

Bellevue College

Abnormal Psychology: PSYC&220

OAS

Spring 2017 Syllabus

Course Basics

Instructor: Samuel Taylor, Ph.D.

Online Office Hours: Thursdays from 12:00pm to 1:00pm

On-campus Office Hours: by Appt Only D200B

Email: Use Canvas Inbox for fastest response times or
samuel.taylor@bellevuecollege.edu

Class Time: Through Canvas

Required Text

Hooley, J.M., Butcher, J.N., Nock, M.K., Mineka, S. (2017). *Abnormal psychology* (17th ed.). Boston, MA: Pearson.

Any format is acceptable (eBook, notebook, paperback, or loose-leaf). Access Code for Revel is optional but highly recommended.

Description:

Introduces the theories, diagnosis, and treatment of maladaptive behavior and psychological disorders. Prerequisite: PSYC& 100.

Outcomes:

After completing this class, students should be able to:

- Articulate the criteria and controversy regarding the definition of abnormal behavior.
- Describe current practices of diagnosis, assessment and research (including DSM) in classifying disorders and determining their need for treatment.
- Demonstrate knowledge of historical/contemporary views of abnormality.
- Describe the major techniques and theoretical approaches to

- understanding and treating abnormal behavior.
- Identify the major diagnostic categories and discriminate among symptoms, proposed causes, and preferred treatments of major psychological disorders.

Grading

Course Grade

- Your course grade will be wholly determined by the total number of points you earn on the assignments below.**
- I do not round up final grades; for example, an 89.9% is a B+**

Assignment	Points	% of Grade
Weekly Discussion Questions and Response to Other Learners (7@20pts each)	140	22%
Quizzes (5 @20pts each)	100	16%
Exams (2@100pts each)	200	31%
Final research paper (1@ 200pts each)	200	31%
TOTAL	640	100%

Letter Grades

87-89.9% = B+	77-79.9% = C+	67-69.9% = D+
95-100% = A	84-86.9% = B	74-76.9% = C
90-94.9% = A-	80-83.9% = B-	70-73.9% = C-
		60-66.9% = D

Assignments

Syllabus Review

You should always consult the syllabus first when you have a question about the class. Chances are, an associated policy is outlined here, and I strictly adhere to my policies.

Quizzes (5 @ 20pts)

Students will complete five multiple-choice quizzes based on the chapters and lectures we have covered for that unit. These quizzes can be found on the “**Quizzes**” or “**Modules**” page of the Canvas website. The due dates for these quizzes can be found on the class schedule. Quizzes will typically be 30 minutes for 20 questions.

Quizzes cannot be made up for any reason beyond the due date (except, in exceptionally rare, long-term medical or legal issues

with documentation).

Exams (2 @ 100pts)

There will be two 100 point exams that are cumulative to the section taken, i.e. exam 1 covers material from the beginning of the class to that exam and exam 2 covers all material after exam 1. These will be found on the “**Modules**” page of Canvas. Exams can be multiple choice, T/F, Matching, Fill in the blank, or Essay.

Weekly Canvas Discussion Board Posts (7 @ 20pts)

It is essential to engage with the material to thoroughly understand and apply the material of the course. One of the challenges with online learning is often the question of engagement and one method to overcome this is discussions in the online classroom. Discussion responses should be APA formatted, contain appropriate citations and matching references, and substantive in nature.

Each learner is expected to not only answer the question posed but also respond to at least one other learner in a substantive fashion, “I agree” “nice job” “hadn’t thought of that” are all inadequate approaches when responding to others. See Canvas for a grading rubric on discussion posts and responses.

Final Research Paper

Learners will complete a final research paper that is focused on one psychological disorder of their choosing (must currently be in the DSM-5). The paper should provide the following information about the disorder:

1. Definition of the disorder
2. History and causes of disorder
3. Life impact of the disorder
4. Treatment methods and considerations
5. Legal issues around the disorder (if applicable)

The paper must be a minimum of five and no more than eight pages in length, not counting the title page or references. It must be done in APA format, Size 12, Times New Roman, Double Spaced, and no extra spacing in between paragraphs.

There will be no direct quotes allowed in the paper at all. The paper must have a minimum of five scholarly peer reviewed references

(accessible through Bellevue College Library Databases) with proper matching citations as appropriate. ***No websites are to be used at all in this assignment.***

Late Policy

Remember, assignments cannot be made up without documentation for any reason, so start (and finish) early! Documentation regarding hardship could involve you or dependents. If there is any question as to what might be acceptable documentation, email me through Canvas inbox as soon as possible.

Tips for Success

- **Complete all assignments *on time*.**
- Read all material. **Complete the chapter learning objectives as you read. Then take the practice chapter quiz in Revel.**
- Lectures will be available online. **Watch all lectures and videos; click all links.**
- Take advantage of office hours or email if you have questions about the material.
- Google SAFMEDs. Make flashcards of key terms, be able to name terms when given a description, and vice versa.
- Form a study group with other students in the class (but make sure to complete assignments independently).

Important Notes About Technology Use

I will be posting class material (e.g., syllabus, PowerPoints, announcements, quizzes, assignments, and links to articles) regularly on the Canvas course website. **This is an online course; you will be engaging with the Canvas interface regularly. Plan to have access to the Canvas site at least 5 hours per week to keep up with quizzes and assignments.** If you don't have a home computer with Internet access, there is both an upstairs and a downstairs open computer lab in the library. You will have plenty of time to complete assignments. Excuses such as "my internet wasn't working," "I couldn't make it to the computer lab this morning," or "I thought I posted on the discussion board" will not be accepted.

Classroom Learning Atmosphere

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, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Classroom Etiquette: Basic respect for each other is expected of all students and the instructor. Disagreeing with the instructor, and engaging in passionate, intellectual discussion are not disruptive behaviors as long as they are done with basic respect. If you feel that your rights have been violated, please contact me immediately. Appropriate action will be taken. Respect is important in three class rules:

- 1 Students and teaching staff will not silence the views of others they do not agree within this class. However, basic respect is required. The instructor reserves the right to remove offensive or disrespectful posts from the class discussion board.
- 2 No one may threaten or intimidate others involved in this course with violence or threats of violence.
- 3 Harassment, sexual and otherwise, will not be tolerated in this class.

Email Communication: Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Your email should do one of the following:

- 1 Ask a short, clarifying question whose answer cannot be found in the syllabus
- 2 Request to meet at a time other than during my scheduled and posted office hours, and include at least two days and times you are available for this meeting.
- 3 Request additional feedback on a graded assignment. Include: a) the question, b) your answer, c) the feedback you have already received, and d) any follow-up questions.

Great email:
Hi Dr. Taylor,

After reading the book and asking the discussion board, I still have questions about the classical conditioning examples that I would like to talk to you about, but I work during your online office hours. Would you be able to talk via Skype or Facetime after 5p Monday or Tuesday?

Thank you,
Troy

Terrible email:

Hey sam so i missed the deadline cuz i felt bad. did i miss anything important?? O ya can I turn in that homework now??? Haha! Thx!!!! ;)
-t

Religious Holidays: Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX): Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

Plagiarism and Other Conduct Policies: Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources.

This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- 1 You do not cite quotations and/or attribute borrowed ideas as references.
- 2 You fail to enclose borrowed language in quotation marks.
- 3 You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- 4 You turn in work created by another person.
- 5 You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be considered academic dishonesty.

Consequences: If you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action. If you are new to writing then please come talk to me during office hours and/or visit the Academic Success Center (D204).

Cheating, Stealing and Plagiarizing: Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct. When you are in doubt about any behavior, please consult your instructor. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the internet and posting rude or personal attacks in discussions. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors.

Academic dishonesty i.e., entrance testing, plagiarism, cheating, etc. may warrant disciplinary action. The instructor, through the associate dean, may refer the matter to the vice president of students or their designee (the Dean) for disciplinary action. **An instructor will not give credit for work that is the product of cheating, plagiarism or other student misconduct.**

Incomplete vs. F: If a student fails to complete all the required work

for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade: Students who do not withdraw by the deadline and fail a course will receive a letter grade of "F."

Withdrawal from Class: You may drop classes through the 8th week of Fall, Winter and Spring Quarters. Classes may be dropped through the 6th week of Summer Quarter. You may drop a class during the first two weeks of the quarter and no record of the class will appear on your transcript. You do not need an instructor's signature to drop a class during this time. From the 3rd week through the 8th week of each quarter (6th week in Summer Quarter) you may drop a class with your instructor's signature on the Add/Drop Form. A "W" (Official Withdrawal) will appear on your transcript when you drop a class after the first two weeks of the quarter. A "W" does not affect your grade point average.

NOTE: You cannot officially drop a class by informing the instructor you are withdrawing or by not attending the class. If you do not officially drop a course, your instructor will give you a failing grade in that class.

Hardship Withdrawal (HW): Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the Enrollment Services Office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations: Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center in B132. Students will need to

establish their eligibility for accommodation. The DRC will provide accommodation letters to your instructors if you are eligible for accommodations. Students who require accommodation in a course should review the accommodation letter with each instructor during the first week of the quarter or whenever the accommodation is approved.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Support, and review those needs with the instructor as well.

Course Schedule

The instructor reserves the right to make changes to this schedule in the case of time constraints or student progress. If any changes to this schedule are necessary, I will send a class email and revise the Canvas site accordingly.

Academics not Therapy

The course involves the academic exchange of general ideas, theories, and research data related to the topic of Psychology. Thus, it may touch on topics that are personally relevant to some individuals. I am happy to aid you as a resource and help you find necessary resources. However, this course is not a therapy setting and it does not provide the typical safeguards of privacy found in a therapy setting. Consequently, it is important to learn to distinguish “who, when, and where to share private information”. If a student has a personal experience that may add to the class discussion, please do not identify the name or identity (sister, ex-husband...) of the people involved. It is acceptable, preferred, and encouraged that you utilize a ‘general reference’ such as: “There is a person that...; I know someone that...” As has occurred in the past, if a student discusses personal information that I consider to not be appropriate for class, I will re-direct the conversation and speak with the person about resources outside of the classroom that may be helpful. One of the most important ethical considerations that you will learn about if you continue in this field is that of confidentiality and appropriate boundaries.

Dates	Topics	Readings in Text	Assignments Due @ 11:59pm
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Week 1 6/26 to 6/29	Syllabus Review Overview/research methods Causal Factors	Syllabus Chapter 1 and 3	Due 6/29 Syllabus review/instructor expectations posting Due 7/1 Discussion 1: Introduce Yourself and Ask a Question Due 7/2 Quiz 1
Week 2 7/3 to 7/6	Diagnoses Stress/Physical/ Mental Health	Chapters 4 and 5	Due 7/6 Discussion Question 2 Due 7/9 Quiz 2
Week 3 7/10 to 7/13	Panic, Anxiety, Obsession Disorders and Mood Disorders and Suicide	Chapters 6 and 7	Due 7/13 Discussion Question 3 Due 7/16 Quiz 3
Week 4 7/17 to 7/20	Eating Disorders and Personality Disorders	Chapters 9 and 10	Due 7/20 Discussion Question 4 Due 7/23 Exam 1
Week 5 7/24 to 7/27	Substance Related Disorders and Schizophrenia and other Psychotic Disorders	Chapters 11 and 13	Due 7/27 Discussion Question 5 Due 7/30 Quiz 4
Week 6 7/31 to 8/3	Neurocognitive Disorders and Disorders of Childhood	Chapters 14 and 15	Due 7/28 Discussion Question 6 Due 8/6 Quiz 5 Due 8/6 Final Research Paper
Week 7 8/7 to 8/10	Psychological Treatment and Contemporary/L egal Issues in Abnormal Psychology	Chapters 16 and 17	Due 8/10 Discussion Question 7 Due 8/10 Exam 2