PSYC 2300

Abnormal Psychology: Fall 2023

Department of Psychological Science

UConn Avery Point

**Syllabus – Fall 2023**

**Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.** [**COURSE SCHEDULE HERE**](https://docs.google.com/document/d/1VE1-XBBPaD2h-xtHnxuE1ipUkP-8BBjPW0Z5A2aeo5U/edit?usp=sharing)

**Course and Instructor Information**

**Course Title:** PSYC 2300

**Credits:** 3

**Professor:** Jamie Kleinman, PhD

**Email:** [Jamie.kleinman@uconn.edu](mailto:Jamie.kleinman@uconn.edu) (preferred contact method)

**Telephone:** 860-405-9216

**Office:** ACD 103C

**Office Hours/Availability:** Posted in [www.nexus.uconn.edu](http://www.nexus.uconn.edu) and hosted both in person and via Webex: https://uconn-cmr.webex.com/meet/jmk01002

**Course Materials**

1. Comer, R. J. (2021). *Abnormal Psychology* (11th edition). New York: Worth Publishers.

(NOTE: 1 copy of the textbook is on reserve)

This textbook is strongly recommended but not required. You will not need a digital link or access code for the course work. Older editions (back to the 9th edition) would also work fine, the content has not changed significantly.

*Course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

**Course Description**

Nature of abnormal behavior, theories and data regarding symptoms, etiology, treatment and prevention of mental disorders.

**Course Objectives**

By the end of the semester, students should be able to:

1. Explain current theories and empirical research regarding emotional and behavioral disorders across the lifespan including their diagnosis and treatment.
2. Analyze a variety of primary sources of information regarding these disorders and communicate analyses and case conceptualizations in oral, written, and digital format through individual and group work.
3. Demonstrate professional writing skills in the context of discipline specific writing assignments.
4. Generalize the skills and content of this course to other courses and life experiences outside of the classroom setting.

**Course Outline**

Module 1: Foundations

Week 1-Introduction and Models of Abnormality

Week 2- Research

Week 3- Models of Abnormality

Week 4- Assessment, Diagnosis, and Treatment

Module 2: Common Forms of Mental Illness

Week 5-Anxiety Disorders

Week 6-Stress Disorders

Week 7-Mood Disorders

Week 8-Schizophrenia

Module 3: Regulatory Disorders

Week 9-Somatic Disorders and Substance and Addiction Disorders

Disorders of Sex and Eating

Week 10-Disorders of Sex and Eating

Week 11-Personality Disorders

Module 4: Lifespan and Legal Issues

Week 12-Disorders of Childhood and Adolescence

Week 13-Disorders of Aging

Week 14-Suicide, Society, and the Law

**Course Requirements and Grading**

**This course is graded using a model called specifications grading. The point of specifications grading is to have you focus on skill development and mastery as opposed to striving for numerical grades.**

* **All work will be judged as “passing” or “does not meet the standard.”**
* **To receive credit (pass), submitted work must meet a minimum standard for professionalism and informational accuracy:** 
  + **Exams: earning a score of 70 or higher**
  + **Assignments: submitting ‘B’ level work**
* **To pass the course, you MUST pass a set of requirements.**
* **To earn a specific course grade, you need to satisfactorily master additional bundles of specifications as described below and on HuskyCT.**

**In order to be successful in this class:**

* You are expected to attend all class sessions.
* You are expected to read the assigned chapters and readings BEFORE class and come to class with questions and ideas for discussion. You will be responsible for all assigned materials as well as all materials assigned in class.
* You are expected to review lecture slides that are posted on HuskyCT prior to class. You can print these out before class or bring them on your laptop so that you can follow along in your note taking. Lecture will include posted material, as well as a more in-depth coverage through video clips, discussion, and supplementary material.
* This is a 3-credit course. The expectation is that you devote approximately nine hours of work to the course, including time spent in class.

**COVID-19 STATEMENT**: **My policy for Fall 2023 is that, given that we have effective vaccinations and mitigation practices in place, students should plan to attend all classes.** If a student or close contact tests positive for COVID, requiring quarantine, I will work directly with the student to make sure they are able to stay up with the course material. I will be doing everything I can to keep myself healthy and I ask that the members of our community do the same.

**Practical Applications:** At the end of each module, students will complete a practical application assessment. Students will be presented with case studies, data from research studies, or current topics related to the topics covered in that module and will answer questions using support from their own research. These assessments will be completed in class via HuskyCT and will be open note/open source and with a 30 minute time limit except in the case of documented CSD accommodations, in which case the exam parameters will match the student’s accommodations. Questions may cover information covered in class during lectures as well as any videos, handouts, or supplementary materials discussed. Students will be required to answer two questions out of a choice of three or four options. **To pass a Practical Application, students must obtain 20/25 points based on the scoring rubric.**

**Projects:** These are due on the dates specified on the syllabus and will be turned in via HuskyCT. Complete instructions are provided on HuskyCT. You are going to pick one of the disorders we cover during the semester and become an expert on this topic by completing two projects. **Each project must meet qualifications for a rating of “Good” in every category (this would yield a score of 75) in order to generate a ‘P’.** In order to receive a higher course grade, students can submit higher quality work. Work quality level (A, B, or C) is described in detail in the instructions for each assignment in HuskyCT. Students may use tokens to resubmit work in order to generate a ‘P’.

1. **Project #1:** You will complete a literature review about the diagnosis of your disorder. You will use a minimum of three peer-reviewed research studies or book chapters and write a 3-5 page essay about the diagnosis of your chosen disorder.
2. **Project #2**: You will pick a movie from a list posted to HuskyCT about your selected disorder. You will create a multimedia presentation based on the Pecha Kucha format <http://www.pechakucha.org/>. In your presentation, you will analyze the way the person or people with this disorder are portrayed in the movie. Complete instructions will be provided on HuskyCT.
3. **Project #3**:You will find a news article that describes a research study about the treatment of your given disorder. You will find the original research article and at least two additional research studies about the topic. You will record a 10-20-minute podcast with your responses to the questions provided in HuskyCT. Students may work individually or in pairs. Complete instructions are provided in HuskyCT.

**In-Class Work:** Each week, we will engage in a number of participatory exercises during class. These will include one-minute essays, partner work, group work, etc. We will be exploring subjects that are timely, local or both related to the topic we are covering that week. **Active participation with a submitted deliverable will receive a score of “1” for Passing work or a score of “0” for work that does not meet the standard.**

**Learning Journal:** Every week you will be given a set of key terms and concepts related to the topics being covered. How you plan to engage with the terms to gain a deeper understanding is up to you. During the first week of class we will discuss submission options. This space will be updated after that discussion and complete instructions will be provided in HuskyCT. My intention is to avoid having you do busy work while at the same time providing a structure and accountability for regular work in the class. **Agreed upon deliverables** **will receive a score of “1” for Passing work or a score of “0” for work that does not meet the standard.**

**If class is canceled, I will post an exercise in HuskyCT for you to complete and submit to me for that week to cover the participation exercises. If you know you are going to be absent from class ahead of time, you may notify me no later than 24 hours before class and I will provide you with the exercise to complete and email to me. If you have a legitimate absence you may also complete the work and submit it to me.**

**Grading Scale:**

| **Grade** | **Practical Applications (End of each module, check schedule)** | **Projects**  **(Check Schedule)** | **In-Class Work (Weekly)** | **Learning Journal**  **(Due weekly)** |
| --- | --- | --- | --- | --- |
| **A** | Pass 4 First Time | Pass 3  Scores above 85 | 12 | 12 |
| **B** | Pass 4, One with two attempts | Pass 3  Scores above 75 | 10 | 10 |
| **C** | Pass 3, One with two attempts | Pass 2  Scores above 85 | 8 | 8 |
| **D** | Pass 3, Two with two attempts | Pass 2  Scores above 75 | 6 | 6 |

In order to obtain a specific grade level, you must complete all requirements as specified in the above table. For example, you will obtain an A-level grade if you pass four practicals the first time, three projects, 12 in-class work deliverables, and 12 learning journals. You *may* receive a minus grade level if you complete all requirements with the exception of one requirement at the next lower level. You *may* receive a plus level grade if you complete some requirements at one level and some requirements at a higher level. Exam requirements *must* be completed to achieve a given grade level. Students will receive a progress report via email after each exam.

**Tokens:** You will start the course with five tokens. Tokens may be used to resubmit an assignment for regrading, for an extension on an assignment (the token must be used before the due date to qualify), or to retake an exam.

**Due Dates and Late Policy**

All course due dates are identified in the syllabus and on HuskyCT. **Late work submitted without having first submitted a token for a one-week extension will be scored for half credit.** Deadlines are based on Eastern Standard Time. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated appropriately. If there are extenuating circumstances that will prevent you from completing your assignment on time, please discuss this issue with me well in advance of the due date. If you want to keep this private, please meet with the Director of Avery Point Student Services (860-405-9024).

**Feedback and Grades**

I will make every effort to provide feedback and grades within one week of the due date**.** To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Cancelation Policy**

If the Avery Point campus closes due to weather or other emergencies, you will hear an announcement on local radio and television stations.  Otherwise, you may call the Avery Point campus at 860-405-9020; a recorded message will tell you the status of campus activities.  A video monitor on the first floor of the academic building and on the first floor in the Branford House also posts the announcements.  Do not call any campus office for cancellation information, since when classes are canceled due to inclement weather, they are likewise closed. If I need to cancel class, I will notify all students via both the SAS and HuskyCT by sending an email to their official uconn.edu email address. I will try to do so no later than 9am of that day.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/non-degree-registration/) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

http://catalog.grad.uconn.edu/grad\_catalog.htmlgrad\_catalog.html

**Academic Calendar**

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) contains important semester dates.

**Academic Support Resources**

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

**Final Exam Rescheduling Policy**

Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Avery Point Student Services Office to discuss the possibility of rescheduling this final.

The Office of Student Services REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments, etc.)  Students must come to Student Services to seek permission to reschedule their final NO LATER THAN Friday, December 4th.

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services (Branford House 306) to make an appointment with the Director of Student Services (860) 405-9024 or [www.advapp.uconn.edu](http://www.advapp.uconn.edu/) (choose Avery Point from the drop down menu).

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) You may also contact Trudy Flanery, the Director of Avery Point Student Services (860-405-9024).

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

**Personal Concerns**

This course covers a range of difficult mental health topics that many of us may have experienced personally, or that a friend or family member has experienced. If you are troubled by the content of the course, or if there are other psychological concerns on your mind, please do not hesitate to ask for help. There are many low-cost or free resources available, all of which are confidential at both the Avery Point and Storrs campuses:

**Mental Health Resource Center:** Branford House-Third Floor: Jessica Musgrove, LMFT 860-405-904

**The Center for Students with Disabilities** - Campus and community resources and study skills programs. Branford House-Third Floor: Katie Halbruner 860-486-2020

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**The Women's Center Violence Against Women Prevention Program** (VAWPP) provides advocacy, support services, information, and referrals to women experiencing violence due to their gender. Student Union; (860) 486-4738

**Rainbow Cente**r (for gay, lesbian, bisexual, queer, questioning and transgender students and their allies) and Queer response Network. Student Union; 486-5821

**Substance Abuse Prevention Program** (HEART). www.aod.uconn.edu 486-9431

**Software Requirements and Technical Help**

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access
* Social media accounts (optional)

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://ctcs.uconn.edu/) page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Course Calendar**

| **Week #** | **Date** | **Topic(s)** | **Readings** | **Assignments** |
| --- | --- | --- | --- | --- |
| 1 | 8/27-9/02 | Why is this class called Abnormal Psychology? | Chapter 1 |  |
|  | 9/04 | **LABOR DAY-NO CLASS** | | |
| 2 | 9/03-9/09 | Empirical Research | Chapter 2 |  |
| 3 | 9/10-9/16 | Models of Mental Illness | Chapter 3 |  |
| 4 | 9/17-9/23 | Clinical Assessment, Diagnosis, and Treatment | Chapter 4 | **Practical Application #1 9/20 in Class** |
| 5 | 9/24-9/30 | Anxiety Disorders | Chapter 5 |  |
| 6 | 10/1-10/07 | Stress Disorders and PTSD | Chapter 6 | **Project #1 Due on 10/7** |
| 7 | 10/08-10/14 | Mood Disorders | Chapter 7 |  |
| 8 | 10/15-10/21 | Schizophrenia | Chapter 13  Chapter 14 | **Practical Application #2 10/19 in Class** |
| 9 | 10/22-10/28 | Eating Disorders  Sexual and Gender Identity Disorders | Chapter 10  Chapter 12 |  |
| 10 | 10/29-11/04 | Somatic Disorders  Substance-Related Disorders | Chapter 9  Chapter 11 | **\*\*\*NO CLASS MONDAY 10/30\*\*\***  **Project #2 due on 11/4** |
| 11 | 11/05-11/11 | Personality Disorders | Chapter 15 | **Practical Application #3 11/11 in Class** |
| 12 | 11/12-11/18 | Disorders of Childhood and Adolescence | Chapter 16 |  |
| 11/19-11/25 | | **THANKSGIVING BREAK-NO CLASS** | | |
| 13 | 11/26-12/02 | Disorders of Aging and Cognition | Chapter 17 |  |
| 14 | 12/03-12/09 | Suicide  Mental Health and the Law | Chapter 8  Chapter 18 | **Practical Application #4 12/6 in Class** |
|  | 12/10-12/16 | **Project #3 due on 12/13/23 at 11:59PM** | | |