

**Texas A&M University - Central Texas
PSYK 3310-125 Abnormal Psychology
2nd 8 Weeks Fall 2018
INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Janine Bunke

Office: By appointment

Phone: 254-217-0230

Email: bunke@tamuct.edu

You can also leave me a message on Canvas.

Office Hours:

My office hours M-F 9-5. I do not have a specific office at the University, so I can be reached by telephone, email, or text. I am also available to meet with you in person if needed.

Mode of instruction and course access:

*This course is a blended course and 49% will be online. It can be accessed at:
<https://tamuct.edu>.*

You will go to the Canvas tab to locate the classroom.

Student-instructor interaction:

I will be checking my email on a daily basis. I can also be contacted by telephone, email, or text. If you send an email, and do not get a response as quickly as needed please send me a text message to ensure that I have received your email.

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1.0 Course Overview and description:

Abnormal Psychology: An overview of the history, causes, and treatments of

deviant behavior. Psychological, social, and physiological factors as they relate to the development of abnormal behavior and its subsequent treatment. Prerequisites: Junior classification and PSY 101, 102, or approval of department head.

2.0 Course Objective:

To provide students with an introduction to psychopathology, to specify clinical symptoms of mental illness and/or disorders, and to provide a basic knowledge of the etiology of mental illness and/or disorders. This course will provide the student with an opportunity to learn a great deal, but students must be active participants in their own education. Course content will be covered through assigned text readings, discussions, and individual activities/demonstrations. Students will be responsible for all modalities of learning as part of the material on examinations.

2.1 Student Learning Outcomes

- *History of Abnormal Behavior*
- *Psychopathology an integrative approach*
- *Clinical assessment & diagnosis*
- *Anxiety disorders*
- *Somatoform & dissociative disorders*
- *Mood disorders & suicide*
- *Physical disorders & health psychology*
- *Eating & sleep disorders*
- *Sexual & gender identity disorders*
- *Substance-related & impulse-control disorders*
- *Personality disorders*
- *Schizophrenia & other psychotic disorders*
- *Developmental & cognitive disorders*
- *Mental health services: legal & ethical issues*

2.2 Competency Goals Statements (certification or standards)

This course will be an introduction to abnormal psychology. There is a great deal of information to be learned, yet the deeper learning takes place in graduate programs.

3.0 Required Reading and Textbook(s):

Brown, T. A. & Barlow, D. H. (2001). Casebook in abnormal psychology (4th ed.). Pacific Grove, CA: Wadsworth. ISBN: 9780495604389
Durand, V. M. & Barlow, D. H. (2016). Essentials of abnormal psychology (7th ed.). Belmont, CA: Thomson. ISBN: 9781305544796

COURSE REQUIREMENTS

4.0 Course Requirements: (include point values for each- not just a percentage)

- *Online discussion 1; 1 Response post (2.5 points/2.5 points)—8 online discussions/responses (40 points total). This will allow students to think outside of the their way of looking at the various topics.*
- *Online discussion 2; 1 Response posts (2.5 points/2.5 points)—8 online discussion/responses (40 points total). This will allow students to take a different look at the various topics that are discussed from various angles.*
- *Casebook studies (10 points each)—4 due in total (40 points total).
Reading four individual cases studies of your choosing from the Casebook (found in the required readings section) and answering the discussion questions at the end of each case study. This assignment is to be 1-2 pages in length for each case study and will allow room for the students to add their personal experiences. This assignment enhances knowledge of the various disorders discussed.*
- *Power point / Paper / Outline (100 points)
The purpose of this assignment is to familiarize students with the research surrounding their selected topic and to give them the opportunity to present their findings in both writing as well as in power point presentation. Each student will choose a relevant mental health disorder (from the text) and will be required to gather appropriate information concerning the disorder. The paper is to have a minimum of 5 Peer-reviewed journal articles, and written in APA format. The length of the paper is 8-10 pages. Long enough to do a complete job of the student's topic. The power point presentation is to be a minimum of 10-12 slides with 5 references (same references from the paper will be fine). **Topics must be approved by the instructor prior to beginning the process.** This is to help students from becoming frustrated for choosing a topic that is too broad, and to help them to narrow it down to something more reasonable. Resources are required to be empirical, peer-reviewed journal articles. This project should include an insightful overview of the history/etiology, symptoms, diagnosis and treatment, and cultural impact of the illness. Outline due date will be posted in the module as well as the course calendar.*

- *Weekly quizzes (4 Quizzes on weeks where there are not exams scheduled-20 points each quiz for a total of 80 points)*
The quizzes will consist of the readings for that week.

- *Exams*
 - Test 1 (100 points)*
This multiple choice/true false test will cover chapters 1, 2, 3, & 4 of the course textbook.
 - Test 2 (100 points)*
This multiple choice/true false test will cover chapters 5, 6, & 7 of the course textbook.
 - Test 3 (100 points)*
This multiple choice/true false test will cover chapters 8, 9, 10, & 11 of the course textbook.
 - Test 4 (100 points)*
This multiple choice/true false test will cover Chapters 12, 13, & 14 of the course textbook.

Online discussion 1; 1 Response Post	(40 points) 5.7%	90-100%=A
Online discussion 2; 1 Response Post	(40 points) 5.7%	80-89%=B
Casebook Study Exercises	(40 points) 5.7%	70-79%=C
Power point/Paper	(100 points) 14.28%	60-69%=D
Weekly quizzes	(80 points) 11.43%	<i>Below 60%=F</i>
Test 1	(100 points) 14.28%	
<i>Test 2</i>	<i>(100 points) 14.28%</i>	
<i>Test 3</i>	<i>(100 points) 14.28%</i>	
<i>Test 4</i>	<i>(100 points) 14.28%</i>	
<hr/>		
<i>Total</i>	<i>(700 points) 100%</i>	

5.0 Grading Criteria Rubric and Conversion

This rubric is for all of the submitted assignments.

10% APA format
 25% Spelling/Grammar
 50% Content
15% References/Paper citations
 Total=100%

Discussion posts are to be well thought out and expressed. Restating what the text

States is simply not enough. I want you to put more effort into it than that. Look at other references to gather information that others may not have. The response post is another area where simple "great job" will not due. I want you to back your responses with something that you have investigated for yourself and share it with other students. Please let me know if you have any questions about this.

6.0 Posting of Grades:

Grades will be updated on a regular basis. They will be posted at a minimum of weekly, yet I will post grades as assignments are submitted. This includes all of the required assignments.

TECHNOLOGY REQUIREMENTS AND SUPPORT

7.0 Technology Requirements

This course requires that students have reliable access to a computer with internet capabilities. This course also requires the use of Microsoft Office Word as well as Power Point. Please let me know if you have any difficulty obtaining these programs.

This course will use the TAMUCT Canvas Learn learning management system for class communications, content distribution, and assessments.

Logon to <https://tamuct.edu> then click on Canvas to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

Canvas supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X 10.9 (Mavericks), 10.8 (Mountain Lion), and 10.7 (Lion)

NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. (<https://tamuct.blackboard.com>) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

7.1 Technology Support

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu
 Phone: (254) 519-5466
 Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

COURSE OUTLINE AND CALENDAR

8.0. Complete Course Outline

Week by week account of Topics, Readings, Quizzes, Exams, and Due Dates. Clear Expectations.

Date	Where	Online Assignments Due	Please Read in Text	
Week 1 Beginning 10/22/18		Discussion1-1 due 10/24/18. Response posts due 10/25/18.	Ch. 1 Durland & Barlow (D & B)	Discussion tab on Canvas.
		Discussion 1- 2 due 10/25/18. Response posts due 10/26/18.	Ch. 2 (D & B)	Weekly Quiz 1 due Friday, October 26, 2018 by 11:59 pm.
Week 2 Beginning 10/29/18		Discussion 2-1 due 10/31/18. Response posts due 11/01/18.	Ch. 3 (D & B)	

		Discussion 2-2 due 11/01/18. Response post due 11/02/18.	Ch. 4 (D & B)	Casebook Study 1 due Sunday, November 4, 2018 by 11:59 pm. Exam 1 due Sunday, November 4, 2018 by 11:59 pm.
Week 3 Beginning 11/05/18		Discussion 3-1 due 11/07/18. Response posts due 11/08/18.	Ch. 5 (D & B)	
		Discussion 3-2 due 11/08/18. Response posts due 11/09/18.	Ch. 6 (D & B)	Weekly Quiz 3 due Friday, November 09, 2018 by 11:59 pm. Outline for paper due Sunday, November 11, 2018 by 11:59 pm.
Week 4 11/12/18		Discussion 4-1 due 11/14/18. Response posts due 11/15/18.	Ch.7 (D& B)	
		Discussion 4-2 due 11/15/18. Response post due 11/16/18.	Ch. 8 (D & B)	Casebook Study 2 due Sunday, November 18, 2018 by midnight Exam 2 due Sunday, November 18, 2018 by 11:59 pm.
Week 5 Beginning 11/19/18		Discussion 5-1 due 11/21/18. Response posts due 11/22/18.	Ch. 9 (D & B)	
		Discussion 5-2 due 11/22/18. Response posts due 11/23/18.	Ch. 10 (D & B)	Weekly Quiz 5 due Friday, November 23, 2018 by 11:59 pm.
Week 6 Beginning 11/26/18		Discussion 6-1 due 11/28/2018. Response posts due 11/29/2018.	Ch. 11 (D & B)	
		Discussion 6-2 due 11/29/18. Response posts due 11/30/18.	Ch. 12 (D & B)	Casebook study 3 due Sunday, December 2, 2018 by 11:59 pm to Canvas. Exam 3 due Sunday, December 2, 2018 by 11:59

				pm. Presentation/Paper due Sunday, December 2, 2018 by 11:59 pm to Canvas.
Week 7 Beginning 12/03/18		Discussion 7-1 due 12/05/18. Response posts due 12/06/2018.	Ch. 13 (D & B)	
		Discussion 7-2 due 12/06/18. Response posts due 12/07/18.	Ch. 14 (D & B)	Case study 4 due Sunday, December 9, 2018 by 11:59 pm.
Week 8 Beginning 12/10/18		Discussion 8-1 due 12/11/18. Response posts due 12/12/18. Discussion 8-2 due 12/12/18. Response posts due 12/13/18.		Exam 4 due Wednesday, December 12, 2018 by 11:59 pm.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

9.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10.0 Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work,

collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at

<http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

11.0 Disability Support Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please call (254) 501-5831 or visit Founder's Hall 114, Suite 114.

Additional information can be found at

<http://www.tamuct.edu/departments/disabilitysupport/index.php>

12.0 Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

13.0 Library Services

Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research

materials. Much of the TAMUCT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at:

<http://www.tamuct.edu/departments/library/deservices.php>

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

14.0 Any instructor policies related to absence, grading, etc.

Work is expected to be completed no later than the due date. It may be submitted early, but will not be accepted after the due date unless prior arrangements have been made with the instructor. Please let me know if you have any questions about this.

15.0 The Operation of the Online Course and Being an Online Student

- *The first day of each week will be Monday. Discussion 1 posts will be due Wednesday by Midnight and the response posts will be due Thursday by Midnight.*
- *Casebook studies will be due Sunday by Midnight of the week that they are due. These are accepted early and even encouraged to be completed early.*
- *Exams/Tests are due Sunday by Midnight of the week that they are due. These will be available to be completed early, but will not be accepted late.*
- *Power Point/Paper will be due Sunday by Midnight of Week 6 of the course. This will allow plenty of time for grading and personalized feedback to be given. This is how we grow as students which a very important part of the process.*

16.0 Instructor's Personal Statement

This is an intense course with a lot of information to learn in a very short period of time. I love teaching this course as I have experience in working with many of the populations that we will be studying, and I feel that I can give real life examples of the various disorders to help with understanding. I believe that with this type of course it is important for students to login to class on a regular basis and read all of the discussion posts written by other students. This will enhance the class discussion and all for students to get a deeper understanding of abnormal psychology as a whole. Remember to be respectful in your comments/responses to other students. We all have opinions they are like smiles, so remember that as you are responding. We do not have to agree with what others are saying, yet give the respect that is deserved. I love educating others and I look forward to working with you this semester. Remember that communication is key with me, so if you have a problem or concern please do not hesitate to contact me.