

Abnormal Psychology
The University of Toledo
College of Language, Literature, and Social Sciences
PSY 2200-001 (CRN 23818)
Spring 2016
TR 11:00 – 12:15
Wolfe Hall 1205

Instructor:
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Required Text:

Beidel, D. C., Bulik, C. M., & Stanley, M. A. (2014). *Abnormal Psychology* (3rd Ed.).

ISBN-10: 0205966810

ISBN-13: 9780205966813

- The text is available at the bookstore, from the publisher, and through 3rd party sellers
- There are several versions of the text – hard cover copy, loose leaf copy, or online through MyPsychLab (generally the loose leaf and online versions are your cheapest options)

Prerequisite: PSY 1010 (Principles of Psychology)

Course Description:

The purpose of this course is to provide an introduction to the scientific study of abnormal human behavior. The course will serve as an introduction to the definition, etiology, and treatment of abnormal behavior. In addition, we will examine theories of abnormal behavior, the cultural implications of abnormal behavior, and the diagnostic classification of abnormal behavior as per the recent *DSM-5*.

Course Goals and Objectives:

The primary purpose of the course is to facilitate your thinking and knowledge about abnormal behavior and its treatment by understanding how psychologists have applied the scientific methodology to understand behavior.

By the end of the course you should be able to:

- Discuss the ways psychologists determine whether a behavior is abnormal and apply this knowledge to an example behavior or case study

- Identify the methods that psychologists use to research abnormal behavior. Discuss the strengths and weaknesses of the various methodologies
- Identify the theories that have been used to explain and derive treatments for abnormal behavior
- Identify the most common disorders included in the current *DSM*, including defining symptoms of each disorder and applying this knowledge to arrive at an accurate diagnosis for case examples
- Identify the etiology associated with disorders
- Identify common ethical and legal issues faced by psychologists

Policies

Contacting Me: I am happy to help you with any questions or concerns you may have regarding lecture material, so please stop by my office during office hours. If you cannot make it during those times, send me an email and we will work out an alternative appointment time. Setting up an appointment in advance is ideal and email is the best way to communicate with me. Please use the email address above instead of Blackboard because I cannot guarantee I will get it. Before you email me, double check the syllabus to see if the answer to your question can be found here. If your question is addressed in the syllabus, I may not respond to your email. I will not respond to emails between 10 pm and 8 am, so please plan ahead if you think you may have time-sensitive questions. I should respond to emails within 48 hours, but please do not email me repeatedly if I don't respond right away. Also, please use the same guidelines when communicating with your TA.

Attendance: Please arrive to class on time and do not leave early. I will not regularly take attendance, and attendance is not a distinct part of your grade. However, if you choose to not attend class, you will not earn a passing grade. Exam content is largely drawn from the lecture materials, and I do not post audio of my lectures on the course website. If you miss class, get notes from a classmate. If you have further questions, please come to my office hours with a list of specific questions.

Course Materials: Course content can be found on Blackboard. Please do not ask me to post slides with the full content on them. You will need to attend lecture in order to see the lecture slides. **I do not consent to be photographed or recorded during my lectures** unless you have explicit permission from the University or me. This includes photographing or recording my lectures on your phone, laptop, recorder, etc.

Academic Accommodations: The University will make reasonable academic accommodations for students with documented disabilities. Students should contact the Office of Academic Success (Rocket Hall 1820; 419-530-4981; officeofacademicaccess@utoledo.edu) as soon as possible for more information and/or to initiate the process for accessing specific accommodations. If you require accommodations, please email me to discuss exactly what you need.

Academic Integrity: Do not cheat. Individual assignments should reflect your own work, and only your work. It can often be helpful to discuss readings with other students, but do not submit someone else's work as your own. If you cheat, plagiarize, or falsify any requirements for this course, you will receive 0 points for the assignment on your first offense. If you cheat or plagiarize again, you will be reported to the University. Read UT's policy on academic integrity for further information.

Technology in the Classroom: You will be capable of succeeding in this class without needing a laptop or tablet to access during lecture. However, I recognize that many students take notes electronically, and therefore you can use this technology during class. Please keep your web-surfing to a minimum and use your technology only to enhance your learning experience. It should go without saying that you should not be talking or texting during class. Your phone needs to be on silent, not vibrate. Do not use headphones or earbuds during lecture, or you will be asked to leave. It is disrespectful, and you are wasting your time if you come to lecture and do not listen.

"Netiquette": As stated above, email is the best way to communicate with me. You need to consider your emails as formal communication between yourself and your instructor. Your email will need to contain a salutation (Hi Ms. Byllesby) and your signature (Best, Your Name). Use proper grammar in your communication, speak in full sentences, do not be demanding, and be professional. This also applies to communication with your TA. Please be kind and courteous to your classmates and myself.

Late Assignments or Exams: Don't procrastinate, keep up on assignments, and it will help you be successful. I will provide you with plenty of time to complete the course materials. Exams must be taken at the time assigned, unless you have other accommodations. Late exams will be taken in the computer lab (University Hall 5000) *with my permission* and your grade will be reduced 20% for each day it is late. Similarly, if you turn in the writing assignments late, your grade will be reduced by 20% for every day it is late.

Course Components

Exams: There will be a total of five exams in this course: four unit exams and a final with a cumulative portion. Each unit exam will consist of 50 questions. The final exam will consist of 50 questions from the fifth unit, as well as 25 questions covering material from across the entire semester. You will not be able to use books, notes, friends, or the Internet on the exams. Exams will be provided in class during the regularly scheduled course time.

Essay: You will be required to write an essay on a specific diagnosis. You will be assigned this diagnosis during the first week of class. The first draft of the essay will be due after the diagnosis has been fully discussed in lecture, and the due date will be given at the same time as your topic. More specific information is available on Blackboard.

Differential Diagnosis Assignment: You will be required to complete a differential diagnosis writing assignment in the second half of the semester. This will entail reading a vignette and following the instructions to determine a diagnosis or diagnoses that best describe the

situation and arguing for your opinion. The response must be less than two pages double-spaced and turned in by March 31st.

Course Pretest/Posttest: For your instructor, the learning objectives of the course should be evaluated. *This is not for a grade.* Both tests will be submitted on Blackboard, and their due dates are in the course schedule. This is only to determine the aggregated improvement in class knowledge over the course of the semester. I will offer 5 extra credit points for you to fill out the pretest and another 5 extra credit points for you to complete the posttest. ***In order to earn extra credit for the posttest, you must complete the pretest at the beginning of the semester.

Grading Criteria

Domain	Breakdown	Total Points	Approximate Percentage
Unit Exams	4 total	200	59%
Essay	2 drafts	50	15%
Differential Diagnosis Assignment		15	4%
*Cumulative Final		75	22%
Total		340	100%

*The cumulative final will consist of the Unit 5 exam and a cumulative portion covering the entire semester. Therefore, it is 50 questions of new material and 25 questions of old material, for a total of 75 questions and 75 points.

Grading Scale

Grade	Points Range	Grade	Points Range
A	316 - 340	C	248 - 261
A-	306 - 315	C-	238 - 247
B+	296 - 305	D+	228 - 237
B	282 - 295	D	214 - 227
B-	272 - 281	D-	204 - 213
C+	262 - 271	F	0 - 203

Note: Your final grade will be based on the points you earn, not a percentage. Grades are not rounded. **Grades are earned, not given.**

**Tentative Course Schedule
(Subject to Change)**

Date	Lecture Topic	Reading/Assignments (Due by lecture)
Jan 12	Syllabus, Intro to Class	
Jan 14	Historical & Modern Perspectives	Chapter 1 Course Pretest
Jan 19	Research Methods	Chapter 2
Jan 21	Assessment & Diagnosis	Chapter 3
Jan 26	Assessment & Diagnosis	
Jan 28	Exam 1	
Feb 2	Anxiety, Obsessive-Compulsive Disorders	Chapter 4
Feb 4	Trauma & Stressor-Related Disorders	
Feb 9	Somatic, Dissociative, & Factitious Disorders	Chapter 5
Feb 11	Bipolar & Depressive Disorders	Chapter 6
Feb 16	Bipolar & Depressive Disorders	
Feb 18	Exam 2	
Feb 23	Feeding & Eating Disorders	Chapter 7
Feb 25	Feeding & Eating Disorders	
March 1	Gender, Sexual, & Paraphilic Disorders	Chapter 8
March 3	Substance-Related Disorders	Chapter 9
March 8	<i>Spring Break - No Class</i>	
March 10	<i>Spring Break - No Class</i>	
March 15	Substance-Related Disorders	
March 17	Exam 3	
March 22	Schizophrenia Spectrum	Chapter 10
March 24	Other Psychotic Disorders	
March 29	Personality Disorders	Chapter 11
March 31	Personality Disorders	Differential Diagnosis
April 5	Neurodevelopmental, Disruptive, Conduct, & Elimination Disorders	Chapter 12
April 7	Exam 4	
April 12	Aging & Neurocognitive Disorders	Chapter 13
April 14	Health Psychology	Chapter 14
April 19	Health Psychology	
April 21	Legal & Ethical Issues	Chapter 15
April 26	Legal & Ethical Issues	
April 28	Catch-up/Review Day	
May 5	Final Exam 10:15 am - 12:15 pm	Course Posttest