

**PSYCHOLOGY 3304:1 ABNORMAL PSYCHOLOGY  
SPRING 2022**

**INSTRUCTOR:**

Dr. James W. Downing

LH 208B

Office Hours:

In Person: M, 3:30 pm – 5:00 pm;  
TR, 8:00 am – 9:30 am;

F, 3:30 pm – 5:00 pm;

Virtual: M, 6:30 pm – 7:30 pm;

TR, 6:30 pm – 7:30 pm

F, 6:30 pm – 7:30 pm

Email: [jdowning@sulross.edu](mailto:jdowning@sulross.edu)

**PREREQUISITE:**

Enrollment in this course requires successful completion of Introduction to Psychology or consent of the instructor.

**CLASS MEETINGS:**

W: 6:00 p.m.- 8:50 p.m.

LH 200

**REQUIRED TEXT:**

Sue, D., Sue, D., Sue, D., & Sue, S. (2016).

Essentials of understanding abnormal

behavior. (3<sup>rd</sup> ed.). Boston, MA:

Cengage.

**PURPOSE OF THE COURSE:**

PSY 3304 is designed as a second step in helping you conceptualize abnormal behavior. You were introduced to abnormal behavior in your introductory psychology class. This term will be spent taking a longer look at various types of abnormal behavior. We will examine case studies, watch short films, read articles, and discuss each category of deviance in depth. My goal is for you to leave this class with knowledge of current thinking about the causes and treatments of abnormal behavior. You will leave this class with an appreciation of the many different ways of looking at abnormal behavior. Sometimes these viewpoints are compatible, sometimes they are not. THAT IS OKAY! My goal here is to expose you to as many viewpoints as possible and let you decide for yourself which approach is the most beneficial. I look forward to hearing your goals for the course as well.

*Requirements*

I want each of you to know that I have set up requirements for myself that I see as being associated with your learning of the academic material and that allow individual personal

development to occur. I have several goals for myself as the professor of this course. First, I will strive to give the students access to myself as a person, to my expertise in the field, and to my experience as a psychologist and Licensed Professional Counselor-Associate. Second, I will be as prepared as I can be to suggest experiences (reading materials, research projects, films to observe and study, demonstrations to attempt, practices to apply, etc.) that students might not otherwise think of or be aware of, with the goal of increasing the learning options available to them. Third, I will be prepared to accept each student's autonomy and freedom, which includes the freedom to succeed and to fail. Fourth, I will be prepared to give each learner honest feedback, to the best of my ability as a professor and a person, on each of the following dimensions:

1. ability to conceptualize theories and hypotheses in abnormal psychology,
2. demonstrated skill in understanding research in abnormal psychology,
3. effective oral and written communication abilities,
4. innovation in thinking about topics in abnormal psychology,
5. insight in terms of self-understanding,
6. ability to engage in functional and self-empowering interpersonal communication, and
7. my personal judgment as to your progress and growth, both intellectually and interpersonally.

Please note that I am prepared to give feedback in these areas if a student desires it. During the first class days we can discuss these issues with the goal that it will lead to greater understanding on your part of what you wish to accomplish in the course.

A passing grade in the course will not be turned in until all of the following requirements have been fulfilled.

There are several aspects of the course which will be required for you as the student. These are as follows:

First, I wish to have a list of the readings you have done for the course turned in just before mid-semester, at the beginning of class on Wednesday, February 2. I want to have the updated list turned in again at the end of the course. In the lists you will write entries that indicate the way you have read the selection. For example, you might list a book and state "Chapters 3 and 6 were read thoroughly." You might list another book and state "Skimmed the book and found it was over my head." You might list another book and say, "I got so much out of this book that I read it twice and made careful notes on Chapters 5 through 12." You might state, "I was repelled by the whole point of view and only read enough to become convinced that I was disgusted with the author." In other words, **what is wanted is an honest account of what you have read and the depth to which you have read the material you covered.** The books and articles do not necessarily have to be on the reading list or from the required text. **I do expect you to comment on each of the chapters in the base text by Sue, et al. and anything we choose to read as a class or you read individually.** If you find texts or articles that apply to abnormal psychology please let me know about them so I can include them on the reading list. I hope you will feel engaged with the field and read a great deal for the course.

The **second requirement** is that you write a paper (I call it the personal change paper) which may be as brief or as lengthy as you wish about your own ideas about the most significant areas of the study of abnormal behavior to you and the ways those ideas have changed or not changed as a result of this course. In this paper use the space to show me what you have learned both about the field, those labeled as abnormal, and yourself because of your efforts in the course. In the past, this paper has generally been six to eight pages in length, not including the title page and references. Your research paper should have at least six (6) references other than the text. Use at least three (3) peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help, or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. I am happy to review a draft of your paper and give you feedback before the due date- this is voluntary and always results in a better paper. See attached MINI-RESEARCH PAPER GRADING SHEET for specifics on grading.

A **third requirement** is that you write one reaction report every week based on any readings, any experience, or any discussion you may have had. This report can be as long or as short as you desire. It should, however, be limited to your reactions, by this I mean your feelings. I want you to feel as free as possible in these reports in expressing your feelings about anything you want to write about, whether or not it has anything to do with the course. These reaction reports will be submitted via the courses site on Blackboard. Your first reaction report is due at the beginning of class on Wednesday, January 19. Subsequent reaction reports are due at the beginning of class on January 26, February 2, 9, 16, 23, March 2, 16, 23, 30, April 6, 13, 20 and 27.

The **fourth requirement** is that you attend every class session fully prepared to participate in the course as it progresses.

Another expectation I have is your attendance and participation in class on a weekly basis. I often find that people miss class when they are feeling bad about what happens in class on a day to day basis. Please feel free to express both your joys and frustrations to me as the class progresses. If you merely stop coming to class, you have missed a chance to learn and denied me a chance to hear your concerns about the direction of the course. We are all participants in this course and if you fail to come to class, your voice will not be heard as we discuss and learn from one another. I want you to feel welcome and to realize I want to hear your ideas about the things you read and learn about in the course. All that being said, attendance is very important in this class. I reserve the right to drop a student from the class with a failing grade if he or she misses **three** class days.

**Additional requirements** will on occasion come up during the class. These requirements will be described as we encounter them, given our development as a class and as individuals.

**Finally, failure to fully complete any of the requirements will result in a failing grade being assigned for the course. This is the only way one can fail this class.**

*Please note: Every member of the class is assured of a passing grade if the basic requirements listed here are completed fully and on time. Whether the student obtains a "C,"*

*“B,” or “A” depends upon his or her achievement on an objective examination which will be based on the academic material covered in the course. This exam may consist of questions in a multiple choice, true-false, short answer, essay or alternate format and will be given on Tuesday, May 3, from 6:00 p.m. to 8:00 p.m. in LH 200.*

*The final letter grade assigned in the course does not represent a measure of achievement in the realization of any personal values other than knowledge of specific factual information. The most important self-evaluations will have to be made by you some time in the future, perhaps months from the end of the class.*

## TENTATIVE SCHEDULE FOR PSYCHOLOGY 3304:1

<u>Date</u>	<u>Week</u>	<u>Topic</u>	<u>Text Readings</u>
1/12	1	Introduction, Course Overview, & Discussion	
1/19	2	Abnormal Behavior & Models of Abnormality	Chap. 1 & Chap. 2
1/26	3	Research, Assessment, and Classification of Mental Disorders, Legal Issues, and Ethics	Chap. 3 & Chap. 16
2/2	4	Anxiety and Obsessive-Compulsive and Related Disorders	Chap. 4
2/9	5	Trauma- and Stressor-Related Disorders	Chap. 5
2/16	6	Somatic Symptom and Dissociative Disorders	Chap. 6
2/23	7	Depressive and Bipolar Disorders and Suicide	Chap. 7
3/2	8	Suicide	Chap. 8
3/9	9	<b>SPRING BREAK-A WELL-DESERVED REST FOR ALL</b>	
3/16	10	Eating Disorders	Chap. 9
3/23	11	Substance-Related and Other Addictive Disorders	Chap. 10
3/30	12	Schizophrenia Spectrum Disorders	Chap. 11
4/6	13	Neurocognitive Disorders	Chap. 12
4/13	14	Sexual Dysfunction, Gender Dysphoria, and Paraphilic Disorders	Chap. 13
4/20	15	Personality Psychopathology	Chap. 14
4/27	16	Disorders of Childhood and Adolescence & Class Wrap-Up	Chap. 15
5/3		<b>FINAL EXAM, 6:00 p.m. - 8:00 p.m., LH 200</b>	

Below you will find the Student Learning Objectives (SLOs) dealt with in this course. The student learning outcomes follow and relate, to a greater or lesser extent, to the SLOs dealt with in the course.

Student Learning Objective (SLO #1)

1. The students will be able to demonstrate competency in the biopsychosocial approach.

Student Learning Objective (SLO #2)

2. The students will be able to demonstrate their critical thinking skills via tasks related to student thought, complexity, and originality.

Student Learning Objective (SLO #3)

3. The students will be able to attain a level of multicultural competency adding to their understanding of the biopsychosocial approach.

Student Learning Outcomes:

Required Task-Reaction Reports:

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting an emotion they experienced by writing about it in the reaction reports. (Affective Domain: Value Development)

Required Task-Reading Log:

Goal Three: The student will write an evaluation of the readings they complete for the course that will be examined at both the beginning and the end of the semester. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for the volume of readings they complete. (Affective Domain: Value Development)

Required Task-Personal Change Paper:

Goal Five: The student will compare and contrast their knowledge of the psychological principles of abnormal behavior from the beginning to the end of the course. (Cognitive Domain: Evaluation)

Goal Six: The student will report in the paper how their feelings about themselves and about those labeled as abnormal have changed because of the course. (Affective Domain: Value)

Marketable Skills Assessed by the Tasks Completed in this Course

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.

3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components. Students will communicate effectively in writing.

**Students with Special Needs:** Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities and it is the Student's responsibility to initiate the request. *Students should contact the instructor as soon as possible to initiate the recommended accommodations.* **ADA Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Counseling & Accessibility Services, Telephone: 432-837-8203,**

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/>

### **Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **SPECIAL NOTATION FOR EDUCATION STUDENTS:**

I know that some education students may take this course. This course addresses some of the objectives of the TExES Exam for the subject area of social science, which includes a psychology portion. Specifically, this course may address the following objectives, among others.

#### **Domain III**

#### **Geography, Culture, and the Behavioral and Social Sciences**

#### **Competency 13 (Social, Anthropological, and Psychological Concepts and Processes)**

**The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.**

- Demonstrates knowledge of the history and theoretical foundations of psychology.

- Demonstrates knowledge of the behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

The interested student is informed that for full information concerning the TExES exam in education concerning psychology as a part of the social sciences, they should contact the SRSU Education Department for materials concerning test preparation and administration. It is the student's responsibility to inform the instructor of this course if he or she is a candidate for the exam. If so, the instructor can guide them to resources that will assist with their exam preparation.



The **second requirement** is that you write a paper (I call it the personal change paper) which may be as brief or as lengthy as you wish about your own ideas about the most significant areas of the study of abnormal behavior to you and the ways those ideas have changed or not changed as a result of this course. In this paper, use the space to show me what you have learned about the field, those labeled as abnormal, and yourself because of your efforts in the course. In the past, this paper has generally been six to eight pages in length, not including the title page and references. Your research paper should have at least six (6) references other than the text. Use at least three (3) peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help, or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. I am happy to review a draft of your paper and give you feedback before the due date- this is voluntary and always results in a better paper. See the attached PERSONAL CHANGE PAPER CHECKLIST below for specifics on components of the paper.

Downing  
PSY 3304-001 Abnormal Psychology: Spring 2022

NAME: \_\_\_\_\_

### PERSONAL CHANGE PAPER CHECKLIST

The following must be included in your paper: (from syllabus)

- 1) Explore the most significant areas of study of abnormal behavior to you. \_\_\_\_\_
- 2) Explain how those ideas have changed and developed as a result of the course. \_\_\_\_\_
- 3) Describe how your views can impact your community, our U.S. society, and the global community. \_\_\_\_\_
- 4) Describe how your views can affect how You might choose to work with your clients. \_\_\_\_\_
- 5) Organization of Content/Spelling/ Grammar/Writing style (6 to 8 pages long) \_\_\_\_\_
- 6) APA Style Format
  - a) Title page with Running head \_\_\_\_\_
  - b) Abstract \_\_\_\_\_
  - c) Correct citation of references and quotes within paper \_\_\_\_\_
  - d) Reference page (6 to 8 references) \_\_\_\_\_