



**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. Describe basic psychological disorders, including classification, symptoms, and etiology.
4. Explain the psychological and social factors that influence psychological disorders.

**Instructor:** Lexi R. Kvasnicka-Gates, Ph.D.

**Office:** Thatcher Hall 2206

**Office Hours:** By arrangement. We can “meet” virtually using the Blackboard Collaborate. Please email me to arrange a time.

**Phone:** 228-5475

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

**Lecture/Lab Schedule:** Online

**Textbook(s):**

American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> Edition). 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.

**Course Requirements:**

- Quizzes (12 quizzes-15 points) 180 points
- Papers (12 papers-10 points each) 120 points
- Discussion Participation (12 discussions-5 points each) 60 points

**Total: 360 points**

A	324 and above
B	288-323
C	252-287
D	216-251
F	215 and below

**Major Assignments:**

- **Quizzes:** Twelve (12) quizzes will be given throughout the semester. Each quiz will be worth 15 points, and will consist of ten multiple choice questions worth 1-point each, and one essay question worth 5 points. The essay question on each quiz (except the first) will be: What are some challenges that you would experience if you had \_\_\_\_\_ disorder. These quizzes will cover material presented in the week’s readings, assignments and lectures.
- **Papers:** There are a total of ten (10) case studies covered throughout the semester. Each student will be responsible for writing a summary and reflection on all ten case studies. The summary and reflection should be one page (double-spaced) in length. Additionally, the first paper due in the class will reflect over changes to the DSM, and the ninth paper in the class will summarize and reflect on the movie *Still Alice*. These assignments must be turned in at the beginning of the class period of which it is due. Full points will be awarded for summary and reflections that are thorough and insightful.
- **Discussion Participation:** There are a total of twelve (12) discussions over class topics in Blackboard. Students are expected to actively participate in ALL discussions. Students who contribute multiple insights and facilitating discussion will earn the full 5 points.

**Tentative Course Outline:**

Topic	DSM-5	Case Study	Quiz	Paper	Discussion	Movie	Due Date
Class Responsibilities and Assignments			Non-Credit Quiz				Jan. 15, 11:59pm
History of the DSM/Using the DSM			Quiz #1	Paper #1	Discussion #1		Jan. 22, 11:59pm
Neurodevelopmental Disorders	p. 31	p. 309	Quiz #2	Paper #2	Discussion #2	Temple Grandin	Feb. 5, 11:59pm
Depressive Disorders	p. 155	p. 87	Quiz #3	Paper #3	Discussion #3		Feb. 12, 11:59pm

Obsessive-Compulsive and Related Disorders	p. 235	p. 1	Quiz #4	Paper #4	Discussion #4		Feb. 19, 11:59pm
Dissociative Disorders	p. 291	p. 68	Quiz #5	Paper #5	Discussion #5	United States of Tara	March 5, 11:59pm
Feeding and Eating Disorders	p. 329	p. 234	Quiz #6	Paper #6	Discussion #6		March 19, 11:59pm
Sexual Dysfunctions	p. 423		Quiz #7				April 2, 11:59pm
Paraphilic Disorders	p. 685	p. 188	Quiz #7	Paper #7	Discussion #7		April 2, 11:59pm
Substance-Related and Addictive Disorders	p. 481	p. 159	Quiz #8	Paper #8	Discussion #8		April 9, 11:59pm
Neurocognitive Disorders	p. 591		Quiz #9	Paper #9	Discussion #9	Still Alice	April 16, 11:59pm
Personality Disorders	p. 645	p. 283	Quiz #10	Paper #10	Discussion #10		April 23, 11:59pm
Schizophrenia Spectrum and Other Psychotic Disorders	p. 87	p. 130	Quiz #11	Paper #11	Discussion #11		April 30, 11:59pm
Gender Dysphoria	p. 451	p. 202	Quiz #12	Paper #12	Discussion #12		May 7, 11:59pm

\*\*\*This is a very fast paced course. Students are encouraged to work ahead.

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

- Competency/Goal 6: Demonstrates knowledge of social structures
  - Learning Outcome 1: Examines the experience of the individual
  - Learning Outcome 2: Examines the world of human diversity

**Relationship to Campus Focus:** Campus Focus: 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 stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email or Blackboard) as soon as possible. Please utilize the course Blackboard shell. The classroom environment is open and harassment free, so please engage in discussion
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including

weekends. Discussions posted after the due date will receive a 0 (since they are discussions and discussions don't work well after the due date occurs).

- **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 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.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

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

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.