

## **Syllabus: Introduction to Abnormal Psychology (PSY219) Summer 2021**

**Instructor:** Laura Backen Jones, Ph.D.

**E-Mail:** [jonesl@linnbenton.edu](mailto:jonesl@linnbenton.edu) (use email to contact me\*) **Class Meets:** Online (via Moodle). The class is **asynchronous**, meaning that you can access the prerecorded Zoom lecture session at your convenience. **Office hours:** Mon and Wed, noon to 12:50 (via Zoom).

### **Course Description**

An introduction to the study of psychological disorders, including issues of diagnosis and treatment. Topics include stress and effective coping, models of abnormality; overview of major disorders, including diagnostic considerations; current research on treatment effectiveness; the effects of stress on our psychological wellbeing, and the impact of psychological disorders on society.

**How Does this Online Class Work?** Each week, you'll view a pre-recorded interactive slide presentation with visual, audio and video components. Simply watch the presentation, complete the individual activities, view the embedded videos and/or resources, take a weekly text quiz and complete your weekly assignment in a small group forum. In addition, you will create a project (see Course Requirements).

**Required Materials: Text** Comer, R.J. (2019). Fundamentals of Abnormal Psychology, 9th Edition. Worth Publishers: New York, New York.

### **Course Learning Outcomes**

As a result of successfully completing this course, I expect you will: • Critically analyze the relationships between humans and the natural world. •

Recognize & articulate the interplay between social and/or natural forces & individuals.

• Use analytical and scientific thinking to draw reasonable conclusions. •

Synthesize diverse perspectives and express them in a coherent and applicable manner.

Online courses take the place of three hours of lectures and outside class assignments required in a traditional face-to-face class. You should expect to devote about 10 hours per week on the online interactions and other class assignments. Set aside specific time each week to work on this class.

**Important Note:** All of your coursework will be completed via Moodle. You must be able to upload assignments and take exams on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [student helpdesk](#) or [eLearning center](#) if you have questions related to using Moodle. If you are not prepared to work independently with Moodle, drop this course immediately.

**To Prevent being Dropped:** This course moves quickly so it's important that you

start right away. You will be dropped automatically if **all** of the following are not completed before 9 am on Thursday, July 1: (1) Read your syllabus, (2) watch the course overview, (3) post a response to your Weekly Assignment and (4) complete the 'Help us get to know you' questionnaire.

**Instructor Responsibilities:** My aim is to facilitate a learning environment that encourages active, effective, and respectful activities, discussion, and learning. The current week's content and assignments will be posted on Moodle. I will pre-record a lecture each week and post it to Moodle by Monday at 9 am. I will be available to support your learning when requested and hold you accountable by following through with course objectives and syllabus content.

### **Student Responsibilities**

- Critically read/analyze assigned information.
- Use your LBCC email account to communicate with me.
- Effectively participate in class assignments, project, quizzes, and exams.

### **Course Requirements**

**Note:** Weekly quizzes, project, assignments, and exams *take place on Moodle. Be sure to do your assigned reading and engage in the Weekly Slide Presentation before completing the point earners below.*

**Quizzes:** Open book online quizzes on your text only at the Moodle site for this course. Item types include true/false, multiple choice, and matching. T/F = 1 point; multiple choice with 1 answer = 1 point; multiple choice with more than one 1 answer = 2 points; matching = 3 points. You will have 15 minutes to take each quiz. Available by 9 am on Monday and open until 9 am the following Monday.

**Weekly Assignments:** Read your Weekly Assignment each Monday. Often, the assignment requires that you complete an activity ahead of time. Your response is dependent on your text reading and slide presentation for the week, so complete the assessment activity after these tasks. In the assignments, I give you the experience of evidence-based activities that scientists and therapists, and practitioners do in real life to help others cope effectively and to promote wellbeing. Each assignment will be an example of an activity used in the field from a particular perspective for you to try out. To give you access to peer interaction and shared encouragement and support, I divide the class into small groups; you'll respond to assignments and reply to a classmate within your small group forum all term.

**Two online exams** assess your understanding of the course material. Exam 1 covers lecture material and text through chapter 7 + material from chapter 14 (pp. 436-443). Exam 2 covers lecture material and text from chapters 8-15. Items consist of multiple-choice, true/false and matching. Exams are on Moodle. I will post a study guide for Exam 1 by the end of the 2<sup>nd</sup> week of the term.

**Project:** As part of a public information campaign (prevention), create an infographic describing a psychological disorder from the experience of a famous figure who has/had a known disorder (includes at least a testimonial from that person). This is worth a substantial portion of your grade and will be graded

accordingly. You will need to work out some technology to do this so plan ahead!

**Policy Regarding Assigned Work:** I do not accept late work. Use the information on the course calendar (below and available separately on Moodle) to create your own plan to complete your assignments. Coursework is submitted/conducted online via Moodle. Course work submitted by email will not receive a grade.

**Tools for Success in this Course:** In an online course, the teacher is a resource in learning, while the student takes a more active role in the process. If you are new to online learning, be aware that you will need to take the initiative to view the pre recorded slide presentation and read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are key. It is up to you to keep track of deadlines and complete and upload your assignments. The assignments, exams and assignments are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. I will respond to your assignments with feedback. If you have carefully read course materials and still have a question, post your question to the **Question & Answer Forum** right away.

**Preparedness:** Complete your assignments in the calendar above before 9 am on Thursdays and Mondays as designated. As I stated above, I do not accept late assignments, so prepare in advance and please don't ask for an extension.

## GETTING STARTED

- Read the syllabus and all other course documents.
- Watch the course introduction video
- Put all due dates for exams and assignments in your calendar.
- Create your own schedule for completing coursework.
- Have questions? Post them on the **Question & Answer Forum**, the fastest and most efficient way for you to get an answer.
- Read information that comes to you via the Announcements.

**Accessibility Resources:** Request a meeting with your instructor during Week One if you have a documented disability and need accommodations. Your instructor needs to know medical information about you, and if you need special arrangements in the event of an emergency. Make your request for accommodations through the Center for Accessibility Resources Online Services web page every term. If you believe you may need accommodations but have not registered with CFAR, visit the CFAR website at [www.linnbenton.edu/cfar](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

**Cheating/Plagiarism:** Using someone else's work as your own or using information or ideas without proper citation (which is called plagiarism) can lead to your failing the assignment, test or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated by me).

<b>COURSE CALENDAR</b>
------------------------

<b>Week</b>	<b>Topic</b>	<b>Chapters</b>	<b>Due each Thursday before 9 am (date listed below)</b>	<b>Due each Monday before 9 am (date listed below)</b>
<b>1 6/28</b>	Models of abnormal psychology and treatment; community approaches	1 & 2	<b>Thursday, 7/1</b> Response to Weekly Assignment	<b>July 5</b> Moodle: Weekly Text Quiz (Chapters 1 and 2) Weekly Assignment (reply to classmate)
<b>2 7/5</b>	Clinical diagnosis, assessment, and treatment Disorders of trauma and stress	3 & 5	<b>Thursday, 7/8</b> Response to Weekly Assignment	<b>July 12</b> Weekly Text Quiz (Moodle) (Chapters 3 & 5) Weekly Assignment (reply to classmate)
<b>3 7/12</b>	Anxiety, Obsessive Compulsive and Related Disorders	4	<b>Thursday, 7/15</b> Response to Weekly Assignment	<b>July 19</b> Weekly Text Quiz (Moodle) (Chapter 4) Weekly Assignment (reply to classmate)
<b>4 7/19</b>	Depressive and Bipolar Disorders & Suicide	6, 7 14 (pp. 436-443)	<b>Thursday 7/22</b> Response to Weekly Assignment	<b>July 26</b> Weekly Text Quiz (Moodle) (Chapters 6 & 7 + 14 (pp. 436-443)) Weekly Assignment (reply to classmate)
<b>5 7/26</b>	Disorders Featuring Somatic Symptoms & Eating Disorders	8 & 9	<b>Thursday 7/29</b> Response to Weekly Assignment	<b>August 2</b> Weekly Assignment (reply to classmate) <b>Exam 1</b>
<b>6 8/2</b>	Substance Use and Addictive Disorders	10	<b>Thursday 8/5</b> Response to Weekly Assignment	<b>August 9</b> Weekly Text Quiz (Moodle) (Chapter 10) Weekly Assignment (reply to classmate)
<b>7 8/9</b>	Neurodevelopmental Disorders & Sexual Disorders and Gender Variations	11 14 (pp. 450-468)	<b>Thursday 8/12</b> Response to Weekly Assignment	<b>August 16</b> Weekly Text Quiz (Moodle) (Chapter 11 & 14, pp. 450-468) Weekly Assignment (reply to classmate)
<b>8 8/16</b>	Schizophrenia & related disorders Disorders of Aging and Cognition	12, 15	<b>Thursday 8/19</b> Response to Weekly Assignment	<b>August 23</b> Weekly Text Quiz (Moodle) (Chapters 12 and 15) Weekly Assignment (reply to classmate) <b>Class Project Due</b>
<b>9 8/23</b>	Personality Disorders	13	<b>Thursday 8/26</b> Response to Weekly Assignment	<b>August 30</b> Weekly Text Quiz (Moodle) (Chapter 13) Weekly Assignment (reply to classmate)

<b>Course Requirements</b>				
<i>Requirement</i>	<i>Summary</i>	<i>Max Points Possible per unit</i>	<i>Units</i>	<i>Total Points Possible</i>
<b>Assigned Reading</b>	Assigned reading listed on Moodle (weekly section) also Course Calendar. 1-3 chapters per week. <b>Do your assigned reading <u>before</u> you complete the tasks below.</b>	N/A	N/A	N/A
<b>'Help us get to know you' questionnaire</b>	Respond by the deadline to prevent being dropped. Reply to a fellow group member.	3	1	3
<b>Weekly Slide Presentation</b>	After you do your assigned reading, view the prerecorded Zoom session. Embedded learning resources in the slide presentation include information, videos, select embedded readings related to the topic, and individual activities (no need to turn these in - activities target material that will be on the exam).	N/A	N/A	N/A
<b>Chapter Quizzes (on text only)</b>	Online, open book quizzes, include T/F, multiple choice, and matching items. T/F = 1 pt.; multiple choice with 1 answer = 1 pt.; multiple choice with more than one 1 answer = 2 pts; Matching = 3 pts.	10	X8	80
<b>Class Assignment</b>	Engage in an evidence-based activity used in the field and post your experience (in response to a prompt) by 9 am on Thursdays; reply to a classmate before 9 am the following Monday.	10	X9	90
<b>Moodle Exams</b>	Exam 1	75	x2	150
	Exam 2	75		
<b>Project</b>	As part of a public information campaign (prevention), create an infographic describing a psychological disorder from the experience of a famous figure who has/had a known disorder (includes at least a testimonial from that person). This is worth a substantial portion of your grade and will be graded accordingly. Much more information about this on Moodle.	75	1	75
<b>Total Possible Points</b>				<b>398</b>

**Grades** are figured on a straight percentage based on the total number of points possible. I

encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or below

**Incomplete Grades:** You may be eligible for an 'Incomplete' grade if you have finished 90% of the class work. If you have an 'Incomplete,' all coursework must be finished by the end of the next term. You must contact me at least one week before the end of the term with proper documentation to receive an Incomplete.