

University of Illinois at Chicago  
**PSCH 270: Abnormal Psychology (CRN: 42588)**  
Spring 2022: Credit hours: 3

**Instructor:** Tasha Quinn, M.Ed., LPC  
**Email:** [tasha@uic.edu](mailto:tasha@uic.edu)  
**Office:** 1069 BSB  
**Office hours:** by appointment (request via email)

*Please include **"PSCH 270"** in the subject line of all emails and mention that you are a student in my course in body of email. Please also CC the TA (Logan) on ALL messages.*

**Teaching Assistant:** Logan Tufty  
**Email:** [lschwa22@uic.edu](mailto:lschwa22@uic.edu)  
**Office Hours:** by appointment (request via email )  
*Please email TA questions related to: Assignment grading questions, assistance understanding course rubric, graduate/career related questions.*

**Class Format:**

In-Person/On Campus  
Tuesdays & Thursdays 3:30pm – 4:45pm  
(Weeks 1 & 2 will be online synchronous)

**Location:**

**Weeks 1 & 2:** (online) via [Blackboard Collaborate](#)  
**Weeks 3 - 15:** Behavioral Sciences Building (BSB), Room:145

*Please note: Class format may have to adapt to changing conditions of COVID-19. Our class will follow guidelines as provided by the Office of the Provost which can be found here: <https://provost.uic.edu/guidance-for-spring-2022/>. All students will be notified through email, blackboard and syllabus updated with any changes.*

**Prerequisite:** Credit in PSCH 100 (grade of C or higher)

**Required Textbook:** Nolen-Hoeksema, S. (2020). Abnormal Psychology, 8th Edition. McGraw Hill Education. W.W. Norton & Company. ISBN-13: 978-1-260500189

**Required Technology:**

Students will need access to a Personal Computer that runs on a broadband internet connection for both in-person and online classes and exams

A Smart Phone device will be required to record attendance, participate in in-class assessments and discussions. This will be done through the iOS/Android app [Acadly](#)

*Please notify me if you do not have access to required technology hardware. If you are in need of a laptop with internet connection please visit the following [page with instructions for requesting a loaner laptop or hotspot](#),*

**Technology Tools:**

Blackboard: Syllabus, Course Information, Assignment Submission, Exams and Grades

Blackboard Collaborate: Online Synchronous classes weeks 1&2 (login via [Blackboard](#) and click Collaborate)

Acadly Mobile Application (iOS/Android): Attendance, In class participation and lecture content and power-point slides (mobile app must be used for attendance). The [Acadly web app](#) can be used for in-class participation only

### **Blackboard Learning Management System**

For all technical questions about Blackboard, email ACCC-Learning Technology Solutions at [LTS@uic.edu](mailto:LTS@uic.edu)

### **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-5 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

### **Course Assignments and Grading**

|  |                          |
|--|--------------------------|
| <b>Exam 1</b> (50 questions)                           | <b>100 points</b>        |
| <b>Exam 2</b> (50 questions)                           | <b>100 points</b>        |
| <b>Exam 3</b> (50 questions)                           | <b>100 points</b>        |
| <b>Term paper</b> (4-5 page)                           | <b>100 points</b>        |
| <b><u>6 In-Class Perspectives</u></b> (25 points each) | <b><u>150 points</u></b> |
| <b>Total</b>   | <b>550 points</b>        |

**Exams (300 points):** There will be 3 non-cumulative exams worth 100 points each, and no final exam. Each exam will cover both lecture material discussed in class and chapter readings. All exams will be conducted online through Blackboard with multiple choice and true/false questions.

1. Exams will take place electronically through blackboard during our class time
2. Exams must be completed on the scheduled exam date and within the duration of the class time **No Exceptions**
3. You will have 90 minutes to complete the exam. If all questions have not been answered, exam will be submitted after 90 minutes (unless an LOA has been provided to instructor prior to exam)
4. There will be **NO Make-Up Exams**, unless a documented extenuating circumstance has been provided to the instructor
5. Exams must be completed individually with absolutely no collaboration or assistance from other individuals
6. In-person attendance is not required on exam dates. You are permitted to complete your exams individually in the following locations:
  - a. On-Campus in our assigned classroom: BSB 145 via Personal Computer
  - b. [On-Campus study space](#) or [Student Center Study Space](#) via Personal Computer
  - c. [UIC on campus computer lab](#)
  - d. Remotely at your residence or dormitory location
7. **Please ensure that you have stable internet and connectivity** to your testing device before starting exam as it must be completed in one sitting.
8. You can **NOT** skip questions or return back to questions on exam
9. Exam scores will be provided immediately upon completion
10. Exam will consist of 50 multiple choice and True/False questions (2 points each)
11. Some exams may feature extra credit questions. Prior to taking an exam you will receive a summary of the total points and extra credit offered per exam.
12. If you do not have access to a computer with internet connection required to take exam, you can utilize an on-campus computer. **Please plan/identify your testing location prior to exam date(s)** and time (as there are no exceptions to test scheduling).  
**Please contact me ahead of time if any concerns**

**Term Paper (100 points):** Students will write a 4-5 page paper on the following topic (page requirement does not include cover page or reference page). A detailed course rubric will be available in Blackboard.

Select a fictional or non-fictional character in a popular media work (book, movie, TV show) who exhibits characteristics of someone living with a mental illness (whether specified or not). Identify a specific disorder that you believe the individual meets criteria for. Discuss the process that you used to determine how this character meets aspects of the disorder. What symptoms have you observed and how were they presented in the work? How does this character interact with the four D's of abnormality (pg. 6-7)? In what ways has their environment fostered or influenced how this character portrays aspects of the disorder? Use topics that we have discussed in the course to analyze this character as it relates to the disorder you identified.

Critique the media work. Discuss ways that this disorder was represented accurately or inaccurately. What aspects may be missing or exaggerated? Were any aspects of this disorder represented with problematic undertones? In what ways did the media work normalize or provide insight around the disorder.

Discuss how culture plays a role in how this character interacts with the disorder and navigates the world. If this was not articulated in the work, discuss how some of their intersecting identities might influence how this disorder is portrayed or expressed. Does or would (if not explicitly diagnosed within the media) a diagnosis be beneficial for this character. How might this diagnosis be limiting or freeing?

#### Paper Submission Guidelines

1. Paper must be submitted through blackboard (papers submitted any other way will not be accepted)
2. Papers must adhere to APA guidelines with citations for all sources used
3. You must use at least three separate sources within the paper
4. All submissions will automatically undergo a SafeAssign check for plagiarism. For questions regarding appropriate APA citations please contact the TA via email or set up an office hour appointment
5. If you encounter issues when uploading your paper, please contact the TA before the deadline for assistance
6. Paper is **due on Thursday March 10<sup>th</sup> at 11:59pm** submitted via blackboard
7. **Late papers will not be accepted – No Exceptions**
8. If you have a Letter of Accommodation (LOA) please notify Instructor before the assignment deadline

**(In-Class) Perspectives (150 points):** At the end of 8 randomly chosen classes, students will be given a reflection topic or assignment to write a brief 5 to 10-minute response to during class time. This reflection will be related to materials or topics discussed in class and is to be submitted electronically via blackboard before class is dismissed. The primary objective of Perspectives are to provide in-class opportunities for students to reflect on discussion topics. Only students who are present for the entire duration of that class period will be given credit for that day's Perspective. The focus for these should be reflection and thoughtfulness, it should not be time consuming. All appropriate submissions will receive full credit of 25 points (APA formatting and citation is not required).

Only 6 of 8 Perspectives will be included in student's final grade, meaning the two lowest scores or non-submissions will be excluded from your grade. If you submit a Perspective but did not attend class, you will **NOT** receive credit for that days Perspective. The link to submit a perspective will close at the end of class time. **There will be NO make-up opportunities for Perspectives.**

#### **Class Participation:**

This is an in-person class (outside of weeks 1 and 2 which will be conducted online synchronously). Students who do not attend in-person lectures and participate in discussions are not likely to have an opportunity to be successful in the course.

Attendance will be tracked each class period through the Acadly Mobile App ([iOS Users](#) /[Android Users](#)).

#### **COVID-19 Related Policies**

Masks covering both the mouth and nose must be worn at all times by all students, faculty, and staff while inside any campus building regardless of vaccination status. If you do not wear a mask, you will be asked to leave the classroom and will not be allowed back in class unless or until you wear a mask. If you have forgotten your mask, you may pick one up from one of the

student information desks on campus. Students who do not comply with the mask-wearing policy will be reported to the Dean of Students. Eating and drinking are not allowed in classrooms.

If you are experiencing COVID symptoms (visit [Healthcheck App](#) for a list of symptoms) please do not come to class. Please use online resources such as Blackboard (weekly outline of topics discussed), Acadly (summary of in class discussion topics), review the readings for that week and any supplemental information shared via Blackboard/Acadly.

If you test positive for COVID-19, please use the UIC [COVID-19 Reporting Tool](#) for guidance from the UIC contact tracing team. All students are encouraged to utilize [on-campus saliva](#) testing regularly.

## 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)."

## 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](mailto: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](http://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](http://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.

### Class Schedule

| Week | Day      | Date          | Topic  | Reading Due         |
|------|----------|---------------|--|---------------------|
| 1    | Tuesday  | January 11th  | Welcome: Introductions, Review Syllabus, Course Technology and Course Structure<br><i>Virtual Class – <a href="#">Blackboard Collaborate</a></i> |                     |
|      | Thursday | January 13th  | Looking at Abnormality<br><i>Virtual Class – <a href="#">Blackboard Collaborate</a></i>  | Chapter 1           |
| 2    | Tuesday  | January 18th  | Theories and Treatment of Abnormality<br><i>Virtual Class – <a href="#">Blackboard Collaborate</a></i>   | Chapter 2           |
|      | Thursday | January 20th  | Theories and Treatment of Abnormality<br><i>Virtual Class – <a href="#">Blackboard Collaborate</a></i>   | Chapter 2           |
| 3    | Tuesday  | January 25th  | Assessing and Diagnosing Abnormality   | Chapter 3           |
|      | Thursday | January 27th  | Assessing and Diagnosing Abnormality   | Chapter 3           |
| 4    | Tuesday  | February 1st  | Trauma, Anxiety, Obsessive-Compulsive and Related Disorders  | Chapter 5           |
|      | Thursday | February 3rd  | Trauma, Anxiety, Obsessive-Compulsive and Related Disorders  | Chapter 5           |
| 5    | Tuesday  | February 8th  | Exam Review, Dissociative Disorders  | Chapter 6 (155-167) |
|      | Thursday | February 10th | <b>Exam 1: (Chapter 1, 2, 3, 5)</b>  |                     |
| 6    | Tuesday  | February 15th | Mood Disorders and Suicide   | Chapter 7           |
|      | Thursday | February 17th | Mood Disorders and Suicide   | Chapter 7           |
| 7    | Tuesday  | February 22nd | Schizophrenia Spectrum and Other Psychotic Disorders   | Chapter 8           |
|      | Thursday | February 24th | Schizophrenia Spectrum and Other Psychotic Disorders   | Chapter 8           |
| 8    | Tuesday  | March 1st     | Personality Disorders  | Chapter 9           |

|   |          |            |  |            |
|---|----------|------------|--|------------|
|   | Thursday | March 3rd  | Personality Disorders                              | Chapter 9  |
| 9   | Tuesday  | March 8th  | Neurodevelopmental and Neurocognitive Disorders    | Chapter 10 |
|   | Thursday | March 10th | Neurodevelopmental and Neurocognitive Disorders    | Chapter 10 |
| <b>Term Paper Due Thursday March 10<sup>th</sup> at 11:59pm – No Exceptions</b> |          |            |  |            |
| 10  | Tuesday  | March 15th | Exam Review, In Class Activities                   |            |
|   | Thursday | March 17th | <b>Exam 2: (Chapter 6, 7, 8, 9, 10)</b>            |            |
| Spring Break  | Tuesday  | March 22nd | <i>No Class - Spring Break</i>                     |            |
|   | Thursday | March 24th | <i>No Class - Spring Break</i>                     |            |
| 11  | Tuesday  | March 29th | Disruptive, Impulse-Control, and Conduct Disorders | Chapter 11 |
|   | Thursday | March 31st | <b>Psychology Career and Graduate School</b>       |            |
| 12  | Tuesday  | April 5th  | Eating Disorders                                   | Chapter 12 |
|   | Thursday | April 7th  | Eating Disorders                                   | Chapter 12 |
| 13  | Tuesday  | April 12th | Substance Use and Gambling Disorders               | Chapter 14 |
|   | Thursday | April 14th | Substance Use and Gambling Disorders               | Chapter 14 |
| 14  | Tuesday  | April 19th | Health Psychology and Advocacy                     | Chapter 15 |
|   | Thursday | April 21st | Health Psychology and Advocacy                     | Chapter 15 |
| 15  | Tuesday  | April 26th | Exam Review, In Class Activities                   |            |
|   | Thursday | April 28th | <b>Exam 3: (Chapter 11, 12, 14, 15)</b>            |            |