

# **ABNORMAL PSYCHOLOGY**

**PSYC 371**

**Spring Semester 2016**

**Sierra Nevada College**

**Incline Village, NV**

**Instructor - Donna Axton**

## **SYLLABUS & COURSE OUTLINE - DONNA AXTON - Spring 2016**

**Sierra Nevada College  
CRN 10024**

<b>Course Code</b>	PSYC 371, Section 1
<b>Course Title</b>	Abnormal Psychology (3 credits)
<b>Term and Year</b>	Spring 2016
<b>Course Reference Number</b>	10086
<b>Instructor</b>	Donna Axton
<b>Phone</b>	775-881-7586 or Ext. 7586
<b>E-mail</b>	daxton@sierranevada.edu
<b>Office</b>	DA 103
<b>Office Hours</b>	Tuesday, Thursday 1:00- 2:00 and by appointment
<b>Class Meeting Time</b>	Tuesday, Thursday 10:00 a.m. -11:15 p.m.
<b>Location</b>	Patterson Hall 213
<b>Prerequisites</b>	PSYC 101
<b>Corequisites</b>	None

### **Required Texts**

Comer, Ronald. Abnormal Psychology. Worth Publishers. N.Y. 2001 – 9<sup>th</sup> edition  
Harris, Joanne. Chocolat. Penguin Books. New York. 1999

**Course Description:** This is a 3-credit course in which the student scrutinizes currently accepted points of view concerning "abnormal" behavior. The student develops informed opinions concerning the history, definitions, causes, and treatment of abnormal behavior; both from the point of view of the individual whose behavior is being considered, as well as from the point of view of the culture in which the individual is living.

### **Student Outcomes:**

1. The student will acquire knowledge of the basic concepts, diagnoses, and theories of Abnormal Psychology.
2. The student will achieve the ability to intelligently observe and categorize behavior.
3. The student will learn to critically evaluate assessment evidence.
4. The student will achieve an understanding and respect for diverse cultures and populations.
5. The student will learn to appreciate the range of individual differences.
6. The student will become familiar with treatment alternatives and their value and their drawbacks.

### **Methods of Assessing Student Outcomes**

Students are expected to show knowledge of the subject matter and understanding of class material and demonstrate that knowledge in the following ways:

Quizzes

Presentations

Diagnosis paper

Mid term

Final

Assigned reading and corresponding homework

### **Instructional strategies:**

Assigned readings, written homework based on the reading material, individual and group projects and presentations, videos, and lectures.

### Assignments

**Reading assignments:** In general, you will have written homework due with your assigned reading. Assignments from "Abnormal Psychology" are listed in the syllabus.

**Presentations:** Class assignments will include 4 short, succinct presentations ( 5 minutes) Topics will be chosen at least one week before the due date. You are required to hand in a legible copy of your report and cite references to the sources used. Limit your presentation to the most interesting part of your topic, and know the meaning of all the words you use!

**Chocolat Diagnosis:** This will count as ½ of your final exam. It is a cumulative project. There are two ways to do this assignment:

Read the book as suggested in the homework as we go along through the semester, taking notes on the characters you are going to diagnose – with page numbers and your observations – just as if you were taking notes with a client. At the end of the semester – after we have gone through all the disorders, you will know which disorders apply to that “client” and be able to complete the assignment with ease.

OR – you can read the whole book at the end of the semester after you are familiar with all the disorders.

Either ways works – it is a question of time-management and panic mitigation.

Let me warn you ahead of time, if you do not keep accurate notes about your characters in the book “Chocolat” you will be frustrated with the diagnosis paper. If you do – it will be simple and fun. Your choice! (ask previous Abnormal Psych students about this for corroboration)

### Exams

Both midterm and final are closed book, closed note.

**Attendance:** Due to the experiential and participatory nature of the classes, attendance is very important in this class; that importance is reflected in the fact that 30% of your grade depends on your presence and your participation.

**Grading policy** - Grading is on a point system:

ATTENDANCE AND PARTICIPATION	300 points
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30 classes – each class you can earn 5 point for attending

5 points for participating intelligently

WRITTEN HOMEWORK, PRESENTATIONS, REPORTS	400 points
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4 reports / presentations X 25 points = 100 points total

20 Homework Assignments X 15 points = 300 points total

Homework and reports must be turned in on due date for full credit 10 points

If your assignment is incomplete you will be given partial credit

If your assignment is superior you may receive up to 17 points

For each class period that you turn in an assignment late you are docked 1 point

In other words, it is very important that you do the homework. Your homework papers are invaluable as study aids for the midterm and final exams.

EXAMS	300 points
Mid-term written exam	100
Final “Journal of Giving Something up”	25
Final in-class exam	100
Final Diagnosis Paper – “Chocolat”	75

A = 900-1000  
 B = 800 - 899  
 C = 700 - 799  
 D = 600 - 699  
 F = below 600

**IMPORTANT: Please note:** The study of Psychology in general, and this course in particular, deals with personal areas that may be sensitive. Be prepared for this and take personal responsibility for staying in the classroom and taking care of your self. Out of respect for other students, and in order to ensure a safe environment for learning, students will commit to strict confidentiality.

*Almost everyone who has ever taken an abnormal psychology class suspects at one point or another that they have every abnormality in the book. THIS IS NORMAL - in fact suspecting you have every abnormality may be proof that you are not abnormal!*

#### **Sanctions for Cheating and/or Plagiarism**

##### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

##### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student’s academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

##### **ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314

x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

I personally want to encourage you to come and talk to me about any needs you may have. I want to support you fully in shining in this class.

### **Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for Abnormal Psychology include, but are not limited to:

1. Lib Guides: <http://libguides.sierranevada.edu/psychology>. These web pages have been compiled to highlight specific resources in psychology. Tabs indicate Prim library information regarding books, articles, websites, citations, and general interest psychology information.
2. Introduction to Prim Library website – <http://libguides.sierranevada.edu/library>
3. Books (to be checked out):
  - a. In general, books related to psychology have Library of Congress Classification numbers can be found in the BF and RC sections. Search the Prim Library Catalog using key words related to the topic that you are researching.
  - b. Dunn, D. (2008) *A short guide to writing about psychology*. New York: Pearson/Longman. BF 76.8 .D86 2008.
4. Electronic databases most likely to include articles on psychology topics are EBSCO: Academic Search Premier, and PsycInfo. To access electronic databases off campus, use your first initial and your last name as the username and your 9 digit student ID number as the password.
5. Hardcopy periodicals: Prim Library has current subscriptions for a few academic psychology journals; however, many full-text articles are available through the electronic databases.

LOGIN information for SNC Prim Library Electronic Databases

<http://libguides.sierranevada.edu/library>

Betts Markle, Library Director- [emarkle@sierranevada.edu](mailto:emarkle@sierranevada.edu) 775-881-7511

When you need to access SNC's licensed database content from off campus, you will need the following information: Students: Use your first initial and your last name as the username and your 9 digit student ID number as the password.

### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### **The Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The Core Themes:** Liberal Arts  
Entrepreneurial Thinking

Professional Preparedness  
Sustainability

**Abnormal Psychology**  
**PSYC 371**  
**Course Outline**  
**Spring 2016**

**Abnormal Psychology in Science and Clinical Practice**

**Week 1**

Tuesday, January 19 - Introduction

Thursday, January 21

Reading due: Chapter One - Abnormal Psychology, Past and Present

**Week 2**

Tuesday, January 26

Reading due: Chapter 2 - Research in Abnormal Psychology

Thursday, January 28

Reading due: Chapter 3 - Models of Abnormality

**Week 3**

Tuesday, February 2

Reading due: Chapter 4 - Clinical Assessment, Diagnosis, and Treatment

Due: Project #1 - Theories, Assessment, and Treatment

**Problems of Stress, Anxiety, and Mood**

Thursday, February 4

Reading due: Chapter 5 - Anxiety Disorders

**Week 4**

Tuesday, February 9

Reading due: Chapter 6 – Stress and Trauma Disorders

Thursday, February 11

Reading due: Chapter 7 - Mood Disorders

**Week 5**

Tuesday, February 16

Reading due: Chapter 8 – Treatments for Mood Disorders

"An Unquiet Mind"

Thursday, February 18

Reading due: Chapter 9- Suicide

**Week 6**

Tuesday, February 23

Reading due: Chapter 10 - Somatoform and Dissociative Disorders

Thursday, February 25

View "Sybil"

## **Week 7**

Tuesday, March 1

Due: Project #2 - Anxiety and Mood Disorders

Thursday, March 3

## **Week 8**

Tuesday, March 8

Take-Home Mid-term due

Review

Thursday, March 10

In-class Mid-term

SPRING BREAK – March 14-18

## **Problems of Mind and Body**

### **Week 9**

Tuesday, March 22

Reading due: Chapter 11 Eating Disorders

Thursday, March 24

Reading due: Chapter 12 - Substance Related Disorders

### **Week 10**

Tuesday, March 29

Reading due: Chapter 13 - Sexual Disorders and Gender Identity Disorder

Thursday, March 31

Due: Project #3 - Mind/Body Connection

## **Problems of Psychosis**

### **Week 11**

Tuesday, April 5

Reading due: Chapter 14 - Schizophrenia

Thursday, April 7

Reading due: Chapter 15 - Treatments of Schizophrenia

## **Life-Span Problems**

### **Week 12**

Tuesday, April 12

Reading due: Chapter 16 - Personality Disorders

Thursday, April 14

Due: Project #4 - Personality Disorders

### **Week 13**

Tuesday, April 19

Music and “abnormal psychology” - we will meet in Patterson Hall by the piano

Thursday, April 21

Reading due: Chapter 17 - Disorders of Childhood and Adolescence

Selection from “The Curious Incident of the Dog in the Night-time”

### **Week 14**

Tuesday, April 26

Reading due: Chapter 18 - Disorders of Aging and Cognition

"The Man Who Mistook His Wife for a Hat" by Oliver Sacks

Thursday, April 28

Assessment practice

### **Week 15**

Tuesday, May 3

"Chocolat" character assessment due

Review

Wednesday May 4 and Thursday May 5 are study days.

**FINAL: TBA**

**Finals are given May 6,7,9,10,11**

Identification final



# **Abnormal PSYC Homework**

**Due Thursday, January 22**

Chapter 1 Abnormal Psychology, Past and Present

1) Write your own definition of abnormal and normal.

2) What are the four "D"s? Discuss.

3) What behaviors are considered “normal” even though they fit the criteria of the four D’s?

4) What other reasons might have been the purpose of trephination?

(over)

5) List the ten most important/interesting new things you learned from reading this chapter.

1.

2.

3.

4.

5.

6..

7.

8.

9.

10.

# Abnormal PSYC Homework

## Due Tuesday, January 28

### Chapter 2 - Research in Abnormal Psychology

- 1) Describe the relative merits of case studies, correlational studies, Experimental Methods in the study of psychology. What are their differences, weaknesses, strengths.
- 2) Give your own example of something with a positive correlation; a negative correlation.
- 3) Be familiar with all the terms defined in the margins of this chapter. Which ones are new to you?

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## Due Thursday, January 30

### Chapter 3 - Models of Abnormality

The text summarizes the *Biological, Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Socio-Cultural models*.

1) Pick your favorite, your least favorite, and one other theoretical framework and discuss how each of these three theories would describe or define:

- a) Health - What is it and how does one achieve it?
- b) Illness - What is it and what causes it?
- c) Growth - What does it mean to this theory?
- d) The cures - what are the therapy techniques and interventions used.

How would a person be helped back to health?

2) What do you like about your favorite theory? What do you dislike about your least favorite?

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## Due Tuesday, February 4

### Chapter 4 - Clinical Assessment, Diagnosis, and Treatment

- 1) Describe the abnormalities in the line of +'s directly above
- 2) Give 5 questions you would use for a mental status exam (p. 93)

Tell me specifically which part of the mental status they would help you determine (make each question target a different area of the assessment).

3) What do you think figure 4-1 looks like?(p. 94)

4) Look at Table 4-2 (page 108)

For 10 of these categories, tell me how you, as lay observer would recognize or describe the disorder (the disorders are given in italics)

5) Which disorders are new to you?

## Due Thursday, February 6

### Project #1 - Theories, Assessment, and Treatment

Pick a subject mentioned in any one of the first 4 chapters and present a 2-3 minute report on that subject, expanding on the information on the book. Hand in a written copy of the report. Legible hand-writing is OK - typing preferred.