

SYLLABUS

Course Information:

PSYC 4311.060: INTRO TO PSYCHOPATHOLOGY

Spring 2026

ONLINE

Instructor Information:

Jinu Joseph Mathew, B.S.

Office hours: **Online via zoom** by appointment (set via email).

Email: jmathew@uttyler.edu

Required Text:

Jennings, Nolen-Hoeksema's Abnormal Psychology (9th Edition)

ISBN- 978-1-265-31603-7

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

****If you are locked out of a quiz or an exam, email jmathew@uttyler.edu.**

Course Description: An introduction to psychopathology including clinical syndromes of deviance, etiology, and treatment tactics.

Online Course: This course is 100% online. Your ability to function within the Canvas system will facilitate your success in this course. Online learning requires students to be very self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, refer to the syllabus for all assignments and due dates.

Student-Instructor & Student-TA Interaction: I check emails daily and, in most cases, can reply to students within 24 hours (usually within 48 hours if over the weekend or on a holiday). If a meeting is needed, please email me to arrange a time to meet online.

Student Learning Outcomes and Assessments: Through the use of class lecture and discussion, readings, videos, quizzes, exams, and assignments; after taking this course you should be able to:

- Evaluate definitions of abnormal behavior and mental disorders
- Demonstrate knowledge of the historical trends in abnormal psychology
- Describe the signs and symptoms of specific mental disorders
- Describe theories regarding the causes of mental disorders
- Compare and contrast different disorders

- Identify which populations are more vulnerable to specific mental disorders
- Describe how culture impacts the expression of psychiatric conditions
- Describe treatment and prevention strategies for specific mental disorders
- Have a better understanding of what it is like to live with a mental disorder

Evaluation and Grading: Course evaluation is based on performance on quizzes, discussion board responses, an assignment, and exams.

Quizzes (18 points – 6 available at 3 points each)

Quizzes are open note and will typically consist of multiple choice questions (may also include other formats such as short answer or essay) and will be similar to those that will be on the exam. The purpose of the quizzes is to give you an idea of what the exam will look like and give you an opportunity to evaluate your mastery of the material. These quizzes will be located in Canvas (under the “Modules” tab, and then click on the quiz for that week (see schedule below). You may use your book and any notes you have. The quizzes will be automatically graded by Canvas right after you take them. For the quizzes, **you are allowed two attempts and your highest score will be counted**. You are allowed one hour to complete each quiz. Because quizzes are available for a week (see deadlines listed in schedule below), **there are no make-up quizzes**, unless serious extenuating circumstances required by university policy warrant it.

Discussion Board Posts (22 points – 11 available at 2 points each)

Discussion board (DB) posts are brief but thoughtful and accurate reflections on a posted topic or question for the assigned reading for the week. A discussion board question will be posted each week on Canvas (Under Modules) and due each week by the due date listed below. You will be asked to respond to the posted question. Because DB posts are available for a week (see deadlines listed in schedule below), **there are no make-up DB posts**, unless serious extenuating circumstances required by university policy warrant it. If these circumstances apply to you, contact me right away.

Case Report Video Presentation Assignment (10 points)

The goal of this assignment is to critically evaluate and diagnose a character from a movie or TV show, applying the psychological principles that have been provided throughout this class. I hope this assignment develops your ability to integrate theoretical knowledge with practical case analysis skills to effectively diagnose an individual.

- Rubric will be provided at a future date

Exams (50 points – 2 at 25 points each)

There will be two exams (**not cumulative**), each worth 25 points. The exams will consist of a combination of multiple-choice, short-answer, and/or essay questions covering material presented in powerpoints, online lectures, videos, assignments, discussion boards, and material from the textbook.

Class Exam Protocol:

- Exams are open note, but please **take them on your own**.

- Exams must be taken in the allotted time period.
- The exam will be timed. You will have two hours to complete it.
- The exam must be taken in one sitting. You cannot do part of it and then come back to do the other part later.
- Do not download or print out the exam.
- Do not distribute the exam, in any manner, to any other person.
- Do not take the exam in the same room with another person.
- Canvas will monitor how you take the exam.
- Because you have a multiple-day window in which the exam is available, there are no make-up exams, unless serious extenuating circumstances required by university policy warrant it. The midterm will be available from **12 a.m. Monday 3/2 – 11:59 p.m. – Sunday 3/8**. The final will be available from **12 a.m. Monday 4/20 – 11:59 p.m. – Monday 4/27**.

Grading Summary:

Discussion Board Posts	22 points (11 available, 2 points each)
Quizzes	18 points (6 available, 3 points each)
Case Report Assignment	10 points
Exam 1	25 points
Exam 2	25 points
TOTAL	100 points

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: Below 60

** Note: if you are a graduate student, C and below is considered “failing.”

OPTIONAL: Students may earn up to 5 bonus course points in this course. See “Bonus Point Options” section for more information. Bonus point participation forms will become available in Canvas and due by **Sunday, 4/19, 11:59 p.m.**

Course Schedule:

<u>Week</u>	<u>Topic/Readings</u>	<u>Assignments Due</u>
Week 1: Jan 12-16	Chapter 1 – Looking at Abnormality Chapter 2 – Theories & Treatment of Abnormality	Discussion Board #1 - Due by 11:59 PM Sunday, Jan 18
Week 2: Jan 19-23	Chapter 3 – Assessing & Diagnosing Abnormality Chapter 5 – Anxiety, Obsessive-Compulsive, Trauma, & Stressor-Related Disorders (pg. 106-141)	Discussion Board #2 Quiz #1 - Both due by 11:59 PM Sunday, Jan 25
Week 3: Jan 26-30	Chapter 5 – Anxiety, Obsessive-Compulsive, Trauma, & Stressor-Related Disorders (pg. 142-157)	Discussion Board #3 - Due by 11:59 PM Sunday, Feb 1
Week 4: Feb 2-6	Chapter 6 – Somatic Symptom & Dissociative Disorders	Discussion Board #4 Quiz #2 - Both due by 11:59 PM Sunday, Feb 8
Week 5: Feb 9-13	Chapter 7 – Mood Disorders & Suicide (pg. 184-212)	Discussion Board #5 - Due by 11:59 PM Sunday, Feb 15
Week 6: Feb 16- 20	Chapter 7 – Mood Disorders & Suicide (pg. 212-237)	Discussion Board #6 Quiz #3 - Both due by 11:59 PM Sunday, Feb 22
Week 7: Feb 23-27	Review for Exam #1	
Week 8: Mar 2-6		Exam #1 - Due by 11:59 PM Sunday, Mar 8
Week 9: Mar 9-13	Spring Break Enjoy the week off :)	
Week 10: Mar 16-20	Chapter 8 – Schizophrenia Spectrum & Other Psychotic Disorders	Discussion Board #7 Quiz #4 Both due by 11:59 PM Sunday, Mar 22
Week 11: Mar 23-27	Chapter 9 – Personality Disorders	Discussion Board #8 - Due by 11:59 PM Sunday, Mar 29

	Chapter 11 – Disruptive, Impulse-Control, & Conduct Disorders	
Week 12: Mar 30- Apr 3	Chapter 10 – Neurodevelopmental & Neurocognitive Disorders	Discussion Board #9 Quiz #5 - Both due by 11:59 PM Sunday, Apr 5
Week 13: Apr 6-10	Chapter 12 – Eating Disorders Chapter 13 – Sexual Disorders & Gender Diversity	Discussion Board #10 - Due by 11:59 PM Sunday, Apr 12
Week 14: Apr 13-17	Chapter 14 – Substance Use & Gambling Disorders Review for Exam #2 will be made available	Discussion Board #11 Quiz #6 - Both due by 11:59 PM Sunday, Apr 19
Week 15: Apr 20-24	Exam #2 will open this week	Case Report Assignment Due - Due by 11:59 PM Sunday, Apr 26
Week 16: Apr 27- May 1		Exam #2 - Due by 11:59 PM Monday, April 27

Bonus Point Options:

- Participation in a counseling interview with graduate student counselors. For this option, you must be able to travel regularly to the Tyler campus. Please note that this is not a guaranteed option and is dependent on counselor availability. Each 1 hour counseling sessions is worth 1.25 course extra credit points. Thus, completing 4 sessions will earn you the maximum of 5 course extra credit points. More information and how to sign up will be provided when the course begins.
- Extra credit paper on TBD topic – this topic will be an announcement later in the semester regarding an extra credit assignment. It will be a 3-5 page (double spaced and APA 7 format) paper on a topic relevant to Abnormal Psychology, TBD. It will be worth 5 course points.
- Participating in research studies online or in person. One hour research participation will earn 1.25 course bonus points, up to a maximum of 4 hours (5 course points). See information directly below about how to participate in research projects.

Research Participation Initial Registration and Account Setup:

The psychology pool administrator maintains the student credits in the department's online research participation system, which is called the Sona System. Students are required to register with this online system to track and submit their credits. The website address is: <http://uttyler.sona-systems.com>. Click "Request Account" and fill out required information,

preferably with your uttyler email address, and your password will be emailed to you. Once you log into the website with your username and password, you will be able to schedule yourself for different studies on specific dates and times. To view a list of studies, click on “Studies” link. You will see a list of studies, along with a brief description that will include the number of credits the study is worth and the location of the study. Studies that have open appointments will have “Timeslots Available” listed next to the name of the study. Be sure to check the website often, as studies are added on a weekly basis. Keep in mind that a particular study may only be running for a few weeks, so sign up for a study early and complete your research credits as soon as you are able. The website keeps track of your total credits, and you will assign those credits to the course(s) that allow them. Note that you cannot “double dip” – the same SONA credits cannot be applied to 2 qualifying psychology courses. If you have problems with the research website, contact Dr. Eric Stocks (estocks@attyler.edu) for assistance.

Types of Studies:

There are two basic types of studies. The first is a laboratory study, and you will meet with a researcher at a specific location on the UT-Tyler campus. The second type is an online study. With this type of study, you can complete it from any computer connected to the internet. The type of study will be listed in the description of the project on the website. Cancelling an Appointment: If you need to cancel an appointment for a timeslot you have signed up for, you can do this from the My Schedule / Credits page on the website. Select this link, and you will see all the studies you have signed up for, as well as those you have completed. Click “Cancel” on the appointment you need to cancel, and you will see a confirmation page. Note, however, that you should avoid cancelling an appointment unless absolutely necessary. Aside from not receiving the credit from the study, you are also inconveniencing the student researchers who are waiting at the laboratory to greet you. If you do need to cancel, you may try to contact the researcher in charge of the study (listed on the website) to reschedule. https://attyler.az1.qualtrics.com/SE/?SID=SV_0dKKGsfrp0fIYSp

To assign credits to specific courses –in the event that you are in more than one course that requires participation and/or offers extra credit for participation:

1. Click the “My Schedule/Credits” link.
2. Assign the credits for each study in which you have participated to a specific course.
3. The system will allow you to assign any number of the total credits you have accumulated to any specific course. However, you only have your total number of accumulated credits to distribute to your course(s). For example, if you have two courses that require participation and you have 10 accumulated credits, you can allocate those 10 credits to one course, the other course, or divide them in some way between both courses.

Teaching Strategies: The class will consist of a collaborative learning community in which all participants share responsibility for the educational process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting development and discovery of new knowledge. Online learning requires participation and leadership from each

student. Powerpoint notes, online lectures, assigned readings, online videos, and online discussion will provide a basis for discussion, reflection, and learning. Academic integrity is expected from each student, and plagiarism from any source will not be tolerated and is punishable by failure of the course.

Course Policies

Virtual Classroom Environment:

It is essential that our course be a place where people feel comfortable expressing their thoughts without fear of harsh or judgmental responses. I expect all students to be respectful of the varied experiences and backgrounds of your classmates. You may expect the same level of respect from me. Disrespect or discrimination on any basis, including but not limited to race, ethnicity, gender, sexual orientation, physical ability, class, religion, or value system, will not be tolerated and may result in a failing grade (e.g., on discussion board posts).

In addition, there will be people in class who either have a mental health issue themselves or who have a friend or a family member with one. Mental health issues are very personal for many people - please keep this in mind as you make comments or pose questions on the discussion board. **IMPORTANT:** The online class discussion board is **NOT** a place to discuss one's own problems or to obtain help if you are going through an acute problem. I can, outside of class, help direct a student to services they might need, although the best and most appropriate resource is often the Student Counseling Center, (903) 566-7254, located in the University Center, which is covered by your student services fees (in other words, you have access to free counseling on campus!). <http://www.uttyler.edu/counseling/services.html>

You also have the option of participating in counseling for extra credit (see above under "Bonus Point Options").

University Policies:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact

withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the

student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading,

discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student

Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.