

ABNORMAL PSYCHOLOGY

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Course Description: Throughout the semester we will discuss the multidimensional theories of psychopathology, as well as clinical assessment and diagnoses of mental disorders. The primary focus of the course is on the *description* of various symptoms and illnesses. In addition, research and theories concerning etiology will be covered and some methods used to bring about change will be briefly discussed.

Course Objectives:

- Understand and critically think about the various aspects of behavior
- Understand behaviors in the context of that individual, setting and culture
- Be able to identify developmental and cultural norms as they relate to behavior
- Understand and apply the diagnostic categories of the DSM-IV-TR

Course Outcomes:

- Students will demonstrate their understanding of the DSM-IV-TR diagnoses.
- Students will show their identification, reasoning, and understanding of psychological disorders and terms.
- Students will utilize critical thinking in order to apply the diagnostic criteria of the DSM-IV-TR.
- Students will appreciate the cultural and ethical issues related to mental health.

Teaching Format: The course will consist of lecture, discussion, and in-class activities. Students should read the assigned material before coming to class, so that they can be active participants during the class period.

Student Evaluation: Four non-cumulative exams will be administered that will include multiple-choice questions designed to measure students' knowledge, understanding, and application of textbook, lecture, and handout material. Each test is worth 100 points. Make-up exams will be given ONLY with documentation of an excused absence (i.e., sickness, college-sponsored event, legal situation)—there will be NO EXCEPTIONS. Advanced notice should be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible.

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Grades: Grades will be assigned on the basis of the following criteria:
Four tests - (each test counts for 25% of your final grade)

A	93.0-100%	C	73.0-76.6%
A-	90.0-92.9%	C-	70.0-72.9%
B+	86.7-89.9%	D+	67.0-69.9%
B	83.4-86.6%	D	65-66.9%
B-	80.0-83.3%	F	below 65%
C+	76.7-79.9%		

Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets twice per week (28 class meetings). You may miss 3 classes without penalty. If you miss 4 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 5 classes, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you miss 6 classes, you will receive a failing grade for the course. If you miss six classes, you have missed approximately 25% of the class meetings.

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Administrative Details:

- Deadlines are firm. Extensions will be granted only in cases of extenuating circumstances. All work must be completed by the end of the course or the student will receive an “F” for the course.
- I do not supply lecture notes. If you have to miss class, arrange for someone to take notes for you. I highly recommend attendance which will aid in comprehending the materials presented in the lectures and textbook.
- Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.
- Students are responsible for all reading assignments and material covered in class. Tests will cover textbook as well as lecture material.
- Final grades are final. If you are a percent or two short of the next letter grade, you are a percent or two short. I will not give away free marks at the end of the term unless I give the same amount to everyone.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college’s policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

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Faculty: Dr. Diane M. Moyer

Cheating: Bear in mind, allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.

Office Hours: My office is located in Curtis, Room 123. If you would like to meet with me, I will be happy to make an appointment. My phone number is 610-606-4666, ext. 3425. I am looking forward to meeting and talking with you this semester. My email address is: **dmmoyer@cedarcrest.edu**.

TEXT:

1. Barlow, D. & Durand, V. (2009). Abnormal Psychology: An Integrative Approach. Thomson Wadsworth Publishers: Belmont, CA.
2. Study Guide. A study guide is available to students who wish to organize their study methods and to enhance their chances of having their best scores on the exams. This study guide includes learning objectives and chapter summaries.

The diagnostic system developed by the American Psychiatric Association, the DSM-IV-TR, will be referred to throughout the course to help you learn both the strategies they use to categorize patterns of abnormal behavior as well as what those characteristic patterns are. The DSM-IV-TR is an optional text, one that I will frequently refer to throughout the semester. However, its purchase is not necessary. Those of you who are planning to go on in the field may find it useful to become familiar with the DSM-IV-TR.

Barlow, Durand Companion Site:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9780495095569&disciplinenum=24

CEDAR CREST COLLEGE
Abnormal Psychology
 Psychology 309

CLASS SCHEDULE		
Date	Topic	Reading
8/26	Abnormal Behavior in Historical Context	Chapter 1
8/28	Integrative Approach to Psychopathology	Chapter 2
9/02	Integrative Approach to Psychopathology	Chapter 2
9/04	Clinical Assessment and Diagnosis	Chapter 3
9/09	Clinical Assessment and Diagnosis	Chapter 3
9/11	Research Methods	Chapter 4
9/16	Research Methods	Chapter 4
9/18	EXAM #1	Chapters 1-4
9/23	Anxiety Disorders	Chapter 5
9/25	Anxiety Disorders	Chapter 5
9/30	Somatoform and Dissociative Disorders	Chapter 6
10/02	Somatoform and Dissociative Disorders	Chapter 6
10/07	Mood Disorders	Chapter 7
10/09	Mood Disorders	Chapter 7
10/16	EXAM #2	Chapters 5-7
10/21	Eating Disorders & Sleep Disorders	Chapter 8
10/23	Eating Disorders & Sleep Disorders	Chapter 8
10/28	Personality Disorders	Chapter 12
10/30	Personality Disorders	Chapter 12
11/04	Personality Disorders	Chapter 12
11/06	EXAM #3	Chapters 8 & 12
11/11	Schizophrenia and Other Psychotic Disorders	Chapter 13
11/13	Schizophrenia and Other Psychotic Disorders	Chapter 13
11/18	Developmental Disorders	Chapter 14
11/20	Developmental Disorders	Chapter 14
11/25	Cognitive Disorders	Chapter 15
12/02	Cognitive Disorders	Chapter 15
12/04	EXAM #4	Chapters 13, 14, 15

