

*The University of Texas at Dallas*  
*Course Syllabus*

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**Course Information**

<i>Course Section / Number</i>	PSY4343.OU1 / 55796
<i>Course Title</i>	<b>ABNORMAL PSYCHOLOGY</b>
<i>Term</i>	Summer 2017
<i>Days &amp; Times</i>	<b>Mondays, 1 pm – 5 pm</b>
<i>Location</i>	Callier Richardson Addition (CRA) 12.110

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**Professor Contact Information**

<i>Professor</i>	Dr. Gretchen Ladd
<i>Office Phone</i>	(214) 987-9099
<i>Email Address</i>	<a href="mailto:Gretchen.Ladd@utdallas.edu">Gretchen.Ladd@utdallas.edu</a>
<i>Office Hours</i>	Before and after class
<i>Other Information</i>	<u>Email is the fastest and best way to reach me.</u> Please put the course name in your subject line [PSY Abnormal] and <u>use your UTD email account.</u>

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**Course Prerequisite:** None

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**Course Description:** This course, worth three credit hours, considers patterns of abnormal human behavior, approaches to psychotherapy, and related research.

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**Student Learning Objectives/Outcomes**

- 1) Describe and explain the nature of psychology as a scientific discipline.
  - 2) Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.
  - 3) Use critical thinking to evaluate popular media, scholarly literature and empirical research.
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**Required Textbook**

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, Fifth Edition*. Arlington, VA: American Psychiatric Association.

**Optional Textbooks**

- Kring, A.M., Johnson, S.L. (2016). *Abnormal Psychology*, 13<sup>th</sup> edition. Wiley. ISBN:9781118-85909-4
  - Costello, P. (2013). *Attachment-based psychotherapy: Helping patients develop adaptive capacities*. APA. ISBN: 978-1-4338-1302-3.
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## Assignments and Academic Calendar

**Exams:** We will have three non-cumulative exams based on the readings, class lectures, class discussions and handouts given during class. Exams will consist of multiple choice questions. **Pick up three (3) Exam System II #229630 answer sheets for exams. You must bring your answer sheet (and your #2 pencils) to each scheduled exam.** There is no final (cumulative) exam.

**Paper:** Students will write a four-page paper that outlines an attachment based understanding of a psychological disorder. Papers are due by 5 pm on July 17. Late papers will lose three points. Papers can be turned in June 26 for review by the professor prior to grading. Reviewed papers will be returned to students on July 3 for corrections. Papers are graded on the following items:

- 1) Adequate length (1 point)
- 2) Correct spelling, grammar and mechanics (1 point)
- 3) Demonstration of knowledge of Attachment theory (3 points)
- 4) Demonstration of knowledge of either anxiety or depressive disorders. Students will choose a mental disorder within either class of disorders to focus on for this paper. (2 points)
- 5) Apply Attachment theory to the mental disorder chosen by the student. How does Attachment theory explain the dysfunction? (3 points)

**In-Class Assignments:** Seven assignments are distributed throughout the semester of which six are counted towards students' grades. Assignments are each worth three points. Assignments must be turned in when class is dismissed that same day. Students not in attendance cannot make up the in-class assignment. Students can miss one class without penalty. It is the student's responsibility to manage missing class carefully as no make-ups on assignments are allowed.

DATE	TOPIC	READING
June 5	Introduction and Historical Overview; Classification and Diagnosis; Introduction to Attachment theory	DSM-5: Section I; Kring: Chapters 1 and 3
June 12	Mood Disorders; In-Class Assignment	DSM-5 sections on Depressive and Bipolar disorders; Kring: Chapter 5
June 19	Anxiety Disorders; In-Class Assignment	DSM-5 section; Kring: Chapter 6
June 26	<b>Exam #1;</b> Obsessive-Compulsive Related and Trauma-Related Disorders; In-Class Assignment <b>Optional:</b> Turn in Paper for professor comments (to be returned July 3)	DSM-5 sections; Kring: Chapter 7
July 3	Review prior exam; Dissociative Disorders and Somatic Symptom-Related Disorders; In-Class Assignment	DSM-5 sections; Kring: Chapter 8
July 11	No Class	
July 17	Schizophrenia Spectrum and Other Psychotic Disorders; In-Class Assignment	DSM-5 section; Kring: Chapter 9
July 24	<b>Exam #2;</b> Personality Disorders; In-Class Assignment	DSM-5 section; Kring: Chapter 15

July 31	Review prior exam; Eating Disorders; Disorders of Childhood; In-Class Assignment	DSM-5 sections on Eating, Neurodevelopmental and Conduct disorders; Kring: Chapters 11, 13
August 7	<b>Exam #3</b>	

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**Grading Policy:** Grades are comprised of the following:

Exam 1: 24% of final grade

Exam 2: 24% of final grade

Exam 3: 24% of final grade

Paper: 10% of final grade

In-Class Assignments: 18% of final grade

Extra credit: 3% applied to total grade

Grades are as follows:

A: 90% to 100%

B: 80% to 89%

C: 70% to 79%

D: 60% to 69%

F: grades below 60%

Minus grades will be given for grades that end in “0”.

**Research Exposure Credit Requirement (REC):**

One requirement of all students enrolled in this class is completion of two research exposure credits. This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class. A link to “Research Exposure Credit (REC) Requirement” is also posted on the BBS Information Center in eLearning (link on the left side).

Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is found on the REC instruction sheet.

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**Course & Instructor Policies**

**Make Up Exams are at the Testing Center:**

All students are required to be present at exams. Make-up exams will be given only if you were seriously ill (documentation from a physician is required) or you made arrangements prior to the exam to attend an urgent family affair (e.g., funeral) or religious holy day. You must notify me in advance of the exam or else you receive a failing grade on the exam. It is your responsibility to make up the exam within one week of the scheduled exam time. Make up exams are held at the testing center. Appointments are required at the testing center. You must notify this instructor that you will be making up the exam. **See their website at**

<http://www.utdallas.edu/studentsuccess/testingcenter/TC-student-ntk.html> for more information.

**Class Attendance:** Students can miss one class without penalty as more assignments are distributed throughout the semester than are counted towards this section of the grade. It is the student's responsibility to use an absence carefully as no make ups on assignments are allowed.

**Extra Credit – Current Event Presentation:**

Students have the opportunity once during the term to present to the class a recent (within the last two weeks) news article detailing some form of DSM-5 psychopathology. Students must sign up at least one week prior to the date to be presented on. No more than three students can present on a given date. Presentations occur throughout the semester, except on exam days.

Acceptable media sources include online and print media. Student must bring an article to class with appropriate references (date, source, author, etc.). In a three to five minute presentation, students will address the following points:

1. Brief description of the article including who/what/when/where/why. Be sure to include a description of the symptoms of psychopathology notated in the article. (1 point)
2. What diagnosis or diagnoses should be considered? Include in the conversation what symptoms are not included that are expected and/or what symptoms are described that do not fit the psychopathology. (1 point)
3. What two questions would you ask this person to help understand him/her better? Why? (1 point)

Total possible points: 3. See Scoring Rubric at end of syllabus for more details about grading.

Students can include multi-media at their discretion. However, multi-media cannot make up more than one minute of the presentation, and students are responsible for the set up and delivery.

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**Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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**UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Dr. Ladd.***

Scoring Rubric for Extra Credit Presentation on a Current Event

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Scoring Criteria</b>	<b>Total Points</b>	<b>Score</b>
Brief description of the article including discussion of abnormal symptoms of mental health and who/when/where/why/what	1	
What diagnosis or diagnoses should be considered? Include in the conversation what symptoms are not included that are expected and/or what symptoms are described that do not fit the psychopathology	1	
What two questions would you ask this person to help understand him/her better? Why?	1	
<b>Total Points</b>	<b>3</b>	