



Course 4343.501.17F
Course Title **Abnormal Psychology**
Professor Trillion Small
Term Fall 2017
Meetings Tuesdays, 7pm-9:45 pm / Cecil H. Green Hall (GR) 4.301

Professor's Contact Information

Office Phone .
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Office Hours On Tuesdays by appointment
Other Information Email is the best and quickest way to reach me.
Teacher's Assistant Mackenzie Taylor / Mackenzie.Taylor@utdallas.edu

General Course Information

Pre-requisites, Co-requisites, & other restrictions	None
Course Description	<p>This comprehensive course will provide you with an overview of abnormal psychology from evolutionary, biological, neurological, psychological, social, socio-cultural, and political perspectives. You will learn about symptoms, criteria for diagnosis, and possible causes and treatments for various mental disorders. By the end of this course, you will gain a greater understanding of abnormal psychology as a rapidly evolving science, and abnormal behavior within the context of normative behavior. You will make use of your critical thinking skills while gaining knowledge of interdisciplinary research from fields ranging from culture to genetics associated with the development of psychopathology.</p>
Learning Outcomes	<p>As a result of learning the material associated with this class, as assessed by discussion, related assignments, and exam performance, students should be able:</p> <ul style="list-style-type: none"> • To gain an understanding of the physical, cognitive, social and personality aspects of abnormal psychology and implications across the life span within a variety of settings. • To identify the major diagnostic domains and specific criteria associated with various diagnoses. • To have an increased understanding of available treatment and interdisciplinary services for community members experiencing mental health difficulties/disorders.

	<ul style="list-style-type: none"> • To identify the barriers associated with seeking and receiving therapeutic services. • To develop an awareness of cross-cultural perspectives in abnormal psychology.
Required Texts & Materials	<p>Ray, William J. 2017. <i>Abnormal Psychology</i>, 2nd Edition. Thousand Oaks, CA: SAGE Publications.</p> <p>ISBN: 978-1506333359</p> <p>Student Resource Site for the above text: edge.sagepub.com/ray (Free online access)</p> <p>Van der Kolk, B. A. (2015). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. Penguin Books.</p> <p>ISBN: 978-0143127741</p>
Suggested Texts, Readings, & Materials	<p>American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.</p>

Assignments & Academic Calendar

Date	Topic	Required Reading	Recommended Pace for TBKTS*	DSM-5 Location
8/22	Course Introduction/Overview of Psychopathology/ Assessment and Classification of Psychological Disorder/ The Law and Mental Health	Ch. 1, 4, & 16	Ch. 1	
8/29	Disorders of Childhood and Relational Problems (DSM-5)	Ch. 5	Ch. 2	P. 33-41,50-66,265-270,461-480,715-722
9/5	Neuroscience Approaches to Understanding Psychopathology/ Stress, Trauma, and Psychopathology	Ch. 2 & 7	Ch. 3-6	P.265-290
9/12	Stress, Trauma, and Psychopathology	Ch. 7	Ch. 7-8	P. 265-290
	Creative Assignment Due			
9/19	Exam #1			
9/26	Mood Disorders and Suicide	Ch. 6	Ch. 9-10	P. 123-188
10/3	Anxiety Disorders and Obsessive-Compulsive Disorders	Ch. 8	Ch. 11	P. 189-264
10/10	Dissociative Disorders and Somatic Symptom Disorders	Ch. 9	Ch. 12	P.291-327
10/17	Eating Disorder/ Substance-Related and Addictive Disorders	Ch. 10 & 12	Ch. 13	P. 329-354 P. 481-589
	Genogram Due			
10/24	Exam #2			
10/31	Schizophrenia and Other Psychotic Disorders	Ch. 13	Ch. 14-15	P. 87-122
11/7	Personality Disorders	Ch. 14	Ch. 15-17	P. 645-684
11/14	Treatment Modalities		Ch. 18-20	
11/21	No Class- ENJOY YOUR BREAK			
11/28	Creative Assignment Presentations AND/OR Lecture			
12/5	Class discussion of TBKTS*			
	Book Reflection Paper Due			
12/12	Exam #3			

*TBKTS= *The Body Keeps the Score* by Bessel van der Kolk

CLASS ASSIGNMENT DUE DATES

September 12th- Creative Assignment
 October 17th- Genogram
 December 5th- Book Reflection Paper

EXAM DATES

Exam 1- September 19, 2017
 Exam 2- October 24, 2017
 Exam 3- December 12, 2017

Course Policies

Grading (credit) Criteria	<p>EXAMS We will have 3 non-cumulative exams (100 points each) based on the readings, class lectures/discussions, videos, and any handouts given during class. Exams will consist of multiple-choice questions. Fill in the blank and short answer questions may also appear on the exam. Pick up 3 Exam System II #229630 answer sheets for exams from the bookstore. You must bring your own answer sheet and #2 pencil to each scheduled exam. There will not be a final cumulative exam.</p> <p>ASSIGNMENTS You will have 3 assignments (see the above calendar for dates and the instructions below). Each assignment is due at the beginning of the class on the due date. An entire letter grade will be deducted for any late assignments. Late assignments will only be accepted 1 week past the actual due date. After the 1-week mark, you will receive a zero for that assignment.</p> <p>Exams will not be returned to you but your assignments will be. All grades will be posted on the eLearning website.</p>
Make-up Exams	<p>Make-up exams are not given, with the exception of (1) an official, University sponsored event requires you to be off campus during the regularly scheduled examination time, (2) a medical or family emergency prevents you from attending class, (3) jury duty, military service, a religious observance, or a similar obligation prevents you from attending class. If you are going to miss an exam for any of the above reasons, you <i>must</i> contact me <i>before</i> the exam, and you must provide written documentation of the event or emergency in order to make-up the exam. If you miss an exam without a legitimate reason listed above, you will receive a zero for the exam. Make-up exams will be scheduled at my discretion and must be taken within one week of the scheduled date. The exam will consist of short answer, essay questions, and/or multi-choice questions different from the original exam.</p> <p>Make up exams are held at the testing center. Appointments are required at the testing center. See their website for more instructions http://www.utdallas.edu/studentsuccess/testingcenter/TC-student-ntk.html</p>
Extra Credit	<p>You will have the opportunity to present your “Creative Assignment” to the class for 6 extra credit points. Your presentation must be 2 minutes or less. Presentations will be between the dates of 9/12 and 11/28. Only 5 students will be able to present per class on the dates between 9/12 and 11/14, the remaining students who wish to present will do so on 11/28.</p> <p>You will also be able to earn 3 extra credit points per exam. The extra credit questions will come from *TBKTS readings as well as any</p>

	<p>audio/video resource listed on the following website: https://edge.sagepub.com/rayabnormal2e/student-resources</p>
Research Exposure Credit Requirement (REC)	<p>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).</p> <p>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.</p> <p>Research Participation deadline: Thursday, December 14th Research Review deadline: Wednesday, December 6th Lindsey Boeshans (GR 4.528 / 972-883-2360/ lindsey.boeshans@utdallas.edu)</p>
Class Attendance	<p>Students can miss one class without penalty. You will receive 5 points per class for attendance. You will be given a timed short writing assignment at the beginning and end of each class (2.5 points each). You will automatically receive the full credit for each class attendance assignment you turn in. Writing assignments will not be given on exam days, however you will still receive 5 class attendance points for being present for the exam.</p> <p>Be sure to bring at least 2 pieces of loose-leaf paper to each class. You will not be able to type and email these attendance assignments. They will be given back to you the following week.</p>
Classroom Citizenship	<p>Phones must be silenced during class hours. Please limit texting, emailing, web surfing or chatting with classmates during class hours, as these are distractions to your other classmates.</p> <p>Respect one another even when you disagree.</p>
Comet Creed	<p><i>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:</i></p> <p>“As a Comet, I pledge honesty, integrity, and service in all that I do.”</p>

<p>UT Dallas Syllabus Policies and Procedures</p>	<p><i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i></p> <p>Please go to http://go.utdallas.edu/syllabus-policies for these policies.</p> <p>Campus Services: While participating in this class, students sometimes feel that courses material “hits home.” UTD’s Student Counseling Center provides students with free and confidential services that might be helpful in this event. The Student Counseling Center is located in the Student Services Building 4.600, and the telephone number is (972) 883-2575.</p> <p>Grade Disputes: If you wish to dispute the grade assigned on an exam or writing assignment, your dispute must be presented to the instructor IN WRITING within one week after the grades for that exam or assignment have been posted. You must include a specific rationale for why you are disputing the grade. “I think I deserve a better grade” does not constitute a rationale.</p> <p>Academic Integrity: Cheating and/or plagiarism will not be tolerated in this course. Academic dishonesty will result in an F for the course. If you are unclear about this please see the instructor immediately.</p>
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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Grading

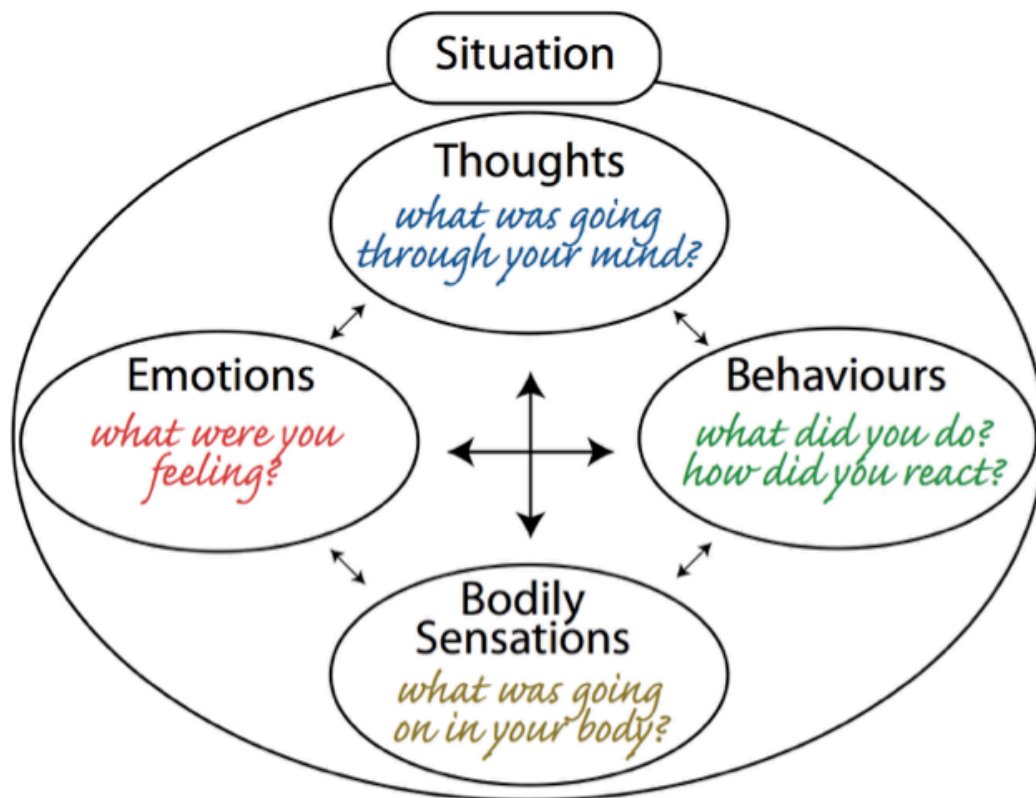
Possible Points Per Assignment			
Assignment	Points	Assignment	Points
Creative Project	25	Exam 1	100
Genogram of families mental and emotional health	50	Exam 2	100
Book Reflection Paper	100	Exam 3	100
		Participation	80
Total Points			
555			
Extra Credit Points			
15			

Grading Scale	
Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or lower

Creative Assignment
Due: September 12, 2017

This assignment is required; however you are not required to present it. We will discuss as an entire class whether we want to allow presentation time for 6 extra credit points. If so, presentations will be 2 minutes max.

- **Instructions:** Produce an art, literary piece, novella, poetic, hip hop, lyric, musical piece, drawing/painting/digital piece, demonstration, dance piece, or any other creative idea to demonstrate/explain how you personally go through the cycle pictured below. Use the questions in each bubble to help you in your creative process. Please also think of 1 thing that you could do to help you create a new way of responding to that unpleasant situation and share it in somehow in your project. (i.e. instead of allowing myself to have a panic attack I can take 10 deep breathes to sooth my anxiety).



Genogram of Family Relationships and Mental and Emotional Health + a 2-4 page paper
Due: October 17, 2017

“It’s important to know where you come from so that you know where you are heading.”

Instructions: You will interview/observe various family members as it relates to the relationship dynamics and mental/emotional health history of your family (*record the conversations if you desire to keep them for your own personal reasons-not required*). You will turn in a genogram of your family reflecting three areas: relationship dynamics, emotional health, and mental health. Include a minimum of 3 generations on 11x17 size paper. You will also turn in a 2-4 page paper (APA style; use headings/subheadings for flow).

In the paper, you will specifically address:

- 1) Brief summary of insights gained while completing your genogram
- 2) For those with a disorder (diagnosed or not) or those with unhealthy emotional/mental functioning, what did you learn about their upbringing, family history, and trauma history?
- 3) How does trauma/negative experiences affect a person’s mental and emotional state?
- 4) What aspects of your families mental health do you see present also in your life? (i.e. if your mom is anxious are you also anxious? If your family avoids conflict do you too?)
- 5) How does your culture/ethnicity/race play a role in the way you and your family view mental health issues and mental health services? (i.e. only talk to the family, “never air your dirty laundry”, only show your strengths and not weaknesses, etc...)
- 6) Add any other information you feel will help you to fully tell your story

Additional Genogram Instructions:

- For your legend, you only have to include the symbols that you actually use on your 11 x 17 paper
- If there is not a symbol listed that you need then create your own and be sure to add it to your legend.
- For those with a diagnosis or suspected mental health disorder write the type of disorder next to the person’s name

Download the genogram legend here: <https://www.genopro.com/genogram/Genogram-Basic-Symbols.pdf>

Visit this link to see an example of a genogram: <https://www.genopro.com/genogram/>

NOTE: If you do not have anyone in your family that you can discuss your family history with please email me to schedule a brief meeting to discuss alternative options for you.

Book Reflection Paper
Due: December 5, 2017

Read the book “*The Body Keeps the Score*” by Bessel van der Kolk and write a book reflection:

OUTLINE OF YOUR PAPER

1. Title Page
2. Abstract - Provide a summary of what your paper is about
3. Main Body- The structure is up to you but be sure to incorporate a discussion of the questions below
4. Conclusion- Briefly summarize the content and ideas of your book reflection
5. List of References- Cite van der Kolk as well as any other secondary citations that you used for your paper (be sure to provide APA in-text citations as well).

FORMATTING

- Page Count: 8-10 pages (not including the title page, abstract, or reference page)
- APA General formatting (<https://owl.english.purdue.edu/owl/resource/560/01/>)
- APA style (i.e. double spaced, 12 point font, Times New Romans)
- Use APA header and subheading formatting. Visit website for an example.
<https://owl.english.purdue.edu/owl/resource/560/16/>

THINGS TO CONSIDER AND INCLUDE IN YOUR REFLECTION

Order these questions in such a way where it flows according to the content that you write about. Each paragraph should naturally flow into each other therefore be sure to use transitional sentences at the beginning and end of each paragraph.

- According to van der Kolk, how does a person become traumatized? What emotional, mental, and behavioral factors did he mention are present in traumatized individuals?
- Discuss how attachment, nature, and nurture play significant roles in the impact that trauma can have; especially as it relates to the onset of a DSM-5 disorder.
- How does trauma directly or indirectly cause, correlate with, and/or influence _____ (insert your choice of **TWO** DSM-5 disorders). *For example, how does trauma cause PTSD? How does trauma correlate with Bipolar? How does trauma influence substance abuse?*
- Discuss a minimum of **TWO** treatment options van der Kolk discusses to help a traumatized individual.
- How can you use the information in this book in your unique field of interest? (For example,

if you are pre-med how can you use this information to assess your patients? If you aspire to be a psychologist what new and unique approaches can you take to contribute to this field of research? If you are an artist....If you are a dance/yoga instructor...)

- van der Kolk talks about the importance of helping victims find their voice. Elaborate on what he was talking about in his book. Also, why is it important for us to become self-aware about our own stories and to deal with the affects of our experiences? What benefits are there to sharing our story?
- Although trauma is so prevalent in our society and it is a contributing factor to several of the DSM-5 disorders there still seems to be resistance to talking about it, especially when it comes to our own personal traumas. Why do you think that is the case?
- Discuss **TWO** other topics in the book that were most intriguing to you.
- You are not limited to these questions but these are the minimal requirements of the content that needs to be included in your paper. Discuss anything else from the book as you desire.

****Do not merely tell me what he said; this is a reflective paper NOT a book report. Use your creativity and critical thinking to think beyond the text****