PSYC 3400 A
Abnormal Psychology
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS:
Comer, R.J. (2014). Abnormal Psychology (8th ed.) New York: Worth.
[ISBN-13 978-1-4641-3719-8]

COURSE DESCRIPTION:
The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS:
II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self- motivation.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE EDUCATIONAL OUTCOMES FOR B.A./B.S. (or C/C or I/O M.S.)
PSYCHOLOGY DEGREE:
9. compare and contrast differing theoretical perspectives within and among the differing disciplines of psychology
10. describe the impact of society and culture on human diversity, especially as it relates to gender, ethnicity, and socioeconomic status
12. use appropriate computer technology (e.g., statistical software, word processing programs, internet resources, etc.) to complete relevant assignments
13. communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form

COURSE OBJECTIVES:
1. Students will define the following types of disorders:
    a. Anxiety Disorders
    b. Stress Disorders
    c. Disorders of Childhood and Adolescence
    d. Mood Disorders
    e. Eating Disorders
    f. Substance Related Disorders
    g. Schizophrenia
    h. Personality Disorders
    i. Dissociative Disorders
    j. Sexual Disorders and Gender Identity Disorder
2. Students will demonstrate a gross understanding of the major disorders under the categories listed above.
3. Students will be able to name and describe various methods of scientific inquiry utilized in assessing and diagnosing psychiatric classification of disorders.
4. Students will be able to describe the general ethical and legal issues relating to psychiatric diagnosis and treatment.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS:

Multimedia Presentation: Each group of students will lead a multimedia presentation on the scheduled date. The multimedia presentation should thoroughly cover the assigned topic, however, given that each group only has 15 minutes, the presentation topic should be well defined and carefully planned. *Each group will give the instructor a bullet point outline of their presentation no later than one week prior to their presentation date.*

Each group should spend approximately half their allotted time presenting audio/visual material (*e.g., video/movie/commercial clips, home video clips, pod-casts, YouTube, print*

media/graphics) and the other half of the time presenting informational content in a more traditional didactic style using Prezi or PowerPoint (*with images and animation)*. This should not be just another boring class presentation!

Each group presentation will earn a single grade which will be applied to all group members. *One typed page describing the contributions of each group member to the presentation will be turned in to the instructor on the day of the presentation.* The following rubric will be used in scoring the multimedia presentation:

Multimedia Presentation Scoring Rubric		
Criteria:	**Possible Points:**	**Points Earned:**
Quality of Information	8	
Quality of Audio/Visual Media	6	
PPT with animation	3	
Outline Provided	3	
Contribution Page Provided	3	
Time Guidelines Followed	2	
Oral Presentation	3	
Overall Creativity/Interest Factor	2	
Total Points	**30**	

Movie Character Profile: Students will watch a movie specified on the attached pre-approved movie list and profile the movie character based on the disorder and related concepts presented in the text. The paper should be well written (typed), concisely detailed (4-5 double spaced pages), and include the following content:

1. Provide a brief introduction to the purpose and content of the paper.
2. List the complete DSM-IV-TR criteria necessary for a diagnosis of the specific disorder portrayed by the movie character. Be very specific, including specifiers or subcategories where appropriate. (You may bullet point the criteria.)
3. For each of the necessary diagnostic criteria (specified in 1 above), give specific examples of the abnormal thoughts, feelings, behaviors, etc. exhibited by the character to illustrate the symptoms. You should include examples of at least the minimum number of symptoms needed to diagnosis the specific disorder.
4. Describe the empirically supported treatment(s) for the diagnosed disorder.
5. Include in text citations and a reference page.

Abnormal Psychology Pre-Approved Film List		
About Schmidt	*Girl Interrupted*	*Silence of the*
As Good as it Gets	*Hannibal Rising*	*Lambs*
Austin Powers	*I am Sam*	*Silver Linings*

Beautiful Mind	*Leaving Las Vegas*	*Playbook*
Benny and Joon	*Love Actually*	*Single White*
Boys Don't Cry	*Magnolia*	*Female*
Clockwork Orange	*Monster*	*Soloist*
Copycat	*Mr. Jones*	*Sleeping with the*
Crazy/Beautiful	*Nims Island*	*Enemy*
Dead Man Walking	*On Golden Pond*	*Stop Loss*
Dead Poet's Society	*Precious*	*The Aviator*
Dear John	*Radio*	*The Good Son*
Donnie Darko	*Rain Man*	*The Great Gatsby*
Fight Club	*Secret Window*	*The King's Speech*
Fisher King	*Shutter Island*	*The Machinist*
Frankie and Alice		*The Notebook*
		The Vow
		What's Eating
		Gilbert Grape?

<table>
<tr><td colspan="8" align="center">Profile Paper Scoring Rubric</td></tr>
<tr><td>Criteria:</td><td colspan="6">Possible Points:</td><td>Points Earned:</td></tr>
<tr>
<td>DSM-5 criteria</td>
<td>20
Complete
Included general criteria and specifiers or subcategories</td>
<td>15
General criteria only – no relevant specifiers</td>
<td>12
Missing 1 general criteria (or) incorrect dx</td>
<td>10
Missing 2 general criteria</td>
<td>5
Missing 3+ general criteria</td>
<td>0
omitted</td>
<td></td>
</tr>
<tr>
<td>Specific examples of diagnostic criteria</td>
<td>20
Complete
Included examples of general criteria and specifiers or subcategories</td>
<td>15
General criteria examples only –no relevant specifiers</td>
<td>12
Missing 1 example of general criteria</td>
<td>10
Missing 2 examples of general criteria</td>
<td>5
Missing 3+ examples of general criteria</td>
<td>0
omitted</td>
<td></td>
</tr>
<tr>
<td>Empirically supported treatments</td>
<td colspan="2">10
Complete & detailed
Described the empirically supported treatments in detail.</td>
<td>7
complete but brief</td>
<td>5
incomplete description</td>
<td>3
not empirically supported</td>
<td>0 omitted</td>
<td></td>
</tr>
<tr>
<td>In text citations and references</td>
<td colspan="2">10
Complete
Included in text citations and references as needed</td>
<td>7
limited citations & included a reference page</td>
<td>5
minimal in text citations & included a reference page</td>
<td>3
Minimal in text citations & no reference page</td>
<td>0
omitted</td>
<td></td>
</tr>
<tr>
<td>Overall quality of writing</td>
<td colspan="2">10
Professional
Good organization and quality, minimal</td>
<td>7
Good organization and quality</td>
<td>5
Poor organization and moderate</td>
<td colspan="2">3
Poor organization and severe grammatical or typing errors</td>
<td></td>
</tr>
</table>

	grammatical or typing errors.	with some grammatical or typing errors.	grammatical or typing errors		
Due Date				-0 (submitted on due date) -8 (1 class late) -16 (2 classes late)	
Total Points Earned		70			

Exams: Four exams will be given for the course (see calendar below for dates and chapters to be covered). The fourth of these exams will be administered during the regularly scheduled final exam period. Each exam is worth 70 points. If you should miss an exam (due to a documented medical or family emergency), you will take it during the final exam period.

Pre-test/Post-test: You are required to take the pre and post tests via Blaze View within the designated windows of opportunity. Completion of the pre and post tests are very important in terms of measuring student change due to instruction. You will receive 10 points simply by completing the pre test. Complete the pre test based on your current knowledge of the material. Your post test grade is based on a percentage of items correct and is worth a total of 10 points.

Online Class: One or more classes may be held online. For these sessions, you will not physically attend class, but will be asked to review materials and complete assignments presented through Blaze View. Online course materials will carry the same weight on quizzes/examinations as materials presented in the regular classroom setting.

COURSE EVALUATION:

Pre Test	10 points
Post Test	10 points
Group Multimedia Presentation	30 points
Movie Character Profile	70 points
Exam 1	70 points
Exam 2	70 points
Exam 3	70 points
Exam 4	70 points
Total	**400 points**

A = 90% = 360-400 points B = 80% = 320-359 points
C = 70% = 280-319 points D = 60% = 240-279 points
F = 239 points or less

ATTENDANCE POLICY:

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. Class attendance is expected. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam

Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Name: Katharine S. Adams, Ph.D.
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Telephone Number: (229) 333-5982
Email Address: ksadams@valdosta.edu

Office Hours:
Monday 11:00am-3:00pm
Tuesday & Thursday 11:00am-2:00pm

SECTION A (T/R 9:30am-10:45am) COURSE SCHEDULE:

DATE	COURSE MATERIAL	READINGS	DUE TODAY
1/14	**First Day of Class** Introduction/Overview Abnormal Psychology: Past and Present	Chapter 1	Read Chapter 1
1/16	Introduction/Overview Abnormal Psychology: Past and Present	Chapter 1	**Complete Pre-test by 5pm.**
1/21	Models of Abnormality	Chapter 3	Read Chapter 3
1/23	Models of Abnormality	Chapter 3	
1/28	Clinical Assessment, Diagnosis, and	Chapter 4	Read Chapter 4

	Treatment		
1/30	Clinical Assessment, Diagnosis, and Treatment	Chapter 4	
2/4	Anxiety Disorders	Chapter 5	Read Chapter 5
2/6	Anxiety Disorders	Chapter 5	**Group 1 Presents** **Topic:** *Phobias*
2/11	**Exam 1** (CH 1, 3, 4, 5)		
2/13	Stress Disorders	Chapter 6	Read Chapter 6 **Group 2 Presents** **Topic:** *Physical Stress Disorders: Psychophysiological Disorders*
2/18 ONLINE	Stress Disorders	Chapter 6	
2/20	Dissociative Disorders	Chapter 7	Read Chapter 7
2/25	Mood Disorders	Chapter 8	Read Chapter 8
2/27	Mood Disorders	Chapter 8	
3/4	Treatment for Mood Disorders	Chapter 9	Read Chapter 9
3/6 Midterm	Treatment for Mood Disorders	Chapter 9	**Group 3 Presents** **Topic:** *Suicide*
3/11	**Exam 2** (CH 6, 7, 8, 9)		
3/13 ONLINE	Eating Disorders	Chapter 11	Read Chapter 11 **Movie Character Profile Paper Due**
3/17-3/21	**Spring Break**		
3/25	Eating Disorders	Chapter 11	**Group 4 Presents** **Topic:** *Binge Eating Disorder*
3/27	Substance Related Disorders	Chapter 12	Read Chapter 12
4/1	Substance Related Disorders (Peer Teaching Activity)	Chapter 12	**Group 5 Presents** **Topic:** *College Binge Drinking: An Extracurricular Crisis*

4/3	Paraphilias & Gender Identity Disorder	Chapter 13	Read Chapter 13 (p. 435-449)
4/8	Schizophrenia	Chapter 14	Read Chapter 14 **Group 6 Presents Topic:** *Postpartum Psychosis: The Case of Andrea Yates*
4/10 ONLINE	Schizophrenia	Chapter 14	
4/15	**Exam 3** (CH 11, 12, 13, 14)		
4/17	Treatments for Schizophrenia and Other Severe Mental Disorders	Chapter 15	Read Chapter 15
4/22	Personality Disorders	Chapter 16	Read Chapter 16
4/24	Personality Disorders	Chapter 16	**Group 7 Presents Topic:** *The Big 5 Theory of Personality*
4/29	Disorders of Childhood and Adolescence	Chapter 17	Read Chapter 17
5/1	Disorders of Childhood and Adolescence	Chapter 17	**Group 8 Presents Topic:** *Child Abuse* **Complete Post-test by 5pm**
5/6	Exam Prep Day (Dead Day)		
5/8	**Exam 4** (CH 15, 16, 17) **Time: 10:15am-12:15pm**		