

Course Syllabus Psychopathology PSYC 380

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Course Description:

This course provides an overview of the etiology (causes), course, diagnosis, assessment, and treatment of the major psychological disorders.

Website: www.udel.edu/sakai

The class website will contain class notes, updates, announcements, links to external sites, and other similar information pertinent to the class. Students are, therefore, advised to visit the class website regularly. We will rely on email for many class-related items and announcements. Please make sure your email, as listed in Sakai, is correct.

Course Objectives and Pedagogy:

1. *Knowledge of Psychopathology:* Students will learn etiology, course, diagnosis, assessment, and treatment of the major psychological disorders. To accomplish this, students will study the text and participate in class lectures, discussions, and in-class assignments.
2. *Scientific Thinking:* Students will hone their ability to think about the world around them scientifically. This includes understanding basic research behind the psychological disorders and the implications of that research. To accomplish this, students will participate in regular in-class activities and discussions.

Materials:

Textbook: Barlow, D.H., & Durand, V. M. (2015). Essentials of abnormal psychology, seventh edition. Cengage Learning. There are various options for purchasing the textbook including hard-bound, loose-leaf, and electronic only.

This course will utilize a series of online tools that are designed to accompany the textbook. They are accessed via Sakai.

Clicker: Clickers are required for this course. Most of the in-class activities we do this semester will require the use of clickers. You will be graded on these activities so you need to make sure that your clicker is functioning properly and it is connected to your student ID. This can be verified the first week. For more information on clickers, see: <http://sites.udel.edu/ats-student-response/faqs-for-students-iclicker/>

Study Hints (how to not end up taking this again): If you want to do well in this class, you will need to maximize the opportunities to learn the material:

- Attend and actively participate in class every day and take notes.
- Use the text: this text was selected partly because of its great depth and resources. Use the study aids in the text as well as online to help.
- Ask questions
- Make appointments with the instructor/TAs for anything with which you need assistance.
- Engage in the process of learning: Make the course relevant to you.

COURSE POLICIES

Adding/Dropping/Withdrawing/Incompletes from the course:

This course will follow the standard University policies and procedures for adding, dropping, or withdrawing from the course. Please see the academic calendar for applicable deadlines. **Incomplete grades are almost never awarded** due to the inherent difficulty in resolving such grades. Instead, students may withdraw from the course in unusual cases of extenuating circumstances (e.g., prolonged illness/injury).

Attendance:

The University expects regular attendance at all class meetings. Although attendance will not be recorded, missing class will likely impede your learning and your ability to perform on exams. If you miss a class ***it is your responsibility*** to get notes and homework from another student. We will post materials used in class on the class website to the extent possible; however, a significant amount of class time may involve activities, discussions, debates, and other experiential exercises that cannot be posted online or recreated well in notes. **Many of these activities are graded and cannot be made up.**

What if I have to miss class?

From time to time, students must miss class for valid reasons (e.g., illness, athletic trips) and those absences are considered excused. Since in-class activities and participation cannot be made up, students who are concerned about missing participation points are advised to turn in extra-credit.

Respectful Atmosphere:

We are here to learn together. We want this to be an atmosphere of learning. Accordingly, please respect the classroom environment. We hope to have fun with the material, but we will do so together. Please do not disturb the class by having side-bar conversations, by reading the paper, answering cell-phones, etc. during class. If this is a problem, you may be asked to leave.

Support:

Office of Disability Support Services (DSS): If you are a student with a disability or any other specific need, please notify the instructor early in the semester so he can work with you to enhance your learning potential in this class. The University's DSS office, which coordinates accommodations and offers support for students with disabilities, can be reached via www.udel.edu/DSS or (302) 831-4643. You are also encouraged to speak with the professor to make sure your needs for accommodations are being met appropriately.

Writing Center: In addition, students can make an appointment at the Writing Center (302-831-1168) for assistance with writing assignments.

Academic Enrichment Center: There are many other resources available to help students such as tutoring and study skills workshops training listed at www.ae.udel.edu. Contact the Enrichment center at 302-831-2805)

Academic Honesty: You are expected to be familiar with the University's Policy on Academic Honesty, which can be found in the Student Guide to University Policies. Academic honesty is vital in a university

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setting and failure to uphold these principles hurts the individual and the educational setting as a whole. Some examples of academic dishonesty include plagiarism, which is using the words or ideas of others without giving credit to the person(s) who is responsible for the material, cheating on tests or permitting other students to cheat from your exam, or using the same work in multiple classes. The official UD reporting policy requires that all alleged incidents of academic dishonesty be handled through the Office of Judicial Affairs.

Test Anxiety and Related Concerns:

Every semester, a number of students indicate that they experience test anxiety or have other appropriate concerns. We are more than willing to do what we can to help with these concerns, but we can only help you if we know of the issue in advance (e.g., more than a few days before the first exam). Therefore, students are encouraged to discuss these concerns with us as early as possible. All concerns will be handled confidentially.

GRADING

MindTap Quizzes: Most of the assigned chapters (see Calendar), includes quizzes to be completed online. These are open-book, open-note. These are designed to help you learn the fundamentals before class in order to maximize in class time. The quizzes must be completed by the due date (see schedule). Late quizzes *will not be accepted* so do not wait until the last minute to submit as you may have technical difficulties. You will have two opportunities to take the quizzes in case your computer crashes the first time. Your highest score will be recorded.

Participation: This class will utilize problem-based learning techniques through graded in-class exercises. Many exercises will involve the use of clickers to allow students to build on each-other's knowledge to gravitate toward the solution to the problem. Other activities will involve group work where students collaborate to diagnose and treat a hypothetical client. Because these are experiential in-class exercises, **there will be no make-up opportunities for these exercises**; however, you may do extra-credit as a make-up to make-up for absences. If absences are extensive, you are strongly advised to withdraw. In addition, your work on the paper, other than the final draft counts towards participation including the outline and rough-draft.

Exams: There will be **two exams and a comprehensive make-up exam**. The comprehensive exam serves as a make-up for those who have extenuating circumstances. There will likely be some students who experience some kind of emergency or other unusual extenuating circumstances the day of an exam (e.g., illness, family crisis). The make-up exam is designed for these students. If you have some extenuating circumstances, email the professor explaining your situation and he will authorize taking the make-up exam.

Exam questions will cover material from class activities/lectures, and the textbook. Because the textbook contains a great deal of material, a review will be provided to help you prepare for exams. Questions may require you to put your learning to use in creative ways. You will be expected to use your knowledge, and integrate the skills you have acquired.

Paper: The short paper is to be **4 to 6 pages long** (excluding references), double-spaced, and in 12-point font. It should also be in APA format. The paper should present a scientific argument in favor of a certain position related to psychopathology. This could propose a new direction of research, address the public health implications of certain policies, or argue for prevention/intervention programs to be funded. The paper must clearly state a position and back it up with strong, empirical data. Students are required to turn in an outline, a draft, and a final version of their papers.

Late assignments will be accepted only at the discretion of the instructor and will be penalized at the rate of **5 percentage points per day late** (e.g., an 85% on an assignment will become an 80% if it is one day late). Papers should be submitted to Sakai in one of the following formats: .doc, .docx, .rtf, .pdf

Extra-Credit: Students may earn up to 3% extra credit. Students may earn extra-credit in a variety of ways (noted below). Extra-credit can help when unforeseen events (e.g. illness, family problems, job conflicts) prevent you from course responsibilities. Thus, it can be thought of as make-up opportunities. Alternatively, it can be a boost for students who want to go the extra mile. All extra-credit must be turned in by the last class.

In-Class Activities: During class, students will have opportunities to earn extra-credit points in a variety of ways. Many classes will include clicker-questions that can earn students extra-credit points. Some classes may also include other activities like debates or small experiments which can also lead to extra-credit points.

Submit a Myth: One of the goals of the course is to use science to investigate popular “myths” or ideas about class content in popular culture. If you come across a belief, email a one-page description of the myth and the science behind it to the T.A. You should describe the myth itself, the source of the myth (e.g., website, newspaper, conversation with friend), why the myth is true, false, or incomplete based on scientific research, and any other pertinent information. Your description must be your own words. Each myth submitted will be worth .25% extra credit.

Participate in Psychological Research: Students may volunteer as research participants or assistants and receive extra-credit as long as they are not receiving credit in some other fashion already. To get credit, type a short (no more than 1 page) description of your participation, including the approximate number of hours spent on the project. Email it to the faculty/staff overseeing the project and copy the T.A. Ask the faculty/staff overseeing the project to simply reply-to-all confirming your participation. You will be awarded .25% extra-credit for each hour spent on the project up to the 3% maximum.

Wikipedia Edit: Students may identify and suggest improvements to Wikipedia pages related to course content. This may include the addition of a page that currently does not exist, or modification of an existing page. Students should send the TA a document detailing the changes along with supporting evidence that establishes the scientific validity of the proposed changes. Students will be awarded extra-credit according to the approximate amount of effort put into the edits.

Other Options: If students have an alternative idea for extra-credit, they may propose it to the instructor. However, ideas must be approved by the instructor in advance. Students who wish to complete extra-credit at the last minute are unlikely to have time to get ideas approved in time for grading.

Final Grade:

MindTap Quizzes	10%
Participation	10%
Exams	40%
Final Paper	40%

Letter Grade Conversion:

	A: 95-100	A-: 90-94.99
B+: 87-89.99	B: 83-86.99	B-: 80-82.99
C+: 77-79.99	C: 73-76.99	C-: 70-72.99
D+: 67-69.99	D: 63-66.99	D-: 60-62.99
F: 0-59.99		