

University of Illinois at Chicago
Abnormal Psychology (Fall 2020)
PSCH 270- CRN: 12133

Instructor: Carmen Ochoa-Galindo, Ed.D., LCPC

Email: cochoa2@uic.edu

Office: BSB 2056C

Office hours: Wednesdays 11:00 am to 12:00 pm via Blackboard Collaborate (by appt. only)

Class format: The course will be completely online in a semi-synchronous format with live discussion session each week on Thursdays during class scheduled time via Blackboard Collaborate

Teaching Assistants:

Pamela Teneqexhi

pteneq2@uic.edu

Office hours: By appointment

Kelly Correa

kcorre4@uic.edu

Office hours: By appointment

Class Meetings: Thurs 9:30- 10:45am via Blackboard Collaborate Ultra

Prerequisite: PSCH 100

Required Textbook:

Nolen-Hoeksema, S. (2020). *Abnormal Psychology, 8th Edition*. McGraw Hill Education.

W.W. Norton & Company.

ISBN-13: 978-1260500189

This course participates in the UIC Bookstore Direct Access program. This program is designed to provide immediate access to required materials for all students at prices cheaper than any other option. Required materials will be accessible to you via UIC Blackboard prior to the start of classes. Click on the tab labeled Digital Textbook on Blackboard to purchase e-book.

COURSE DESCRIPTION:

The purpose of this course is to introduce students to fundamental concepts and scientific principles underlying atypical human behavior. The course is designed to introduce students to various clinical presentations of psychopathology that may occur throughout human development. The course will provide an overview of specific psychiatric disorders (e.g., anxiety, mood, psychotic disorders, etc.) as well as disorder-specific etiological (or causal) considerations, associated clinical features, defining characteristics, and diagnostic criteria. Current empirically-based psychotherapeutic interventions will also be reviewed, but will not be emphasized.

The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and sociocultural perspectives. Psychiatric disorders will be discussed according to *DSM-V* diagnostic nosology with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification.

LEARNING OBJECTIVES

- 1) To acquire a better understanding of abnormal behavior patterns, and thereby learn to distinguish abnormal behavior from normal.
- 2) Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior
- 3) To increase sensitivity to the struggles of people dealing with these types of problems, by putting a human face on the study of abnormal psychology
- 4) To better understand how new research informs our understanding of abnormal behavior
- 5) To better understand how psychological disorders are classified and treated
- 6) To become more familiar with the DSM-V

Discussion and Community Guidelines

Respect, tone, and civility: It is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Remember that sarcasm doesn't always come across. Treat your instructor and fellow students with respect at all times, and in all communications. Most importantly, this class aims to foster an inclusive learning environment that promotes and values respect for others and their viewpoints. The topics we'll learn about in this course can create passionate debates and are relevant to everyday life, making students inclined to share their own anecdotes and experiences. I welcome and encourage that – indeed, that's one of the most exciting and unique aspects of this class. But as such, it is imperative that students behave in a respectful and considerate way to their fellow classmates during the discussions. **Inappropriate, disruptive, or offensive interpersonal behavior is not acceptable.** This is a space where we value diverse identities, ideas, and

experiences. I encourage active, deep conversations about the material in the course and the social and historical events that it applies to, but I do not condone hateful speech, prejudicial remarks, or debates that question the rights and personhood of people of various identities.

Discriminatory behavior will NOT be tolerated!

COURSE REQUIREMENTS & GRADING

A. Live weekly discussions (*not required by highly recommended*)

I will be conducting **live discussion sessions of the chapters every Thursday on our class time via Blackboard Collaborate**. Our class time from 9:30-10:45 am. Again, **you are not required to attend but I highly recommend you coming** so that we can go over the material for that week, answer questions, and engage in meaningful discussions with each other. These lectures will be recorded and available for those who are not able to make it to lectures. **NOTE: Some weeks I may have two discussion sessions, one on Tuesday the other on Thursday during class time. I will let you know when these will occur via class announcements.**

B. Exams (50 points per exam, + 5 extra credit questions= 55 possible points)

(50 pts x 3 exams = 150 pts; 5 extra credit questions x 3 exams = 15 possible extra points)

There will be 3 exams and no final exam. The exams will be done on Blackboard. Exams will be 50 questions (**I will add five extra questions for extra credit on each exam, total of 55 points**). The exams will be true/false and multiple choice. **If you have accommodations, make sure you let me know ahead of time.** For all exams:

- You will have access to the exam for an entire day (check syllabus for day)
- You will have 90 minutes to take the exam
- Once you start the exam, you **must** complete it, you **cannot** save it and come back to it later.
- Once the 90 minutes are up the exam will be submitted automatically
- You are **NOT** able to skip a question and come back it to later, you must answer the question
- You will get your score immediately

C. Paper Assignment (50 pts)

Culture Bound Syndrome Paper

You are to write a 4-5-page paper (not including cover or reference page) on a culture bound syndrome and compare it to a western/modern day diagnosis. In many cultures, there are mental illnesses that are unique to that culture, and thus are known as culture bound syndromes. Many of these syndromes share similar symptoms to western society's mental illnesses.

Specifically, you are to:

- a) Provide a detailed explanation of the syndrome: origin/history of it, characteristics and symptoms, what country/countries is this syndrome found, does it affect men or women, age it occurs, how it is treated or cured
- b) Case study/example of someone who experienced the culture bound syndrome (include age/gender of the person, what happened to him/her and were they able to be treated/cured)
- c) You are to then compare the syndrome to one of the mental illnesses in your textbook. In other words, based on the symptoms of the cultural bound syndrome, which diagnosis does it resemble the most? Provide similarities and differences
- d) include an introduction and conclusion paragraph

Papers will be written using APA style. All papers should be typed, double spaced, 12-inch font, pages numbered and include a cover and reference page. Also, you need to cite throughout the entire paper. You need at least three references. A handout with more information along with a grading rubric will be provided.

*****Papers will not be accepted after the due date. No LATE papers will be graded, absolutely no exceptions.*****

Here is a list of cultural bound syndromes to choose from: (you may choose one that is not on the list, but it needs to be approved by Dr. Ochoa-Galindo)

- Amok
- Ataque de nervios
- Boufee delirante
- Dhat
- Ghost sickness
- Shenkui or Shen-k'uei
- Hwa-byung
- Koro
- Mal de ojo
- Pibloktoq
- Rootwork
- Shenjing Shuairuo
- Zar
- Susto
- Taijin kyofusho
- Hikikomori
- Hmong Sudden Death Syndrome

Papers will be written using APA style. All papers should be typed, double spaced, 12-inch font, pages numbered and include a cover and reference page.

Also, **you need to cite throughout the entire paper**

D. *Homework Assignments (15 pts each x 8 = 120 pts)*

You will have eight assignments to do. Look at the schedule to see what weeks they are due. Each assignment will have specific instructions to follow. All assignments are **due Saturday end of day (11:59 pm)** of that week.

Please Note: There will be some weeks where you'll have a discussion post and a homework due. Homework assignments are for all students, regardless of whether you have a discussion post that week. Again, homework assignments are for all students to complete independently from discussion posts. **They do not go together.** Please make sure you understand this so there is no confusion or misunderstanding.

Homework Assignments are scheduled for the following weeks: 1, 4, 6, 7, 8 11, 12, 13

Homework Assignments will be graded as followed:

- ✓ **Content of HW: 10 pts**
- ✓ ***APA style/mechanics: 5 pts**
- ✓ **Total pts: 15 pts**

*this includes having cover/reference page, pages numbered, citations, writing style etc...

No Late Assignments will be graded, NO Exceptions!

E. *Discussion Posts (10 pts each x 5 = 50 pts)*

Because of the large size of class, you will be split into two groups of 75 students per group.

- **Group Duke** will consist of students w/ last names starting from A-Ka
- **Group Joey** will consist of students w/ last names starting from Ke-Z

Each group will have five discussion posts to do total. Please look at the syllabus so you see what weeks your group is assigned a discussion post.

All discussion Posts are **due** by **Saturday night before midnight** Central Time of that week.

Posts submitted late will **NOT** be graded, **NO EXCEPTIONS.**

- You are to compose a thoughtful response to the week's discussion question or activity, with appropriate reference to lecture content, assigned textbook reading, or other resources (i.e. online news stories, journal articles, and videos).
- The substance of a graded post is based on the student's personal experience in the world, and involves relating and connecting one's observations to the concepts being studied in the course, naming and citing those specific concepts by textbook page number. Unless otherwise specified, a graded post must reference specific terms and concepts from the assigned textbook reading.
- **Your discussion post should be 1-2 paragraphs for each question and you need to cite somewhere in your post.** In some cases, the discussion posts may consist of completing a short questionnaire, or to look up something online. Even if you are asked to provide your opinion or thoughts on a concept, **you have to find a way to tie it back to the chapter material.** Also, **make sure that you are putting your citation in bold** (makes it easier for TAs to find it)
- **To get full credit, you must respond to at least two of your classmates' posts.** I am not asking you to read everyone's responses, but you are expected to read and respond to two other posts to get full credit for that week. You need to respond to two separate students (if you respond to both questions for one student, that still counts as one response). Your responses should be more than just, "I agree with you" or "That's a good point you made." Your responses, just like your discussion post, should be well thought out and meaningful, and at least a paragraph.

To recap:

1. Each Monday will be the start of the course week, and your discussion questions/activity for that week will be made available for you to see
2. Make sure you keep track of when your group has a discussion post
3. You have until **Saturday of that same week** before midnight to both:
 - a. Post your response to the discussion question/activity (1-2 paragraphs, **include citations from the textbook or any other source you use**) **AND**
 - b. Respond to at least two of your classmate's posts (response should be at least one paragraph)
 - c. If you forget to respond to a classmate's post you will not get full credit (if you only respond to one instead of two classmates, you will also not get full credit)
4. Late posts/responses will **NOT** be graded
5. Each discussion post is worth 10 pts, which is broken down as follows:
 - a. Post response (1-2 paragraphs per question): 4 pts
 - b. Citing in your post response and putting it in bold: 2 pts
 - c. Peer response 1: 2 pts

- d. Peer response 2: 2 pts
- e. Total pts: 10

F. Final Grade

The total number of possible points for this course is 370. Here is the breakdown:

3 exams (50 x 3 = **150 pts**) + Paper (**50 pts**) + HW Assign. (8 x 15=**120 pts**) + Discussions (5 x 10 = **50 pts**) Total = **370 pts**

Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

Blackboard Learning Management System

For all technical questions about Blackboard, email ACCC-Learning Technology Solutions at LTS@uic.edu

Miscellaneous

Academic Year Holidays and Religious Days of Special Observance

Please inform me via email if you miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days:

<http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

Cheating & Plagiarism

Plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference. **No form of cheating will be tolerated.** If you cheat on any exam or assignment in this class, you will fail the entire class and I will file official judicial charges against you immediately with the Dean of Students, who will place a notice about the incident in your permanent record. There will be no exceptions to this policy. Cheating includes, but is not limited to: copying or giving others test answers, plagiarism which includes copying the words 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 work that you have handed in for another class, handing in papers you've gotten from the internet or from other students, etc., and copying others' discussion posts. All violations of student conduct or academic integrity will be handled according to UIC's student conduct policy: . I encourage all students to

take a look at this excellent infographic on what plagiarism is and how to avoid it:

<http://bit.ly/1Ksb2pv>.

Accommodations for disabilities

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).”

Course Communication Guidelines (Netiquette)

Emails and writing style: Email etiquette is important in life. When emailing and completing writing assignments, please be sure to write using good grammar, spelling, and punctuation. You should address me as Dr. Ochoa, Dr. Galindo, Dr. Ochoa-Galindo, or Professor in email communications. Please refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting

Netiquette is a set of rules for behaving properly online. As previously mentioned, it is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This can be considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message
- Be respectful of others' views and opinions. Avoid “flaming” (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time and preferably early on (i.e., before an exam date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Undergraduate Success Center (USC) at 111 Stevenson Hall or usc@uic.edu.

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend 50 minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center (www.counseling.uic.edu). The Counseling Center is located on the 2nd floor in the Student Services Building or you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535 to contact InTouch.

COURSE SCHEDULE

The course schedule, including topics and readings, is **subject to change**. Additional readings and videos may be assigned throughout the course. Changes will be announced on Blackboard.

Week	Date	Topic	Reading	Activity Due
1	Aug. 25 Aug. 27	Looking at Abnormality	Chapter 1	HW Assignment 1 Due by Aug. 29

2	Sept. 1 Sept. 3	Theories & Treatment of Abnormality	Chapter 2	Discussion #1 Group Joey Due by Sept. 5
3	Sept. 8 Sept. 10	Assessing & Diagnosing Abnormality	Chapter 3	Discussion #1 Group Duke Due by Sept. 12
4	Sept. 15 Sept. 17	Trauma, Anxiety, OCD & Related D/O	Chapter 5	Discussion #2 Group Joey HW Assignment 2 Both due by Sept. 19
5	Sept. 22 Sept. 24	Exam 1 (chapters 1-3; 5) Culture Bound Syndromes		NONE
6	Sept. 29 Oct. 1	Mood D/O & Suicide	Chapter 7	Discussion #2 Group Duke HW Assignment 3 Both due by Oct. 3
7	Oct. 6 Oct. 8	Schizophrenia Spectrum & Other Psychotic D/O	Chapter 8	Discussion #3 Group Joey HW Assignment 4 Both due by Oct. 10
8	Oct. 13 Oct. 15	Personality Disorders	Chapter 9	Discussion #3 Group Duke Due by Oct. 17
9	Oct. 20 Oct. 22	Neurodevelopmental & Neurocognitive D/O	Chapter 10	Culture Bound Syndrome Paper due Tuesday October 20 via Blackboard by Midnight
10	Oct. 27 Oct. 29	Exam 2 (Chapters 7-10) Video		HW Assignment 5 Due by Oct 31

11	Nov. 3 Nov. 5	NO CLASS- GO VOTE!!! Disruptive, Impulse-Control, & Conduct D/O	Chapter 11	Discussion #4 Group Joey Due by Nov. 7
12	Nov. 10 Nov. 12	Eating D/O	Chapter 12	Discussion #4 Group Duke HW Assignment 6 Both due by Nov. 14
13	Nov. 17 Nov. 19	Substance Use & Gambling D/O	Chapter 14	Discussion #5 Group Joey HW Assignment 7 Both due by Nov. 21
14	Nov. 24 Nov. 26	Health Psychology NO CLASS- THANKSGIVING	Chapter 15	Discussion #5 Group Duke HW Assignment 8 Both due by Nov. 28
15	Dec. 1 Dec. 3	Health Psychology (cont'd) EXAM 3 (CH 11-12; 14-15)	Chapter 15	NONE
16	Week of Dec. 7	NO FINAL		