

PSYC 3310-110, CRN 60028, Abnormal Psychology—Summer 2018
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Sam Fiala, PhD, LP

Office: WH 318-B

Phone: 519-5759

Email: *sam.fiala@tamuct.edu*

Office Hours:

In-office/virtual: Mondays 8am-3pm, Tuesday-Thursday 8am-11am; and by appointment

Mode of instruction and course access:

This course is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Although this is an online course, it is not a self-paced course. There will be deadlines each week that are designed to ensure that you progress through the material at an appropriate pace. There are some activities that require peer interactions. For these reasons, you will need to be sure and dedicate time each week to working on this course. It is not something that you can do in big chunks at the end of the semester.

Student-instructor interaction:

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. This can sometimes be challenging in an asynchronous online environment. The best way to ask me a question or make a comment is to email me at sam.fiala@tamuct.edu. I will check this email account daily M-F. I will strive to respond to you within 48 hours. If this time has lapsed and you haven't heard back from me, email me again (your message may have gotten buried under a deluge of correspondence). I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions.

Those of you in the Killeen area are welcome to visit with me face-to-face during office hours (or at some other time that we can agree on ahead of time). I can also meet during office hours via phone or via Webex (using a webcam and mic). This is a software feature in Canvas that can sometimes be really helpful because in addition to chat/voice functions, we can also be looking at a document simultaneously via the "screen sharing" feature.

911 Cellular:

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

911Cellular 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 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description (from the catalog):

Study an overview of the history, causes, and treatments of deviant behavior. Learn psychological, social, and physiological factors as they relate to the development of abnormal behavior and its subsequent treatment. Prerequisite(s): PSYC 2301 and PSYC 3309 or permission of Departmental Chair.

Course Objective:

This course provides an opportunity for students to increase their knowledge and understanding of abnormal psychology. Although we will focus largely on *describing* various disorders, you will also be challenged to think about abnormal behavior and mental illness from multiple perspectives. Additionally, issues pertinent to assessment and treatment of abnormal behavior will be discussed. Finally, it is hoped that you will be able to understand that a diagnosis does not define a person.

Student Learning Outcomes:

SLOs	Assessments
1. Students will generate appropriate questions to ask in order to differentiate between normal and abnormal behavior and between abnormal behavior and psychopathology.	Diagnostic Assessment
2. Students will Be	Diagnostic Assessment; Mental Illness in the Media; Final Exam
3. Students will demonstrate familiarity with and evaluate current theories of the etiology of psychopathology.	Quizzes; Final Exam
4. Students will demonstrate familiarity with current treatment approaches for the major mental disorders.	Research Paper; Quizzes; Final Exam
5. Students will critically evaluate the claims of researchers about abnormal behavior.	Research Paper

Required Reading and Textbook(s):

Durand, V. M., & Barlow, D. H. (2016). *Essentials of Abnormal Psychology* (5th ed.) ISBN: 978-1305094147

****A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.****

The schedule for reading assignments is on the last page of this syllabus. To be successful in this class, I highly recommend you do the required readings prior to viewing the related videos where this material is discussed.

COURSE REQUIREMENTS

1. [50 points] **“Hey, what about...?”**—This is a brief discussion-post assignment where you will be asked to introduce yourself and where you will have the chance to ask (and answer) one of those questions about abnormal behavior that has been keeping you up at night. The question can be as vague or as specific as you choose; I just want to you put forth something that you are genuinely curious about. In addition to your introduction and question, you will also attempt to answer one of your classmates’ questions. For this assignment, I want you to attempt to answer their question solely based on your current knowledge (i.e., don’t Google it, look it up on

Wikipedia, or even search empirical sources)...just say what you think. For this assignment, you will not be graded on how correct your answer is.

2. [150 points: 10 postings * 15 points each] **Mental Illness in the Media**—To encourage you to engage course material and to provide you with an opportunity to interact with your classmates, you will engage in an online discussion regarding the portrayal of mental disorders in popular media. Ten of the chapters in your text are about categories of mental disorders. For each of these 10 chapters you will either make an original posting or reply to a classmate’s posting. For an original posting, you should identify a fictional character (from movies, t.v., books, internet memes, or the stage) that you believe exhibits some of the behaviors discussed in a particular chapter (e.g., “Chapter 11: I think it is clear that Big Bird meets criteria for Narcissistic Personality Disorder”). For a reply posting, you should reply to a classmate’s original posting with either a reason you agree with their posting or a reason you disagree with their posting (e.g., “Big Bird doesn’t have narcissistic personality disorder; he often shows empathy to children that are upset.”). You should make at least four original postings and at least four reply postings, but you must make at least one posting for each of the 10 identified chapters and a minimum of 10 total postings to receive full credit. See the rubric posted with the assignment for more details before getting started. **SLO 2.**
3. [200 points] **Diagnostic Assessment**—This assignment was created to give you a chance to demonstrate your ability to think both critically and creatively about course material. You and a cadre of your classmates will be assigned to an assessment team to work collaboratively to interview a “client”. Your team will post questions on a discussion board to a “client” in an attempt to identify what *DSM-V* diagnoses the client might meet criteria for. I will role play the client in generating responses to the teams’ questions. Each team member should post at least five questions. To make the best use of your questions, it is wise to await a response from the most recently asked question before asking a follow-up. Half of the points for this assignment will be based on the quality of the questions you ask. Once the discussion is concluded, you will submit what diagnosis(es) you think the client meets criteria for and you will provide justification for your choices. The second half of the points for this assignment will be awarded based on the quality of your reasoning in drawing diagnostic conclusions. See the rubric posted with the assignment for more details before getting started. **SLO 1 & 2.**
4. [200 points] **Research Paper**—To give you the opportunity to demonstrate familiarity with current treatment approaches for the major mental disorders you will write a 5-page APA-style research paper about a treatment approach of your choosing. You can focus on the use of a treatment approach for one disorder/problem or write about the use of that approach for more than one issue. Your paper should have a clearly articulated argument (i.e., take a position on the treatment’s efficacy, generalizability, cost-effectiveness, acceptability, etc.), citations of empirical findings to support that argument, and some analysis of the quality of the empirical sources you are citing. See the rubric posted with the assignment for more details before getting started. **SLO 4 & 5.**

Note: It would behoove you to make use of the Writing Center’s online writing tutoring services when working on this paper. You can check out a video about their services at this [link](http://www.kaltura.com/tiny/kf5zv) [<http://www.kaltura.com/tiny/kf5zv>]

5. [200 points: 4 quizzes * 50 points each] **Chapter Quizzes**—To encourage you to stay current with your reading and allow you to demonstrate your mastery of course material, there will be four timed open-book quizzes. You will find it helpful to view the video lectures before attempting the quizzes. Quizzes cannot be completed for credit after the availability date posted in Canvas. **SLO 3 & 4.**
6. [200 points] **Final Exam**—There will be one comprehensive exam at the end of the semester. It will consist of a mixture of multiple-choice, fill-in-the-blank, and essay questions that will require you to apply, integrate, and differentiate among information presented over the course of the semester. This is an open-book open-note exam. However, if I determine that you have used other resources (e.g., the internet, another person) to assist you in completing the exam, you will receive a 0 for the exam and be reported to Student Affairs for academic dishonesty. **SLO 3 & 4.**

Grading Criteria Rubric and Conversion

“Hey what about...?”	50
Mental Illness in the Media (10*15pts)	150
Diagnostic Assessment	200
Research Paper	200
Quizzes (4*50 pts)	200
Cumulative Final Exam	200
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TOTAL	1000

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A 900-1000	B 800-899	C 700-799	D 600-699 %	F (<600)
Mastery of content	Above average understanding of content	Average understanding of content	Below average understanding of content	Failure to understand content

Most students prefer to *receive* an “A”; it is my hope that all of you *earn* an “A” in this course. I am aware (and I hope you are as well) that a course grade may not perfectly represent your mastery of a subject because it is influenced by multiple factors. Your grade will be a product of your own intelligence, your effort to engage the material, your ability to manage your time effectively, my ability to teach, and luck. It is unfortunate that luck enters the equation, but it is unavoidable. There may be semesters when life tosses you around quite a bit and earning a “C” is more impressive for you than the “A” that the person next to you earned. In these instances, I encourage you to take pride in your effort and not worry too much about grade that cannot perfectly represent your achievements.

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it’s late (with a maximum reduction of 50%). No late work will be accepted after 12pm on July 26th.

Posting of Grades

Grades will be posted in Canvas. You can access feedback on Quizzes from the gradebook. Feedback on assignments will be given within 1 to 2 weeks of submission. Be sure to look at the comments given in the feedback.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Dates	Day	Video Lecture	Reading	Assignment/Assessment Due 11:59pm
6-4	Mon	Course Intro	Syllabus	
6-6	Wed	Defining Abnormal Behavior	Syllabus	Hey What About...? (intro & question)
6-8	Fri	History of Abnormal Behavior	D&B Ch. 1	Diagnostic Assessment (ask 1 st question)
6-11	Mon	"Causes" of Abnormal Behavior	D&B Ch. 2	Hey What About...? (reply to a question)
6-13	Wed	Assessment & Diagnosis	D&B Ch. 3	Diagnostic Assessment (ask 2 nd question)
6-15	Fri			Quiz Ch. 1-3
6-18	Mon	Anxiety Disorders	D&B Ch. 4	Mental Illness in the Media-1
6-20	Wed	Anxiety Disorders	D&B Ch. 4	Diagnostic Assessment (ask 3 rd question)
6-22	Fri	Somatoform & Dissociative Disorders	D&B Ch. 5	Mental Illness in the Media-2
6-25	Mon	Mood Disorders & Suicide	D&B Ch. 6	Diagnostic Assessment (ask 4 th question)
6-27	Wed	Mood Disorders & Suicide	D&B Ch. 6	Mental Illness in the Media-3
6-29	Fri			Quiz Ch. 4-6; Diagnostic Assessment (ask 5 th question)
7-2	Mon	Physical Health	D&B Ch. 7	Mental Illness in the Media-4
7-4	Wed	Eating & Sleeping	D&B Ch. 8	Mental Illness in the Media-5
7-6	Fri	Sex & Gender	D&B Ch. 9	Mental Illness in the Media-6
7-9	Mon			Quiz Ch. 7-9
7-11	Wed	Addiction & Impulse Control	D&B Ch. 10	Mental Illness in the Media-7
7-13	Fri	Personality Disorders	D&B Ch. 11	Diagnostic Assessment: List of Questions, Diagnosis, & Justification
7-16	Mon	Personality Disorders	D&B Ch. 11	Mental Illness in the Media-8
7-18	Wed	Psychotic Disorders	D&B Ch. 12	Mental Illness in the Media-9
7-20	Fri	Neurodevelopmental & Neurocognitive Disorders	D&B Ch. 13	Mental Illness in the Media-10
7-23	Mon			Quiz Ch. 10-13
7-25	Wed	Legal & Ethical Issues	D&B Ch. 14	Research Paper
7-27	Fri	FINAL EXAM		

Important University Dates:

See [Academic Calendar](https://www.tamuct.edu/registrar/academic-calendar.html) at [https://www.tamuct.edu/registrar/academic-calendar.html]

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

Password: Your MyCT password

You aren't required to have a webcam and mic, but it would make communicating with the instructor synchronously much easier.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, 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): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and 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. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

*****I take plagiarism and appropriate citation very seriously. If you have any questions about how to appropriately cite sources when completing course assignments, please ask them*****

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on

the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Some Thoughts About Coursework Online.

Making this course *online* allows for great flexibility in what we are able to do. I believe that this flexibility supports learning (especially for students with significant obligations outside of school). However, the increased reliance on imperfect technology comes at a price. Sometimes Canvas won't work the way it should or when it should. This can be frustrating and discouraging. Rather than view these frustrations as negatives, I choose to view them as opportunities to increase one's skills in overcoming technology-related obstacles. This skill set will become increasingly valuable as our society's reliance on technology continues to grow at a seemingly exponential rate. The best advice I can give you is to "play around" with the technology and figure out if you know how to use it before you *need* to use it. Good luck.

Some Thoughts About This Course.

As a clinical psychologist, this is one of my favorite courses to teach. I think it is important for individuals, regardless of what professional field they are preparing for, to gain a better understanding of "abnormal" behavior. By understanding how and when some individuals struggle with thoughts, feelings, and behaviors that cause them distress or impair their functioning, we gain a better understanding of how to lead fuller and more satisfying lives ourselves.

Some Thoughts About Workload.

This course will be taught in 8 weeks. The credit you receive for an 8-week course is equivalent to the credit you will receive in a 16-week course. I will attempt to give you the same educational content in 8 weeks as I would during a long semester. This means you will be very busy; you will have twice as much reading/work to do each week than you would typically have in a long semester. Based on the federal definition of credit hours, for this 3-credit course you should expect to spend on average 18 hours/week engaged in course material (6 hours/week watching videos and engaging in discussion board conversations + 12 hours/week of reading and completing assignments). If you find that you are spending significantly more/less time than this, please let me know.

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