

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title:**

PSYC 270—Abnormal Psychology

### **Number of credits:**

3 credits

### **Course Description:**

A survey of the classification, symptoms, and etiology of psychological disorders. This class focuses on the entire range and scope of human behavior, including theoretical, etiological, epidemiological, and phenomenological approaches to mental illness. It is intended that the student increases their understanding of psychopathology in general and learn more about basic psychological disorders. The course will also explore the aspects of social consequences and treatment options offered in the past and at the current time.

### **Pre-/Co-requisites:**

PSYC 111—Introduction to Psychology

### **Course Objectives:**

Students will:

1. Define key concepts in the field of abnormal psychology.
2. Demonstrate an understanding of abnormal psychology, including the field's history, methods, and future directions.
3. Explain basic psychological disorders, including classification, symptoms, and etiology.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

### **Instructor:**

Lexi R. Kvasnicka-Gates, Ph.D.

### **Office:**

Thatcher Hall 2208

### **Office Hours:**

Mondays and Wednesdays: 3:00-4:00

Tuesdays: 11:00-1:00

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

MWF 2:00-2:50  
TH 1107

**Required Texts:**

American Psychological Association. (2010). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> Ed., Text Revision). Washington, DC: APA.

Oltmanns, T. F., Martin, M. T., Neale, J. M., & Davison, G. C. (2012). *Case Studies in Abnormal Psychology*, 9<sup>th</sup> Ed. Hoboken, NJ: Wiley.

**Recommended Texts:**

Comer, R. J. (2010). *Abnormal Psychology*, 7<sup>th</sup> Ed. New York: Worth Publishers.

**Course Requirements:**

- |  |                   |
|--|-------------------|
| • Exams (4 exams (non-cumulative), each worth 40 points) | 160 points        |
| • Case Study Discussion Leader                           | 40 points         |
| • Quizzes (10 quizzes, each worth 5 points)              | 50 points         |
| • Papers (2 papers, each worth 25 points)                | 50 points         |
| <b>Total:</b>  | <b>300 points</b> |

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

**Major Assignments:**

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 40 points each. Exams will cover information presented in class, the textbook, and supplemental readings. Each exam will consist of 20 multiple choice questions worth 1 point each, and 4 short answer questions worth 5 points each. All exams are closed textbook and notes, but students may use the DSM-IV-TR.
- **Case Study Discussion Leader:** There are a total of 13 case studies that we will discuss in class. During the first week of class, the instructor will have students sign up to be a leader/co-leader for one of these 13 case studies. Students will provide a brief summary of the case study, and then lead a discussion of how the case study exemplifies the disorder. Students are graded on their preparedness, discussion questions, use of the DSM-IV-TR, and test questions. Case study discussion leader descriptions and rubrics are available on Moodle.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Papers:** Each student will complete two papers throughout the semester. In both papers, students will be asked to watch a movie where a character has a psychological disorder. Using,

the DSM-IV-TR, students will diagnose the disorder based off of symptoms expressed in the film. Each paper will be two pages (double-spaced) in length. Paper descriptions and rubrics are available on Moodle.

### Tentative Course Outline:

Week	Date	Day	Topic	Chapter
Week 1	1/9	Wednesday	Class Introduction	1
	1/11	Friday	Abnormal Psychology: Past and Present	
Week 2	1/14	Monday	Models of Abnormality	3
	1/16	Wednesday	Clinical Assessment, Diagnosis, and Treatment	4
	1/18	Friday	Anxiety Disorders	5
Week 3	1/21	Monday	<i>Martin Luther King Jr. Holiday (No Class)</i>	5 6
	1/23	Wednesday	Anxiety Disorders ( <b>Case Study—KG</b> )	
	1/25	Friday	Stress Disorders	
Week 4	1/28	Monday	Somatoform and Dissociative Disorders	7
	1/30	Wednesday	Somatoform Disorder ( <b>Case Study</b> )	7
	2/1	Friday	Dissociative Disorders ( <b>Case Study</b> )	7
Week 5	2/4	Monday	Dissociative Disorder (United States of Tara)	7
	2/6	Wednesday	Review	1, 3-7
	2/8	Friday	<b>Exam #1</b>	1, 3-7
Week 6	2/11	Monday	Mood Disorders	8
	2/13	Wednesday	Mood Disorders	8
	2/15	Friday	Major Depressive Episode ( <b>Case Study</b> )	8
Week 7	2/18	Monday	<i>President's Day Holiday (No Class)</i>	8 10
	2/20	Wednesday	Bipolar Disorder ( <b>Case Study</b> )	
	2/22	Friday	Suicide	
Week 8	2/25	Monday	Suicide	10
	2/27	Wednesday	Body Image	11
	3/1	Friday	Eating Disorders	11
Week 9	3/4	Monday	Eating Disorders ( <b>Case Study</b> )	11
	3/6	Wednesday	Review ( <b>Paper #1 Due</b> )	8, 10-11
	3/8	Friday	<b>Exam #2</b>	8, 10-11
Week 10	3/11	Monday	<i>Spring Break (No School)</i>	
	3/13	Wednesday	<i>Spring Break (No School)</i>	
	3/15	Friday	<i>Spring Break (No School)</i>	
Week 11	3/18	Monday	Sexual and Gender Identity Disorders	13
	3/20	Wednesday	<i>Advising Day</i>	13
	3/22	Friday	Sexual Disorders ( <b>Case Study</b> )	
Week 12	3/25	Monday	Gender Identity Disorder ( <b>Case Study</b> )	13
	3/27	Wednesday	Schizophrenia	14
	3/29	Friday	<i>Holiday (No School)</i>	
Week 13	4/1	Monday	<i>Holiday (No Class)</i>	14 13-14
	4/3	Wednesday	Schizophrenia ( <b>Case Study</b> )	
	4/5	Friday	Review ( <b>Paper #2 Due</b> )	
Week 14	4/8	Monday	<b>Exam #3</b>	16 16
	4/10	Wednesday	Personality Disorders	
	4/12	Friday	Borderline Personality Disorder ( <b>Case Study</b> )	
Week 15	4/15	Monday	Antisocial Personality Disorder ( <b>Case Study</b> )	16
	4/17	Wednesday	Disorders of Childhood and Adolescence	17

	4/19	Friday	Autistic Disorder ( <b>Case Study</b> )	17
Week 16	4/22	Monday	Temple Grandin	17
	4/24	Wednesday	Temple Grandin	17
	4/26	Friday	ADHD ( <b>Case Study</b> )	17
Week 17	4/29	Monday	Disorders of Aging and Cognition	18
	5/1	Wednesday	Alzheimer's and Dementia	18
	5/3	Friday	Review	16-18
Week 18	5/10	Friday	<b>Exam #4 (8:00-10:00am)</b>	16-18

\*\*\*The final will NOT be given early. You must take the final during the final exam time, no exceptions.

### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication

### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. If a student is sick or experiences unforeseen circumstances where an exam must be missed, the instructor must be informed immediately and proper documentation must be presented (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding paper grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an “assignment” over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The “assignment” will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor’s absence by a note on the classroom door, as well as with an announcement on Moodle. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

### **Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

### **Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.