

INSTRUCTOR

Shaun Culwell, M.S.

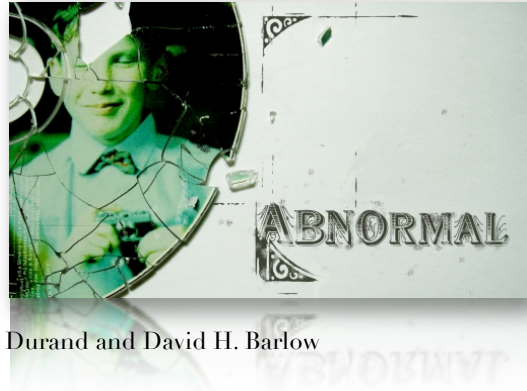
Office: LS 430

Hours: Wednesday 2:30-4:00

Email: sculwell@mac.com

TEXTBOOK

Essentials of Abnormal Psychology, Fourth Edition by V. Mark Durand and David H. Barlow



COURSE DESCRIPTION AND LEARNING OBJECTIVES

During the course of this semester, we will discuss the processes of diagnostic treatment, the major (and minor) forms of psychopathology, as well as the classification, etiology, and treatment of major psychological disturbances and disorders.

Upon completion of this course, the student will:

- be familiar with the diagnostic criteria used for major mental disorders,
- understand the limitations of diagnostic assessment, and
- develop an understanding of the biopsychosocial model of psychopathology.

ATTENDANCE

Attendance is expected and you will be rewarded for it. I will take attendance regularly and at the end of the semester, I will randomly select 5 attendance sheets. For each of those 5 attendance sheets on which your name appears, you will receive 1 point added to the raw score of your lowest exam score. *If you are not present, you will not be punished.* There will, however, be material covered in class that is *not* available in either the text or on the lecture slides. So, if you are not able to make it to class one day, I suggest that you get the notes you missed from someone who was present that day.

GRADING/TESTING

There will be 2 multiple-choice/short-answer exams in this course. The exams will **NOT** be cumulative (including the final). Make up exams will not be given except in extenuating and documented circumstances, so I'd be present for the exams. Each regularly scheduled exam will include 50 multiple-choice/short-answer questions, with each question being worth 2 points. Each exam will also have one (somewhat difficult) essay question that students may attempt for 5 points extra credit on that exam. The essay bonus question will require critical and thoughtful insight on the part of the student and partial credit will be awarded, up to the maximum points possible. The exams will include material from both lecture *and* the text, with emphasis on material from lecture. There will be areas in which the lecture and text do not overlap, and students will be responsible for both lecture and text material. Please note: you **ARE** responsible for any material covered in the videos shown in class; I do not have copies of videos that I can loan to you; thus, it is vital that you regularly attend class to avoid missing important information. Any information covered in class, in the textbook, or in the videos we'll watch is fair game come exam time.

Class participation will be taken into account in situations in which a student's grade is borderline. If you contribute thoughtful and reasoned questions and comments in class, I will notice and it may affect your grade positively. I will not punish those who choose not to participate, however (i.e., there is no "participation" grade, per se, but it would behoove you to speak up, should you have something you would like to talk about).

DIAGNOSTIC ASSESSMENT

Students will write one Diagnostic Assessment based on a case study that I will provide. Each case study will describe a person with a psychological disorder. Students will identify the disorder using evidence from the case study and information from respected sources (e.g., text, websites such as the NIMH, and other books). The descriptions should discuss the biopsychosocial factors which have a bearing on the person either in creating or maintaining the disorder. Each paper should also include the following **in APA format**: Title page, hypothesized diagnosis, factors and interactions of factors using a biopsychosocial approach to diagnosis, and reference page. **NO LATE PAPERS WILL BE ACCEPTED!**

The Diagnostic Assessment will be worth 100 points and will be evaluated on the following:

- I. Application of biopsychosocial approach to diagnosis 40 points
- II. Evidence supporting diagnosis 35 points
- III. Clarity and organization of paper 15 points
- IV. APA style and grammatical correctness 10 points

Grades will be awarded on a 10-point scale and are the three-way average of your two exam scores and your diagnostic assessment (including extra credit and allocated attendance points):

- A = 90-100%
- B = 80- 89%
- C = 70- 79%
- D = 60- 69%
- F = below 60

Americans with Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide reasonable accommodation to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services: The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Dishonesty: Academic dishonesty is a **completely** unacceptable mode of conduct and will **not** be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Academic dishonesty includes, but is not limited to: cheating, plagiarism, 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 even *the attempt* to commit such acts. (Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Bomb Threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by the bomb threat. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Disruptive Classroom Behavior: UT Arlington seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Disruptive Behavior is Prohibited. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the College.