COURSE SYLLABUS

Class Specifics:
Class: Introduction to Abnormal Psychology (Psy3604: Section 001)
Credits: 3
Time: Fall 2014
Online Offering
All Email Communication Required Subject Line: “Abnormal Psych”

Professor: Bonnie Klimes-Dougan, Ph.D. (refer to as “Professor Klimes”)
Preferred Contact: email klimes@umn.edu
Phone: 612 626-4347
Office Place/Hours: N412 Elliot Hall or Google Hangout (Tuesday 9 to 10) or by appointment.

Teaching Assistant:
Sam Cooper
Preferred email: coope699@umn.edu
Office Place/Hours: S323 Elliot Hall or Google Hangout (Wednesday 4 to 5) or by appointment.
Office Phone #: 612-625-7517

Ori Shewach
Preferred Contact: shewa006@umn.edu
Office Place/Hours: Elliot Hall - N494 (Monday 10 to 11am) or by appointment.

Required Text:
ISBN: 978-1-3054-1500-3 for a Net $106.75 to the U of M Bookstore
Note: Because this is the first edition using the DSM 5 earlier versions of this text cannot be used for this course.

Course Website
Psy3604-001 uses a Moodle website which can be accessed through
www.psych.umn.edu/courses/
or www.myu.umn.edu.

Course Objectives:
To provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders that includes a historical context (e.g., how concepts have stayed the same or changed up through contemporary times including the DSM 5):
   (a) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;
   (b) to illustrate an integrative view of research in the area of abnormal behavior; and
(c) to discuss intervention and prevention strategies for psychological disorders.

**Instructional Techniques of this Online Offering:** Professor Klimes-Dougan is the lead instructor for this course. Unlike traditional courses that are offered by one instructor who represents many areas of expertise, for this course lectures will be primarily offered by faculty in the psychology and psychiatry departments at the U of M who are leading authorities in their respective fields.

**THIS IS A VERY FAST-PACED AND DEMANDING COURSE.** By signing up for this course you will have the opportunity to participate in an innovative initiative! This is the first year that Introduction to Abnormal Psychology is being offered Online at the University of Minnesota. I would highly recommend that you plan your schedule accordingly so that you are able to learn the essential information and master the course requirements successfully. You will be required to (a) read and study the assigned text, (b) view lectures on Moodle, (c) complete corresponding individual and group assignments, and (d) take exams on the scheduled dates. **It is essential that you check your U of M email daily for any updates.**

**FOR THIS COURSE YOU ARE REQUIRED TO ADHERE TO ALL ASSIGNED DATES FOR TESTS AND ASSIGNMENTS BUT NO IN CLASS PARTICIPATION IS REQUIRED.** This course is an exclusive online offering. You will need to meet all scheduled deadlines for this course. You will not be required to come to campus at any time during the six-week duration of this course. However, we welcome you to meet in person or online with the instructor or TAs during the course of the semester.

**Course Requirements:**

1. **Read the Text:** Carefully read and outline the text prior to the lecture.
2. **Listen to the Assigned Lecture:** All lectures can be accessed through Moodle. In a few cases the lecture covers an overview of the assigned chapter. However, for most chapters, lectures are intended to augment and supplement the readings. That is, most lectures will not focus exclusively on the material in the text but will instead highlight important advances, conventions and controversies in the field provided by experts at the U of M. The focus of each lecture is noted in the syllabus. It will also be critical that you take notes on the online lectures.
3. **Provide Anonymous Feedback for Online Lectures:** It is required that you provide immediate feedback after each viewed lecture. Please do not provide feedback if you have not viewed a lecture. This contribution is highly valued because it will be used to shape the online course for future students.
4. **View and Complete Reflections for Assigned Case Studies:** Students are **encouraged** to view all videos integrated into the online text. Students are **required** to view four assigned case studies, complete reflections and submit the reflections through Moodle.
on the assigned dates (refer to Moodle for questions to guide your reflections). These four assignments should be submitted through Moodle.

(5) There is a group assignment that is due before Exam II. Refer to the course syllabus for details (part 1 - write a brief report on sleep/wake disorders; part 2 - comment on other's reports).

(6) Exams: There will be four, largely noncumulative exams throughout the semester made up of multiple-choice questions. Each exam is based (a) primarily on the text but (b) will also include questions on information presented in the online lectures and (c) occasionally on assigned videos. Students will be able to differentiate between various disorders and be responsible for integrating concepts learned throughout the course. Students will be given 60 minutes to complete the exam (although it takes an additional 15 minutes or so to get things set up with ProctorU. **EACH EXAM MUST BE TAKEN ON THE ASSIGNED DATE.** You will have to take the exam during the 24 hour window of the assigned exam date (e.g., for Exam 1 between noon on Tuesday September 23 and noon on Wednesday September 24).

**ALL EXAMS WILL BE TAKEN USING PROCTORU.** Using a webcam and a reliable high-speed internet connection, you can take your exams from any comfortable location. The ProctorU service connects you to a real person who you can see and hear. This person will walk you through the exam process and help you if you run into any problems. Simply sign up, make an appointment at least 72 hours before the exam date, and return to the ProctorU site at the time of your exam. Please refer to Moodle for the steps to help you test your computer and register for ProctorU. There is a charge of $17.50 for each exam that can be paid through your credit card directly to ProctorU.

(7) Optional Resources: There are many optional learning tools though Mindlink and Mindtap that can be used to enhance your mastery of the field of abnormal psychology and I would recommend exploring them thoroughly. There is no penalty or credit for the additional quizzes etc that you take for practice online.

**Extra Credit:**

Extra credit can be earned by participating in one or all of the following ways. Up to, but no more than 15 points of extra credit may be earned during the semester through the Research Experience Program (REP). REP involves participating in research designed by Psychology Department faculty and graduate students. REP studies run from about the third week of classes to the end of the semester (exact dates on website). You can search for and sign up for studies online.

**Summary of Credit Opportunities:**
Reflections 10% (each 2.5%)
Group Discussion 10%
Exam 1, 20% (based more from the text relative to other chapters)
Exam 2, 20%
Exam 3, 20%
Exam 4, 20%
Extra Credit, 5%

Grading Scale
A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C+ 77-79%, C 73-76%, C- 70-72%,
D+ 67-69%, D 60-66%, F <60%

COURSE SCHEDULE
Course Begins – September 2, 2014

Online Course Overview (Bonnie Klimes-Dougan, Ph.D.)

Chapter 1: Abnormal Behavior in Historical Context
   Online Overview (Bonnie Klimes-Dougan, Ph.D.)
   Online Lectures (Text Author – V. Mark Durand, Ph.D.)

* Assigned Video #1: Imbedded in Mindtap Online Text Chapter 5-5d Rapid Behavioral
   Treatment of a Phobia

Chapter 2: An Integrative Approach to Psychopathology
   Online Lecture Focusing on Neuroscience (Bonnie Klimes-Dougan, Ph.D.)
   Online Lecture Focusing on Cultural Factors (Rich Lee, Ph.D.)
   Online Lecture Providing an Overview and Brief Introduction to Assessment (Bonnie
   Klimes-Dougan, Ph.D.)

Chapter 3: Clinical Assessment and Diagnosis
   Online Lecture Focusing on the MMPI - Paul Arbisi, Ph.D.

Chapter 4: Research Methods
   Online Overview (Bonnie Klimes-Dougan, Ph.D.)

Reflections Due – September 23
Exam I – Between noon September 23 and noon September 24

Chapter 5: Anxiety, Trauma- and Stress-Related, and Obsessive-Compulsive and Related
   Disorders
   Online Lecture Focusing on Anxiety Disorders in Childhood and Adolescence (Alexandra
   Zagoloff, Ph.D.)
   Online Lecture Focusing on Neurobiology of Fear/Axiety (Shmuel Lissek, Ph.D.)
   Online Lecture Focusing on Treatment of Anxiety Disorders (Matt Kushner, Ph.D.)
Chapter 6: Somatic Symptom and Related Dissociative Disorders
Online Overview Lecture on Somatoform and Dissociative Disorders (Sam Cooper, B.A.)

Chapter 7: Mood Disorders and Suicide:
Online Lecture Focusing on Major Depressive Disorders in Adolescence (Bonnie Klimes-Dougan, Ph.D.)
Online Overview Lecture on Bipolar Disorders (Snezana Urosevic, Ph.D.)
Online Lecture Focusing on Treatment of Mood Disorders (Meredith Gunlicks-Stoessel, Ph.D.)

*Assigned Video #1 of Bipolar Disorder Case Study (Mary) – posted on Moodle

Chapter 8: Eating and Sleep-Wake Disorders: (Sleep-Wake Disorders will not be included on the exam but will be addressed in the context of the Graded Group Assignment)
Online Overview Lecture on Eating Disorders (Scott Crow, M.D.)
Online Lecture Focusing on the Treatment of Eating Disorders (Carol Peterson, Ph.D.)

Reflections Due – October 21
Exam II – Between noon October 21 and noon October 22
Group Assignment (Part 1) Due – October 24

Chapter 9: Physical Disorders and Health Psychology
Online Lecture Focusing on Stress Interventions for College Students (Pat Frazier, Ph.D.)

Chapter 10: Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria
Online Lecture Focusing on Sexual Dysfunctions and Paraphilic Disorders (Michael Miner, Ph.D.)

Chapter 11: Substance-Related, Addictive and Impulse-Control Disorders:
Online Lecture Focusing on the Neurobiology of Substance Abuse (Monica Luciana, Ph.D.)
Online Lecture Focusing on the Treatment of Substance Abuse (Ken Winters, Ph.D.)

*Assigned Video #3 of Substance Abuse Disorder (Tim) – posted on Moodle

Chapter 12: Personality Disorders:
Online Lecture on the Organization of Personality and Personality Disorders (Robert Krueger, Ph.D.)
Online Lecture Focusing on Antisocial Personality Disorder (William Iacono, Ph.D.)

Group Assignment (Part 2) Due – November 18
Reflections Due – November 18
Exam III – Between noon November 18 and noon November 19

Chapter 13: Schizophrenia Spectrum and Other Psychotic Disorders
Online Overview Lecture on Psychotic Disorders (Angus MacDonald, Ph.D.)

*Assigned Video #4 of Schizophrenia (Etta) – posted on Moodle

Chapter 14: Neurodevelopmental Disorders
Online Lecture Focusing on Autism Spectrum (Suma Jacob, M.D., Ph.D.)

Chapter 15: Neurocognitive Disorders
Online Lecture Focusing on the Genetics of Aging (Matthew McGue, Ph.D.)

Chapter 16: Mental Health Services and Legal and Ethical Issues
Online Overview Lecture (Bonnie Klimes-Dougan, Ph.D.)

Online Conclusion (Bonnie Klimes-Dougan, Ph.D.)

Reflections Due – December 9
Exam IV – Between noon on December 9 and noon on December 10

ADDITIONAL INFORMATION

Academic Dishonesty: Academic dishonesty is defined by the Committee on Student Academic Affairs as any act that violates the rights of other students with respect to academic work or that involves misrepresentations of a student’s own work. Scholastic dishonesty includes (but is not limited to) cheating on examinations or assignments, plagiarizing, etc. ALL EXAMS THROUGH PROCTORU ARE CLOSED BOOK / CLOSED NOTES EXAMS. NO SCREEN SHOTS ARE ALLOWED. Students caught cheating on an exam will receive a zero for that exam for the first offense. Academic dishonesty in any portion of the academic work for a course can be grounds for awarding a grade of F or N for the entire course and referral to the Scholastic Conduct Committee.

Policy for Missed Exams: Students are expected to take exams on the dates and window of available time scheduled in the syllabus. There are very few acceptable reasons for missing an exam. All tests must be taken on the assigned day unless arrangements are made in advance with the instructor. 10% docked per day late tests. In most circumstances, arrangements to take a missed exam MUST be approved by the instructor prior to the exam date and under almost all circumstances must be made up within a day of the exam date.

Policy for Late Assignments: All assignments must be completed and posted on Moodle by the assigned date to receive full credit. 10% per day will be docked for late assignments.

Difficulties, Incompletes, and Withdrawing from the Course: Failing assignments or exams will NOT be considered sufficient cause to drop this course. If you choose to withdraw, do so before the date on which the instructor’s signature is required (see the University Course Schedule for this deadline). Incompletes ("I" grades), followed by retaking the course during
another term to finish, will NOT be given. If you are experiencing difficulties in the course, please talk to the TA as soon as you realize it, and, if at all possible, BEFORE you get a poor score back on your assignments. Overall, the earlier you share your concerns, the more likely we will be able to help you.

**Accommodations for Students with Disabilities:** We all learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please notify the instructor at the beginning of the semester. If these factors are recognized disabilities, under the ADA, please provide the instructor with appropriate notification. Specifically, you will need to present the instructor with a letter from the Office of Disability Services, McNamara Alumni Center Suite 230). If you do not already have contacts there, you should call them at (612) 626-1333 as soon as possible http://disserv.stu.umn.edu/. If these factors fall outside official categories, you should talk to the instructor in person as soon as possible.

**Diversity of Student Body:** You are expected to listen to and interact with each other in a respectful manner. Students in this class are quite diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times.

**Sexual Harassment:** University policy prohibits sexual harassment as defined in the University Policy Statement adopted on December 11, 1998. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall, East Bank. For more information, please refer to the following webpage: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

**Additional Resources for Students:**

**Student Writing Support**
Offers free one-to-one writing assistance to undergraduate and graduate students, with appointments up to 45 minutes. Nonnative speaker specialists are available. 306b Lind Hall and satellite locations varying by semester (612.625.1893). For more information and links to additional writing resources see http://writing.umn.edu and http://writing.umn.edu/sws/hours.htm.

**Student Writing Guide**

**Online Writing Center**
A service offering writing consultations via e-mail and online resources for students writers and their instructors. Available for graduate and undergraduate students. http://www.owc.umn.edu.

*General College Writing Center*
This service offers one-to-one tutoring on a walk-in basis or by appointment. Available to students outside of GC, including graduate students, on a limited basis. Academic Resource Center, 11 Appleby Hall (612.624.0342) http://www.gen.umn.edu/resources/arc/writing/.

*Non-Native Speakers*
Non-Native Speakers (NNS) in need of assistance or guidance with writing concerns can contact Sheryl Holt, the Coordinator for Non-Native Speakers (holtx001@tc.umn.edu). NNS student can also find answers to their writing-related questions on the Composition Program’s NNS link. 337 Nolte Center (612.624.4524) http://composition.cla.umn.edu/student_web/
Student Writing Support also has NNS specialists to help you with your writing: http://writing.umn.edu.

*University of Minnesota Counseling Program*
UCCS Counseling program helps students with their concerns and offers an opportunity to talk with an experienced counselor who can help students select and achieve goals for personal and career development. The center offers three types of counseling: personal counseling, academic counseling and career counseling. The Learning and Academic Skills Center offers class, workshop, and individual assistance aimed at helping students achieve academic goals. 109 Eddy Hall (612.624.3323)