Syllabus

Course Information
PSYC 4311.001  Abnormal Psychology  
Spring 2015  
Hybrid Course (50% On-line and 50% Face-to-Face)  
Face-to-Face component is presented on Tuesdays from 8:00 to 9:20  
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)  
Keep in mind that I have over 150 students. Prior to emailing me with a question, please check the syllabus for the answer to your question. If you email me, I will email you back within 24 hours (or by Monday morning if you send it on a weekend).

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.

Course Outline

Jan 13       FTF Instruction
              Introduction
              Abnormal Behavior in Historical Context

Jan 15       On-line Instruction
              Read and prepare Chap 1 - Abnormal Behavior in Historical Context
              View Lecture 1 – take extra credit quiz
              View video 1 on Psychopathology – Prepare video assignment

Jan 16-18    Take Optional On-line Exam for Chapter 1

Jan 20       FTF Instruction
              Discuss video – Turn in video assignment

Jan 22       On-line Instruction
              Read and prepare Chap 3 - Clinical Assessment and Diagnosis
              View Lecture 2 – take extra credit quiz
              View video 2 on Clinical Interview – prepare video assignment

Jan 23-25    Take Optional On-line Exam for Chapter 3

Jan 27       FTF Instruction
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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| Jan 29 | On-line Instruction  
           | Review Chapters 1 and 3                                                          |
| Feb 3  | Unit I Exam (Chapters 1 and 3)                                                    |
| Feb 5  | On-line Instruction  
           | Read and prepare Chap 5a-Anxiety Disorders (pages 123-155)                       |
|        | View Lecture 3a – take extra credit quiz                                           |
|        | View video on Phobias – Prepare video assignment                                   |
| Feb 6-8| Take Optional On-line Exam for Chapter 5                                           |
| Feb 10 | FTF Instruction  
           | Discuss video – Turn in video assignment                                          |
| Feb 12 | On-line Instruction  
           | Read and prepare Chap 5b-Trauma and Obsessive-Compulsive Related Disorders (pages 155-173) |
|        | View Lecture 3b – take extra credit quiz                                           |
|        | View video on Generalized Anxiety Disorder – Prepare video assignment              |
| Feb 17 | FTF Instruction  
           | Discuss video – Turn in video assignment                                          |
| Feb 19 | On-line Instruction  
           | Read and prepare Chap 6a -Somatic Symptom Disorders (pages 180-194)               |
|        | View Lecture 4 – take extra credit quiz                                            |
|        | View video on Panic Disorder - Prepare video assignment                            |
| Feb 24 | FTF Instruction  
           | Discuss video – Turn in video assignment                                          |
| Feb 26 | On-line Instruction  
           | Read and prepare Chap 6b -Dissociative Disorders (pages 195-208)                  |
|        | View Lecture 5 – take extra credit quiz                                            |
|        | View video on PTSD - Prepare video assignment                                     |
| Feb 27-M 1 | Take Optional On-line Exam for Chapter 6                                        |
| Mar 3  | FTF Instruction  
           | Discuss video – Turn in video assignment                                          |
Mar 5  On-line Instruction
Read and prepare Chap 7 – Mood Disorders (excluding 250-257)
View Lecture 6 – take extra credit quiz
View video on Major Depressive Disorder- Prepare video assignment

Mar 9-14  Spring Break

Mar 17  FTF Instruction
Discuss video – Turn in video assignment

Mar 19  On-line Instruction
Review Chapters 5-7

Mar 24  Unit Two Exam

Mar 26  On-line Instruction
Read and prepare Chap 10 (pages 373-382) – Paraphilic Disorders
View Lecture 7 – take extra credit quiz
View video on Bipolar Disorder - Prepare video assignment

Mar 27-29  Take Optional On-line Exam for Chapter 10

Mar 31  FTF Instruction
Discuss video – Turn in video assignment

Apr 2  On-line Instruction
Read and prepare Chap 12 – Personality Disorders
View Lecture 8 – take extra credit quiz
View audio on Bipolar Disorder - Prepare audio assignment

Apr 3-5  Take Optional On-line Exam for Chapter 12

Apr 7  FTF Instruction
Discuss video – Turn in video assignment

Apr 9  On-line Instruction
Read and prepare Chapter 13 – Schizophrenia Spectrum Disorders
View Lecture 9 – take extra credit quiz
View Video on Anorexia Nervosa

Apr 10-12  Take Optional On-line Exam for Chapter 13

Apr 14  FTF Instruction
Discuss video – Turn in video assignment

Apr 16  On-line Instruction
Review Chapters 10-13

Apr 21   Unit Three Exam (Chapters 10, 12, 13)
Apr 23   On-line Instruction
Apr 28   FTF Instruction
          Final Exam

Evaluation and Grading

1. Unit Exams

There will be three Unit Exams and one Final Exam. The Unit Exams are comprised of 2-3 chapters and the Final Exam is comprehensive. You may take the Unit Exam in one of two format; either on-line or face-to-face. Or you can take them in both formats and choose the higher grade of the two formats. For example, you may take the Unit Exam that covers Chapters 1 and 3. Or, you can take both optional on-line exams for Chapters 1 and 3 and combine them for a Unit Exam grade. If you are satisfied with your grade on Chapters 1 and 3, then you do not have to take the face-to-face exam.

2. Video Assignments

There are 10 video assignments that you will turn in during the semester. You will be assigned to a work group at the beginning of the semester and you will work with this group for each of the video assignments. Your task will be to individually watch the assigned video for that week. There will be a series of questions for your group to answer for each video. It is expected that your group will discuss this video and prepare some answers prior to our face-to-face class. During the face-to-face class, each group will assemble to discuss the case together. I will rotate between groups and provide feedback and assist in your discussions. At the end of the class, you will turn in your final work product and receive a grade. You will receive 1 point for your class participation in the work group and 0-1 point for the quality of your work.

3. Extra Credit Quiz

After viewing each of the 9 lectures, you will have the option of taking a 5-point extra credit quiz on the lecture material. For example, if you receive 4 out of 5 points on the quiz for Chapter 3 lecture, you will have 4 percentage points added to your grade for the exam for Chapter 3. This can be applied to either the on-line exam or the face-to-face exam.

Grading Breakdown

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Unit Exam 2</td>
<td>20%</td>
</tr>
</tbody>
</table>
Unit Exam 3 20%
Video Assignments 20% (2% points for each)
Final Exam 20%

Total Points 100%

**Grading:** Points on the exams and assignments will be added and final grades assigned as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<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 and performing well on quizzes may provide you with the 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.

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 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.**

**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](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

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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 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.