Syllabus

Course Information

PSYC 4311.001 Abnormal Psychology
Fall 2014
Tue and Thu 8:00 to 9:20 a.m.
ADM 127

Instructor Information

Andrew L. Schmitt, Ph.D.
Office: HPR 204
Office hours: Tuesday and Thursday 9:30 to 11:00; Wednesday 10:00 to 11:00
If these times do not work for you, I would be happy to set up an appointment
with you at a time that is convenient.
Office Phone: 566-7370
Email: Andrew_schmitt@uttyler.edu (best way to contact me)

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.

Course Description (Catalogue 2012-2014)

A review of abnormal psychology including clinical syndromes of deviances, etiologies,
and treatment tactics.

Student Learning Outcomes and Assessments

1. Demonstrate knowledge of the history of mental disorders.
2. Demonstrate knowledge of the description of common mental disorders.
3. Demonstrate knowledge of the etiology of mental disorders.
4. Demonstrate knowledge of procedures used to assess mental disorders.

Learning Objectives (by chapter)

Chapter 1

1. Define psychopathology from different historical perspectives.
2. Compare and contrast the supernatural, biological, and psychological traditions of
   psychopathology.
3. Summarize the major historical developments in the field of psychopathology.
4. Distinguish between the 3 primary theoretical schools of thought in the
   psychological tradition.

Chapter 3
1. Distinguish between the three key concepts in assessment.
2. Identify the key concepts in psychological assessment.
3. Distinguish between the ideographic and nomothetic approach to diagnosis.
4. Define and explain the different types of classification.
5. Describe the cautions regarding labeling and stigma with regard to diagnosis.

Chapter 5

1. List all of the Anxiety Disorders.
2. Describe the primary diagnostic criteria for the 7 major anxiety disorders discussed in this chapter.
3. Identify the biological, psychological, and social contributions of anxiety disorders.
4. Identify the primary symptoms, causes, and treatments for each of the 7 major anxiety disorders discussed in this chapter.

Chapter 6

1. List all of the Somatic Symptom Disorders.
2. List all of the Dissociative Disorders.
3. Identify the primary symptoms, causes, and treatments for each of the Somatic Symptom Disorders.
4. Compare and contrast Malingering and Factitious Disorder. Think about the role of unconscious processes in each disorder.
5. Consider the manifestation of the role of anxiety in Somatic Symptom Disorders and Dissociative Disorders.
6. Identify the primary symptoms, causes, and treatments for each of the Dissociative Disorders.

Chapter 7

1. List the five primary Mood Disorders.
2. Compare and contrast Major Depressive Disorder and Persistent Depressive Disorder.
3. Compare and contrast grief and depression.
4. Compare and contrast Bipolar I and Bipolar II disorder.
5. Identify the primary biological and psychological causes of the Mood Disorders.
6. Identify the major biological and psychological treatments of the Mood Disorders.

Chapter 12

1. List the 10 personality disorders by cluster type.
2. Discuss the role of gender in the diagnosis of personality disorders.
3. Distinguish between the 3 clusters of personality disorders. Think about what the disorders within each cluster have in common.
4. Identify the primary symptoms, causes, and treatment goals of each of the 10 personality disorders.
5. Compare and contrast the construct of psychopathy and Antisocial Personality Disorder.
6. Identify the major diagnostic criteria of Conduct Disorder.
7. Identify the major genetic influences of Conduct Disorder.
8. Explain the arousal theory of Conduct Disorder.
9. Discuss your opinion about the reasons for the increase in Narcissistic Personality Disorder in our society over the past 20 years.

**Chapter 13**

1. Identify the primary symptoms, causes, and treatments for Schizophrenia, Schizophreniform Disorder, Delusional Disorder, Schizoaffective Disorder, and Brief Psychotic Disorder.
2. Identify the “historic” subtypes of Schizophrenia.
3. Identify the subtypes of Delusional Disorder.
4. Compare the duration times in the criteria between Brief Psychotic Disorder, Schizophreniform Disorder, and Schizophrenia.

**Evaluation and Grading**

**Examinations:** There will be four exams, including the Final Exam. Each exam will be weighted equally in determining your grade. The Final Exam is comprehensive and will include material from the entire semester. The exams will be based primarily on the text chapter readings. Material from class hand-outs and lectures may also be included on exams. There will be no make-up exams, unless you have a physician’s statement verifying that you were unable to attend class on the day of the exam. Any other extenuating circumstance resulting in a missed examination will be subject to the instructor’s discretion. All make-up exams will be administered on December 2nd. There will be 6 or more unannounced quizzes that may be applied as extra credit to your exam grades.

**Grading:** The scores on the four exams will be averaged and final grades assigned as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-90</td>
<td>B</td>
</tr>
<tr>
<td>70-80</td>
<td>C</td>
</tr>
<tr>
<td>60-70</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Grade assignments are assigned precisely by this grading formula and I do not negotiate grades for individuals. I use normal rounding procedures (i.e., a 79.4 is a C and a 79.5 is a
B). Attending class regularly may provide you with the quiz points necessary to avoid borderline scores at the end of the semester.

**Teaching Strategies**

The course is designed to present a broad view of mental disorders as currently understood by the American Psychiatric Association and other current psychiatric and psychological resources. I use an interactive lecture style that encourages student participation. As such, it is important that each student read the required material before class and be prepared for discussion. Excerpts of each lecture are posted on Blackboard at the beginning of the course. Key Features of each disorder are also posted on Blackboard. It is my belief that students learn best when offered a multimodal approach to the presentation of the material. As such, I present videos to accompany the lecture material. My personal experience in working with psychiatric patients includes training and/or employment at UT Southwestern Medical School, Dallas Veterans Affairs Hospital, Parkland Hospital (inpatient and psychiatric emergency room), Terrell State Hospital, Sprague Hospital, and private practice. My personal experience covers most of the disorders we will discuss. Whenever possible, I try to include “real-life” examples of psychiatric cases with which I have worked. I believe this is a rich and fascinating area of psychology and that you will find it interesting and informative.

**Required Textbook and Materials**

**Text**: Abnormal Psychology. Barlow, D.H. & V.M. Durand, Seventh Edition. I highly recommend that you purchase the accompanying Cengage software package (MindTap). It provides you with a study guide, practice exams, and videos that can be used for extra credit assignments. The ISBN number for the book and software package is 9781305140400. Since the text is a new edition, it is fairly expensive. As such, I have arranged with the UT Tyler bookstore to create a streamlined buy-back program for you at the end of the semester. I will discuss this in more detail in class.

**Course Policies**

Ethical behavior is important in every professional endeavor. It is of paramount importance in this course because you are working directly with people in need. **Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.**

Although I do not formally take attendance, students are expected to attend every class session. Nevertheless, it is understood that illness and/or extenuating circumstances may prevent a student from attending every class session. There is no penalty for missing class; however, if you miss an extra-credit quiz, it cannot be taken at another time.

**Topical Outline**
**Reading Assignments:** It is expected that each student will complete the assigned chapter reading prior to class. The expected pace of the class is as follows. Changes to the following schedule will be announced in advance. Test dates will not be moved except in the most extreme circumstances (e.g., a weather condition that shuts down the University).

- August 26: Introduction and Chapter 1
- August 28: Chapter 1
- September 2: Chapter 1
- September 4: Chapter 1
- September 9: Chapter 3
- September 11: Chapter 3
- September 16: Chapter 3
- September 18: Exam 1
- September 23: Chapter 5
- September 25: Chapter 5
- September 30: Chapter 5
- October 2: Chapter 6
- October 7: Chapter 6
- October 9: Chapter 6
- October 14: Chapter 7
- October 16: Chapter 7
- October 21: Chapter 7
- October 23: Exam 2
- October 28: Chapter 10
- October 30: Chapter 12
- November 4: Chapter 12
- November 6: Chapter 12
- November 11: Chapter 13
- November 13: Chapter 13
- November 18: Chapter 13
- November 20: Exam 3
- November 24-28: Thanksgiving Holiday
- December 2: Final Exam Review/Make-up exams
- December 4: Final Exam Review
- December 9/11: Final Exam

**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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are
available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office.
located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:

• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.