

**LEWIS-CLARK STATE COLLEGE
ABNORMAL PSYCHOLOGY
SYLLABUS**

DATE: Spring 2009

COURSE NUMBER AND TITLE: PSYC 311-60 Abnormal Psychology

CREDIT HOURS: 3

INSTRUCTOR: Lori Elliott Ravét, Ed.S.

Instructor Contact Information:
Email: lravet@cableone.net

REQUIRED TEXTS:

Title: Understanding Abnormal Behavior (8th ed.)
Author(s): David Sue, Derald Wing Sue, & Stanley Sue

Title: Case Studies in Abnormal Psychology
Author(s): Clark Clipson & Jocelyn Steer

Course Description

Study of the conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored. Recommended prerequisite: PSYC 101 or PSYC 205 or permission of instructor.

Objectives

1. Describe the primary objectives of abnormal psychology, including description, explanation, prediction, and control of abnormal behavior.
2. Discuss the rise of *multicultural psychology*, and explain how social conditioning, cultural values, and sociopolitical influences may account for apparent differences in abnormality in minority groups.
3. Describe the most prevalent disorders and how mental disorders are influenced by age and gender.
4. Define *psychopathology* and describe what a model is. Discuss how models are used in describing psychopathology and how a clinician's choice of a model influences thought and action toward abnormal behavior.
5. Describe the characteristics of the DSM-IV-TR, including its five axes, the broad categories of mental disorders, and how the DSM-IV-TR places diagnosis in a cultural context.

Course Activities

Textbook Assessments

You will be required to take 16 textbook tests for this course. There is one test per each chapter of the textbook. The quizzes are not proctored, so you can take them at your convenience on your own computer. The course calendar contains recommended due dates for reading your material and taking your tests. Each test is worth 50 points. You will receive your grade and feedback immediately after submitting your test.

Class Discussions

Class participation and attendance occurs in the form of discussion topics. There are 10 discussion topics. The discussions are based on the readings from "Case Studies in Abnormal Psychology." You should know that you are not graded on your viewpoints and thoughts as such. Instead, your grade is a function of your ability to clearly, concisely, and fully express your ideas. I am looking for depth of thinking, originality, critical evaluation, the ability to apply key ideas and themes to practical situations, independent judgment, organization, and insights into issues. Let your postings demonstrate that you are doing the reading and reflecting necessary to produce a quality discussion. Write directly and informally, yet write in Standard English. I encourage you to use personal examples and to support your points with these examples when appropriate. Make sure your postings reflect university-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a discussion posting that reflects quality. You might ask someone to proofread your discussion prior to posting it in the discussion forum. The course calendar contains due dates for reading your material and participating in the discussion topics. Each discussion is worth 20 points and will be graded according to the following rubric:

- 20 Points: Student posted excellent discussion content; student's reply to classmate's posting was relevant and meaningful; student's posts were grammatically correct and without misspellings.
- 15 Points: Student posted excellent discussion content; student's reply to classmate's posting was relevant and meaningful; but student's posting contained errors in spelling and grammar.
- 10 Points: Student's posting was noticeably short in length and offered no further insight into the topic; student's reply to classmate's posting was short with irrelevant remarks.
- 5 Points: Student's posting was noticeably short in length and offered no further insight into the topic; student's reply to classmate's posting was short with irrelevant remarks and/or the student did not reply to a classmate; and student's posting contained errors in spelling and grammar.

Due Dates

Your course calendar outlines a reading and test-taking map that will help you to be successful in not falling behind in your tests. But, there will be times when you are unable to complete a reading or test according to the calendar timeline. As an instructor of online courses, I believe this is acceptable and understandable. However, I have an obligation to submit your midterm and final grades in a timely manner. Your midterm grade consists of the following tests so they must be completed no later than Wednesday at midnight during midterm week:

1. Chapter 1 Test
2. Chapter 2 Test
3. Chapter 3 Test
4. Chapter 4 Test
5. Chapter 5 Test
6. Chapter 6 Test
7. Chapter 7 Test
8. Chapter 8 Test

The remainder of the tests must be completed by midnight on Wednesday of finals week:

1. Chapter 9 Test
2. Chapter 10 Test

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3. Chapter 11 Test
4. Chapter 12 Test
5. Chapter 13 Test
6. Chapter 14 Test
7. Chapter 15 Test
8. Chapter 16 Test

Class discussion topic due dates are not flexible. The following class discussions must be completed by the day noted on your course calendar (i.e. refer to the course calendar for specific due dates). HINT: All required discussions are due on Saturday(s) by midnight. You are required to post a discussion and reply to a classmate's posting on each of the following topics:

1. Posttraumatic Stress Disorder: A Horror That Never Stops
2. Stress-Related Disorder: It's All in Her Head
3. Borderline Personality Disorder: One Side Wins—The Other Side Loses
4. Alcohol Dependence: The Web That Denial Weaves
5. Premature Ejaculation: Under Pressure to Perform
6. Major Depressive Disorder: A Flat and Frozen World
7. Schizophrenia: An Endless, Private Nightmare
8. Dementia of the Alzheimer's Type: Descent into Darkness
9. Attention-Deficit Hyperactivity Disorder: All Wound Up and Out of Control
10. Bulimia Nervosa: The Self-Destructive Diet

I do not accept requests for extensions beyond the cutoff dates so you will not want to wait until the last possible minute to complete your discussions or take your tests.

Grading

The final course grade will be calculated based on the following activities/assignments:

Textbook Tests:	16 @ 50 points each	800 pts
Class Discussions:	10 @ 20 points each	200 pts
	TOTAL POINTS:	1000 pts

Incompletes

I am unable to honor requests for incompletes. I have found it impossible to provide extensive and timely feedback to students' assignments in the varying sections of psychology that I instruct, while also managing the independent study needs of students who have requested an incomplete from previous classes. Therefore, if you believe that you are unable to complete this course with a satisfactory grade, please drop or withdraw as soon as possible.

Course Requirements

Learning Modules

Located on the Home Page are 16 Learning Modules. There is a module for each chapter of the textbook assigned for the course. The Learning Modules contain the following content to assist your success in this course:

Chapter Powerpoint Slides	These slides contain a brief overview of the information contained in the textbook chapter. The slides are in PDF format, so you will need Adobe Reader in order to open the files.
Chapter Outline	The outline is available in Rich Text Format so that you can download it to your word processor. The outline can be an excellent note-taking and organizational tool as you read the chapter.
Study Guide	I have prepared a study guide for each chapter. It contains the Learning Objectives for the chapter as well as sample study questions. Your test for each chapter will be based on the study questions contained in the study guide. The study guides are in

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Test	PDF format, so you will need Adobe Reader downloaded onto your computer in order to open the file.
Discussion	A link to the chapter test is located within each Learning Module. If there is a discussion topic for the chapter, a link will be provided in its corresponding Learning Module.
Chat Room	There is a chat room available for each chapter that discusses a disorder. You are not required to utilize this tool, but if you wish to chat with other students who are interested in the disorder, I have made a location available for you.

It has been my experience, both as a student taking on-line courses and as an instructor of online courses, that these types of classes require significant discipline, independence, and dedication in order to receive a successful grade. I have developed this online course with the understanding that students enrolled in this instructional method are accustomed to independent learning. In addition, I understand that waiting for teacher feedback and correction can be frustrating when you are used to an independent learning style. Therefore, I have developed this course so that you can complete it as quickly as possible with a minimum of time between assignments and/or quizzes. In other words, it is not necessary to wait for my feedback or corrections before moving onto the next section of your textbook.

Once again, I have included a suggested timeline in the course calendar and this syllabus. I do not recommend allowing yourself to get too far behind in your tests because the course material is complex and time consuming. If you find yourself too far behind in your tests, you will not be able to successfully complete this course.

I recommend frequent check-ins to the course website in order to ensure that you are staying up-to-date on all of the requirements of the course. Also, please remember that I am here to help you! If you have any questions about the readings or course content, I am available to assist you. You can contact me from within the course, or you can email me at: ravet@cablone.net. This is the email that I check the most frequently, so it is a good way to reach me if you are panicking ☺.

Adaptations

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please contact me at ravet@cablone.net.

Technical Assistance

If you are experiencing difficulties accessing your course, navigating Blackboard, or distance learning, please contact the Student Services Coordinator for Distance Learning:

Website: www.lcsc.edu/dl

Phone: 792-2239

Toll free: 800-879-0458