Abnormal Psychology
PSYC 3363.002
Fall 2015

Anthony Zoccolillo, Ph.D.
Email: Anthony.Zoccolillo@tamucc.edu
Phone: 361-825-2390

Class Location: 7p – 930pm BH 104

Office Hours (BH 318): TBD

Contacting Me
The best way to contact me is through email. I generally will respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. I highly encourage you to come to me with your questions and concerns at any point that you need the assistance. I am very good at answering email and many of your questions could probably be answered in that way. For more complicated concerns, I encourage you to drop by my office or make an appointment so we can discuss whatever it is that is causing you to struggle. I advise you to identify and remedy any concerns as early as you can during the semester – the more time we have to address it – the more likely it is we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point.

Additional Communication Channels
I have a Psychology Facebook page where I will post articles and links to interesting things relevant to Psychology. That page can be found at https://www.facebook.com/doczocc. If you are interested in keeping up with what is going on within the psychology department, especially if you are a psychology major, consider “liking” our department page as well (https://www.facebook.com/pages/Texas-AM-University-Corpus-Christi-Department-of-Psychology-Sociology/334128353345477)

Course Description: Prerequisite: PSYC 2301
An introduction to the study of abnormal behavior. Studies the etiology and characteristics of the major behavioral disorders, including current research findings and treatment practices.

LEARNING OUTCOMES:
After you have completed this course, you should be able to:
1. Identify and describe the major classes of abnormal human behavior.
2. Discuss how abnormal behavior develops.
3. Identify the primary means by which abnormal behavior is assessed and treated.
4. Identify current research issues in the study of abnormal behavior.
5. Understand the issues associated with how abnormal behavior is portrayed within a larger social context.

Instructor Notes: Two important things you need to know about this course before we can even entertain a discussion of course content:

- First – Many of you will likely fall into suffering some symptoms of a condition known as medical students disease (“perceive themselves to be experiencing the symptoms of the disease(s) they are studying”). Chances are that you are NOT suffering from this disorder and to think you are is normal for a class like this. However, if you do feel like you are suffering from a disorder it is best to seek out professional help from a counselor, therapist, or psychologist to embark in treatment that you are most comfortable with. I am not a licensed clinician and as such, cannot offer any sort of treatment but there are resources available on campus that I can help direct you to.

- Many topics are extremely personal and I recommend that you stay within your comfort zone of what to share. I ask that we create a safe space for each other and respect the confidentiality and sensitivity of the material discussed in this course. I ask that we as a group agree that what is said in class, stays in class – however I cannot guarantee this confidentiality to anyone. I also demand sensitivity on these issues. I will not tolerate any derogatory language or insulting terms used to refer to individuals with mental illness any more than I would tolerate a racial insult or ethnic slur. Please be respectful throughout this semester.

% of total grade ASSIGNMENTS:

<table>
<thead>
<tr>
<th>% of total grade</th>
<th>ASSIGNMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>Exams (3 semester exams plus Final Exam)</td>
</tr>
<tr>
<td>20%</td>
<td>Journals</td>
</tr>
<tr>
<td>20%</td>
<td>Paper: Putting a Human Face on Psychopathology (Due Thursday November 5th)</td>
</tr>
<tr>
<td>10%</td>
<td>Attendance</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

EXAMS: You will take 3 exams during the semester. The exams will cover material that is presented in the lectures or covered in the assigned readings and will consist of multiple choice questions and short answer/essays. These exams will be given online on the scheduled exam days (See Weekly Syllabus). More information about these exams will be given in class. The average of the three exams will make up 50% of your grade.
**FINAL COMPREHENSIVE EXAM:**
In addition to the three required exams, there will also be a final comprehensive exam (FCE) on the assigned final exam date. Please note that this exam will be given ONLINE on the finals date assigned to this class. You may choose to take the FCE to replace your lowest exam performance. It cannot hurt you to take the FCE, if you do worse on the FCE than your lowest exam score, your grades will remain as if you had not taken the FCE. If you miss a regular exam for any reason, you must take the FCE to replace the missed exam grade; there will be no make-up exams.

**Journal**
What should you write about in your journal? Abnormal psychology deals with a number of phenomena that occur frequently in your life and around you. The more you look for these phenomena the more you will see them and see how they affect your life. Moreover, the more you identify them the better understanding you will have of the concepts we are discussing in class or that are mentioned in the text. Thus, the primary focus of your journal should be identifying examples of the phenomena we discuss in class. Additionally, I would like you to reflect upon some of these observations. Essentially think of this as your chance to think "out loud" about the issues that are raised in class and come to a greater understanding of the phenomena as it impacts you. Examples include writing about a particular set of feelings and/or thoughts associated with a given topic/disorder, a reflection on somebody you know** who suffers from a disorder and how their symptoms are/are not reflective of the symptoms discussed in class/book; a reflection on a mass media presentation of mental illness.

Entries in a reflective journal can include:
- Points that you found specially interesting in your reading/lecture, and would like to follow up in more detail.
- Questions that came up in your mind, because of points made in class or while you were reading
- Notes from other material you read as a result of the course - whether this was publications cited, or relevant material that you happened to read (such as newspaper articles).
- Your reflections on this course, and how well it is meeting your needs.
- How your learning in this course is related to what you're learning in other ways.
- Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.
Because of the nature of the journal, I will not require it to be as well organized a presentation as your other writing assignments. Rather, a stream of consciousness may be more appropriate. Some of you may record observations as they occur. Others may take brief notes along the way and reflect on them after a couple of days. Although I will not evaluate the overall organization of the paragraphs, I will look within each paragraph for good writing skills. Because it may take a while to get a feel for what to write about and some weeks you may just make more observations, unevenness in quantity is understandable. On the days the journal is due (See weekly syllabus) you will hand in everything you have written in your journal during the term so far (including portions that have been graded and returned). I will return those pages as soon as possible. The journal must be typed and handed in a standard pocket envelope folder that you use only for this purpose. I will not assign a grade to the journal until it is complete, but I will give you plenty of feedback along the way.

** We will discuss issues of ethics and confidentiality further in this course – but remember when writing of a real person – please do not use their real names, their real "titles", or include any other identifying information that might disclose the identity of the person you are referring to. When in doubt on this point – ask!

**PAPER:**

**Putting a Human Face on Psychopathology**

For this course you will complete a paper. This will be roughly 7-10 pages long and will be due on **THURSDAY, NOVEMBER 5th**. The purpose of this paper is to promote and emphasize the importance of the distress and dysfunction of real people suffering from mental illness. More information about this paper will be given out during the second week of class. It is expected the paper will be handed in DURING class on 11/5. Papers handed in after that fact will be penalized 10% PER DAY for each day that it is late.

**Expectations**

Class will start on time every day, and you should expect it to run the full period. Please avoid disturbing other students (by arriving late, leaving early, talking with a neighbor, etc.). Make sure that your electronic devices are turned off.

I expect students to make every effort to attend each class. Attendance counts for 10% of your final grade. Should you find it necessary to miss class, please note that you will be held responsible for all material covered during the missed class. It will be your responsibility to speak with a classmate about the course content you missed.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of
another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment or exam.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday November 6th is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
DISABILITY SERVICES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 1</td>
<td>Introduction to the Course Historical and Modern Perspectives</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Research Methods/Assessment and Diagnosis</td>
<td>Chapter 2, Chapter 3</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Anxiety Disorders</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Anxiety Disorders/ Somatoform, Dissociative, and Factitious Disorders</td>
<td>Chapter 4, Chapter 5</td>
</tr>
<tr>
<td>Sept. 29</td>
<td><strong>Exam 1 (Chapters 1-5)</strong> Start Mood Disorders</td>
<td>Journals 1-3 Due</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Mood Disorders/Suicide</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Eating Disorders/Substance Abuse Disorders</td>
<td>Chapter 7, Chapter 9</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Substance Abuse Disorders</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Oct. 27</td>
<td><strong>Exam 2 (Chapters 6,7,9,Supplemental Readings)</strong> Start Schizophrenia and other Psychotic Disorders</td>
<td>Journals 4-6 Due (Tuesday) Chapter 10</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Schizophrenia and other Psychotic Disorders</td>
<td>Chapter 10/Paper Due</td>
</tr>
<tr>
<td>Nov. 10</td>
<td>Personality Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Gender and Sexual Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Disorders of Childhood and Adolescence/Legal, Ethical, and Professional Issues</td>
<td>Chapter 12,15</td>
</tr>
<tr>
<td>Dec. 1</td>
<td><strong>Exam 3 (Chapters 8,10-12, 15)</strong></td>
<td>ALL JOURNALS DUE</td>
</tr>
<tr>
<td>Scheduled Final Exam Time</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>