

# **ABNORMAL PSYCHOLOGY - PSYC 3318**

SUMMER II 2008

MONDAY – THURSDAY, 10:30 TO 12:30 P.M.

**Instructor:** Colette Jacquot, ABD  
**Office:** LS 404  
**Office Hrs:** Wednesdays. 12:30 p.m. to 1:30 p.m.  
**Email:** colettej@uta.edu  
**Classroom:** LS 122  
**Text:** Durand, V. Mark and Barlow, David H. (2006). *Essentials of Abnormal Psychology, 4<sup>th</sup> Edition*. Belmont, CA: Thomson-Wadsworth

## **Description of Course Content**

The process of diagnostic assessment, major forms of psychopathology, classification, etiology, and treatment of major disorders

## **Student Learning Outcomes**

1. Become familiar with diagnostic criteria for major mental disorders.
2. Understand the limitations of diagnostic assessment.
3. Develop an understanding of the biopsychosocial model of psychopathology.

**Requirements:** Prerequisite – Introduction to Psychology (PSYC 1315)

## **Attendance & Participation**

Class attendance is vital to grasping course content. Therefore, I will take attendance at four random times throughout the semester, and students who are in class for the entire two hours on the day I take attendance will receive 5 points for that day, totaling 20 possible attendance points. Students who have emergencies arise and have to miss class are **required** to provide university-approved documentation to excuse their absence(s). If students are absent from class, they should find out what they missed from another student before the next class period. I encourage students to exchange emails and phone numbers with at least two other students on the first day of class.

Regarding punctuality, students need to be on time to class as they will be held responsible for any material and announcements covered in class. Be courteous, be on time, and do not socialize during class. Socializing in class is disruptive to other students and to me.

Also, research has clearly demonstrated that those students who are involved in the learning process are more likely to retain information and have greater success in class than those who do not. Students are encouraged to participate in class discussions and respect other students' opinions and contributions, regardless of whether these beliefs are contrary to their own beliefs.

## **Diagnostic Descriptions**

Students will write three Diagnostic Descriptions based on three case studies 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, other books). The descriptions should discuss the biopsychosocial factors which have a bearing on the person either in creating the disorder or maintaining the disorder. Each paper should include the following: Title page, hypothesized diagnosis, factors and interactions of factors using a biopsychosocial approach to diagnosis, and reference page.

Diagnostic Descriptions are due at the beginning of class at 10:30 a.m. No late papers or emailed papers will be accepted.

### **Diagnostic Descriptions, cont.**

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

1. Application of biopsychosocial approach to diagnosis – 40 points
2. Evidence supporting diagnosis – 35 points
3. Clarity and organization of paper – 15 points
4. APA style and grammatical correctness – 10 points

### **Final Exam**

A comprehensive final exam consisting of short answer, multiple choice, fill-in-the-blank, and/or essay questions will be worth 80 points. On final exam day no one will be permitted to wear any head apparel that restricts my seeing her/his eyes. If students are tardy the day of the final exam, they will not be permitted to take the exam if another class member has already turned in a completed exam. If students miss the final examination due to a **university-approved** absence provided they give me **written evidence**, they should make up the final within three days. If students miss an examination due to unapproved reasons per UTA's absence policy, **they will not be able to make up the final exam and will receive a zero on the final.**

### **Grade Distribution**

Diagnostic Descriptions (100 points each)	300	A = 360 - 400 points
Final Exam (80 points)	80	B = 320 - 359 points
Attendance (20 points)	20	C = 280 - 319 points
Total available points	400	D = 240 - 279 points
		F = 239 points or below

### **Extra Credit**

Students may receive half a point added to their final grades by researching a question raised in class per the instructor's approval. Students will orally present the research results to the class the next class hour and will turn in a one-page summary of the research to the instructor that day as well. A total of two extra credit points may be earned per semester. I may also provide exercises that students may turn in for extra credit.

### **Communication**

For anyone having a difficult time comprehending reading material or any other course content, please meet with me in my office. I also welcome student feedback and suggestions as to ways to improve this course.

### **Beepers & Cell Phones**

Please turn off all pagers, beepers, and cell phones during class as these devices are disruptive to other students and to me.

### **Email Protocol**

When sending an email to me, please put the class name in the subject line of the email. Inside the email include your full name. I will do my best to respond to messages via email in a prompt manner; however, please realize that I do not always have access to a computer.

### **Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. 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. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

## **Academic Dishonesty**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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 the attempt to commit such acts" (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

## **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs 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.

## **Course Schedule & Required Readings**

Ch. 1 – Introduction (pp. 2-8, 15-29)

Ch. 2 – Integrative Approach (pp. 34-43, 64-67)

Ch. 3 – Diagnostic Assessment (pp. 74-79, 89-96, 110-115)

Ch. 4 – Anxiety Disorders (pp. 124-135, 155-166)

**Diagnostic Description 1 – July 14, 2008 at 10:30 a.m.**

Ch. 6 – Depression & Bipolar Disorders (pp. 209-221, 225, 236-240)

Ch. 8 – Eating Disorders (pp. 299-316)

Ch. 9 – Sexual & Gender Identity Disorders - Visiting Speaker (pp. 345-354)

**Diagnostic Description 2– July 21 at 10:30 a.m.**

Ch. 10 – Substance Abuse - Visiting Speaker (pp. 387-393, 409-415, 428)

Ch. 11– Personality Disorders (pp. 431-439, 443-455, 462-464)

Ch. 12 – Psychosis (pp. 471-480, 504-505)

**Diagnostic Description 3– July 28 at 10:30 a.m.**

Ch. 13 – Developmental Disorders - Dr. Basco (pp. 507-525)

Review for final exam

**Final Exam – Thursday, 8-7-08 at 10:30 a.**