

**Abnormal Psychology – PSY 4753**  
**9:30 am - 10:45 am, TR, EDU 304**  
**SYLLABUS, SPRING 2013**

Instructor: Caleb W. Lack, Ph.D.

Office: Education 307D

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Web: <http://www.caleblack.com/abnormalpsych.html> & [abnormalpsych.wikispaces.com](http://abnormalpsych.wikispaces.com)

**TEXTBOOKS**

Required readings will primarily be located on the wiki above, with supplemental readings (marked with an asterisk below) made available via the course website (go to caleblack.com, click on “Teaching,” then on “Abnormal Psychology.”).

**GOALS & OBJECTIVES**

From the UCO course catalog: “This course is a survey of the development of modern views of abnormal behavior. A study of the major neuroses and psychoses. Modern methods of diagnosis, treatment, and prevention are explored.”

Overall, my goal for you is to become familiar with the field of abnormal psychology and psychopathology, both for adults and children. Specifically, I want you to be familiar with the following:

1. The history of the field, including different methods of determining what is and is not “normal” both currently and historically
2. Have a basic conceptual foundation for the etiology of specific psychological disorders, as well as how the etiology may relate to treatment of the disorder
3. Elucidate both the strengths and weaknesses of the current diagnosis system
4. Compare and contrast the various disorders
5. Understand the role that cultural differences (e.g., religious, ethnic, racial, etc.) play in expression of a particular disorder
6. Be able to effectively convey information on psychopathology to the layperson through the construction of a short video

**TRANSFORMATIONAL LEARNING OBJECTIVES (A.K.A. UCO’S “CENTRAL SIX” TENANTS)**

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. This course addresses the following of these objectives.

1. Discipline Knowledge: students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments. (Course Objectives 1-5)
2. Leadership: students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counter evidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems. (Course Objective 6)

3. Problem Solving (Research, Scholarly, and Creative Activities): students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions. (Course Objectives 3, 4, 6)
4. Service Learning and Civic Engagement: in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities. (Course Objective 6)
5. Global and Cultural Competency: students read and write arguments about global and cultural issues and direct writing to diverse audiences. (Course Objective 5)
6. Health and Wellness: students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning. (Course Objectives 1, 2, 5)

#### **CLASS HINTS AND TIPS**

This course will be lecture based, with in-class and out-of-class exercises designed to assist your learning. In class, I will be using PowerPoint slides to illustrate my lectures and assist you in your note taking. I will be making the full slides available to you in PDF format before we discuss the material in class. This allows you to concentrate on what I am lecturing on, rather than just writing down what is projected on the screen. This is important because the slides really serve only as points for me to “talk around” rather than all of the information you need to know.

Information on the tests will be taken from the material covered both in class and in the readings, so it is essential that you read the material before coming to class. There is no textbook for this course; all material is located online at the sites listed above.

In addition, you should be prepared to participate in class discussions concerning the lecture material of the day, which you will only know if you have read the materials beforehand. A good rule of thumb for my courses is that you should spend about two hours per week prepping for each hour of class – therefore you should be spending about 9 hours total on this class per week (3 in class, 6 out of class). Doing so should ensure your comprehension of the material, as well as your grade.

Finally, there is one more rule for in-class. If your cell phone rings or I catch you texting during my course, the following will happen. For the first offense, you will be required to come to the front of the classroom and apologize to everyone for disrupting their learning, wasting their time, and wasting my time. For the second offense, you will be required to leave the classroom for the rest of the day. For the third offense, your grade will be dropped a letter grade. For the fourth offense, you will be removed from the course.

#### **GRADING & EXAMS**

There are a total of 600 points available in this class. There will be three exams, each worth 100 points. Each exam will be a mix of multiple choice questions and essay questions. Potential essay topics will be posted online, and I will choose three or four for each exam from those. Exams will be given in-class, on the weeks listed below (specific dates will be announced in class). Make-up exams will not be given for reasons other than the following: school-related excused absence, hospitalization, possession by evil spirits (to be determined by me), or other catastrophic events (as determined by me). For reasons aside from school-related excused absences, all make-up exams will be given on the day assigned for the final exam in the course schedule, and will consist entirely of essay questions.

The next set of points will come from 10 quizzes, each worth 10 points each. Quizzes are posted on the course website and will consist of five (5) fill in the blank questions based on information from the online text. You will need to print the quizzes off and bring them to class BEFORE we begin lecturing on that chapter.

The final 200 points come from your final project. The students in this class will be collaborating on and improving our online text. A wiki is an open-source collaboration using information and editing from multiple people (think Wikipedia). I have already had prior Abnormal Psychology courses (at this and a different university) help to develop <http://abnormalpsych.wikispaces.com>. This is our text “book” for this course and future offerings of Abnormal Psychology. Your job is to work with one other student to create a 10 minute documentary. Yep, that’s right: a freaking documentary. Below are guidelines.

- You and your partner will be assigned (at random) one (1) of the characters listed below for your documentary (full descriptions can be seen at <http://abnormalpsych.wikispaces.com/casestudies>)
  - Major Depressive Disorder
    - Name: Eeyore
      - Source: Winnie the Pooh (TV Show, 1966)
    - Name: Anthony Soprano, Jr.
      - Source: The Sopranos (television series, 1999-2005)
  - Alzheimer's Dementia
    - Name: Alice Howland
      - Source: Still Alice by Lisa Genova (book, 2007)
    - Name: Fiona Anderson
      - Source: Away From Her (movie, 2006)
  - Tourette's Disorder
    - Name: Lionel Essrog
      - Source: Motherless Brooklyn by Jonathan Lethem (book, 1999)
  - Social Phobia (Social Anxiety Disorder)
    - Name: Barry Egan
      - Source: Punch-Drunk Love (movie, 2002)
    - Name: Charlie Kaufman
      - Source: Adaptation (movie, 2002)
  - Intermittent Explosive Disorder
    - Name: Matt Foley
      - Source: Saturday Night Live (TV series, early 1990s)
    - Name: James Howlett (Wolverine), Logan
      - Source: Comic books from Marvel, movies from Fox
  - Alcohol Abuse
    - Name: Lila Blewitt
      - Source: Lila: An Inquiry into Morals by Robert M. Pirsig (book,
  - Panic Disorder without Agoraphobia
    - Name: Tony Soprano
      - Source: The Sopranos (Television series, 1999-2005)
  - Bipolar II Disorder
    - Name: Casey Roberts
      - Source: Mad Love (Movie, 1995)
  - Autistic Disorder
    - Name: Arnie Grape
      - Source: What’s Eating Gilbert Grape? (movie, 1993)

- Name: Mandy (Amanda)
    - Source: Fly Away (movie, 2011)
- Dysthymic Disorder
  - Name: Andrew Largeman
    - Source: Garden State (movie, 2004)
- Bulimia Nervosa
  - Name: Blair Waldorf
    - Source: Gossip Girl (television series, 2007-present)
- Mental Retardation
  - Name: Carla Tate
    - Source: The Other Sister (movie, 1999)
  - Name: Charles Gordon
    - Source: Flowers for Algernon (movie, 2000)
- Generalized Anxiety Disorder
  - Name: Piglet
    - Source: The World of Pooh by A.A. Milne (books, 1954)
- Gender Identity Disorder
  - Name: Brandon Teena (Teena Ray Brandon)
    - Source: Boys Don't Cry (movie, 1999)
- Posttraumatic Stress Disorder
  - Name: Nick (Nicolas)
    - Source: The Deer Hunter (movie, 1976 )
- You will create a 10 minute documentary, utilizing the information in the case study to demonstrate how that character displays symptoms of their disorder (following the basic outline provided in the written case study).
- I recommend the documentary be created using Apple's iMovie, as it is the easiest program to learn to make high quality films and is available for your usage in our library (4<sup>th</sup> floor) if you do not have access to it elsewhere. Other programs can be used, but technical support will not be provided.
- There are tutorials on our course website on how to use iMovie, as well as various other aspects of filmmaking. For each of the seven "documentary basics" videos (created by myself and a previous student) you view and comment on, you will get 5 bonus points (total of 35 available).
- There are four aspects to your grade: 1) script/storyboard (50 points), 2) first edit (25 points), 3) final edit (100 points), 4) rating of your contribution by your partner (25 points). Due dates are presented below in the course outline.

Late submissions will NOT be accepted and you and your partner WILL receive a ZERO on that aspect of the assignment.

Although class attendance is not mandatory, excessive absences can result in loss of points.

Grading will be on a standard scale, with 90% and above being an A, 80-89.9% a B, and so on.

### **CLASS OUTLINE (SUBJECT TO CHANGE)**

(AP = *Abnormal Psychology: An e-text*, with "X" indicating the chapter number;  
\* denotes a supplemental reading on the course website)

**Week 1**

**Introduction to Course / Overview**

|                            |   |
|----------------------------|---|
| Readings                   | Syllabus, AP 1  |
| <b>Week 2</b><br>Readings  | <b>Nature of Mental Disorders / Partner assignments</b><br>AP 2, Maddux & Winstead 1* |
| <b>Week 3</b><br>Readings  | <b>Diagnosis of Mental Disorders / Quiz 1 due</b><br>AP 3, Maddux & Winstead 4*       |
| <b>Week 4</b><br>Readings  | <b>Anxiety Disorders / Quiz 2 due</b><br>AP 4   |
| <b>Week 5</b><br>Readings  | <b>Anxiety Disorders (continued)</b>  |
| <b>Week 6</b><br>Readings  | <b>Mood Disorders / Quiz 3 due / Script &amp; storyboard due</b><br>AP 5              |
| <b>Week 7</b><br>Readings  | <b>Exam 1</b>   |
| <b>Week 8</b><br>Readings  | <b>Psychotic Disorders / Quiz 4 due</b><br>AP 6                                       |
| <b>Week 9</b><br>Readings  | <b>Personality Disorders / Quiz 5 due</b><br>AP 7                                     |
| <b>Week 10</b>             | <b>Spring Break</b>   |
| <b>Week 11</b><br>Readings | <b>Substance Use Disorders / Quiz 6 due / First edit due</b><br>AP 8                  |
| <b>Week 12</b><br>Readings | <b>Exam 2</b>   |
| <b>Week 13</b><br>Readings | <b>Attention-Deficit/Hyperactivity Disorder / Quiz 7 due</b><br>AP 15, 16             |
| <b>Week 14</b><br>Readings | <b>Disruptive Behavior Disorders / Quiz 8 due</b><br>AP 16                            |
| <b>Week 15</b><br>Readings | <b>Mental Retardation &amp; PDDs / Quiz p due</b><br>AP 17                            |
| <b>Week 16</b>             | <b>Learning Disabilities / Quiz 10 due / Final edit due</b><br>AP 18                  |
| <b>Finals Week</b>         | <b>Exam Three / Make-up day</b>   |

## UNIVERSITY POLICY

**Student Etiquette:** Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

**Special Accommodations:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

**Non-payment of tuition:** Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.**”

**Emergencies during final examinations:** If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

**Please review the Student Information Sheet available online at:**

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

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The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.