

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

PSYC 270—Abnormal Psychology

Number of credits:

3 credits

Course Description:

A survey of the classification, symptoms, and etiology of psychological disorders. This class focuses on the entire range and scope of human behavior, including theoretical, etiological, epidemiological, and phenomenological approaches to mental illness. It is intended that the student increases their understanding of psychopathology in general and learn more about basic psychological disorders. The course will also explore the aspects of social consequences and treatment options offered in the past and at the current time.

Pre-/Co-requisites:

PSYC 111—Introduction to Psychology

Course Objectives:

Students will:

1. Define key concepts in the field of abnormal psychology.
2. Demonstrate an understanding of abnormal psychology, including the field's history, methods, and future directions.
3. Explain basic psychological disorders, including classification, symptoms, and etiology.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

Office:

Thatcher Hall 2208

Office Hours:

Mondays, Wednesdays and Fridays

8:30-9:00am

10:30-11:00am

3:00-4:00pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

MWF 2:10-3:00
TH 1107

Required Texts:

American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Edition). Washington, DC: APA.

Course Requirements:

- Quizzes (12 quizzes, each worth 15 points) 180 points
- Case Study Summary and Reflections (4-10 points each) 40 points
- Journal Article Summary and Reflection (4-10 points each) 40 points
- Discussion Participation (10-4 points each) 40 points

Total: 300 points

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

Major Assignments:

- **Quizzes:** Twelve (12) quizzes will be given throughout the semester. Each quiz will be worth 15 points, and will consist of ten multiple choice questions worth 1-point each, and one essay question worth 5 points. The essay question on each quiz will be: What are some challenges that you would experience if you had _____ disorder. These quizzes will cover material presented in the week's readings and lectures.
- **Case Study Summary and Reflections:** There are a total of five (5) case studies covered throughout the semester. Each student will be responsible for writing a summary and reflection on FOUR of the five case studies. The summary and reflection should be one page (double-spaced) in length. This assignment must be turned in at the beginning of the class period of which it is due. Full points will be awarded for summary and reflections that are thorough and insightful.
- **Journal Article Summary and Reflections:** There are a total of five (5) journal articles covered throughout the semester. Each student will be responsible for writing a summary and reflection on FOUR of the five journal articles. The summary and reflection should be one page (double-spaced) in length. This assignment must be turned in at the beginning of the class period of which it is due. Full points will be awarded for summary and reflections that are thorough and insightful.
- **Discussion Participation:** Students are expected to actively participate in ALL discussions, especially those regarding the case studies and journal articles. Thus, student will earn up to 4 points during each discussion. Contributing multiple insights and facilitating discussion will result in a student earning the full 4 points.

Tentative Course Outline:

Week	Date	Day	Topic	DSM-5
Week 1	1/14	Wednesday	Class Introduction	
	1/16	Friday	Class Responsibilities and Assignments	
Week 2	1/19	Monday	<i>Martin Luther King Jr. Day (No Class)</i>	
	1/21	Wednesday	History of the DSM/Using the DSM	
	1/23	Friday	Using the DSM/ Quiz #1	
Week 3	1/26	Monday	Neurodevelopmental Disorders	p. 31
	1/28	Wednesday	Neurodevelopmental Disorders	p. 31
	1/30	Friday	Temple Grandin	
Week 4	2/2	Monday	Temple Grandin	Moodle
	2/4	Wednesday	Autistic Disorder Case Study Discussion	
	2/6	Friday	Quiz #2	
Week 5	2/9	Monday	Depressive Disorders	p. 155
	2/11	Wednesday	Journal Article Discussion	Moodle
	2/13	Friday	Quiz #3	
Week 6	2/16	Monday	<i>President's Day Holiday (No Class)</i>	p. 235 Moodle
	2/18	Wednesday	Obsessive-Compulsive and Related Disorders	
	2/20	Friday	OCD Videos and Case Study Discussion	
Week 7	2/23	Monday	Quiz #4	p. 291
	2/25	Wednesday	Dissociative Disorders	
	2/27	Friday	United States of Tara	
Week 8	3/2	Monday	DID Case Study Discussion	Moodle
	3/4	Wednesday	Quiz #5	
	3/6	Friday	Feeding and Eating Disorders	
Week 9	3/9	Monday	Journal Article Discussion	Moodle
	3/11	Wednesday	Bulimia Nervosa Case Study Discussion	Moodle
	3/13	Friday	Quiz #6	
Week 10	3/16	Monday	<i>Spring Break (No Class)</i>	
	3/18	Wednesday	<i>Spring Break (No Class)</i>	
	3/20	Friday	<i>Spring Break (No Class)</i>	
Week 11	3/23	Monday	Sleep-Wake Disorders	p. 361
	3/25	Wednesday	Journal Article Discussion	Moodle
	3/27	Friday	Quiz #7	
Week 12	3/30	Monday	Sexual Dysfunctions	p. 423
	4/1	Wednesday	Paraphilic Disorders	p. 685
	4/3	Friday	<i>Holiday (No Class)</i>	
Week 13	4/6	Monday	<i>Holiday (No Class)</i>	Moodle
	4/8	Wednesday	Paraphilic Disorder Case Study Discussion	
	4/10	Friday	Quiz #8	
Week 14	4/13	Monday	Substance-Related and Addictive Disorders	p. 481
	4/15	Wednesday	Journal Article Discussion	Moodle
	4/17	Friday	Quiz #9	
Week 15	4/20	Monday	Neurocognitive Disorders	p. 591
	4/22	Wednesday	Journal Article Discussion	Moodle
	4/24	Friday	Quiz #10	
Week 16	4/27	Monday	Personality Disorders	p. 645
	4/29	Wednesday	Personality Disorders	p. 645

	5/1	Friday	Quiz #11	
Week 17	5/4	Monday	Conditions that May Be a Focus of Clinical Atten.	p. 715
	5/6	Wednesday	Conditions that May Be a Focus of Clinical Atten.	p. 715
	5/8	Friday	Class Discussion	
Week 18	5/12	Tuesday	Quiz #12 (3:00-5:00pm)	

*****The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss a quiz, they must inform the instructor *at least* two weeks prior to the missed quiz. An essay quiz (worth 15 points) will substitute for the missed quiz. This quiz must be taken *before* the scheduled quiz date. If a student is sick or experiences unforeseen circumstances where a quiz must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay quiz will take the place of the missed quiz and must be taken within one week of the missed quiz. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed quiz. Students involved in college activities (e.g., athletics) that require them to miss a quiz will take a make-up which is the same format as typical quizzes (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay quiz.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions

regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an “assignment” over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. Students will be notified of the professor’s absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student’s campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.