

Ψ Abnormal Psychology: PSY 327-02 Ψ

Elmhurst University

Spring 2021

Mon/Wed/Fri 10:30-11:35 am

Online Synchronous

Adjunct Professor: Mary Dew, MA, LCPC, Art Therapist

***E-mail:** mary.dew@elmhurst.edu (please put PSY 327 or Abnormal in subject line).
Make sure you are checking your EC email, as this is how I will correspond with the class.

***Course website:** <http://my.elmhurst.edu/> to access Blackboard.

Office hours: Mon 1:00-2:00pm & Wed 8:15-9:15 am via Zoom

1) COURSE DESCRIPTION: An introduction to the study of maladaptive behavior. Topics include the diagnosis, assessment, classification, and treatment of these disorders. An overview of the application of basic psychological theories and normal stress responses will be covered.
Prerequisite: Psych 210.

2) COURSE OBJECTIVES: Upon successful completion of the class, students should be able to:

Ψ Distinguish between normal and abnormal behavior.

Ψ Describe historical approaches to abnormal psychology and compare and contrast these approaches with the biopsychosocial model. Be able to apply this to the development of disorders

Ψ Discuss the stigma on mental health and debunk common misconceptions.

Ψ Evaluate the research support claims related to mental health.

Ψ Identify the symptom presentation of psychological disorders and to recognize the kinds of treatments which may be helpful.

Ψ Understand the legal and ethical issues relevant to mental health issues.

3) TEXT MATERIALS:

Text: Comer, Ronald, J. Fundamentals of Abnormal Psychology, 8th Edition. Worth Publishers.
ISBN-13: 978-1-4641-7698-2

Additional resources required- Launchpad:

<https://www.macmillanhighered.com/launchpad/comerfund8e/16343035>

4) TECHNOLOGY: We will be using **Macmillan Learning's LaunchPad** for reading and assignments, as well as the **Blackboard Learning Management System** for class meetings, group meetings, communicating, assignments and for tracking grades. The login page is located at <https://my.elmhurst.edu> and then click on the link for "Blackboard". You will use your BlueNet username and password.

Technical Needs: You will need to have access to **a computer with an Internet connection and updated browser, preferably Chrome or Firefox**. Chromebooks, tablets and other devices that do NOT support the technology and may not work for some assignments and materials on LaunchPad and Bb. If you have questions or are experiencing issues with Blackboard, you can either click on the "Blackboard Help" tab in the course menu or go to <http://help-archives.blackboard.com/Blackboard-Learn/9.1/SPO8/EN-US/NAHE/Student/index.htm>. **Your computer will also be required to have a working web cam**. This will be required for class discussions, presentations and exams. **You will also be required to download and use Respondus LockDown Browser and Respondus**

Monitor. In addition, **you will need** Microsoft Word, Power Point, and Google Docs and Presentation. As an EU student, **you have free access to Microsoft Office 365 products.**

Please note that Internet and computer problems will require documentation for excuses for late assignments, especially since you can always submit work early. I also highly recommend you have a backup plan in case your Internet service is down (use of a hot spot or location where you can safely access free Wi-Fi) or your computer crashes (back up all your work and make sure to keep e-copies of documents and presentations saved on your hard drive). Please make sure you have taken care of these technical needs immediately.

5) UNIVERSITY POLICIES, PROCEDURES AND RESOURCES:

Code of Academic Integrity: Elmhurst University is a community of scholars. Such a community places the highest value on academic honesty and integrity. Therefore, Elmhurst University's Code of Academic Integrity is designed to ensure:

1. A fair academic environment where students are evaluated on the scholarly merits of their work.
2. An academic environment where person integrity is fostered.
3. An understanding of standard academic practices when formulating ideas, conducting research, and documenting sources.
4. It is the responsibility of each student to know and understand this academic integrity policy. There are general campus-wide definitions of academic honesty as well as department guidelines. Students are responsible for educating themselves on this matter since sanctions for academic dishonesty may be severe. Thus, Elmhurst University students should act honestly in all academic work. Please refer to the Student Handbook for additional information.

The entire Code of Academic Integrity may be found in the Student Handbook available on the university website. **You are expected to know what plagiarism is and to avoid it at all times. Academic dishonesty in any form, including falsifying research or plagiarizing, will result in an automatic 0 for the assignment, and may also result in immediate dismissal and a grade of F for this course.**

Learning Center- Academic Support: The Learning Center is the place to go for convenient, free access to academic support for all Elmhurst University students. Each tutoring session is designed to help students with coursework while at the same time modeling the strategies and processes needed for individual growth. Additionally, assistance with study groups, learning strategies, academic reading, and special test preparation (e.g., GRE) is available. To find out more, go to elmhurst.edu/LC. Because of social distancing measures related to COVID-19, only staff and peer tutors will be physically in the Learning Center during Fall 2020. **All tutoring will be online.** To sign up for peer tutoring and workshops, go to My Tutoring, located on the portal. Students coming to meet with Learning Center staff are required to make an appointment in advance via email. For more information, contact Emmi McAdams, Tutoring Coordinator, at emmim@elmhurst.edu, or Susan Roach, Learning Center Director, at susan.roach@elmhurst.edu.

Access and Disability Services: Elmhurst University is committed to creating an inclusive learning environment for its diverse student population. If you experience or anticipate any barriers to learning, please notify the instructor as soon as possible. If you are a student with a documented disability and would like accommodations in order to participate fully in this class, contact Dr. Linda Harrell, ADS Coordinator, at disability.services@elmhurst.edu. For more information, visit elmhurst.edu/ADS. If you previously received accommodations, please remember that they must be renewed each term. **Please contact your instructor during**

the first week of the term if you will need individual accommodations for this course.

Support Resources and Supporting Fellow Students in Distress: As members of the Elmhurst University community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or your own, we encourage you to refer this behavior to the Director of Student Support Services and Intervention in the Office of Student Affairs through the Student of Concern referral form on the University website at <https://www.elmhurst.edu/about/policies-consumer-information/report-an-incident/>. Based upon your report, staff in the Office of Student Affairs reach out to students to make sure they have the support they need to be healthy and safe.

Additionally, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Director of Student Support Services and Intervention through studentaffairs@elmhurst.edu for support and referrals to campus and/or community resources. For any emergencies, call Public Safety at (630) 617-3000 or call 911.

Psychology Department Statement of Inclusion

The Psychology Department is committed to the Elmhurst University's policy to "to afford equal opportunity to and not discriminate against students, employees and applicants regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, citizenship, veteran status, pregnancy, marital status or other protected status as those terms are defined by applicable federal, state and local law."

Beyond non-discrimination, the Psychology Department strives to support the development of diverse and equitable learning environments with evidence-based practices that promote a sense of inclusion and belonging. Psychological science has demonstrated that appreciating individual differences can deepen our understanding of one another and the world around us, which creates a richer learning experience for everyone. The Psychology Department values diversity in all its forms and encourages engagement in challenging, constructive, and respectful discourse within our community.

Statement Regarding Netiquette

The university expects that all students will use appropriate online etiquette (netiquette) while using communication tools such as email, discussion boards, chat applications and otherwise interacting in online courses. Please follow these guidelines when communicating in this course:

- **Be respectful.** Remember that you are communicating with actual people. Sometimes the perceived anonymity of the online environment makes it easy for people to forget this. Be sensitive to the fact that others will have different cultural backgrounds, linguistic traditions and different political and religious beliefs.
- **Use correct spelling and grammar.** This is an academic course so proper composition, punctuation and grammar are expected. Avoid using texting shortcuts, acronyms and informal slang.
- **Use appropriate language, style and tone.** Maintain a fair and objective tone and avoid making disagreements personal. Swearing and profanity should be avoided. Don't use all capital letters as this may be regarded as shouting, impolite or aggressive.

- **Be credible.** Evaluate your sources for credibility. Always cite your sources as appropriate.
- **Proofread before you send.** Remember that electronic communications may outlive the duration of the course. Proofread and review your writing before you post or send.
- **Be forgiving.** In the absence of nonverbal communication misunderstandings are more frequent. If something offends you, work with the instructor regarding the incident rather than engaging in further enflamed discussion.

6) COURSE POLICIES & REQUIREMENTS:

Attendance Policy: Attendance is required for synchronous classes and groups. Being present will increase your knowledge on the subject. Also, it will keep you informed of any changes in the schedule and assignments. It is in your best interest to attend since assignments will be explained in class and the exams material will be covered in class, some of which will not be in the textbook. If you are absent, you are accountable for the material covered during class by watching the recorded lecture and/or obtaining notes from another student; my lecture notes are not made available. Students with “perfect” online attendance will receive a 5-point bonus.

Deadline and Make-up Policy: Because you will receive a schedule of due dates at the beginning of the semester, and you will receive several reminders via email and during our online class sessions, generally speaking, **I will NOT accept late assignments or give make-up exams, unless you have a legitimate and unavoidable reason, have made arrangements with me in ADVANCED and are granted an extension, or you have a documented excuse. This applies to anyone impacted significantly by COVID-19.** Please notify me as soon as possible via e-mail. I highly recommend you add reminders to your cell phone calendars.

Reading and Participation: To encourage reading and participation there will be reading quizzes and group activities that will count toward your grade. The readings, assignments and class discussions are designed to help increase your understanding, broaden your perspective, and integrate your knowledge. Those students who tend to have the most success in this course have regular class attendance, do the assigned reading ahead of time, take notes, and engage in class discussions and activities. These students also tend to report the highest satisfaction. Thus, you will get out of the course what you choose to put into it!

7) COURSE ETIQUETTE:

Netiquette: As best as you can, please try and find a private quiet space when we are conducting online synchronous classes. I understand that disruptions while online can and will happen (some of my kids have magically appeared in my background ☺)! It’s okay! Let’s just try and keep it to a minimum so we can all stay focused. Please silence your cell phones once class begins. **When you enter Blackboard Collaborate, please turn on your Web Cam.** Student engagement will be crucial for making this a better learning environment and better experience. Each class I will start off with reviewing the schedule of upcoming events and an opportunity for you to check-in and ask questions or express concerns. **Once my “lectures” begin, I ask that you mute your microphone. If you have a question about the material, PLEASE interrupt me! Don’t hesitate to turn your microphone on and ask.** This will benefit everyone. **Please be mindful, I will be recording lectures. These recordings will be on Blackboard and available only to students enrolled in this course.** They are to benefit students who need to miss a class session for emergency purposes, extenuating circumstances, or those that want to use it for a review. They’re not meant to replace your regular attendance during scheduled class meetings. **This content is protected, so please do NOT post this content on any other media as you do NOT**

have my consent. Should recordings be abused, I will stop making them and delete them.

Respectful Behavior: This class is designed to be a safe space for *all* individuals regardless of gender, sexual orientation, race, ethnicity, nationality, physical or psychological disability, or socioeconomic status. Please bear in mind that some of the topics we discuss in class may be sensitive and/or controversial and may personally affect persons present in the classroom – whether through their own experience, a family member’s, or a friend’s, **BE RESPECTFUL!** With that being said, having worked many years in the mental health field, I understand that the aberrant and bizarre behavior of others can lead to different feelings and reactions. This is normal, as is the tendency to feel sad or use humor to ease our emotions about the behavior we are witness to or are discussing. Again, everyone will be expected to be respectful of others at all times and of people whose behavior is described during the discussions we have. Certainly, many humorous anecdotes will emerge, and we will all keep our harmless amusement focused on the behaviors and not judge the individual people.

Self-Disclosure: We will often have very lively and interesting discussions during class, and it is natural that students like to share their own experiences or those of people they know. Please be careful when discussing personal information about yourself. Please do not over share too many details that could affect your course experience with your classmates. Likewise, be careful when sharing information about others you know and be respectful of their anonymity. I expect that all students will keep personal information that is shared in this course confidential.

What to do if a Disorder Seems to Fit You or Someone You Know: When examining the behavior of another, we can see many things both normal and abnormal. This is not to think everyone has a diagnosable disorder! As this class progresses, you will learn many telltale indicators of mental illness and psychopathology. It is a common practice for us to enjoy analyzing people and placing them into neat little categories, but please refrain from diagnosing yourself, your friends, your parents and family, your classmates, your professors or anyone else. ☺ This class will be interesting and fun, but it will not make you a psychologist! In general, the majority of people who take this class probably do not have many of the disorders we learn about. However, if you happen to experience personal problems or believe that you might truly have a disorder that is not currently being addressed, or you are concerned about the well-being of someone you know, it is important that you seek help. While ethics prohibit me from providing students with counseling for personal problems (such as depression, a relationship breakup, or a family member’s alcohol problem), I am more than happy to help direct students to resources that can help. Counseling Services are also available at the Wellness Center on campus. For more information visit <http://www.elmhurst.edu/wellness/1316887.html> or call 630-617-3565.

8) EDUCATION PHILOSOPHY: Part of my job is to guide you so that you may maximize your learning experience. I am available to assist you and give you additional educational support, in order for you to excel in your learning. It is your responsibility to ask questions during class and seek help when you need it. I am always obtainable through e-mail or available by appointment. I encourage students to ask questions and share their opinions. As a dedicated instructor, I enjoy creating an interactive educational environment that is creative, challenging, and promotes critical and insightful thinking. You will learn psychological concepts that are practical so that you should be able to apply aspects of this course to your personal and professional life. Ultimately YOU are RESPONSIBLE for what you will learn and gain out of this course, as well as the grade you will earn, based on the amount of time and effort you put into

your learning. My students who put in a great deal of effort and participation in class discussions are the ones that report having the most fun and greatest learning experience.

Online Learning: I understand we all may be disappointed not being able to meet on campus this semester. Don't let that prevent us from making this a great experience. You may want to consider this an act of humanity, where we are all doing our part to help end this pandemic. These are unprecedented times. It is possible that an issue may arise, individually or collectively. As long as we are in communication and take responsibility for what we are in control of, we can make this an excellent learning experience. We are also fortunate to have a great deal of technology tools that allow us to still have an active and engaging learning environment. Please know I am here to try and help each one of you be successful. It may also be helpful for you to know I have quite a bit of online training, taken courses in online education, and I have 7 years of experience teaching fully online courses. Our "class" time will be divided into a combination of independent learning, working on assignments, taking exams, synchronous virtual group meetings and synchronous virtual class meetings, as noted on the schedule.

9) GRADING CRITERIA:

EXAMS:

4 Exams (each worth 50 points) = 200 points or 40%

Exams will cover only the chapters listed (there is no comprehensive final). The format is multiple choice online, using Respondus LockDown Browser and Monitor. There will be an extra credit practice exam for you to take to acclimate you to online exams and using Respondus. You will have 1 hour to take the exam, and there will be given a 4-hour window to take it. The subject matter and material pertaining to these questions will only come from in-class discussions, activities, homework and videos; therefore, I encourage you to attend every class. No make-up exams are given, unless you have an extreme circumstance and have spoken with me in advanced to make arrangements, or you have a documented emergency.

PROJECT ASSIGNMENTS:

Case Study Paper = 100 points or 20%

Each student will be given a different case study to review and write an APA style case conceptualization paper. You will be responsible for reviewing the case study provided and then writing a complete diagnostic case conceptualization, including assigning a diagnosis(es). You will be required to use your textbook and the DSM-5, as resources, as well as find an additional empirical source that relates to your client's disorder. Details of the assignment will be provided.

Film and Journal Analysis Multimedia Presentation= 100 points or 20%

For this assignment, you will be randomly assigned a feature film. You will provide a summary of the movie and discuss the mental illness depicted in the film from a psychological perspective. Within this presentation you will compare the character's behavior to the DSM-5 criteria and discuss how accurate the portrayal is based on class and text material. Specific details and paper outline requirements will be given.

INTERACTIVE CASE STUDY ASSIGNMENTS:

4 Interactive Case Studies (each worth 15 points) = 60 points or 12%

Each student must complete 1 case study on LaunchPad in each of the Units 1, 2, 3 & 4. These case studies are available on LaunchPad for you to complete at any time, but **they will each be due before the unit exams**. *Specific due dates and times are listed on the course calendar. While there are 11 different case studies available, you only need to complete 4 of*

them. Should you choose to do more, ***your highest case study score within each unit will count toward your grade.***

HOMEWORK ASSIGNMENTS PARTICIPATION:

10 Assignments (each worth 2 points) = 20 points or 4%

Throughout the course we will have different activities to either introduce a new topic or elaborate on a concept from the lecture material. *Active participation in these individual, group, class activities and/or homework assignments will be worth 2 points each.*

ATTENDANCE

Attendance = 20 points or 4%

For every absence during synchronous learning, beyond your 1st absence, 5 points will be deducted unless you have a documented emergency or extenuating circumstance (documentation of a school sponsored event, court appearance letter, doctor's note, etc.). Those that are chronically late and/or leave early without communication will also count as an absence. *For those with perfect attendance (documented excuses do not count you must be present on your web cam), I will award an additional 5 extra credit points.*

OPTIONAL EXTRA CREDIT:

16 Reading Quizzes = up to 32 points possible

For each of the 16 chapters there are practice quizzes available on **LaunchPad** to help you study for each of your exams. These quizzes can also earn you extra credit points! You will automatically receive 1 point for each quiz that you take **(as long as it was an honest attempt- I will be manually checking them!)**. You can earn an additional point for each quiz that you earn a 70% or higher. Any quizzes scored lower than 70%, you will receive 1 point of extra credit. Reading quizzes are only available up until the unit exam time, then the quizzes for those chapters on the exam will no longer be available.

Grading Scale: Total Possible Points = 500

465- 500	A
450- 464	A-
435- 449	B+
415- 434	B
400- 414	B-
385- 399	C+
365- 384	C
350- 364	C-
335- 349	D+
300- 334	D
300 and below	F

Grading Policy: Feel free at any time to inquire about your progress in this course and contact me with any concerns early on. Please **keep track of your grades throughout the course**, as well as your scores recorded on Blackboard. **Should you feel you need to contest a grade, you must make an appeal to me within one week of receiving the grade.** When assigning final grades, I will round up to the nearest whole point for decimal points .5 and above. For decimal points below .5 I will round down.

10) COURSE SCHEDULE: this is a tentative schedule that may change at the discretion of the instructor.

Date	Class Topics/Meetings	Reading/Assignment Due Dates
M 2/01	Class Collaborate Session @ 10:30AM: Introductions & Online Course Overview Views of Abnormality	Read Chapter 1
W 2/03	Class Collaborate Session @ 10:30AM: Views of Abnormality & History of Abnormal Psychology	Read Chapter 2 Presentation Assignment Given
F 2/05	Views of Ab/History to Present/Research- Ch. 1 Models of Abnormality/Treatment Modalities	
M 2/08	Class Collaborate Session @ 10:30AM: Research & Models of Abnormality	Read Chapter 3 Case Study Assignment Given Groups Assigned
W 2/10	Group Collaborate Session @ 10:30AM: Models of Abnormality/Treatment Modalities	
F 2/12	Class Collaborate Session @ 10:30AM: Assessment, Diagnosis & Treatment Mental Status Exam- Activity	Read Chapter 12
M 2/15	Class Collaborate Session @ 10:30AM: Schizophrenia	
W 2/17	Assessment, Diagnosis & Treatment Schizophrenia	
F 2/19	Group Collaborate Session @ 10:30AM: Unit 1 Practice Cases/Rehearse presentation technology	Study for Exam #1 Respondus Practice Exam due 2/19 @ 10:30 AM
M 2/22	Class Collaborate Session @ 10:30AM: Unit 1 Student Film Presentations	Unit 1 Practice Case Studies due on Bb 2/22 @ 10:30 AM. Unit 1 Interactive Case Study due on LP 2/22 @ 11:55 PM
W 2/24	Respondus Exam #1- Chapters 1, 2, 3 & 12 Available: 8:00am-12:00pm	Unit 1 Extra Credit Reading Quizzes on LP due 2/24 @ 8:00 AM
F 2/26	Depressive & Bipolar Disorders	Read Chapter 6
M 3/01	Class Collaborate Session @ 10:30AM: Depressive & Bipolar Disorders	Read Chapter 7
W 3/03	Depressive & Bipolar Disorders/Suicide/Suicide Activity	
F 03/05	Class Collaborate Session @ 10:30AM: Suicide & Discuss Activity	Read Chapter 4
M 03/08	Class Collaborate Session @ 10:30AM: Anxiety, Obsessive Compulsive & Related Disorders	
W 03/10	Anxiety, Obsessive Compulsive & Related Disorders	
F 03/12	Class Collaborate Session @ 10:30AM: Disorders of Trauma & Stress	Read Chapter 5
M 03/15	Disorders of Trauma & Stress	
W 03/17	Group Collaborate Session @ 10:30AM: Unit 2 Practice Cases/Rehearse presentation technology	Study for Exam #2
F 03/19	Class Collaborate Session @ 10:30AM: Unit 2 Student Film Presentations	Unit 2 Practice Case Studies due on Bb 03/19 @ 10:30 AM.
M 03/22	Class Collaborate Session @ 10:30AM: Unit 2 Student Film Presentations	Unit 2 Interactive Case Study due on LP 03/22 @ 11:55 PM
W 03/24	Respondus Exam #2- Chapters 4, 5, 6 & 7 Available: 8:00am-12:00pm	Unit 2 Extra Credit Reading Quizzes due on LP 03/24 @ 8:00 AM
F 03/26	Somatic Symptom Disorders	Chapter 8
3/29- 4/02	No Class. Spring Break Week & Easter Recess!	
M 04/05	Eating Disorders & Sex and Gender Disorders	Chapter 8
W 04/07	Class Collaborate Session @ 10:30AM: Somatic Symptom Disorders & Eating Disorders	Chapter 9
F 04/09	Class Collaborate Session @ 10:30AM: Sex and Gender Disorders	Chapter 11

M 04/12	Substance Use and Addictive Disorders	Chapter 10
W 04/14	Class Collaborate Session @ 10:30AM: Substance Use and Addictive Disorders	
F 04/16	Recorded Session @ 10:30 AM: Case Study Paper & APA Formatting	
M 4/19	Group Collaborate Session @ 10:30AM: Unit 3 Practice Cases/Rehearse presentation technology	Study for Exam 3
W 04/21	Class Collaborate Session @ 10:30AM: Unit 3 Student Film Presentations	Unit 3 Practice Case Studies due on Bb 04/21 @ 10:30 AM.
F 04/23	Class Collaborate Session @ 10:30AM: Unit 3 Student Film Presentations	Unit 3 Interactive Case Study due on LP 04/23 @ 11:55 PM
M 04/26	Respondus Exam #3- Chapters 8, 9, 10 & 11 Available: 8:00am-12:00pm	Unit 3 Extra Credit Reading Quizzes due on LP 04/26 @ 8:00 AM
W 04/28	Class Collaborate Session @ 10:30AM: Child & Adolescent Disorders Personality Disorders & Parking Lot Game	Reach Chapter 14
F 04/30	Group Collaborate Session @ 10:30AM: Personality Disorders	Read Chapter 13
M 05/03	Child & Adolescent Disorders Aging and Neurocognitive Disorders	
W 05/05	Ethics & Legal Issues	Case Study Papers due on Bb 05/05 @ 10:30 AM Read Chapter 15
F 05/07	Class Collaborate Session @ 10:30AM: Aging and Neurocognitive Disorders Ethics & Legal Issues	Read Chapter 16
M 05/10	Class Collaborate Session @ 10:30AM: Ethics & Legal Issues	Study for Exam #4
W 05/12	Group Collaborate Session @ 10:30AM: Unit 4 Practice Cases/Rehearse presentation technology	
F 05/14	Class Collaborate Session @ 10:30AM: Unit 4 Student Film Presentations	Unit 4 Practice Case Studies due on Bb 05/14 @ 10:30 AM. Unit 4 Interactive Case Study due on LP 05/14 @ 11:55 PM
M 05/17	Respondus Exam #4 Chapters 13, 14, 15 & 16 Available: 8:00am - 12:00pm <i>Congrats on completing the course! ☺</i>	Unit 4 Extra Credit Reading Quizzes due on LP 05/17 @ 8:00 AM