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Syllabus – Summer Session II – Online - 2016

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: 2300. Abnormal Psychology
Credits: #3
Format: Online
Prerequisites: PSYC 1100, and PSYC 1101 or 1103

Professor: Dr. Nan Taylor

Email: nan.taylor@uconn.edu I will usually email you through HuskyCT and I will make Announcements on HuskyCT
Telephone: TBA
Office Hours/Availability: Will check into the course every 24 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:
Text: Butcher, J.N., Mineka. S., & Hooley, J. (2014). *Abnormal Psychology.* 16th Edition, Pearson Education, Inc.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Catalogue Description: Nature of abnormal behavior, theories and data regarding symptoms, etiology, treatment and prevention of mental disorders.

Additional faculty description:
Summary: The course presents an overview of psychological science's approach to the study of psychopathology. The course surveys the range of diagnoses that guide research and treatment. Theory, research design and methods, case studies and assessment reveal the extent of expertise that guides work in clinical psychology. This work continues to generate discovery that advances both knowledge and the ability to help persons who suffer the pain of psychological disorders.

By the end of the semester, students should be able to:

- Demonstrate mastery of the knowledge base in Abnormal Psychology including the major theories, thinkers, constructs, methods, and findings that incrementally advance the science of Abnormal Psychology.
- Access online databases and review the various research methods and data analysis techniques used in the field of Abnormal Psychology.
- Discuss the implications of findings generated by peer-reviewed research and suggest arguments, decisions, or solutions that set new directions in the field of abnormal psychology.
- Critically analyze the evidence base and techniques used to assess and diagnose disorders, psychotherapies, and other treatments developed in the field of Abnormal Psychology and relate these to specific categories of disorder included in the DSM-V.
- Examine the historical and contemporary impact of a scientific approach to psychology and ethical issues related to abnormal psychology and mental health including stigma, deinstitutionalization, dangerousness, and the revisions in the DSM-5.

Week One – Module One
July 11– July 16   Chapter 1: Abnormal Psychology: An Overview
Chapter 4: Clinical Assessment and Diagnosis
Chapter 5: Stress and Physical and Mental Health
Chapter 6: Panic, Anxiety, and Their Disorders
Discussion Board: The Anxious Brain: The Brian Series
Lab: Anxiety Assessment Interview and Exposure Therapy Treatment
Journal: What is Mental Illness? - Pass/Fail
Exam #1: Chapters 1, 4, 5 & 6

Week Two – Module Two
July 17 – July 23   Chapter 2: History of Mental Illness
Chapter 7: Mood Disorders and Suicide
Chapter 8: Somotoform and Dissociative Disorders
Chapter 9: Eating Disorders and Obesity
Discussion Board: Deep Brain Stimulation Methods
Lab: Depression Assessment Interview and Cognitive Behavior Therapy
Journal: Deinstitutionalization – Pass/Fail
Exam #2: Chapters 2, 7, 8 &

Week Three – Module Three
July 24 – July 30   Chapter 3: Causal Factors and Viewpoints
Chapter 10: Personality Disorders
Chapter 11: Substance Related Disorders
Chapter 12: Sexual Variants, Abuse, and Dysfunctions
Discussion Board: Borderline Personality Disorder
Lab: Self-Harm Assessment Interview and Dialectical Behavior Therapy
Journal: Mental Illness as a Brain Disorder – Pass/Fail
Exam #3: Chapters 3, 10, 11 & 12

Week Four – Module Four
July 31 – August 06   Chapter 13: Schizophrenia and Psychotic Disorders
Chapter 14: Neurocognitive Disorders
Chapter 15: Disorders of Childhood and Adolescence
Discussion Board: Autism: Discussion in Early Mechanisms;
Schizophrenia: The Brain Series
Lab: Schizophrenia Assessment Interview and Cognitive Behavior Therapy for Schizophrenia
Journal: Schizophrenia: Stolen Minds and Stolen Lives – Pass/Fail
No Exam

Week Five – Module Five
August 07 -   Chapter 16: Therapy
August 12   Chapter 17: Abnormal Psychology and Law
                                 Discussion Board: None
                                 Lab: Dangerousness: *Enrichment*
                                 Journal: The Brain, Law, and Blame. *Enrichment*
                                 Exam #4: Chapters 13, 14, 15, 16, & 17

All work must be complete by August 12.

Assessment and Grading:

- **Component A:** There will be four exams. Exam #1 evaluates mastery of knowledge content in Chapters 1, 4, 5 & 6. Exam #2 evaluates mastery of knowledge content in Chapters 2, 7, 8, & 9. Exam #3 evaluates mastery of knowledge in Chapters 3, 10, 11, & 12.   Exam #4 evaluates mastery of knowledge in Chapters 13, 14, 15, 16, & 17. Each exam has 35 multiple-choice questions. You may drop your lowest grade. **The average of your grade in the three exams contributes one-half to your grade in the course.**
- **Component B:** You are required to complete 4 Discussion Boards related to 4 different categories of disorder. You can earn 25 points for each of the four assignments for a total of 100 points. **The average of your grades in the four Discussion Boards and your grades on the Labs as described below in Component C contributes one-half to your grade in the course.**
- **Component C:** You are required to complete 4 Labs that involve Case Study diagnostic Interviews and Treatments. You can earn 25 points for the first four labs in the course. The fifth Lab is for enrichment and does not add or cost you any points. You can earn a total of 100 points for the four Labs. **The average of your grades in the four Labs and the four Discussion Boards contributes one-half to your grade in the course.**
- **Component D:** You are required to complete 5 Journals that involve writing to learn about critical issues in the field of mental health. This assignment is Pass-Fail. **Your must pass all five assignments or lose 5 points off the final grade in the course.**

Course Components	Weight
Component A – Exams	One-Half
Components B & C – Discussion Board and Labs	One-Half
Component D – Journals	Must pass Journals 1, 2, 3, & 4 or, You will lose 5 points from the final grade earned

Grading Scale:

Undergrad

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

You may complete the work out of sequence. For example, some people address the Knowledge Base work in the exams first. Others choose to do the discussion boards or labs first. You can also complete the work during the week it is assigned. You are free to make your own schedule. However, for the sake of evaluation you should complete all of Modules One and Two by July 26 and all of the Modules should be done by August 08.

Feedback and Grades

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)
http://catalog.grad.uconn.edu/grad_catalog.htmlgrad_catalog.html
Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7

access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.