**Syllabus: Introduction to Abnormal Psychology (PSY219)**

**Summer Term 2023**

**CRN 16581**

**Welcome to Introduction to Abnormal Psychology!**

This class gives an introduction to the study of psychological disorders, including issues of diagnosis and treatment. Topics include stress and effective coping, models of abnormality; overview of major disorders, including diagnostic considerations; current research on treatment effectiveness; the effects of stress on our psychological wellbeing, and the impact of psychological disorders on society.

# Instructor: Laura Jones, Ph.D.

# E-Mail: [jonesl@linnbenton.edu](mailto:jonesl@linnbenton.edu) (use email to communicate with me)

## *Important Note*

I teach several courses. When you email me, please be respectful of my time by identifying your full name and the course you are attending**.**

# Office Hours

Tuesdays [by appointment](https://calendar.google.com/calendar/u/0/appointments/schedules/AcZssZ1cNgdFW1MvbA6aI2bqzyRGCJAn2vma2AUYtxgTI6XH9rpopw00cfQKx7p2anBOHkUZR9GbgaN5) via Zoom.

# When and where do we meet?

No specified class times. This is an ["online asynchronous" class, meaning that you do not participate in live class sessions.](https://docs.google.com/document/d/1UQuyaOMat1cYxj-Ev-mOc_LeWPnYpey-8vy39MgMVsQ/edit) Though you have due dates for weekly assignments, you engage in the prerecorded weekly recorded slide presentation at a time convenient to you. Create your own schedule to complete the lecture presentation, Knowledge Checks, readings, and assignments by the weekly deadlines.

# Course Access

Moodle. *All LBCC students have a Moodle account. Access with Single Sign-On ID and password.* [*How to get started with Moodle*](https://www.linnbenton.edu/staff-resources/college-services/information-services/services/elearning/current-elearning-students.php)*.* LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will access the syllabus, your grades, Knowledge Checks, and the assignment activities on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [eLearning center](https://www.linnbenton.edu/staff-resources/faculty/learning-innovation-center/eLearning/support_services.php) if you have questions related to using Moodle. For information on how to use Moodle, check out this site. Alternatively, you can [visit the Student Helpdesk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php). **Do not email coursework.**

# How to avoid getting dropped.

Access our Moodle site before 9am on Friday, 6/30 to remain in the class. If you miss deadlines for any tasks Week 1, I will contact you and we can discuss whether this course is a good fit for you. The last day you can drop this class is on 7/3.

# When are the assignment due dates?

See course calendar in this syllabus for an outline of the course, including point earners and due dates.

# Required Materials: Text

# Comer, R.J. (2022). Fundamentals of Abnormal Psychology, 10th Edition. Worth Publishers: New York, New York.\*

# *\*Through Direct Digital Access (DDA), the eBook is delivered through our Moodle course shell beginning Day 1 of the term. You were charged for the book through a tuition fee. If you’d prefer to buy a paper copy on your own, you are given the opportunity to ‘opt out’ of the eBook before the add/drop deadline (2nd Monday of the term). Access to the eBook will continue beyond the term through VitalSource bookshelf. You must use this (4th) edition to be successful in this class.*

# What will I learn? After successful completion of this course, you will be able to:

* Critically analyze the relationships between humans and the natural world.
* Recognize & articulate the interplay between social and/or natural forces & individuals.
* Use analytical and scientific thinking to draw reasonable conclusions.
* Synthesize diverse perspectives and express them in a coherent and applicable manner.

# My Responsibilities

This syllabus contains a course calendar outlining your tasks for the term. In addition, the current week’s content and assignments will be posted on Moodle and each weekly section of Moodle has a checklist of activities for the current week. I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and syllabus content. My aim is to facilitate a learning environment that encourages active, effective, and respectful activities, discussion, and learning.

# Your Responsibilities

* Critically read/analyze assigned information.
* Use your LBCC email account to communicate with me. When you do, be sure to identify which class you are in and include the course CRN (I teach multiple sections of the same course).
* Effectively participate in class activities.

# Students who are successful in this class do the following:

1. **Visit the Moodle site each Monday** and open the task checklist that gives you an overview of your assigned text reading, additional readings, and activities due (you can also find this in your *course calendar* at the end of this syllabus).

2. **Open your weekly assignment and read it.** Your assignment requires a forum response related to our topics and a reply to a classmate’s response. Your response is *due by 9am on Thursdays.* These assignments often ask you to do something in advance before you respond in writing, so checking in at the beginning of the week gives you time to complete your mission.

3. **Review the key areas of focus** before you do your weekly assigned text reading. This will give you an idea of the material you want to focus on before you take your weekly Knowledge Check.

4. **Do your assigned weekly text reading**, taking notes over material highlighted in the key areas of focus.

5. **Watch the recorded lecture,** located in the *Slide Presentation Lecture and associated readings* folder. Again, pay special attention and take notes on the material highlighted in the key areas of focus for the week. Each lecture is about 45-90 minutes, so if you plan to view it in at least 2 sittings, you will ensure that you are focused enough to truly take in the information.

6**. Complete your weekly assignment** by 9am on Thursday

7. **Take your Knowledge Check** (due Mondays by 9am).

8. **Read a groupmate’s assignment response and reply** (due Mondays by 9am).

# Point Earners

*Note: Be sure to do your assigned reading and engage in the Weekly Slide Presentation before completing the point earners below.*

* **Nine *open book* Knowledge Checks are taken on Moodle.** Knowledge Checksassess your understanding of the course material (see summary of course requirements for more information) and are cumulative\*

\**A cumulative exam is one that tests a student on all of the material since the beginning of the term. The main focus of this type of test is to ensure that students have understood and retained the information they have learned throughout the duration of the course.*

* ***Weekly Assignments:*** Open and read your Weekly Assignment each Monday or Tuesday. Often, the assignment requires that you complete an activity ahead of time. Your response is dependent on your text reading and slide presentation for the week, so complete the assessment activity after these tasks. In the assignments, I give you the experience of evidence-based activities that scientists and therapists, and practitioners do in real life to help others cope effectively and to promote wellbeing.Each assignment will be an example of an activity used in the field from a particular perspective for you to try out. To give you access to peer interaction and shared encouragement and support, I divide the class into small groups; you’ll respond to assignments and reply to a classmate within your small group forum all term. *Grading your Weekly Assignments:* Again, be sure to complete your assignment by 9am on Thursday. This is an opportunity to demonstrate how well you have learned the concept. It is very important to provide informational support when asked. Another important part of this grade is *originality.* Be sure the ideas you post are your own. Plagiarism includes copying others’ ideas, so be careful not to paraphrase what others have written in the forum. If this happens, you will receive a ‘0’ for a grade that week. References and citations are not required unless you include an outside source.
* [**Concept Demonstration Project**](https://docs.google.com/document/d/12BQ3rvIRKSwcM2kVhLu1by-LFq4ohb9E/edit?usp=drive_link&ouid=118000335862117971344&rtpof=true&sd=true)**:** Your main objective in the concept demonstration is to demonstrate your knowledge of one psychological principle or concept you learned in class by creating a lesson targeted to a first year community college student in a fun, unique, engaging, and novel way and to show in the lesson how the concept you chose relates to the student and the real world. I encourage you to think outside of the box for this concept demonstration. Some suggestions include a video, game, demonstration, presentation, diorama, infographic, research project, poems with illustrations, book, etc. Your audience: First year community college students.

**Late Work**

On-time assignments are an essential element of college success. Please talk with me if you are having difficulty meeting course deadlines and we can work on a solution so that you don’t get behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

# Getting Started

* Read the syllabus and all other course documents.
* Watch the course introduction video
* Put all due dates for exams and assignments in your calendar.
* Create your own schedule for completing coursework.
* Have questions? Post them on the ***Question & Answer Forum***, the fastest and most efficient way for you to get an answer.
* Read information that comes to you via the Announcements.

# Accessibility Resources aids students who have documented disabilities by:

* Reviewing documentation to confirm eligibility
* Planning reasonable accommodations
* Coordinating services in the classroom
* Providing support i.e., assistive technology, and accommodations
* Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, Accessibility Resources is here to support you: Contact Center for Accessibility Resources Voice:  541-917-4789 Email: [cfar@linnbenton.edu](mailto:cfar@linnbenton.edu)

# Cheating/Plagiarism: Using someone else’s work as your own or using information or ideas without proper citation (which is called plagiarism) can lead to your failing the assignment, test, or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated by me).

# Grades are figured on a straight percentage based on the total number of points possible. I encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% or below

# Incomplete Grades:You may be eligible for an ‘Incomplete’ grade if you have finished 90% of the class work. If you have an ‘Incomplete,’ all coursework must be finished by the end of the next term. You must contact me at least one week before the end of the term with proper documentation to receive an Incomplete.

# Course Requirements

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| --- | --- | --- | --- | --- |
| *Requirement* | *Summary* | *Max Points Possible per unit* | *Units* | *Total Points Possible* |
| **Assignment small group**  **forum** | This is your opportunity to demonstrate understanding of what you are learning, and you are graded accordingly. You earn up to 5 points for your response depending on the quality of the informational support you provide. Earn up to 5 additional points for your reply to a classmate. | 10 | 9 | 90 |
| **Weekly Knowledge Checks** | Covers the text reading, embedded readings, readings associated with assignments and recorded lecture information. Items assess material from across the term (cumulative\*) | 25 | 9 | 225 |
| **[Concept Demonstration](https://docs.google.com/document/d/1H3-vZkG6YaALD1QePNPz7eoBqiwodanZ/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)**  **[Project](https://docs.google.com/document/d/1H3-vZkG6YaALD1QePNPz7eoBqiwodanZ/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)** | Demonstrate your knowledge of one psychological principle or concept you learned in class in a fun, unique, engaging, and novel way and to show how that concept relates to the real world. I encourage you to think outside of the box for this concept demonstration. Some suggestions include a video, game, demonstration, presentation, diorama, infographic, research project, poems with illustrations, book, etc. I encourage you to explore other options that aren’t presented here! Your audience: First year community college students. | 75 | 1 | 75 |
| **Total Possible Points** | | | | **390** |

\**A cumulative test is one that tests a student on all of the material since the beginning of the term. The main focus of this type of test is to ensure that students have understood and retained the information they have learned throughout the duration of the course.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course calendar | | | | |
| Week | Topic | **Chapters** | **Due each Thursday before 9 am (date listed below)** | **Due each Monday before 9 am**  **(Date listed below)** |
| 1  6/26 | Abnormal psychology: Past and present. Models of abnormal psychology. | 1 & 2 | ***Thursday, 6/29***  Response to Weekly  Assignment | **7/3**  Knowledge Check  Weekly Assignment (reply to classmate) |
| 2  7/3 | Clinical assessment, diagnosis and treatment; Disorders of trauma and stress | 3 & 5 | ***Thursday, 7/6***  Response to Weekly  Assignment | ***7/10***  Knowledge Check  Weekly Assignment (reply to classmate) |
| 3  7/10 | Anxiety, obsessive compulsive, and related Disorders | 4 | ***Thursday, 7/13***  Response to Weekly  Assignment | ***7/17***  Knowledge Check  Weekly Assignment (reply to classmate) |
| 4  7/17 | Depressive and bipolar disorders; suicide | 6 & 7 | ***Thursday 7/20***  Response to Weekly  Assignment | **7/24**  Knowledge Check  Weekly Assignment (reply to classmate) |
| 5  7/24 | Disorders Featuring Somatic Symptoms & Eating Disorders | 8 & 9 | ***Thursday 7/27***  Response to Weekly  Assignment | **7/31**  Knowledge Check  Weekly Assignment (reply to classmate) |
| 6  7/31 | Substance Use and addictive disorders | 10 | ***Thursday 8/3***  Response to Weekly  Assignment | ***8/7***  Knowledge Check  Weekly Assignment (reply to classmate) |
| 7  8/7 | Sexual disorders and gender variations & Disorders of aging and cognition | 11, 15 | ***Thursday 8/10***  Response to Weekly  Assignment | ***8/14***  Knowledge Check  Weekly Assignment (reply to classmate) |
| 8  8/14 | Schizophrenia & related disorders and treatment | 12 | ***Thursday 8/17***  Response to Weekly  Assignment | **8/21**  Knowledge Check  Weekly Assignment (reply to classmate)  **Class Project Due** |
| 9  8/21 | Personality disorders | 13 | ***Thursday 8/24***  Response to Weekly  Assignment | **8/28**  Knowledge Check  Weekly Assignment (reply to classmate) |
| 10  8/28 | *Option to retake or make up a single missed Knowledge Check (you must note your preference before 5pm on Monday, 8/21). You can make your request any time during the term up to 5pm on 8/21. A Google form is available to make your request on our Moodle page. If you have taken all Knowledge Checks, and don’t wish to retake one, this is a ‘free’ week.* | | | |