PSYC 230 ID8W1
Abnormal Psychology
Spring 2015
Course Syllabus

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: PSYC 230 ID8W1, Abnormal Psychology
Class Meetings: Thursdays: 6:00pm - 9:00pm
Campus Location: Bridgeport
Instructor and contact information: Herb Storck, UB e-mail: hstorck@bridgeport.edu

Course Description: This course will provide an in depth review of a broad spectrum of psychopathological conditions, as defined by the DSM-5. The focus will be the study of thoughts, feeling and behaviors that interfere with psychologically adaptive functioning. The diagnoses, causes and appropriate treatments of different disorders will be discussed, including psychosis, personality disorders, anxiety, depression and adjustment difficulties.

Prerequisite Courses: PSYC 103 and PSYC 201 or 202
Course Code: HS-PE, LA, PSY, SsC, PSY-M, HSM, DM-PPR

Required Textbook:

To order the textbook, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow the instructions.

Learning Outcomes:
Upon completion of this course, the student should be able to:
• Discuss major contemporary perspectives and theories on the nature of abnormality and mental illness.
• Apply these theoretical perspectives in reviewing each of the conditions covered in the course.
• Describe the distinguishing features of major psychological disorders such as schizophrenia, anxiety disorders, depression, drug dependence, OCD/dissociative disorders and others, as classified in the DSM-5.
• Explain the clinical process of interviewing, diagnosing and treating clients.
• Describe important evidence-based treatment procedures used by clinicians and explain what treatments are used for certain conditions, discuss advantages and disadvantages of particular treatments methods.
First Assignment to be Completed Prior to the First Class Meeting:

- Read Chapters One and Three.
- Please read 2-3 professional journal articles of interest to you from The Journal of Personality or another journal of Social Psychology. A good search engine to use is Google Scholar.

Please write a short paper, at least 2 full pages, 1” margins, 12 font, Times New Roman, double space.

1.0 What Is Abnormal Behavior?

Recognize the difficulties to defining abnormal behavior because it overlaps with “normal” behavior.

Discuss how one must go beyond the “other people” syndrome and how psychological difficulties are part of everybody’s lives.

2.0 The Social Impact of Psychological Disorders

Discuss how socially it affects the individual who is diagnosed with a psychological disorder and for those around him.

3.0 Defining Abnormality

Contrast the view of abnormal behavior as deviation from the average with the view of abnormal behavior as deviation from the optimal.

PAPERS ARE DUE AT THE BEGINNING OF THE ONLINE CLASS. IN FAIRNESS TO EVERYBODY WHO JUMPS THROUGH HOOPS AND GETS THEIR PAPER DONE ON TIME, NO LATE PAPERS WILL BE ACCEPTED AFTER THE START OF THE COURSE, FOR ANY REASON. IF YOU THINK YOU MAY HAVE A CONFLICT, THEN WRITE YOUR PAPER EARLIER TO BE SURE YOU DO NOT ENCOUNTER ANY ISSUES.

NOT HAVING A TEXTBOOK IS NOT AN EXCUSE. IF YOU DO NOT HAVE A TEXTBOOK YET, USE INTERNET OR OTHER SOURCES - THERE ARE PLENTY AVAILABLE.

Information on Canvas Assignments

Most weeks we will have a Canvas assignment. This consists of a “Primary” post, which is your answer to the assignment, and then replies to 2 student posts. It is the Primary post that is graded, and the presence of replies contribute 15 points to your total grade for that week’s assignment.

What makes a good post?

Posts should be based on facts, not your opinions (unless the assignment in part specifically asks for you opinion). They must be thorough, include details, and examples. By doing so, you should be showing some insight into the issue. When I read your post, I should have no doubt...
that you have a good comprehension of the topic. If you do this, it’s an easy 100. There is often the temptation to repeat what the author has said, particularly verbatim in quotes. Will this can be useful in a very limited manner, I’m not looking for a regurgitation of the author’s work, I’m looking for a demonstration of your COMPREHENSION of it. See the difference? Draw the facts from the author and other sources, but use your own words and vision in your post. Again, it is not hard to get an “A” on the post if you simply treat the post as the only learning experience from the course and give it the treatment it deserves, as I described. The replies to other students are necessary, but not a significant portion of your grade. Rather, they add to the quality of our Forum and broaden your participation and exposure. They CANNOT be “YES, I agree.” They need to be a complete thought, but not necessary lengthy. I am primarily looking for the presence of replies. If you do not do replies, their absence will hurt your grade for that assignment by about 15 points, so it counts, but the vast majority of the grade is your post.

**Description of Weekly Sessions:**

**Week 1: Introduction**

- HAND IN PAPER

Read 1 & 2

**Canvas assignment:**

1. Outline the history of the development of *DSM* and the assumptions underlying the *DSM-IV-TR*, including the medical model, a theoretical orientation, categorical approach, and multiaxial system.

2. Define the five axes of *DSM-IV-TR*.

Reply to at least 2 other student posts by Monday, 11:59 p.m.

Begin thinking about a topic for your Presentation project. This will be presented in the final class. A description of the assignment can be found following Week 8, below.
Week 2    Assessment, & Anxiety Disorders

Read Chapters 3 & 5

Canvas Assignment

Due Saturday, 11:59 p.m.

1. Characteristics of Psychological Assessments
   Describe the goals and basic types of assessment procedures and the concepts of standardization, reliability, and validity.

2. Clinical Interview
   Describe both versions of clinical interview, unstructured and structured interviews.

Reply to at least 2 other student posts by Monday, 11:59 p.m.

Week 3    Anxiety, & Somatoform Disorders

Continue with Chapter 5, and read Chapter 6

Due Saturday, 11:59 p.m.

Biological Aspects of Personality

Canvas assignment:

1. Describe somatoform disorders as the translation of psychological conflicts into physical symptoms.
2. Indicate the symptoms of conversion disorder.

Reply to at least 2 other student posts by Monday, 11:59 p.m.

Get approval from instructor for your presentation topic.
Week 4  Sexual Disorders
Read Chapter 7
Due Saturday, 11:59 p.m.
Canvas assignment:

1. No Canvas Assignment. Study for Midterm.

Week 5  Mood Disorders & Schizophrenia
Midterm Exam
Read Chapter 8 & 9
Due Saturday, 11:59 p.m.
Canvas assignment:

1. Identify the phases of schizophrenia and describe the symptoms, types of schizophrenia, including catatonic, disorganized, paranoid, undifferentiated, and residual.

Reply to at least 2 other student posts by Monday, 11:59 p.m.

Week 6  Substance-Related Disorders, & Eating Disorders
Read Chapter 13 & 14
Due Saturday, 11:59 p.m.
Canvas assignment:

1. Indicate the characteristics of anorexia nervosa and bulimia nervosa.
2. Compare and contrast the theories and treatments of eating disorders.

Reply to at least 2 other student posts by Monday, 11:59 p.m.
**Week 7**  
**Personality Disorders**

Read Chapter 10

**Canvas assignment:**

No assignment this week. Work on your presentation.

**Week 8**

**Final Project Presentations**

**Grading Criteria:**

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<tr>
<td>Written Assignments</td>
<td>10</td>
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<tr>
<td>Canvas Assignments (6x5)</td>
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<tr>
<td>Midterm Exam</td>
<td>30</td>
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<tr>
<td>Final Presentation</td>
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Final Presentation:

- **Case Formulation:** The Final Presentation for this class is intended to assist you in comprehensively grasping the theory, method, and research of a particular counseling approach in a creative (perhaps even fun) way. The assignment is for you to choose a real or fictional character (from literature, a movie, or TV) and design a comprehensive case formulation and treatment plan for this individual. The paper must include the following details: 1) brief psychosocial history of the character, ending with the presenting problem/complaint, 2) diagnostic impression, 3) proposed treatment plan from a specific psychotherapeutic orientation (e.g. cognitive behavioral treatment, aversion therapy, rehab, etc), and 4) a brief review of the efficacy literature addressing your choice of treatment for the specific individual/diagnosis. You can add details to the character’s life in order to fill in unknown gaps – just be sure that whatever you add is consistent with the overall character and consistent with the background and diagnosis you describe. You should include at least 3 references. The Presentation will be done on PowerPoint and presented in class. As a guide, it should be about 10 minutes long.

**ACADEMIC POLICIES**

**Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for
submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes
the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online
Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.
Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:
• Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
• Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
• Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243