

Abnormal Psychology, Psychology 270 (CRN 12133), Fall 2016
(you are responsible for reading and understanding all syllabus content)
Tues & Thurs 9:30 a.m. – 10:45 a.m., LC D4
Instructor: Karina Reyes, Ph.D.

For instructor and TA, must always make appointment even during office hours; no walk-ins; this is done for your convenience so you don't find yourself waiting on a line of people who showed up before you). Of course, if you are not able to meet during any of our office hours, we will come up with another time that fits with instructor/TA and your schedules.

Karina Reyes, kreyes@uic.edu, Tuesdays 12:30-1:30 p.m. (**must make appt!!!**), Rm 1056A BSB, 3-2627
 TA, Violetta Janowiak, vjanow2@uic.edu, office hrs (**must make appt!!!**) & location to be posted in 1st wk
 TA, Colin Iwanski, ciwans2@uic.edu, office hrs (**must make appt!!!**) & location to be posted in 1st wk

EMAIL (IMPORTANT, PLEASE): When sending an email, always enter "270" in the **subject line**. Not doing this will delay our response to your email.

The Instructor is available to read and respond to emails:

1. T & Th from 1:30 p.m.–4:30 p.m.; MWF 8 a.m. – 2:00 p.m.
2. Saturdays from 9 a.m.–12 p.m., and
3. Not available on Sundays

If you do not receive a response to your email within 2 days, please re-send and/or let the instructor know next time you are in class.

TEXT: *Abnormal Psychology Second Edition*

Robin S. Rosenberg & Stephen M. Kosslyn (2014). Wadsworth Publishers, New York: New York.

NOTE: 1ST EDITION IS NOT OK

1. HARD COPY OF BOOK, ISBN-13: 978-1429242165
2. LOOSELEAF COPY ISBN-13: 978-1-4641-9566-2

PREREQUISITE: PSCH 100.

COURSE DESCRIPTION: This course is designed to expose students to the state of the field of psychopathology. Your book and the course specifically organize this learning around the neuropsychosocial approach, which conceptualizes psychopathology in terms of the interaction between neurological, psychological, and social factors in contributing to mental illness. This approach will help students think about mental illness holistically, in which different research methods shed light on the different aspects of abnormal behavior. Ideally, the course and instruction encourages critical thinking about theories and research.

FORMAT: The format of the class will be mix of lecture, discussion, and classroom activities. Class discussion, student questions, assignments, and instruction through lecture are designed to serve the purpose of clarifying key concepts and content in general. Questions are strongly encouraged. **NOTE:** Although I will provide very abbreviated outlines of class notes for each chapter, students should still expect to take a lot of notes on their own.

Course Requirements	Points	Percent of Grade
1. Exam 1	100 (approximately)	28%
Exam 2	100 (approximately)	28%
2. Paper Assignment	100	28%
3. Participation	112	16%
TOTAL	412 estimated	100%

COURSE REQUIREMENTS & GRADING: Three exams, a paper assignment, and participation contribute toward the final grade as follows:

1. **Exams (100 estimated points per exam; 200 estimated point total):** There will be 2 total non-cumulative exams, with points for each possibly varying depending on how much content we are able to cover by the time of each exam. Exam 1 will include syllabus questions. Regarding exams:
 - a. Exams will consist of close-ended questions, for example, multiple choice, true/false, and matching;
 - b. Exam content will be based on readings **and** lecture material, some of which may not be in book;
 - c. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/ death in family) that can be documented (e.g., doctor note, copy of a death certificate). In such a case, Dr. Reyes must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam**. Persons who do not contact Dr. Reyes in this time frame will not be allowed to make up the missed exam.
 - d. Cell phone use (e.g., ringing/talking/texting) during **an exam or class in general= minus 10 points, but minus 20 points for any of this if it occurs when a speaker is present.**

2. **Participation (112 points).** Participation is a requirement. The “Packback Answers” platform will be used as the vehicle for satisfying this requirement. The platform is a tool for online discussion about class topics. For your participation grade you will be required to contribute questions and answers to the Packback community, which, for our purposes, will consist of students enrolled in the course. Hopefully you will appreciate this as an opportunity that goes beyond just using it because it is a class requirement. Use the Abnormal Psychology Packback Community to ask questions about things that aren’t clear, help others (answer questions), or simply as a place *to be curious* and talk about what has made you think or excite you about class. It’s a chance to take class knowledge and turn it into real-world knowledge.

Eight points per the 2nd through 15th weeks of the semester count toward class participation. In order to receive these points, each week you must contribute two questions (2 points each=4) and provide two answers (2 points each=4) to questions posted on Packback. Each week is treated as an assignment. You are always welcome to ask more questions and provide more answers but you can’t do this for extra credit or to make up for points you missed in previous weeks. Once a week has passed, you cannot earn points for that week anymore. The questions you post must be **relevant to the subject matter and MUST BE QUESTIONS**. You can comment and add a question to your comment, but it must be a question. Questions and answers will be assessed weekly for their relevance and adequacy. That is, your contributions must be meaningful. You will be given feedback when your question or answer is not meeting the standard for questions and answers. In the case where questions/answers are not satisfactory, you won’t get credit. The **deadline** for weekly questions/answers is **Sunday at 11:59 PM**, beginning week 2 and through the last possible day, Wednesday, November 30th, 2016.

To start posting on Packback Questions:

1. Navigate to Packback.co/Questions and click “Register as a new student” Note: 1) The cost of registration and use of Packback is \$18. But if you already have an account on Packback Books (the rental site) you can log in with your login credentials.
2. Make sure to register with your SCHOOL email address and real first name and last name, or else I won’t be able to grade your participation and you won’t receive participation points.
3. Enter our class community’s access code into the “Join a new Community” module on your dashboard. Our PSCH 315 Community Access Code is: **6E95C914-12B4-8671-0732-DDF4E8CD806E**.
4. Follow the instructions on your screen to finish registration, and then click into our class “Curiosity Community.” Make your first post by clicking the gold “Ask a Question” button.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions. **Also you can get Packback Questions FREE when you rent your eTextbook for class on Packback Books.**

If you have any questions about Packback or registration issues, email Packback's student success team at holla@packbackbooks.com (*not your professor!!!*) to get them answered within 24 hours.

3. **Paper Assignment (100 points) (Specifics about paper below):** The details and format of the assignment will be discussed in class in the 1st week. This assignment is a 10-12 page paper on one of the topics listed in the table below. A grading rubric for the specific sections of the paper is provided at under the Assignments tab on Blackboard. This will help students understand what is expected. Students must attach this grading rubric to the end of their paper. The paper is due electronically on SafeAssignment no later than **5 minutes before class** as indicated on the Class Schedule. Safe Assignment submissions not received by the due date will lose 10 minutes per day late beginning one minute after the day and time due as indicated on the **PSYCHOLOGY 270 TOPIC SCHEDULE** below. Please, please, please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded.

The paper assignment includes 5 main sections (the non-main, but still required sections are the title page and the reference page):

1. **Abstract:** An abstract is a sort of 'preview of coming attractions'. Basically, you want to summarize 1-2 sentences from each of the other sections of the paper and put together for an abstract. Do not use word-for-word sentences from these sections.
2. **Introduction:** An introduction, which includes a description of the selected topic/subtopic. This includes what the disorder is, the criteria for diagnosis, the statistics on the scope of this disorder in general, and what the negative impact of the disorder is on people (2 reference minimum)
3. **Causes of Disorder:** Two identified and scientifically documented (2 reference minimum) causes.
4. **Treatments for Disorder:** Two identified scientifically documented (2 reference minimum) treatments for the disorder including outcomes (did they work? was the treatment effective?) of each of the treatments.
5. **Conclusion:** This is not a summary—know the difference! Here, you draw a conclusion based on what you have reviewed.

Topic Choices

If you want to select a different topic or population than what is listed here, you must get approval from instructor by email and attach to your paper. If you don't get this approval, you lose 10 pts.

1	<p>HERE'S HOW YOU ARE SUPPOSED TO SELECT YOUR PAPER TOPIC: 1st level of selection: choose a disorders category: e.g., Mood Disorders 2nd level of selection: choose a diagnosis within the 1st level category (e.g., Dysthymia) 3rd level of selection: select a population on which you will examine your chosen disorder (e.g., the elderly)</p>
	<p>Chapter 5 1st level: Mood Disorders 2nd level: Major depressive disorder, persistent depressive disorder (you may find more info about this within the old label of 'dysthymia'), winter depression (previously referred to as Seasonal Affective Disorder, which you can use), Bipolar disorder (don't try to get more specific than this even if the articles you find, do); you <u>may not</u> select disruptive mood dysregulation disorder 3rd level: children, adolescents, adults, the elderly, males, females</p>
2	<p>Chapter 6/7 1st level: Anxiety Disorders or OCD 2nd level: For Anxiety Disorders: GAD, Panic Disorder, Agoraphobia, etc.; for OCD, simply 'OCD' 3rd level: Population options for this disorder: children, adults, the elderly</p>
3	<p>Chapter 9 1st level: Substance Use Disorders 2nd level: for this topic, you can pick substance use in general for non-alcoholic substance problems or pick alcohol abuse as your topic; this is because it is kind of hard to find a lot of articles on a particular substance like heroin, or methamphetamine or marijuana; these kinds of substances are often treated as substances in general rather than being looked at individually 3rd level: Population options for this disorder: adolescents, college students, adults</p>
4	<p>Chapter 10 1st level: Eating Disorders 2nd level: bulimia, anorexia 3rd level: Population options for this disorder: pre-adolescent/adolescent females, females in general, females in high risk groups like gymnasts or other athletes</p>
5	<p>Chapter 11 1st level: Gender and Sexual Disorders 2nd level: gender dysphoria, paraphilias (any of the ones in the book, see Table 11.4 on p. 337), hypoactive sexual desire disorder, female sexual arousal disorder, male erectile disorder, female orgasmic disorder, male orgasmic disorder and delayed ejaculation 3rd level: Population options for this disorder: adults in general, adult males or adult females</p>
6	<p>Chapter 12 1st level: Schizophrenia and Other Psychotic Disorders 2nd level: see table 12.3, p. 375 for disorder options 3rd level: Population options for this disorder: young adults, adults</p>
7	<p>Chapter 14 1st level: Neurodevelopmental and Disruptive Disorders 2nd level: intellectual disability (used to be 'mental retardation'), autism spectrum disorder, specific learning disorder, conduct disorder, oppositional defiant disorder, attention-deficit/hyperactivity disorder 3rd level: Population options for this disorder: children, pre-adolescent/adolescents, adults</p>

PAPER ASSIGNMENT CHECKLIST
(SO IMPORTANT; IF YOU CHALLENGE YOUR PAPER GRADE, VERY LIKELY IT WILL BE FOR NOT DOING SOMETHING ON THIS LIST. SO CHECK IT OUT!):

- a. _____ Must be submitted only in electronic form through Safe Assignment, a plagiarism detection system (see Blackboard, under “Assignments”). Safe Assignment searches to see if any parts of your work were copied from other sources and creates a record of exactly when your work was submitted. While it is a good tool, it is not foolproof. If you run into trouble getting something to upload into Safe Assignment, immediately send it as an attachment to your TAs and to me. That proves that you had it completed on time. After you have done that, arrange to get help from your TAs to get the work accepted through Safe Assignment. Please note that the re-use of papers or parts of papers that a student has completed in other classes will not be accepted for this class. The content from these previous works will not be graded as part of the assignment for this course. That is, if 6 paragraphs are used in the current assignment that the student used in a paper from a previous class, these will not be considered in grading the current assignment.
- b. _____ Is due via SafeAssignment on the date indicated on the Class Schedule. Submissions not received by the due date will lose 10 points per day late beginning one minute after the day/time due. Please be careful when submitting your assignment. Do not submit the wrong copy.
- c. _____ As with exam make-ups, only some catastrophic event will exempt a student from these rules. Printer breakdowns, for example, do not count as catastrophic given that advanced planning can prevent such things. The reason (e.g., serious illness, car accident, death of a family member) and proof (e.g., physician's note, police report) for lateness must be furnished immediately upon realizing that you won't be able to turn your paper in on time.
- d. _____ Must be written in APA style; You must use APA style in writing the paper. Here's a website for APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
- e. _____ Margins: 1 inch at top, 1 inch at bottom, 1 inch on right, 1 inch on left.
- f. _____ Must use psychological, medical, education, and/or health journals as references; **NOT** books, magazines, Wikipedia, or any electronic references. This link is to a 3-minute video that describes popular vs. scholarly sources: <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>.
- g. _____ Must cite all sources using APA style. Here are a couple of links on how to correctly cite sources: <http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf>; <https://owl.english.purdue.edu/owl/resource/560/01/> and here is a website about reference formatting, see: <https://owl.english.purdue.edu/owl/resource/560/06/>.
- h. _____ Must use references that are no more than 20 years old.
- i. _____ Must adhere to the page limits indicated in the assignment description.
- j. _____ Must not violate any of UIC's Guidelines of Academic Integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalog (<http://www.uic.edu/ucat/catalog/GR.shtml#qa>). Violation of these guidelines, that is, committing academic dishonesty will not be tolerated and will be subject to consequences as outlined in the [Student Disciplinary Policy](#). Within the context of the class, aside from any sanction the University might impose, the student who violates the Guidelines of Academic Integrity will automatically fail

the assignment. The most common problem of academic dishonesty with assignments is cheating by plagiarizing or using non-original works (e.g., like using the same paper or parts of that paper for two classes or using someone else's paper). You are responsible for knowing what plagiarism. According to UIC's policy "plagiarism is the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own." But, in addition, because you are supposed to follow APA style in your paper assignment for this class, you must also follow APA's policy on plagiarism. The following link provides an excerpt from the *Publication manual of the American Psychological Association* that describes this policy: https://docs.google.com/document/d/1nq6KlhBwrzOW3oDqrTuejWLSAL_hiE4Bsl-M00HyXR/edit. Please note that this policy includes limits to the re-use of any previous paper you've written as "self-plagiarism." Please read the policy carefully so you understand it.

EXTRA CREDIT: There will be extra credit offered on exams ranging from 10-20 or so points. In addition, there may be EC opportunities offered in class. There are no make-ups for missing these.

GRADING.

1. If students have an issue with their grade on the paper assignment, they must contact the TA who graded their paper within **no more than** 3 days from the date that the paper is returned. This does not mean you have to see them within 3 days, only that you must have made contact within 3 days to set up a time to see them. If the student is not satisfied with the response from the TA, the student then has 1 day from the time that they meet with the TA to contact the instructor for a meeting. In the case of exams, students have 3 days from when the exams are returned to challenge or question any grading.
2. Prior to a meeting with either the TA and/or the instructor, the student must submit a one-paragraph email explaining what he/she thinks is the problem with the grading of the exam/assignment; students will not be seen until we receive such an email
3. Students must attend this meeting with a copy of their email (with date and time of email) and with highlighting of the parts of the exam/assignment that are in question.

Regarding the final course grade, sometimes students are disappointed with their grades and ask if "there is anything I [the student] can do" to bring up their grade, for example, to re-do a portion of a paper or re-do one of the exam questions. Given the amount of extra credit I offer in class, there will be no other opportunity to bump up one's grade no matter how close. But if student grades are .5 or less points (raw points, not percentage points) away from the next highest grade, I will round up to the next number.

ACCOMMODATIONS FOR DISABILITIES. Consistent with UIC policy, I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center." Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)."

Table 2. PSYCHOLOGY 270 TOPIC SCHEDULE

Week	Date	Topic	Ch	
1	T	8-23	History of Abnormal Psychology (skip part about history of psychology)	1
	Th	8-25	Clinical Diagnosis & Assessment; Discussion of Paper	3
2	T	8-30	Clinical Diagnosis & Assessment	3
	Th	9-1	Clinical Diagnosis & Assessment Mood Disorders and Suicide (p. 115-121)	3 5
3	T,Th	9-6, 9-8	Understanding Psychological Disorders: The Neuropsychosocial Approach	2
4	T	9-13	Understanding Psychological Disorders: The Neuropsychosocial Approach	2
	Th	9-15	Mood Disorders and Suicide (p. 115-121)	5
5	T	9-20	Mood Disorders & Suicide: Understanding Depr. Disorders (p. 122-135)	5
	Th	9-22	Mood Disorders & Suicide: Understanding Depr. Disorders (p. 122-135) OPTIONAL: Safeassignment link (link is called "Self-Check SafeAssignment Submission") for students to get a preliminary check on plagiarism percentage is available at 9 a.m. today	5
6	M	9-26	OPTIONAL: By 4:30 p.m.: students can submit paper drafts to: Violetta Janowiak, vjanow2@uic.edu if last name ends in A-M Colin Iwanski, ciwans2@uic.edu if last name ends in N-Z Papers will be emailed back by no later than Thursday of week 7.	
	T	9-27	Mood Disorders and Suicide: Bipolar Disorders (p. 136-151)	5
	Th	9-29	Anxiety Disorders	6
7	T	10-4	Anxiety Disorders	6
	Th	10-6	Anxiety Disorders (Paper drafts are returned to students today) Study Session for Exam 1 (30 minutes)	6
8	M	10-10	1. Self-check SafeAssignment link unavailable today at 6 p.m. 2. 'Final paper submission' link available today at 7:01 pm	
	T	10-11	Obsessive-Compulsive-Related and Trauma-Related Disorders PAPER DUE TODAY by 9:25 a.m. on Final Paper SA link Late SA site opens at 9:26 a.m. today; NO HARD COPY! -10pts for submissions starting at 9:26 through 11:59 p.m. -10pts each late day after begins at 12 a.m. & ends at 11:59 p.m. Weekend days also count as late days	7
	Th	10-13	Exam 1	
9	T	10-18	Obsessive-Compulsive-Related and Trauma-Related Disorders	7
	Th	10-20	Schizophrenia and Other Psychotic Disorders	12
10	T	10-25, 27	Schizophrenia and Other Psychotic Disorders	12
11	T,Th	11-1, 11-3	Substance Use Disorders	9
12	T	11-8	Substance Use Disorders	9
	Th	11-10	Neurodevelopmental and Disruptive Disorders	14
13	T	11-15	Neurodevelopmental and Disruptive Disorders	14
	Th	11-17	Gender and Sexual Disorders	11
14	T	11-22	Gender and Sexual Disorders	11
	Th	11-26	NO CLASS	
15	T	11-29	If-We-Fall-Behind Class; Study Session for Last Exam (30 minutes)	
			Last day (up to 11:59 p.m.) to submit Packback questions/answers	
	Th	12-1	EXAM 2 (non-cumulative); no final during finals week	

ADDITIONAL IMPORTANT INFORMATION:

The following points reflect my basic teaching philosophy:

1. I see students at this educational level as young adults.
2. Because college is not an expected educational step to take in our society, like high school, I assume you are in college because you chose it.
3. Somebody is paying for your education at UIC, whether by you, your parents, some scholarship/loan money, or some combination of these different sources. Given your monetary investment in school, I see you as being free to use your education, including in my class, the way that you see fit, just as if you bought a treadmill or a gym membership. This means that I have no rules about attendance or tardiness.
4. Because you are paying for my teaching, you are entitled to get what you paid for. Given the nature of what you are paying for, however, what you get out of it depends on both of us. So it is important for you to think about what you want out of the class, for example, what grade you want. My part is to work with you to achieve this grade, whatever that might be. So we will each play a part in helping you realize your goal. I am prepared to offer whatever reasonable support I can to help you in this process.
5. If you are not getting what you want out of the course both with the effort you are putting into the class and the help I am giving you, you always have the option of pursuing a grievance against me. This link is to the procedures for filing a grievance:
http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf. Additional resources for you are our Director of Undergraduate Studies, Dr. Evelyn Behar (behar@uic.edu), and our Department head, Dr. Mike Ragozzino (mrago@uic.edu).
6. In any work performed for this class, students must follow the guidelines regarding academic integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalogue (<http://dos.uic.edu/handbook.shtml>; http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf; <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>; <http://www.uic.edu/depts/dos/conductforstudents.shtml>). Violation of these guidelines, that is, committing academic dishonesty or violating the school's code of conduct, will not be tolerated and will be subject to consequences as outlined in the Student Disciplinary Policy. The Guidelines on Academic Integrity describe what constitutes "Academic Dishonesty."

The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works. This includes using the words, ideas, or research of another person and representing them as your own without citing them. To be even more specific, plagiarism also includes copying the words or ideas of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in papers you've gotten from the internet or other students, etc. You are responsible for knowing what plagiarism is and for avoiding its use. If you do not clearly understand what constitutes plagiarism, including how to properly cite a source within your paper, you should ask the instructor or your TA(s). Not knowing this has cost many a student a lot of grief and penalty via both the instructor and the university. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated. The student will, at minimum, automatically fail that assignment, and judicial charges will be filed against him/her. Other penalties might be imposed depending on the specific context of the cheating (for example, in the case of the student dropping the class after the dishonesty event for whatever reason). Also, please note, as stated in the PAPER ASSIGNMENT CHECKLIST, point 'a': "Please note that the re-use of papers or parts of papers that a student has completed in other classes will not be accepted for this class. The content from these previous works will not be graded as part of the assignment for this course. That is, if 6 paragraphs are used in the current assignment that the student used in a paper from a previous class, these will not be considered in grading the current assignment."

