Texas A&M University-Corpus Christi
Abnormal Psychology
PSYC 3363.002
Spring 2013

Professor: Nadia T. Hasan, Ph.D.
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Website: http://www.drnadiathasan.com/
Office Hour: TBA
Class Time: Wednesdays 7:00-9:30 pm
Class Location: BH-205

COURSE DESCRIPTION:
This course will cover the etiology, classification and treatment of psychopathological disorders from these major theoretical perspectives: psycho-dynamic, behavioral, humanistic, physiological and sociocultural. Students will gain basic understanding of several mental disorders related to: mood, anxiety, eating, sleeping, sexual function, gender, substances, personality, cognitive function and development.

COURSE PREREQUISITES:
General Psychology (PSYC 2301) is a prerequisite for this course.

REQUIRED MATERIALS:
*Additional readings may be assigned during the semester.

Please be informed that: "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be purchased from an independent retailer, including an online retailer."

STUDENT LEARNING OBJECTIVES:
1. Understand how abnormality is defined and the social influences on defining abnormality
2. Be familiar with the purpose and function of the Diagnostic and Statistical Manual, DSM-IV-TR
3. Describe the major models of human behavior with emphasis on explaining, understanding and treating abnormal behavior
4. Identify the symptoms and etiology of the most common mental disorders
5. Adopt a respectful, open-minded, tolerant and culturally aware view of individuals with psychological challenges
6. Discuss the ethical issues inherent in the assessment, diagnosis and treatment of persons with mental illness
7. Gain knowledge about how abnormal behavior is viewed globally
CHAPTER LEARNING OUTCOMES:

Chapter 1: Abnormal Behavior in Historical Context
- Define abnormal behavior and the history of treatments for mental disorders
- Explain the importance of the scientific method as applied to abnormal behavior

Chapter 2: An Integrative Approach to Psychopathology
- Understand how genes interact with environmental factors affect behavior
- Describe emotional, social, and cultural influences on abnormal behavior
- Describe behavioral, cognitive, and psychodynamic theories

Chapter 3: Clinical Assessment and Diagnosis
- Describe the nature and function of clinical assessment
- Explain the nature and purposes of psychiatric diagnosis
- Understand the five-Axis system of diagnosis via the DSM

Chapter 4: Research Methods
- Describe the basic components of scientific research
- Compare and contrast different research designs
- Explain the place of cultural and ethical principles in the research process

Chapter 5: Anxiety Disorders
- Describe the psychological and biological symptoms of anxiety disorders
- Discuss genetic and biological factors that influence the development of anxiety disorders
- Describe the treatments for GAD, panic disorder, phobias, OCD, and PTSD

Chapter 7: Mood Disorders and Suicide
- Describe the clinical symptoms of major depression and bipolar disorder
- Explain the biological, psychological, and sociocultural contributions of mood disorders
- Describe treatments for mood disorders

Chapter 8: Eating and Sleeping Disorders
- Describe the clinical manifestations of bulimia nervosa and anorexia nervosa
- Discuss the social, psychological, and neurobiological causes of eating disorders
- Understand and explain the treatments for eating disorders

Chapter 10: Sexual and Gender Identity Disorders
- Describe "normal" sexual behaviors
- Describe the clinical symptoms, causes, and treatment of gender identity disorder
- Define sexual dysfunction disorders and the treatments for these disorders

Chapter 11: Substance-Related and Impulse-Control Disorders
- Distinguish between substance use, intoxication, abuse, and dependence
- Describe the clinical symptoms and treatments for alcohol and substance disorders
- Understand the clinical symptoms and treatments for impulse-related disorders
Chapter 12: Personality Disorders
- Describe Cluster A, B, and C personality disorders
- Describe controversies over the reliability and validity of personality disorder diagnoses
- Describe issues related to gender bias, comorbidity, and difficulties in treatment

Chapter 13: Schizophrenia and Other Psychotic Disorders
- Distinguish between positive, negative, and disorganized symptoms of schizophrenia
- Describe the clinical characteristics, risk factors and treatments for schizophrenia
- Describe diagnostic and clinical features of other psychotic disorders

Chapter 14: Developmental Disorders
- Explain the clinical characteristics of Attention Deficit/ Hyperactive Disorder
- Understand learning disorders and pervasive developmental disorders (Autism, Aspergers)

COURSE POLICIES:

Class Participation
Students are responsible for attending and participating in the class activities. Student should come to class prepared and be on time. Participation in group discussions both in person and online through Blackboard is required.

Reading
Students are responsible for reading all assigned textbook chapters by the appropriate date. See the course calendar below to see when each chapter is due. All class assignments are based on the student’s independent reading of the chapters.

Academic Integrity
Students are responsible for maintaining the academic integrity of the University by following the academic honesty policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty. Academic honesty violations include cheating and plagiarism. Cheating includes, submitting material that is not one’s own, using information that is not allowed by the faculty member, obtaining and/or using unauthorized material, and fabricating information. Plagiarism includes, but is not limited to: directly quoting the words of others without using quotation marks or indented format to identify them, using sources of information (published or unpublished) without identifying them, and paraphrasing materials or ideas of others without identifying the sources. Any violation of the academic honesty policy will be penalized.

Late Papers/ Missed Exam Policy
It is the student’s responsibility to complete all assignments including assessments by the due date. Make-up assignments and assessments will not be given without a good reason (i.e., medical or family emergency) that can be documented. The research paper and its components must be submitted on time. Late papers will not be accepted. Incompletes in the course will not be given without a very good excuse. Incompletes are at the discretion of the professor.
**Students with Disabilities**
The Americans with Disabilities ACT (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Services Office at (361) 825-5816. The tape recording of lectures or other class activities is prohibited without permission from the instructor, although exceptions will always be made for students with disabilities. Please see me if you believe you need to tape record in class.

**Academic Advising**
If you are majoring, or planning to major, in a field taught in the college of Liberal Arts and if you have not yet obtained a signed degree plan you should see your Academic Advisor. Degree plans are important and useful to successful progress toward graduation. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 361-825-3466.

**Grade Appeal Process**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the professor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Grading System

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>Your Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Entries</td>
<td>120</td>
<td></td>
<td>There will be 14 journal entries (JE) that will be completed through blackboard. Each JE will be based on the student’s reactions (thoughts and feelings) to at least 3 different concepts from the textbook chapter. Please do not just summarize the chapter. Each JE will be worth 10 points each. The two lowest assignments will be dropped at the end of the semester.</td>
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<tr>
<td>Assessments</td>
<td>150</td>
<td></td>
<td>There will be 4 assessments that will be completed in class. Each assessment will be worth 50 points, and will consist of a variety of formats (i.e., multiple choice, fill in the blank, matching, and essay). The lowest assessment grade will be dropped at the end of the semester.</td>
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<tr>
<td>Paper</td>
<td>100</td>
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<td>Students will write a 10 page research paper about a psychological disorder. Students will submit three components: the topic, the outline with reference page, and final paper. The outline of the paper and the reference page will be edited by the professor and returned to students. All feedback must be incorporated into the final paper. A handout will be provided in class.</td>
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<td>Attendance</td>
<td>15</td>
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<td>Extra Credit</td>
<td>10</td>
<td></td>
<td>To be discussed in class.</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>385</strong></td>
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**GRADING SCALE:**

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<tr>
<td>A</td>
<td>90-100</td>
<td>347-385</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>308-346</td>
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<tr>
<td>C</td>
<td>70-79</td>
<td>270-307</td>
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<tr>
<td>D</td>
<td>60-69</td>
<td>231-269</td>
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<td>F</td>
<td>59% or less</td>
<td>0-227</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments/ Reading Schedule</td>
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| 1    |      | Chapter 1: Defining Abnormality/ Historical Views  
Course Introduction |
| 2    |      | Chapter 2: Models/ Theoretical Perspectives |
| 3    |      | Chapter 3: Clinical Assessment and Diagnosis  
Paper Topic Due |
| 4    |      | Assessment 1 (chapters 1, 2, 3)  
Chapter 4: Research Methods |
| 5    |      | Chapter 5: Anxiety Disorders |
| 6    |      | Chapter 7: Mood Disorders and Suicide |
| 7    |      | Assessment 2 (chapters 4, 5, 7)  
Chapter 8: Eating and Sleeping Disorders |
| 8    |      | Chapter 10: Sexual and Gender Identity Disorders  
Paper Outline and Reference Page Due |
| 9    |      | Chapter 11: Substance-Related & Impulse – Control Disorders |
| 10   |      | Assessment 3 (chapters 8, 10, 11)  
Chapter 12: Personality Disorders |
| 11   |      | Chapter 13: Schizophrenia and Psychotic Disorders |
| 12   |      | Chapter 14: Developmental Disorders |
| 13   |      | Final Paper Due |
| 14   |      | Assessment 4 (chapters 12, 13, 14) |
| 15   |      |                                |