

Psychology 220 Abnormal Psychology

Syllabus Fall Quarter 2016

5 Credits

Prerequisite: Psyc& 100 (General)

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INTRODUCTION:

Welcome to the online version of Psychology 220. I look forward to working with you! This course is designed to meet the academic needs of students who need flexibility, 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 reading about successful eLearning students: <https://www.bellevuecollege.edu/elearning/is-elearning-for-you/>.

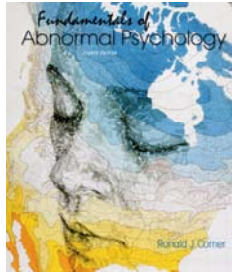
It is important that students enrolled in the course are reading at college level, are able to work with less direct instruction, and have time available to complete the reading and assignments. I will provide the structure for the class and act as a "coach" as you proceed through the course. You can leave messages for me at any time by e-mail, and I 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. (2016) Fundamentals of Abnormal Psychology (8th Edition). New York: Worth. ISBN # 1-4641-7697-3 (Required).



This edition of the text is relatively new. Because it may be difficult to locate less expensive used copies, you may also use the previous version of the same text, the 7th edition. Quizzes and exams will ask questions that can be answered from either edition. There may be some discussion questions that refer to material only found in the new edition, but you will always have options in terms of questions.

The 8th edition of the text may be purchased from the Bellevue College Bookstore or online at <http://bcc.collegestoreonline.com/>. You can also order the loose-leaf version or e-book directly from Worth Publishers: <http://www.macmillanlearning.com/Catalog/product/fundamentalsofabnormalpsychology-eighthedition-comer/valueoptions#tab7>. However, since the text is needed right away, an in-person purchase from the bookstore is recommended if you haven't already ordered it. The first chapter is available in the Week 1 Module, but you'll need your text for the second chapter by next week.

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

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 and Stress Disorders
Schizophrenia
Sexual Disorders
Eating Disorders
Disorders of Childhood and Adolescence

Mood Disorders
Substance Disorders
Personality Disorders
Somatic Disorders

FORMAT:

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

COURSE COMPONENTS:

QUIZZES

There will be a quiz on each chapter we cover (some chapters will be divided in half), two quizzes a week, 20 quizzes in all. Each quiz will consist of 25 objective (multiple choice) questions.

All quizzes will be administered on-line and will be open on Monday of each week. Except for the first week and Thanksgiving week, one quiz will need to be taken by Wednesday at 11 pm and the other quiz by Saturday at 11 pm. Students will have 30 minutes to take each quiz once they log in. For the first week, there will be only one quiz, which will need to be completed by Saturday at 11 pm. Check the calendar for exact dates.

The lowest quiz score will be dropped at the end of the quarter. This also means you can miss one quiz without penalty. Total possible quiz points for the 19 remaining quizzes will be 475 points or 47.5% of the final grade.

FINAL EXAM

There will be an on-line comprehensive final exam. The final will have 100 objective questions and cover major concepts from the quarter. See the course calendar for the date and time. The final will be worth 10% of the final grade.

WEEKLY DISCUSSION FORUM

The discussion forum is the heart of the course. There will be two discussions a week, one on each chapter or half of a chapter. Students will be responding to my questions and responding to other students, just as they would in a "live" discussion. There will be 20 discussion sessions, running from Monday to Wednesday and Thursday to Saturday every week (except the first week, Thanksgiving week, and the last week), plus a closing discussion. 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 15 points per discussion) and points for the quality of participation

(20 points to be assigned at the end of the quarter). There will be an additional 5 points assigned for participation in a closing discussion. Altogether, discussion points will be worth a total of 325 points or 32.5% of the grade.

You get a “**free pass**” to miss one discussion for the quarter without a discount. I will give you full credit for one discussion missed entirely; if you participate in all 20 discussions, I will raise your lowest discussion score to a full credit score. If you earn a perfect score in all 20 discussions I will add 3 extra credit points to your total.

ASSIGNMENT

There will be one major written assignment this quarter, due as scheduled on the calendar. This assignment will be submitted as a word document attachment in the assignment tool. A description of the assignment options will be posted early in the quarter. You will have a choice between two activities to do for this assignment, each worth 100 points. In brief, the options will be:

Option 1: Investigate a change in the DSM-5
Option 2: Field Experience

Both assignment options will be described in detail in the weekly Modules. For either of the options, an approved proposal must be submitted, and a summary will be posted for other students to see, worth 5 points. A grade will be assigned based on criteria for each assignment, worth a possible 80 points. 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 assignments, you will be asked to post a **personal introduction** (10 points) and submit a **self-assessment** at the end of the quarter (5 points). There will be a small number of extra credit points given at the end of the quarter for completing the online course evaluation.

GRADING

Grades will be determined as follows:

Quizzes	20 @ 25 points ea. minus the lowest score	475
Final Exam		100
Discussions	20 @ 15 points + closing discussion @ 5 points + 20 points quality	325
Assignments	1 @ 80 points + 1 summary @ 5 points	85
Personal Introduction		10
Self-Assessment		5
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

MODULE ORGANIZATION

Week 1	Ch. 1 Abnormal Psychology, Past and Present
Week 2	Ch. 2 Models of Abnormality
Week 3	Ch. 3 Clinical Diagnosis, Assessment, and Treatment
Week 4	Ch. 4 Anxiety, Obsessive-Compulsive, and Related Disorders
	Ch. 5 Disorders of Trauma and Stress
Week 5	Ch. 8 Disorders Featuring Somatic Symptoms
Week 6	Ch. 6 Depressive and Bipolar Disorders
	Ch. 7 Suicide
Week 7	Ch. 12 Schizophrenia
Week 8	Ch. 9 Eating Disorders
	Ch. 10 Substance Use and Addictive Disorders
Week 9	Ch. 11 Disorders of Sex and Gender
	Ch. 13 Personality Disorders
Week 10	Ch. 13 Personality Disorders, cont.
Week 11	Ch. 14 Disorders Common Among Children and Adolescents
	Ch. 16 Law, Society, and the Mental Health Profession
Week 12	Last Week

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.instrcture.com/m/4212>

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

For behavioral and grading guidelines of the Social Science

Division: <http://www.bellevuecollege.edu/socsci/procedures-guidelines/>

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

Helen or Dr. Taylor, whichever you prefer