Instructor: Julie R. Brotzen, M.A.
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Office Hours: M & W 11:00 – 12:00, T-Th 2:00 – 3:30

Class Meets: M-W 2:30 – 3:45  ED Room 257

The accompanying website for this text is BVTstudents.com. You can obtain your book directly from them using the ISBN 978-1-61882-634-3; this includes a loose-leaf textbook PLUS an eBook, lab access, and student resources.

Course Description: Abnormal Psychology encompasses theories and research on the incidence, classification, etiology, and treatment of abnormal behaviors. Prerequisite: PSY 133 or 143.

Course Requirements:
1. Students will read all of the chapters covered in class.
2. Students will participate in class discussions
3. Students will take four fifty-question multiple choice format exams

Reading: All students are expected to read ALL assigned readings. Readings should be done in advance of class; this maximizes students’ learning and allows students to contribute meaningfully to classroom discussions. It is highly recommended that you read the material in the text that corresponds to the day’s discussion shortly before or after class – this will maximize your learning and retention of the material. Without a book, you cannot successfully complete this course. Keep up with the reading as you go or you will be overwhelmed as the test approaches. Spaced learning is far more effective than massed learning.
Program Learning Outcomes

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<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Mastery</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
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Student Learning Outcomes

1. Demonstrate knowledge of possible causal factors for each disorder as well as their supporting psychological theories.

2. Describe different treatment modalities and theories behind each of the approach modalities (e.g., psychoanalysis, cognitive-behavioral therapy)

3. Become a more informed consumer regarding the different mental health disciplines and services

Academic Integrity (A-9.I)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is...
presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Attendance Policy: Regular attendance is expected. Exam questions may be selected from readings, videos, and/or class discussions. Consequently, absences can negatively affect a student’s performance on exams. If a student misses a class (s)he is responsible for obtaining lecture notes from a classmate.

Course Calendar/Exam Schedule

Exam # 1: Monday, February 15th
Chapter One - Introduction & Research Methods
Chapter Two: Historical Perspective
Chapter Three: Contemporary Frame Work
Chapter Four: Classification, Diagnosis, And Assessment

Exam # 2: Wednesday, March 9th
Chapter Five - Stress and Trauma-Related Disorders
Chapter Six - Anxiety and Obsessive Compulsive Disorders
Chapter 11 - Mood Disorders and Suicide

Exam # 3: Wednesday, April 13th
Chapter 7 - Somatic Symptoms and Dissociative Disorders
Chapter 8 - Personality Disorders
Chapter 14 - Eating, Sleeping, and Elimination Disorders

Exam # 4: Monday, May 9th (10:00 am) – Wednesday, May 11th (10:00 pm)
Chapter 10 - Schizophrenia and Other Psychotic Disorders
Chapter 12 - Substance-Related and Addictive Disorders

Grading Policy: Final grades are averaged from the four exam grades. The final exam is not comprehensive. You must take all four exams. There will be no makeup exams. The only exception to this rule is for students who have a formal (in writing) university excused absence. This means you must present an excuse that is university approved. (e.g. from the dean’s office).

If a student misses an exam due to illness or personal emergency, that student’s final grade will be averaged from three exams only if the student provides documentation to support the reason for the absence. If a student misses more than one exam, the final grade will be an F.

Grade Breakdown: 89.5 – 100 = A, 79.5 – 89.4 = B, 69.5 – 79.4 = C, 59.5 – 69.4 = D
59.4 and below = F
These guidelines are set, and I will not raise your grade upon request, so please do not ask me to do so.

Extra Credit Option: Students may earn up to ten (10) points added to an exam grade NOT the final grade by writing a five to seven page literature review on research over one of the
psychological disorders covered in class. Students may not use their text book as one of the three necessary references. The extra credit paper is due no later than the last day of class prior to (before) the Thanksgiving break. I will not accept late papers. I will only accept hard-copies; do not send me any electronic copies please.