

# Psychopathology & Abnormal Psychology Syllabus

## PSYC 3140 (CRN: 00000)

### Fall 2020

**Instructor:** Nancy Su

**Office:** Urban Life Building Room 1021

**Office Hours:** Tuesdays 2:00-3:00pm and Thursdays 11:00am-12:00pm. You must email me at least *24 hours* in advance to let me know you are coming to office hours.

**Office Phone:** 404-413-6313

**E-mail:** Lsu1@student.gsu.edu

**TA:** XXXX XXXX

**Email:** [XXXXXX@student.gsu.edu](mailto:XXXXXX@student.gsu.edu)

**Office:** Urban Life Building Room XXXX

**Office Hours:** XXXXXXX. You must email the TA 24 hours in advance to let them know you are coming.

**Class Times:** Mondays and Wednesdays, 10:00am to 11:15am

**Class Location:** Langdale Hall Room XXX

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### **Course Description:**

Psychopathology & Abnormal Psychology is an overview course in the field of psychology defining characteristics, causes, and treatments of maladaptive behaviors and psychopathology. Although a variety of perspectives are presented throughout the course, the emphasis is on current scientific research and theory underlying abnormal psychology.

### **Course Objectives:**

You will learn about the fundamentals of psychopathology based on the current science and deepen your critical thinking skills to evaluate controversies, formulate your own ideas, and distinguish popular conceptions of mental illness from that which is based on science.

### **Learning Outcomes and Goals:**

*We will address the following questions and goals in this course:*

“What is abnormal behavior?”

- Understand issues related to the classification and assessment of abnormal behavior.

- Recognize clinical presentations of psychological disorders, as defined by the DSM-V.  
“How does it develop?”
- Consider various theoretical models (e.g., biological, cognitive, behavioral, humanistic, psychodynamic), as well as current empirical research on the development of these disorders.  
“How do we treat it?”
- Learn about treatment methods used by mental health professionals to address disorders.

**Prerequisites:**

A grade of C or higher in PSYC 1101, or equivalent. The GoSOLAR registration system will not allow you to register for this course without having completed the prerequisites. Waivers are only allowed for post-baccalaureates or transient students.

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## Required Materials

Required reading materials include case studies and journal articles posted on iCollege in addition to the materials below:

**Required Text:**

Comer, Ronald J. (2016). *Fundamentals of Abnormal Psychology (8<sup>th</sup> Edition)*. NY: Worth Publishers.

**LaunchPad:**

You will need to access this on-line resource to complete the Learning Curve Assessments (described later).

A full e-copy of the textbook is included in the purchase of LaunchPad. The e-book is exactly the same as the hard copy of the text. **If you have LaunchPad, you do not need to purchase a hard copy of the book** (unless you want to). There are several copies of the text on reserve at the library. You may purchase all required materials from the GSU bookstore.

Go to:

<http://www.macmillanhighered.com/launchpad/comerfund8e/8269045>

Bookmark the page to make it easy to return to (although note the the URL will look different due to security measures).

Enroll in this course using one of the following options:

1. If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.
2. If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.
3. If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.

If you have problems registering, purchasing, or logging in, please [contact Customer Support](https://community.macmillan.com/community/digital-product-support): <https://community.macmillan.com/community/digital-product-support>.

You can reach a representative 7 days a week:

- through the online form
- by chat
- by phone at (800) 936-6899

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## General Course Information

### **Time Investment:**

You are responsible for the material presented in lecture, as well as all the required readings and videos. Class time will consist of lectures, learning/participation activities, and discussion.

This is a 3-credit course. A 3-credit course requires approximately 9 hours per week outside of class time to complete course requirements (e.g., required reading, studying).

### **Course Changes:**

This syllabus provides a general plan for the course, though deviations may be necessary. Changes will be announced in class and posted on iCollege. Each student is responsible for all information related to this course, including both administrative and subject matter information. If you miss a class or are late, you are responsible for ensuring that you obtain any missed information.

### **Withdrawals:**

You may receive a W or a WF for this course if you voluntarily withdraw before the midpoint of the semester (**October 13<sup>th</sup>**), depending on whether or not you have exceeded your limit of withdrawals with a grade of W (for detailed information, see: <http://www.gsu.edu/registrar/withdrawals.html>). Withdrawal from this course is the

responsibility of the student and must be approved by the Office of the Dean of Students Services.

### **Academic Honesty:**

The Department of Psychology follows the University system policy on academic honesty that is published in On Campus: The Undergraduate Co-Curricular Affairs Handbook. For a full explanation of academic dishonesty, see the GSU student code of conduct at:

<http://codeofconduct.gsu.edu/>

You are expected to know the University's standards of academic honesty and are responsible for abiding by these standards. Lack of knowledge of these standards is not an acceptable defense for academic misconduct.

### **GSU Department of Psychology Definition of Plagiarism:**

If a student uses or relies on others' work in preparing any academic materials (e.g. written assignments, posters, presentations) the student must cite the source correctly according to the directions provided by the instructor. Failure to do so is plagiarism. Copying and pasting even part of a sentence or phrase is plagiarism, even when the source is cited correctly. Paraphrasing a source in a way that copies the phrase or sentence structure of a source is also plagiarism. To avoid plagiarism, students are expected to properly paraphrase others' ideas.

Quotes in scientific writing should only be used when the wording of the original source is critical to the student's argument. Whether quoting is appropriate in a given instance is at the discretion of the instructor, not the student.

### **Policy on Disruptive Behavior:**

Disruptive behavior will not be tolerated. Students should refer to the Code of Conduct available at <http://www2.gsu.edu/~wwwsen/minutes/2002-2003/disrupt2.html>.

A student's first incident of disruptive behavior will be given a verbal warning. If the student continues to be disruptive he/she will be asked to leave the classroom. Examples of disruptive behavior include:

- electronic devices making noise during class
- use of laptop computers for any purposes other than note taking
- use other electronic devices during class time for non-class purposes. This means no texting, emailing, internet browsing, making or accepting phone calls, etc.

All smart devices must be turned off and put away during class. If you are expecting an emergency phone call, please inform the instructor at the beginning of class and put your phone on vibrate. Please leave the classroom to answer any emergency calls.

### **Code of Conduct:**

In instances of sexual misconduct, the present instructor(s) and teaching assistants, are designated as Responsible Employees who are required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the Georgia State University Student Code of Conduct (<http://codeofconduct.gsu.edu/>).

### **Attendance Policy:**

Attendance is not required and will not be tracked, but it is expected and encouraged. Some of the material in the class will not be in the textbook but *will* be on tests.

*Veterans Attendance:* The Department of Veterans Affairs requires that institutions of higher learning immediately report them when a student discontinues attendance. Veterans who are receiving benefits to fund their education will be reported to the DVA if they do not attend class for a period of two weeks or more.

### **Email Contact:**

Email is the BEST way to communicate with me. Do not email me on iCollege. Use my GSU email is [Lsu1@student.gsu.edu](mailto:Lsu1@student.gsu.edu). I am usually very prompt in responding to students during the week. If you have not heard back from me within 48 hours, please check in with me during class. Please note that I do not always check emails on the weekend, and any emails sent to me over the weekend may be returned at the beginning of the week.

### **Accommodations for Students with Disabilities:**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Students with special needs should then make an appointment with me during the first week of class to discuss any accommodations that need to be made.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who wish to request accommodation for a disability may do so via the Access and Accommodations Center (AACE) at <https://access.gsu.edu/>. Students may only be accommodated upon issuance of a signed Accommodation Plan by the AACE Center (see: <https://access.gsu.edu/testing-services/>)

and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

(Numbers 1 - 12 passed by the Senate Committee on Faculty Affairs, 1996;  
Number 13 passed by the University Senate on 12-11-08 Number 14 passed by the University Senate on 3/12/09)

### **Family Educational Rights and Privacy Act (FERPA):**

In keeping with USG and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission. For more details on FERPA, [go here](#).

### **Campus Carry Law:**

The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at [safety.gsu.edu/campus-carry](http://safety.gsu.edu/campus-carry). It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.” Please follow the guidelines established by the BOR. See: <http://safety.gsu.edu/campus-carry/>

### **Basic Student Needs:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness.

### **Feedback for the Instructor:**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

## Course Requirements & Grading

There are **500 Total Points** to earn in this course:

Assignment:	Points:
3 Exams, non-cumulative (each worth 100 points)	300
Final Exam, cumulative	100
10 Learning Curve Quizzes (each worth 5 points, max of 50)	50
Final Project	50
	<b>500 Total</b>

### Exams:

There are 3 non-cumulative exams covering material presented in class as well as the text. Exams consist of a combination of 50 multiple-choice, matching, and true/false questions worth 2 points each. I will provide a study review guide for each exam.

Please note: **DO NOT ARRIVE LATE TO EXAMS.** No student will be allowed to take an exam after the first student completes and leaves the classroom. If you arrive for an exam after a student has already finished/left the exam you will NOT be allowed to take the exam.

### Make-up Exams:

You may not make up more than 1 exam. If you missed a regularly scheduled exam, you must email the professor *within 24 hours* and attach a scanned copy of written documentation from an independent source (e.g., doctor's note, jury duty, court date) in order for the professor to decide whether or not it constitutes an excused absence. The professor will email you within 48 hours to inform you of her decision.

If approved, you will schedule a time with the teaching assistant, *TA NAME HERE*, to take a make-up exam. The make-up exam may be multiple choice, true/false, matching, or essay, or some combination of the above.

### Electronic Devices During Exams:

All electronic devices must be turned off and put away during exams. Any student who looks at one of these devices during an exam will receive a grade of 50 for that exam, which cannot be dropped. If you need to stay connected during an exam period (e.g., sick child at home), give your phone to me and I will monitor it for urgent messages. Any electronic device that *sounds* during an exam is considered disruptive behavior, and it will result in a 10 point penalty. Please remember to mute your devices before exams start!

### Learning Curve Quizzes:

Learning Curve quizzes you on material from the text. Each assessment covers one chapter. The questions on the learning curve assessments “adapt” to your performance. If you are struggling with a concept, the computer will ask you more questions from the section in the text that covers the concept you are struggling with. If you are sailing through, the computer will ask you harder questions. You keep answering questions until you master the material. It could take as little as 15 minutes or as long as 2 hours. When you complete a Learning Curve Assessment, you earn the maximum number of points (5 points/quiz for a maximum of 50 points). If you don’t complete the quiz you get 0 points.

Most students love the quizzes and find them very helpful in terms of preparing for class and for exams. You may choose to complete more Learning Curve quizzes than just the 10 required to reach a maximum of 50 points for this class. However, you will not get additional points.

You will complete Learning Curve Assessments via LaunchPad. Learning Curves are **due 11:59pm the day before the class period for which they are assigned.**

### **Final Project:**

The ultimate goal for this class is for you to use what you have learned about psychopathology to better understand yourself, to improve relationships with loved ones, and to be effective in your career. For your final project, you will take a deep dive into applying what you have learned to your own life experiences. Think about a time when you didn’t understand someone’s behavior. It could be your own, a family member, a friend, roommate, co-worker. Can you use what you learned in class to get a different perspective or a better understanding of what might have been going on?

For the final project, you will develop your own case study based on the situation. The case study should be at least **partially** based on your own experiences. Taking inspiration from experiences from multitude of people you know or read about is encouraged. Using the case study format described in class and lectures as a general guide, write a description of the situation and create 5 multiple-choice questions that test the reader on their knowledge based on the case study. Your questions can test material from one chapter or multiple chapters, as long as the information is taken from concepts that have been taught in this class. The description should be 1-2 paragraphs. Each multiple-choice question should have at least 4 answer choices (a, b, c, d) and only one right answer. The ‘wrong’ choices shouldn’t make the questions too easy or too hard to answer.

**This project is due by the date listed on the course schedule.** Grading rubric and criteria will be discussed later in the semester.

### **Extra Credit:**



Optional extra credit will be available for all students. All students have the opportunity to add **up to 20 points to their grade** by completing the extra credit assignment. Students must participate in a research study via SONA. This study may be completed online or in person. To receive extra credit, students should provide an informed consent form as well as a reflection statement. In the reflection statement, students should describe what they did and what they learned from the experience. Reflection statements should be no more than one page, double spaced, in Times New Roman size 12 font. **All extra credit is due on the last day of classes (see date listed on the course schedule).**

### **Research Participation via SONA**

- Become a participant in research studies in the psychology department: [gsu.sona-systems.com](http://gsu.sona-systems.com)
- Studies are worth 0.5-3 credits each – some are online surveys and some are in a lab in the psychology department.
- All technical questions about the system/studies should be directed to [gsusona@gmail.com](mailto:gsusona@gmail.com)
- **Note:** If you make an appointment and fail to “show up” twice, you will be locked out of the system and not allowed to complete any additional studies.

### **Final Grades:**

This course uses plus/minus grading. Final course grades will be assigned as follows:

A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	< 60%

I do not grade on a curve. Final grades are calculated based on the points you earn, and I will adhere to the system in this syllabus. There will be no negotiation, even if your total score falls within a *fraction* of a point of the cutoff for a higher grade.

## Course Schedule

\*The course syllabus provides a general plan for the course; deviations may be necessary.

Date	Topic	Chapter	Learning Curve - due midnight the day before
08/24	Abnormal Psychology: Past & Present	1	
08/26	Abnormal Psychology: Past & Present	1	
08/31	Models of Abnormality	2	Chapter 1, Chapter 2
09/02	Models of Abnormality	2	
09/07	Labor Day – no class		
09/09	Assessment and Treatment	3	Chapter 3
09/14	Assessment and Treatment		
09/16	<b>EXAM 1</b>	<b>1 - 3</b>	
09/21	Anxiety, OCD & Related Disorders	4	Chapter 4
09/23	Anxiety, OCD & Related Disorders	4	
09/28	Disorders of Trauma & Stress ( <i>pgs 139-158 only</i> )	5	Chapter 5 (5a & 5b only)
09/30	Mood Disorders	6	Chapter 6
10/05	Mood Disorders	6	
10/07	<b>EXAM 2</b>	<b>4 - 6</b>	
10/12	Suicide	7	Chapter 7
10/13	<i>Last day to withdraw and receive a W</i>		
10/14	Suicide	7	
10/19	Eating Disorders	9	Chapter 9
10/21	Eating Disorders	9	
10/26	Substance Use & Addictive Disorders	10	Chapter 10
10/28	Substance Use & Addictive Disorders	10	
11/02	<b>EXAM 3</b>	<b>7, 9, 10</b>	
11/04	<i>Guest Speaker (TBD)</i>		Chapter 12
11/09	Schizophrenia	12	
11/11	Schizophrenia	12	Chapter 13
11/16	Personality Disorders	13	
11/18	Personality Disorders	13	
11/23	Thanksgiving Break – no class		
11/25	Thanksgiving Break – no class		
11/30	<i>Guest Speaker (TBD)</i>		Final Project DUE
12/02	<b>REVIEW DAY</b>		
12/07	<b>CUMULATIVE FINAL EXAM</b>	<b>1-7, 9, 10, 12, 13</b>	