

Syllabus  
Abnormal Psychology  
PSYC 3603, section 101  
Fall 2019

Professor: Michael A. Vandehey, Ph.D.                      Office: O'donohoe 112  
Office Hours: MWF 9:30-10:00 & 11:00-11:30; TR 2-2:55 pm  
Class Time: TR 12:30-1:50                                      Location: PY 101  
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Phone: 397-4026

Goals: Think about abnormal behavior across multiple dimensions.

1. Learn about the transition from 5 axes of diagnosis to 1 (DSM-IV to DSM 5).
2. Understand the different approaches to abnormal behavior.
3. Diagnose based upon limited information (vignettes).
4. View interviews with actual individuals living with psychopathology.

Organize and master a large amount of information.

1. Tests will cover information from the text and lecture.

Improve on APA 6<sup>th</sup> Edition writing skills and library search skills.

- a. Title page
- b. Headings
- c. In-text citations
- d. Reference page(s).
- e. Use the library.
- f. Become familiar with book, journal, and internet references.

Texts: Comer, R. J. (2018). *Abnormal Psychology* (10<sup>th</sup> Ed.). New York, NY: Worth Publishers.

*Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). (2010).

Washington D. C.: American Psychological Association.

-1<sup>st</sup> printed manuals contain errors. Please go to the APA website ([www.apastyle.org](http://www.apastyle.org)) to download the corrected pages for their book in PDF form.

-This won't impact anyone unless you purchased a used copy and just got unlucky.

**Stapler:** papers must be stapled and will not be accepted unless stapled.

Course Requirements: Grades will be based on your performance on 1 exam, a final, and a paper.

Each exam will be worth 100 points. Tests will be multiple choice and essay. Multiple choice answers will be marked on Scantrons, I will provide space for essay answers. I reserve the right to change the tests in any way to better assess the class at any point during the semester.

The paper will be 5-7, double-spaced, typewritten pages (excluding the title page and references) and is worth 100 points. It must be written in APA 6<sup>th</sup> edition format (citing in paper, reference page, use of headings, title page, etc.). **Seven** references are required and may not include general psychology, developmental, abnormal, etc. textbooks (you may use these texts if you already meet the initial 7-reference requirement). References may include academic books and peer review journals. Please use the DSM-5 as one of your references. Only **two** references may come from internet sites. You must provide me a copy of the first page of every article/internet cite (abstracts will not be accepted). For books, I need the title page, reference page (the very next page), and the first page of every chapter cited in the book. **Please keep a full photocopy of every reference.** I reserve the right to request your full references if concerns about the paper arise. Finally, **1-2** small quotes are appropriate; however, large quotes are not original work and will not count toward the 5-page minimum (this may come up as students cite large sections of the DSM-5). Papers will lose 1 grade level for every day they are late.

IN ADDITION to turning in a **physical copy** of one's paper, all papers must be turned in electronically to TurnItIn.com through D2L. In class instruction will be given close to the pre-read due date.

The following outline is an *example* of possible sections:

1. Introduction/definition of disorder
  2. History of the disorder
  3. Diagnostic criteria/differential diagnosis
  4. Treatment/Prognosis
  5. Conclusion (not a rewrite of the introduction. It is to be a place for the student to present one's own ideas based upon an integration of the information learned).
- \* On occasion, a student wishes to discuss personal/family experience with a disorder. This is acceptable provided it is less than 2 pages and does not count towards the 5-page minimum.

300 points are possible and grade ranges are as follows:

A = 300-270

B = 269-240

C = 239-210

D = 209-180

F = 179 or lower

**Note:** Students with disability must be registered with Disability Support Services before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

**Americans with Disabilities Act:** Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

A copy of "A Guide for Faculty and Staff Working with Students with Disabilities" is available online at [Faculty Guide](#). It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Accommodation Request](#). See also: [Student Life](#)

**Make-up Policy:** Make-up exams will be essay in nature and can be scheduled with me. I need one week to prepare the exam; thus, the earliest a make-up exam can be taken is one week after the initial exam. See the 2018-2019 Student Handbook on Class Attendance Policy (page 43). [Student Handbook](#)

**Electronic Contact:** I require 5 working days to be able to read and respond to all email. Please note that my spam filter does keep some emails from getting to me. In addition, I do not check email after 5 pm nor on weekends/holidays. My cell phone is to be used only by students who have been given it by me (e.g., honor society officers, graduate students). Please do not text me on my cell unless I have personally given you my cell number.

**Cell Phones and Pagers:** Please turn all cell phones and pagers off (no sound) during class. DO NOT text message during class. DO NOT answer your cell phone in class. Exceptions include emergency calls (e.g., birth of child, family member in hospital). Students who are unable to comply will not be allowed to attend class.

### *College Policies and Procedures*

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

## **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

## **Midwestern State University Student Honor Creed**

***"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."***

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

*Written and adopted by the 2002-2003 MSU Student Senate. 5*

## **Student Code of Conduct:**

MWSU's official policy in the University's Code of Student Conduct on page 52, states:

Instructor Drop An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The

instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 12th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar as the official drop date. A student dropped from a class by a faculty member for disruptive behavior has the right of appeal to the Student Conduct Committee through the Student Conduct office.

I will closely follow this policy in terms of your conduct in class. Anything that is disruptive to the class will result in you being Instructor Dropped from the class with a grade of F. I will enforce this policy in that my obligation is to provide the best and most informative course that I can. I cannot do that when there is behavior that disrupts the class. This also includes attempting to dominate or "teach" the class, interrupting the course frequently with stories that are not facilitative or relevant to the flow of the class, using electronics during class that are not directly related to the class material, and talking frequently to one's peers while course is being held. Any other behaviors that are deemed disruptive will also be enforced as deemed by our Code of Conduct policy. Remember that there are stories and questions that are facilitative to our class discussions, and some that are obstructive.

**Midterm Grade Report:** In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account for all at-risk students. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should seek out tutoring. The psychology department has 2 tutors available at the Tutoring and Academic Support Program. In addition, students may schedule an appointment with the instructor to review past tests.

**Travel Plans:** Please do not make travel plans during finals week. The final will be given when the university has scheduled it as per the schedule of classes.

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Tentative Reading and Exam Schedule

<u>Days of Class</u>	<u>Reading Assignment</u>
8/27-10/15:	Semester Overview/Course Requirements Chapter 5: Anxiety, Obsessive-Compulsive, and Related Disorders -In children 516-519 - <i>Body Dysmorphic Disorder will be discussed with Chapter 11 pp. 147-149</i> Chapter 6: Disorders of Trauma and Stress -ADHD: pp. 529-534 -Autism: pp. 534-541 - <i>Dissociative Disorders will be discussed with Chapter 14 pp. 172-186</i> Chapter 7: Depressive and Bipolar Disorders -In children pp. 519-522

### **DSM-5**

Depressive Disorders; Bipolar and Related Disorders;  
Impulse-Control Disorders;  
Autism Spectrum Disorder;  
Anxiety Disorders; Obsessive-Compulsive and Related Disorders  
Trauma- and Stressor-Related Disorders

9/2	<i>Labor Day, no classes</i>
9/30	<i>Last day for December graduates to file</i>
10/7	<i>Last day for May graduates to file</i>

**TEST: 10/17 MC and Vignettes**

**Topics due Thursday 10/24**

10/22-12/5	Chapter 11: Eating Disorders -Body Dysmorphic Disorder pp. 147-149 Chapter 16: Personality Disorders Chapter 14: Schizophrenia and Related Disorders -Dissociative Disorders pp. 172-186 Chapter 13: Sexual Disorders and Gender Variations
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**DSM-5**

Eating Disorders

-body dysmorphic disorder

Personality Disorders;

Schizophrenia Spectrum and Other Psychotic Disorders;

Dissociative Disorders

Sexual Dysfunctions; Gender Dysphoria;

Paraphilic Disorders

10/28

*Last day for "W"*

11/27-11/29

*Thanksgiving break, no classes*

**\*Preread (optional) with sources (physical and e-copy): Thursday  
11/14**

**\*Physical paper and e-copy due with sources: Tuesday 11/26**

**Final Exam: Thursday, December 12<sup>th</sup> 10:30a.m.-12:30 p.m.**