

PSYCH 435-01 & 02
Abnormal Psychology
Course Syllabus
Spring, 2009

Instructor: Ryan C. Martin, Ph.D.

Office: MAC C318

Office Hours:

Tuesday: 4:30 – 5:00

Wednesday: 10:00 – 1:00

Thursday: 11:00 – 1:30

*I will be happy to schedule time to meet with students if the above times don't work.

Phone: 465-2322

E-mail: martinr@uwgb.edu

Website: www.uwgb.edu/martinr/index.htm

Description of the Course:

This is an advanced undergraduate psychology course designed to expose students to the primary models for defining and evaluating normal and abnormal human behavior in American society. Students will be acquainted with the many ways in which biological, emotional, behavioral, and cognitive factors can contribute to distress or impairment, both to the individual and the people around him or her. Students will be exposed to models of how abnormal behavior can be defined, how it can be understood, and in a general sense, how it is usually treated.

Course Objectives:

By the end of this course, students should be able to:

- (1) Define abnormal behavior and explain the rationale behind various definitions.
- (2) Discuss procedures used to evaluate and diagnosed abnormal behavior.
- (3) Compare and contrast various theoretical models of abnormal behavior.
- (4) Describe the primary symptoms of many mental disorders.
- (5) Identify treatments for mental disorders consistent with the various theoretical models.
- (6) Discuss how culture and history shape definitions of abnormal behavior.

Required Readings:

Barlow, D. H., & Durand, V. M. (2008). *Abnormal psychology: An integrative approach (5th ed)*. Belmont, CA: Thomson-Wadsworth.

*Consult the reading and study guide on D2L for the specific sections to be read.

**Some additional readings will be assigned throughout the semester.

Course Requirements:

Assignments: There will be multiple in-class and take-home assignments throughout the semester (85 points). Although they are not listed on the schedule below, I'll announce in class when they are going to occur. Students who miss an in-class assignment will only be able to make them up if their absence was excused. To earn an excused absence, you must let me know you will not be there before the class begins. If something happens on your way to class that prevents you from getting there (car trouble, flat tire, etc.), I expect you to call me as soon as possible. Students who miss class the day that a take-home assignment is assigned are responsible for getting the information about the assignment in time to turn it in when it is due. Points will be deducted for late assignments unless the lateness is excused.

D2L Quizzes: There will be seven D2L quizzes (10 points each). They will not be cumulative. Rather, they will cover the material (from the lectures and the textbook) that has been discussed since the last quiz. Regarding the textbook, you will be responsible for knowing the material outlined in the reading and study guide (posted on D2L) for each unit prior to starting that unit. Make-up quizzes will be administered only under special circumstances (e.g., illnesses, accidents, etc.). I will drop your lowest quiz score at the end of the semester.

Take-home Final Exams: There will be a take-home final exams (35 points). This exam will be cumulative. Take-home exams turned in late without my approval in advance will lose 5 points per day. Extra time will only be granted in extraordinary circumstances.

Class Expectations: My goal is to create a comfortable learning atmosphere for all students. Thus, you are expected to be polite, attentive, and not be a distraction to the instructor or any other students. This includes visiting with other students, reading, sleeping, etc. You are also asked to please turn off cell phones and pagers during this class. Additionally, I ask you to note the following class expectations.

- All assignments or take-home exams are due at the time of class on the day they are due and will be considered late if turned in after this.
- I will not accept any assignment that is E-mailed to me for any reason. If you cannot make it to class on the day something is due, you should either turn it in ahead of time, have someone else bring it to class, or make sure your absence from class the day it is due is excused so you can turn it in at the next class.
- Please take care in putting together your assignments. They should be typed, stapled, printed in black ink, and printed on a printer that isn't running out of ink. I will take off points for assignments that do not look professional.

Grading:

| <u>Assignment</u> | <u>Total Points</u> | <u>Grading Scale</u> | |
|-------------------|---------------------|----------------------|---------------|
| Assignments | 85 | A | 92%-100% |
| In-class quizzes | 60 | AB | 88%-92% |
| Take-home Final | 35 | B | 82%-88% |
| Total | 180 | BC | 78%-82% |
| | | C | 70%-78% |
| | | D | 60%-70% |
| | | F | less than 60% |

Tentative Semester Schedule

| <u>Date</u> | <u>Topic</u> | <u>Chapter</u> |
|---------------------------|--------------------------------------|----------------|
| <u>Week 1</u> | | |
| 1/27/09 | Introduction to Abnormal Psychology | Chapter 1 |
| 1/29/09 | Diagnosis and Assessment | Chapter 3 |
| <u>Week 2</u> | | |
| 2/3/09 | Diagnosis and Assessment (continued) | |
| 2/5/09 (Quiz 1) | | |
| <u>Week 3</u> | | |
| 2/10/09 | Anxiety Disorders | Chapter 5 |
| 2/12/09 | | |
| <u>Week 4</u> | | |
| 2/17/09 | Anxiety Disorders (continued) | |
| 2/19/09 (Quiz 2) | | |
| <u>Week 5</u> | | |
| 2/24/09 | Mood Disorders | Chapter 7 |
| 2/26/09 | | |

| | | |
|--------------------------------------|------------------------------------|------------|
| <u>Week 6</u> | | |
| 3/3/09 | Mood Disorders (continued) | |
| 3/5/09 (Quiz 3) | | |
| <u>Week 7</u> | | |
| 3/10/09 | Personality Disorders | Chapter 12 |
| 3/12/09 | | |
| <u>Week 8</u> | | |
| 3/24/09 | Psychotic Disorders | Chapter 13 |
| 3/26/09 (Quiz 4) | | |
| <u>Week 9</u> | | |
| 3/31/09 | Psychotic Disorders (continued) | |
| 4/2/09 | | |
| <u>Week 10</u> | | |
| 4/7/09 | Substance Related Disorders | Chapter 11 |
| 4/9/09 (Quiz 5) | | |
| <u>Week 11</u> | | |
| 4/14/09 | Eating Disorders | Chapter 8 |
| 4/16/09 | | |
| <u>Week 12</u> | | |
| 4/21/09 (Take-home distributed) | Disorders of Childhood | Chapter 14 |
| 4/23/09 (Quiz 6) | | |
| <u>Week 13</u> | | |
| 4/28/09 | Disorders of Childhood (continued) | |
| 4/30/09 | | |
| <u>Week 14</u> | | |
| 5/5/09 | To Be Announced | |
| 5/7/09 (Quiz 7) | | |
| <u>Final Exams Week</u> | | |
| Take-home due 5/12/09 by 5:00 | | |

Final Notes:

- Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.
- Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas of phrasing" includes written or spoken material, of course – from whole papers and paragraphs to sentences, and, indeed, phrases – but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.