

**PSY 352 DE ABNORMAL PSYCHOLOGY**  
Spring 2011

Instructor: Amanda Jensen-Doss, Ph.D.  
Meeting Place: Flipse 536  
Meeting Time: Monday & Wednesday 11:15 – 12:30  
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Office Hours: Monday & Wednesday 9:30-11 and by appointment  
Prerequisites: Six credits in psychology

If you need to meet with me, even during scheduled office hours, please contact me to make an appointment. This is a large class, so I want to be sure I am able to meet with you when you come. Email is the **BEST** way to reach me. Please bear in mind that I am not on e-mail 24 hours a day, so be sure to give me plenty of time to respond to an e-mail if you need something!

**Course Description:**

This course is designed to provide an overview of the major psychological disorders affecting adults and children. Throughout the semester, you will learn about the characteristics, causes, assessment, and treatment of a broad range of mental disorders. The textbook and lecture will provide you with the facts regarding these topics, while in-class discussion and videos will be used to help bring the topics to life.

**Course Objectives:**

1. Students will learn about the history of abnormal psychology and current trends in the field.
2. Students will learn about major theories used to explain and treat mental disorders.
3. Students will learn to recognize symptoms of the major mental disorders.
4. Students will learn about treatments for the major mental disorders.
5. Students will learn about the impact of development on the expression and treatment of psychopathology.

**Attendance and classroom behavior:**

Attendance is important. You will be responsible for material presented in class and in the text. It is in your best interest to come to class every day. I will not be taking attendance, but there will periodically be unannounced in-class assignments that will count in your course grade.

To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room. Many of the topics we are going to discuss in class might seem strange or even funny to you. However, given the high rates of mental disorders in our society, it is highly likely that many of you will have direct experience with the conditions discussed in our class, either personally or through a friend or family member. It is therefore very important to be respectful during class, particularly during discussions and while we are watching videos.

All cell phones should be turned off during class. Students who do not follow this guideline may be asked to leave class. **Any contact with or use of a communication or other electronic device without instructor permission during an exam could result in a filing of an honor code complaint.**

**Tentative Class Schedule (subject to change if needed):**

| Date                              | Topic  | Assigned Reading       |
|-----------------------------------|--|------------------------|
| 1/19                              | Introduction to course   |                        |
| 1/24                              | Abnormal Psychology: Past & Present  | Chapter 1              |
| 1/26                              | Models of Abnormality 1  | Chapter 3              |
| 1/31                              | Models of Abnormality 2  |                        |
| 2/2                               | Clinical Assessment, Diagnosis and Treatment                                       | Chapter 4              |
| 2/7                               | <b>Exam #1: Chapters 1, 3, &amp; 4 and associated lectures</b>                     |                        |
| 2/9                               | Anxiety Disorders 1  | Chapter 5              |
| 2/14                              | Anxiety Disorders 2  |                        |
| 2/16                              | Stress Disorders   | Chapter 6              |
| 2/21                              | Treatments for Anxiety and Stress Disorders  |                        |
| 2/23                              | <b>Exam #2: Chapters 5-6 and associated lectures</b>                               |                        |
| 2/28                              | Mood Disorders   | Chapter 8              |
| 3/2                               | Treatments for Mood Disorders  | Chapter 9              |
| 3/7                               | Suicide  | Chapter 10             |
| 3/9                               | <b>Exam #3: Chapters 8-10 and associated lectures</b>                              |                        |
| 3/14                              | <b>No Class- Spring Break!</b>   | <b>Romance Novels?</b> |
| 3/16                              | <b>No Class- Spring Break!</b>   | <b>Comic books?</b>    |
| 3/21                              | <b>No Class- Dr. Jensen-Doss at a Conference</b>                                   |                        |
| 3/23                              | Eating Disorders   | Chapter 11             |
| 3/28                              | Substance-Related Disorders  | Chapter 12             |
| 3/30                              | Sexual Disorders and Gender Identity Disorder                                      | Chapter 13             |
| 4/4                               | Schizophrenia  | Chapter 14             |
| 4/6                               | Treatments for Schizophrenia and Other Severe Mental Disorders                     | Chapter 15             |
| 4/11                              | <b>Exam #4: Chapters 11-15 and associated lectures</b>                             |                        |
| 4/13                              | Personality Disorders  | Chapter 16             |
| 4/18                              | Disorders of Childhood and Adolescence 1   | Chapter 17             |
| 4/20                              | Disorders of Childhood and Adolescence 2   |                        |
| 4/25                              | Law, Society and the Mental Health Profession                                      | Chapter 19             |
| 4/27                              | <b>Make up exams- only those taking a make-up need to attend class</b>             |                        |
| <b>Wednesday<br/>5/4, 11-1:30</b> | <b>Exam # 5: Chapters 16, 17 &amp; 19 and associated lectures (not cumulative)</b> |                        |

**Course Textbook:**

The required textbook for this course is Ronald Comer's *Abnormal Psychology*, Seventh Edition. The class schedule above outlines the assigned chapters for each class. There is a very helpful, free Web site to accompany the book at <http://bcs.worthpublishers.com/comerabpsych7e>. This site (developed by the publisher) has self-quizzes (two for every chapter) to help you prepare for exams. It is recommended that you use these quizzes to help you study, although, as noted below, exams will also include material covered in lecture, which may not be covered by the self-quizzes, which focus on material from the textbook only.

**Lecture Notes:**

By 10 p.m. the night before each class, I will post lecture notes for each class a folder called Lecture in the Course Documents section of our Blackboard page (<http://www.miami.edu/blackboard>). These notes are designed to help you take good notes in class. It is recommended you print them and bring them to each class. I will not be handing out paper copies in class, so it is your responsibility to bring a copy if you want to use them!

**Course Assignments:**

**Reading Quizzes (30 points).** Each class is designed based on the assumption that you have read the chapter associated with that day's topic and are familiar with the material. For each assigned chapter, you will therefore be asked to complete an online reading quiz. These quizzes are to be complete online through eLearning (<http://elearning.tamu.edu>) and must be completed before 11 a.m. on the day of the class for which each chapter is assigned (e.g., the online quiz for Chapter 1 must be completed *before* 11 a.m. on January 24<sup>th</sup>). You may use your textbook and notes during the quizzes. Each quiz will open one week before the completion deadline (except for the first quiz, which must be completed before class on January 24<sup>th</sup>). Quizzes will consist of four items and you will only have 10 minutes to complete the quiz. Each quiz will be worth 2 points and only your 15 best quiz grades (out of 17 total quizzes) will be counted. Because each quiz is open for a week, it is up to you to make sure that you complete the quiz on time; no late quizzes will be accepted and no make-ups will be offered.

**In-Class Assignments (20 points).** Periodically, we will do activities in class to facilitate your learning of that day's topic. You will be asked to turn in your work on these activities, the completion of which will count for 20 points in your final grade. If you have a university excused absence for a day upon which one of these assignments falls, please see me about make-up options.

**Exams (200 points).** Five exams will be administered during the semester. Each exam will consist of 50 multiple choice questions that cover material from 3 to 5 lectures and the associated course readings. You will be responsible for all material covered in the assigned chapters, even if it is not discussed in class, and for all material covered in lecture, even if it is not presented in the book. You will need to bring a pencil to all exams. You will be able to drop your lowest test grade from the first four exams; exam 5 cannot be dropped and will count for everyone. In order to drop an exam grade, however, you must take all of the exams.

Make-up exams will only be available to students who are able to provide a valid written excuse covered by the university's excused absence rule. Make-up exams will occur on the last day of class. It would be highly unusual for you to need to make up more than one test, but if that is necessary, please contact me to make

arrangements to do so at another time during the last week of classes, as the final day of class will only be enough time to make up one exam.

### **Grading:**

The final grade for the course will be based on the following distribution of points:

|               |              |              |              |
|---------------|--------------|--------------|--------------|
| A+ = 245-250  | B+ = 220-224 | C+ = 195-199 | D+ = 170-174 |
| A = 230-244   | B = 205-219  | C = 180-194  | D = 150-169  |
| A - = 225-229 | B- = 200-204 | C- = 175-179 | F = < 150    |

There will be opportunities to earn extra credit at each exam, but no other opportunities for extra credit will be made available. The possible extra credit points will add up to a percentage of the total possible points in the class, allowing individuals who fall within a percentage of the next grade up to raise their grade with these extra credit points. Because of that, no exceptions will be made to the above point guidelines for grade assignment (in other words, I will not “round up” grades because doing well on the extra credit will bump you up to the next grade without my help).

### **University of Miami Student Honor Code:**

All forms of scholastic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and violating the professional ethics of research projects. Moreover, students are expected to warn fellow students who do not appear to be observing proper ethical standards and to report violations of this Code. In determining what constitutes academic dishonesty, a student should be guided by the purposes of the Student Honor Code, common sense, and information provided by the instructor. All undergraduate students are responsible for reading, understanding, and upholding this Code. For more information, please see [http://www6.miami.edu/dean-students/pdf/undergrad\\_honorcode.pdf](http://www6.miami.edu/dean-students/pdf/undergrad_honorcode.pdf)

### **Americans with Disabilities Act (ADA)**

The 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. Students who have questions or concerns about special needs or accommodations may speak with Dr. Jensen-Doss or contact the Office of Disability Services at (305) 284-2374. Students who are registered with the Office of Disability Services must present Professor Letters a minimum of two weeks prior to the desired use of the accommodation.