Period: Wednesday 9:00 a.m. to 9:00 p.m.	12/11 – 12/15	