

PSYCH 311-60 (Online): ABNORMAL PSYCHOLOGY
Credits: 3

Instructor: Sara Bennett, LCPC, CADC
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VIRTUAL Office Hours: Will be posted on Canvas

Note: The syllabus is subject to minor changes or updates at the professor's discretion at any time throughout the semester. Changes to assignments and grading will be given proper notification well in advance.

Virtual Office Hours on Canvas or Zoom

Office hours will be held via zoom. Office hours with a zoom link will be posted after the first week of school.

Required Text:

Sue, D., Sue, D. W., Sue, D., & Sue, S. (2016). *Understanding abnormal behavior (11th Edition)*. Cengage Learning. ISBN-13: 978-1305088061; ISBN-10: 9781305088061

Course Overview

Abnormal Psychology is a junior level course designed to introduce students to the field of psychopathology, including overviews of history and treatment. Controversies and limitations of current conceptualizations of psychopathology will be reviewed, with the goal of providing a broad and diverse base for understanding the contexts within which the field currently operates.

Objectives:

- 1) Be able to articulate the contextual and subjective nature of abnormality.
- 2) Demonstrate critical thinking skills regarding controversies in the field.
- 3) Demonstrate knowledge of general areas of psychopathology (e.g., anxiety, depression).
- 4.) Gain basic understanding of the DSM-IV-TR system for categorizing mental health illness.
- 6.) Gain an understanding of the role that mental health professionals have in treating and working with individuals with mental illness.

Grading

Modules (8)

- Discussion Board Postings and Responses (20 points each)
- Quizzes
- Assignments (i.e., Case Studies, etc.)

Course Assignments and Expectations

MODULES

The semester course is divided up into modules. Each module will cover at least 2 weeks' worth of contents and activities. There will be various tasks that you must complete by the end of each module deadline. **Make sure you read through all instructions and check the deadlines for each module carefully.** All documents, assignments, submission links, quizzes, etc. will be in its respective module folder.

Assignments:

Each module will have various assignments that consist of case studies, observation activities or reflection papers.

Module Discussion Boards:

Under "Discussion Board", there will be 8 topics to which students are to respond (1 topic for each module). Please click on the appropriate date/reading forum and complete it by the due dates given. A meaningful post of at least 100 words is expected from each student for each module (10 points). You must also respond with at least 1 meaningful response to 2 other, different students' initial posts in each module (5 points each, 10 points total). ***(20 points total per module DB)***

Postings and responses must be constructive and provide depth of thinking and learning, and relevance to the readings and topic. I will NOT count postings and responses that are one liners (i.e., "I agree with you."). If you do agree, state why, and provide deeper questioning and thinking for your peers AND include references to readings and other resources that support your thoughts. If you miss a discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. Each discussion will be open for approximately 2 weeks corresponding to the current learning module, and closed when the next module begins.

Your personal post to the topic should be posted within the first 7 days of the learning module. Your response to other students' initial posts may be made at any time while the module is open.

Module Quizzes:

Quizzes will cover reading assignments, assigned videos, and online discussions. Quizzes are mainly multiple choice and true/false questions. It will be timed, can only be taken once, must be taken in one sitting, and cannot be made up or taken at any other time.

In addition, quizzes require you to download Respondus Lockdown Browser. Please watch the videos on setting this up in advance and make sure your computer is compatible.

**** No student will be allowed to take, or retake, a module quiz after the learning module has closed.** It is VERY important to save your answers frequently! Waiting until the last minute to take a quiz, then having a computer failure, is not an acceptable excuse for retaking a quiz. Don't wait until the last minute to take quizzes!

**** Keep in mind that since quizzes are timed and must be taken in one sitting you will NOT have time to look up the answer to every question, thus it is important to study the material as if you were going to take an in- class, closed-book exam.**

Final:**Mental illness in Movies**

You will select a full feature film to watch and then write a biopsychosocial on the main character and one supporting character. In the biopsychosocial you will identify the symptoms they are exhibiting, the impact of those symptoms on their life and you will make an accurate diagnosis. In the diagnosis you will justify yourself and identify any and all potential comorbid disorders or alternative diagnosis. The biopsychosocial form is posted in Canvas. Ensure that they movie you choose to watch includes characters that meet criteria for mental illness along with at least one supporting character. If you need movie options or ideas please contact me, but do not wait until the last minute.

COVID-19 and General Expectations

Online Canvas Expectation

It is expected that you are checking and are active on Canvas every day. In order to succeed, be sure you are staying on top of all tasks in each individual module. Do NOT wait until the last day to submit assignments or do your quiz.

Learning during Covid-19

As you know, we are still in the middle of a pandemic, and it is far from over. It is important to be aware that information about the virus, procedures and policies are constantly changing. Therefore, our learning environment and academic plans can continue to change as well. We must stay flexible and open minded.

We are fortunate to be able to continue with learning during this unusual time. As we pursue learning together, I strive to keep the following guiding principles (inspired by The Chronicle of Higher Education and Dr. J. Tham).

1. Put people first. As we are learning about understanding human behaviors and mental health disorders in this course, I would hope we practice empathy and be cognizant that our own reality (day-to-day life) can be imposed upon others whose lives may differ drastically from ours.
2. Stay informed. It's important to stay educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
3. Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and own well-being.
4. Take care of yourself. Celebrate big and small accomplishments. Stay flexible and open-minded. Be kind to one another.

Writing Expectations

I expect all students to use APA style, 12-point font, 1 inch margins, double space, and proper labeling, grammar and headings on all papers and assignments. It is also expected to use correct citations of references within each paper. I highly suggest you use spellcheck, writing resources or other forms of writing support applications (i.e., Grammarly, etc.). If I find too many grammatical errors to where it becomes distracting from the content, I will start to deduct points. If you have any questions or concerns about writing or APA style, please let me know. Papers will be graded 80% content and 20% for the convention of writing.

For those unfamiliar with APA style, please consult the American Psychological Association (www.apastyle.org) or Purdue University's OWL website

(<https://owl.english.purdue.edu/owl/section/2/10/>)

Library resource <https://lcsc.libguides.com/c.php?g=436547&p=2976121>

Saving Your Work

When you submit your work online (i.e., email), please save your documents appropriately. [Name.Assignment.Course]

For example, "JaneDoe.MentalHealthTopic1.AbNPsyc.doc"

Netiquette

Please get in the habit, if you don't already, of using proper and professional *netiquette*, "guidelines that govern behavior when communicating on the Internet" (Shea, 2004). This is important, especially with emails to faculty, staff and others in academia and professional settings. Email hours are M-F during regular business hours. Emails received on Friday after 5PM, or during weekends, should expect a response Monday morning. To ensure a response, all emails must adopt proper netiquette, for example:

- **Identify yourself:** Use a salutation (i.e., Hi Sara Bennett; Dear Mrs. Bennett; etc.) and end with your name (i.e., Sincerely, YOUR NAME; Thank you, YOUR NAME; etc.)
- **Include a subject line:** Provide a descriptive phrase in the subject line that informs me of the topic of your message (i.e., DevPsych205: Question)
- **Be concise:** Use appropriate language. Emails are not texts, tweets, or FB posts.
 - o Note 1: Email me to raise a question or concern related to course topics; to inquire about class standing; to share a news article, etc.
 - o Note 2: DO NOT email me inquiring about an item that can be found on the syllabus (i.e., did I miss anything in class? Or what are your office hours again?)
 - o Note 3: I reserve the right to not respond to emails that do not adhere to these guidelines. Double check before hitting that send button!

For more information on netiquette:

<https://www.education.com/reference/article/netiquette-rules-behavior-internet/>

<http://www.albion.com/netiquette/corerules.html>

Late Assignments

Deadlines are listed on each course modules and must be submitted via Canvas in its respective submission links, unless otherwise specified. **It is your responsibility to finish each module on time.** I *do* accept late assignments; however, at least 10% will be deducted after 24 hours. After

48 hours, you will not be allowed for more than half the points. There are NO make-ups for quizzes and discussion boards. If you need specific deadline accommodations, you must talk to me far in advance and have appropriate justification (i.e., attending a conference, birth, ER, etc.).

Academic Honesty

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. I encourage you to work with classmates on assignments. However, each student must turn in their own original work—except during group presentations/assignments as stated. No copying will be accepted. Students who violate this will receive an F as a final grade in this course, and will be reported.

The following acts of academic dishonesty are not acceptable:

- * **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam). You are **NOT** allowed to use other resources, such as browsing the internet outside of Canvas while taking quizzes or exams.
- * **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- * **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- * **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Please do not recycle papers. It is expected that all papers that are submitted must be created for the purpose of this course only. I may allow recycled contents with proper citations and paraphrasing if you discuss it with me beforehand; however, it must also be relevant and meets the criteria and writing expectations for the assignment.

PLAGIARISM

To avoid plagiarizing, you must make sure you are paraphrasing, summarizing valid resources in your own words, and adding proper in-text citations to ALL of your work. LCSC utilizes SafeAssign program to scan for all copied/plagiarized work. If you are found with any percentage of work higher than 5% (not including your references) with NO citations, you will be contacted by me for further discussion and process AND/OR be reported to Student Conduct, which will also result in a zero.

Accessibility Service

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please

make an appointment to see me. In order for me to provide accommodations for a disability you must be registered with the Office of Disability Services (ODS) (RCH 111; oslws@lsc.edu; 208-792-2677).

Schedule at a glance (Tentative)

Module Date	Readings
Module 1 Jan 18 – Jan 28	Introductions History of Mental Health Ch 1: Abnormal Behavior Ch 2: Understanding and Treating Mental Disorders
Module 2 Jan. 29 – Feb 11	Ch 3: Assessment and Classification of Mental Disorders Ch 4: Research Methods for Studying Mental Health Disorders
Module 3 Feb 12 – Feb 25	Ch 5: Anxiety Disorders, OCD, & related disorders Ch 6: Trauma and Stressor-related disorders Feb. 25 Extra Credit Opportunity – Check module for more info.
Module 4 Feb 26 – Mar 11	Ch 7: Disorder focusing on Somatic and Dissociative Ch 8: Depressive and Bipolar disorder
Module 5 Mar 12 – 25	Ch 9: Suicide Ch 10: Eating Disorder Ch 11: Substance-related and other addictive disorders
Mar 28 – Apr 1	Spring Break - NO school
Module 6 Apr 4 – 15	Ch 12: Schizophrenia Spectrum disorders Ch 15: Personality Psychopathology
Module 7 Apr 16 – 29	Ch 16: Disorders of Childhood and Adolescence
Finals Week May 9 - 12	Final Exam