

# **Abnormal Psychology (PSY 3210)**

Instructor: Rachel Duchoslav

## Class Information

Psychology 3210  
Summer 2008  
ENGR 238  
Mon, Wed 1:20pm – 3:50 pm

## Office Information

Education Room 456  
E-mail: [rachel.d@aggiemail.usu.edu](mailto:rachel.d@aggiemail.usu.edu)  
Phone: 797-5210 (email is preferred)  
Office Hours: by appointment

## **Required Text**

Durand, V. M., & Barlow, D. H. (2006). *Essentials of Abnormal Psychology* (4<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

The accompanying study guide is OPTIONAL – purchase this only if you would like the extra materials for your own personal use and to prepare for the exams. I will provide you with thorough study guides for each of the exams.

## **Course Objective**

This course is designed to familiarize students with the broad range of abnormal human behavior generally linked to modern-day clinical diagnoses in psychology. Additionally, students will become familiar with the historical context and psychological methods commonly associated with the study of abnormal behavior. Students should leave the course with a specific understanding of the similarities and differences that exist across diagnostic categories and the generally accepted approaches for conceptualizing abnormal behavior.

## **Course Requirements:**

### Attendance and Preparation for Class

- Students are expected to attend class and to read all required material before the class period for which it is assigned.
- PODs: POD stands for Point of Discussion. You will write a brief question or comment on the reading for each class period, write it down, and bring it to class. These PODs will be used to generate class discussion and as a source of class participation credit.

### Exams

- There will be a total of three exams during the semester. Exams will consist of 50 multiple choice questions worth 2 points each, and will be administered during class periods as noted in the course schedule. Each exam will be compiled from material covered in lectures, class discussions, student presentations, and textbook readings. All exams will be non-comprehensive, and will likely include a couple of extra credit questions. Each exam will be worth 100 points. If there is a valid conflict with scheduling, exams can be taken in advance. Absolutely no exams will be taken after the scheduled class period.

### Presentation Write Up

- On the day of your presentation, hand in a one page, single spaced (12pt font) paper that summarizes your presentation. This can include the basic content of your presentation, as well as your reflection on anything you learned while researching the topic. You can write about other questions on the topic that still remain unanswered and any other thoughts on your topic or presentation. Basically – I want your thoughts and comments on your presentation and topic.

## Class Presentation

- Each student will be responsible for an in-class oral presentation. The topic of the presentations will be chosen on the second day of class, and the presentation topics will correspond with topics discussed in class. Requirements include:
  - Presentation length between 12-15 minutes
  - Presentation topic approved by the instructor that relates to class content
  - Must include at least one (but can include more) of the following: power point presentation, class handout, video clip, visual aid (charts, graphs, etc.)
  - Have fun with this – pick a topic you find interesting and think others will also find interesting. You can relate the topic to your personal life, speaking of the topic's personal and/or social relevance. This presentation is a chance for you to relate a topic discussed in class to current research in the field, current events, historical events, society, or culture.
  - Please see Class Presentation Handout for a list of suggested topics and presentation content.

## Grading

Three Exams -	100 points each exam = 300 points
Class Presentation -	100 points
Presentation Write Up -	25 points
Class Participation -	25 points

Total Possible Points for Course = 450 points.

<i>Letter Grade</i>	<i>Percentage</i>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below 60

**Note:** partial percentages will not be rounded at the end of the semester. Lines between grades are drawn at .5. Anything below .5 will earn a lower grade. Scores at .5 or greater will earn a higher grade. For example, a score of 93.499 will earn an A-. A score of 93.500 will earn an A.

## **Academic Honesty**

Plagiarizing, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Consequences for students who engage in such behavior range from assignment-specific grade adjustment (a zero on an exam or paper) to failure of the course. Complete definitions are available in the Utah State University Summer 2008 Schedule of Classes.

## **Disability Policy**

In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette, or Braille) are available through the Disability Resource Center, located in the University Inn room 101, phone number 797-2444.

\* The content of this course covers many aspects of abnormal behavior, and may include topics that generate strong thoughts or feelings. If the content of the lectures creates personal distress, contact the USU Counseling Center for free and confidential services at 797-1012.

\*\*Prepare for class by reading the Chapter that will be covered in lecture before coming to class.

**Class Schedule and Reading Assignments - (note: this is subject to change, and probably will)**

<b>WEEK</b>	<b>MONDAY</b>	<b>WEDNESDAY</b>
<b>1</b>	June 9 Class Intro <u>Chapter 1</u> Historical Context	June 11 <u>Chapter 2</u> Integrative Approach <u>Chapter 3</u> Assessment, Diagnosis, Research Methods
<b>2</b>	June 16 <u>Chapter 4</u> Anxiety Disorders	June 18 <u>Chapter 5</u> Somatoform and Dissociative Disorders
<b>3</b>	June 23 <u>Chapter 6</u> Mood Disorders and Suicide	June 25 <b>Presentations – GROUP 1</b> Review for Exam
<b>4</b>	June 30 <b>EXAM 1</b> (Ch. 4 – 6)	July 2 <u>Chapter 8</u> Eating and Sleep Disorders
<b>5</b>	July 7 <u>Chapter 9</u> Sexual and Gender Identity Disorders	July 9 <u>Chapter 10</u> Substance and Impulse Control Disorders
<b>6</b>	July 14 <b>Presentations – GROUP 2</b> Review for Exam	July 16 <b>EXAM 2</b> (Ch. 8-10)
<b>7</b>	July 21 <u>Chapter 11</u> Personality Disorders	July 23 <u>Chapter 12</u> Schizophrenia, Psychotic Disorders
<b>8</b>	July 28 <u>Chapter 13</u> Developmental and Cognitive Disorders Review for Exam	July 30 <b>EXAM 3</b> (Ch. 11-13)