

# Psychology 220 Abnormal Psychology

## Syllabus Summer Quarter

5 Credits Prerequisite: Psyc&. 100 (General)

Instructor:	Dr. Helen Taylor
Office:	B100C
Mailbox:	D110
Phone:	(425) 564-2328 (voicemail)
	(425) 564-2331 (Social Science Division Office)
Fax:	(425) 564-3108
Address:	D110, BCC, 3000 Landerholm Cr., Bellevue, WA 98007
Office Hours	By appointment
E-mail:	Use the e-mail in this course to contact me. Click on Inbox above
	(My general e-mail is: htaylor@bellevuecollege.edu)

### INTRODUCTION:

Welcome to the online version of Psychology 220. This course is designed to meet the academic needs of a unique group of students who may be unable to attend traditional campus classes and who are motivated and self-disciplined. While the class meets in cyberspace, students can expect a heavy workload outside of class in order to meet the requirements of the course.

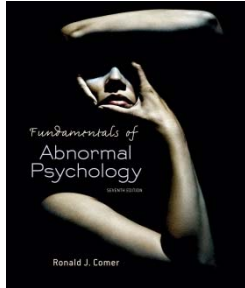
Check your readiness to take an online course by doing the self-assessment quiz for distance learning at, <http://bellevuecollege.edu/distance/WebAssess/>. It is important that students enrolled in the course are reading at college level, are able to work with less direct instruction, and have time available to complete the reading and assignments. The instructor will provide the structure for the class and act as a "coach" as you proceed through the course. You can leave messages for the instructor at any time by e-mail or phone, and she will respond to you as quickly as possible.

### COURSE FOCUS:

Psyc& 220 is an introductory course on maladaptive behavior and the etiology (causes), description, and treatment of psychological disorders. The course will cover theoretical approaches to abnormal psychology, classification and assessment of major disorders, and therapeutic responses to disorders.

**TEXT:**

Comer, R. (2014) Fundamentals of Abnormal Psychology (7th Edition). New York: Worth. ISBN # 1-4292-9563-5 (Required).



There is also a web site from the publisher of the textbook with links to related web sites and student aids:

<http://bcs.worthpublishers.com/comerfund7e/default.asp>.

The text may be purchased from the Bellevue College Bookstore or online at <http://bookstore.bellevuecollege.edu/>. However, since the text is needed right away, an in-person purchase is recommended if you haven't already ordered it.

You can also order the loose-leaf version or e-book directly from Worth Publishers: <http://www.worthpublishers.com/Catalog/content.aspx?Title=247>.

Power points from the text publisher are also available in each unit to help reinforce the text material.

**FORMAT:**

Students are required to read chapters in the assigned text, participate in a weekly discussion forum, submit assignments, and take exams, all on-line.

**LEARNING OBJECTIVES:**

After completion of this course, students will be able to:

1. Articulate the criteria and controversy regarding the definition of abnormal behavior.
2. Demonstrate knowledge of the prevalence and historical/ contemporary views of abnormal behavior.
3. Describe current practices of diagnosis, assessment, and research (including DSM) in classifying disorders and determining the need for treatment.
4. Describe the major techniques and theoretical approaches to understanding and treating abnormal behavior.
5. Identify the major diagnostic categories and distinguish among the symptoms, proposed causes, and preferred treatments of each of the following disorders:

Anxiety disorders  
Mind-body disorders  
Personality disorders  
Substance abuse disorders  
Sexual disorders  
Mood disorders  
Schizophrenia disorders

Organic brain disorders  
Selected disorders of childhood and adolescence  
Dissociative disorders  
Somatoform Disorders

## **COURSE COMPONENTS:**

### **EXAMS**

There will be five exams, each covering 3 chapters (except the last exam, which will be comprehensive). Each exam will consist of objective (multiple choice and matching) questions, and each will be worth 100 points, or 10% of the grade. The last exam will cover the entire quarter as well as the last unit.

All exams will be administered on-line and will be open for one day from 6:00 a.m. to 11 p.m. as scheduled on the calendar. Students will have 80 minutes to answer roughly 80 questions within that period of time once they log onto the exam. Total possible exam points will be 500, or 50% of the final grade.

### **WEEKLY DISCUSSION FORUM**

The discussion forum is the heart of the course. Students will be responding to my questions and responding to other students, just as they would in a "live" discussion. There will be 13 discussion sessions, running from Monday to Wednesday and Thursday to Saturday every week. Students will have a choice of questions to respond to and will also need to respond to at least one other student in each half of the week. Specifically, you are expected to participate in the discussion with at least four posts a week, at least twice in response to my questions and at least twice in response to other students' comments. See the "Course Structure and Expectations" for more details on how the discussion will work. The grade for this portion of the class will be a combination of points for participating (up to 20 points per discussion) and points for the quality of participation (20 points to be assigned at the end of the quarter), for a total of 280 points or 28% of the grade.

### **WRITTEN ASSIGNMENTS**

You will need to select **one** assignment from a possible three, due as scheduled on the calendar. These assignments will be submitted as word document attachments in the assignment tool. A description of all three assignments will be posted the second day of the quarter. Assignments, point values, and dates due are listed below:

Assignment 1: Case Report	200 points	Due 7/5
Assignment 2: DSM-5 Investigation	200 points	Due 7/19
Assignment 3: Field Experience	200 points	Due 8/2

This quarter, you can choose one out of the three possible assignments. Since the assignments are linked to the course material, they do need to be submitted by specific due dates, so you'll need to decide early in the quarter which one you plan to do. I would suggest choosing project in which you have the most interest and that fits your schedule the best. For Assignment 3, an approved proposal must be posted.

Each assignment will be described in detail in the Learning Modules. A grade will be assigned based on criteria for that assignment. It is expected that assignments will be proofread for mechanical errors and will be submitted on time. Assignments will be accepted one day late only with a five-point deduction.

In addition to the formal assignment, you will be asked to post a **personal introduction** (10 points) and a **self-assessment** at the end of the quarter (10 points).

## GRADING

Grades will be determined as follows:

Exams	5 @ 100 points	500
Discussions	13 @ 20 points + 20 points quality	280
Assignments	1 (out of three possible)	200
Personal Introduction		10
Self-Assessment		10
Total =		1000

Grades will be determined by adding up scores for the exams and all of the assignments:

A	94-100%	940-1000	C+	77-79%	770-799
A-	90-93%	900-939	C	74-76%	740-769
B+	87-89%	870-899	C-	70-73%	700-739
B	84-86%	840-869	D+	67-69%	670-699
B-	80-83%	800-839	D	64-66%	640-669

Students with special learning needs should contact the instructor as soon as possible.

## MODULE ORGANIZATION

Module 1: Foundations of Abnormal Psychology (Ch. 1, 2, 3)

Module 2: Anxiety, Obsessive-Compulsive, Trauma and Stress, & Somatic Disorders (Ch. 4, 5, 8)

Module 3: Mood Disorders, Suicide, & Schizophrenia (Ch. 6, 7, 12)

Module 4: Eating, Substance-Related & Sexual Disorders (Ch. 9, 10, 11)

Module 5: Childhood Disorders, Personality Disorders & Legal Issues (Ch. 13, 14, 16)

**Schedule:** Specific dates will be posted in the calendar.

### **Accommodations**

If you need course modifications / adaptations or accommodations because of a disability, please let me know as soon as possible. If you have not done so already, you can contact the Disability Resource Center (DRC) in B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>.

### **Affirmation of Inclusion:**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

### **For technical help with the online part of the class:**

Link to Canvas student guides: <http://guides.instructure.com/m/4212>

Link to Student Technical Help  
Desk: <http://depts.bellevuecollege.edu/helpdesk/students/>

**For behavioral and grading guidelines of the Social Science Division:** [http://bellevuecollege.edu/socsci/student\\_policies.asp](http://bellevuecollege.edu/socsci/student_policies.asp)

I look forward to working with you in this most fascinating class!

Helen or Dr. T.