

UC 12146 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: PSYC College: CLASS
2. Faculty Contact Person: Suzanne Kieffer Telephone: 3-8504 Email: kieffer@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: PSYC / 4321 / Abnormal Psychology
 - Instructional Area / Course Number / Short Course Title (30 characters max.): PSYC / 4321 / ABNORMAL PSYCHOLOGY
 - SCH: 3.00 Level: SR CIP Code: 4228010001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): BA/BS
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3. above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PSYC / 4321 / Abnormal Psychology
 - Course ID: 40592 Effective Date (currently active row): 82210
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0) Prerequisites: PSYC 1300 and six additional semester hours in psychology. Description (30 words max.): Behaviors considered deviant or pathological and the various approaches to understanding and treating them.
10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

credit

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: CLASS

Person Making Request: Suzanne Kieffer

Telephone: 3-8504

Email: kieffer@uh.edu

Dean's Signature: _____

Date: 09-10-12

Course Number and Title: PSYC 4321: Abnormal Psychology

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will attain knowledge of psychological disorders, and intervention and prevention strategies through lectures, discussion, and reading, and demonstrate such knowledge through exams and papers.

*Students will develop critical thinking skills in the discipline of psychology through class discussions and case examples, and papers which include use of the writing standards in their discipline.

*Students will be able to explore the intrapersonal, interpersonal, societal and cultural factors which contribute to abnormal behavior.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 5 page paper focusing on one psychopathology/disorder, using the information learned in the course. Students will demonstrate critical thinking through their exploration and analysis of the disorder, and use of scientific sources for information.

Sample paper topic:

Provide an imaginary case example of someone with borderline personality disorder, hypothesize on its etiology, explain its effects, and suggest empirically supported treatment options.

Communication Skills:

In the same paper described above, students will demonstrate their ability to communicate effectively in writing.

Empirical & Quantitative Skills:

The same paper will require students to incorporate established research findings into their written discussion of a psychological disorder, including the description of treatment options that have been shown to be effective empirically. ✓

Teamwork:

None of the assignments listed

Social Responsibility:

The same paper will have students exploring the multiple causes of psychopathology, and the effects that psychological disorders have on the functioning of individuals in society. ✓

Personal Responsibility:

None of the assignments listed

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The 5 page paper assignment will be constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

David Francis
Chair

**PSYCHOLOGY 4321: ABNORMAL PSYCHOLOGY
SECTION #19139
Fall 2012**

INSTRUCTOR:

Julia Babcock, Ph.D. Associate Professor, Dept. of Psychology
Office: Rm# 1017 Clinical Research Services Bldg at UH entrance #8
Office Hours: Tuesdays 12:00 pm- 1:00pm and by appointment
email: jbabcock@uh.edu tel. 713-743-8621



CLASS TIME: Tuesdays and Thursdays 10:00 am - 11:20 pm
PLACE: Room 108 McElhinney

Buy this book

TEACHING ASSISTANT: Larique Rashaud

Office hours: by appointment only (via email): jbr187@hotmail.com
Meet in GIF, 122 Heyne

REQUIRED TEXT:

Barlow, D.H. & Durand, V.M. (2012). Abnormal Psychology: An Integrative Approach (6th ed). Pacific Grove, CA: Brooks/Cole Publishing Co. ISBN10: 1-111-34365-9, ISBN13: 978-1-111-34365-1. **FIFTH EDITION OK, TOO.** Available at the campus bookstore, University Bookstore, and on-line at www.amazon.com and <http://www.barnesandnoble.com>.

RECOMMENDED READINGS:

Stanovich, K. E. (2001). How to Think Straight About Psychology (6th ed.). New York: Allyn & Bacon. ISBN: 0-321-04713-3.

Note: I do not recommend the study guide to accompany Barlow & Durand (2000) as students have found many *wrong answers* in the practice exams.

Goals: a) To familiarize students with diagnosable psychopathologies; b) to present some theories of etiology and have students come to their own conclusions of the nature and causes of specific psychopathologies; c) to introduce some clinical therapies that have been proven useful in the treatment of specific disorders.

Learning Outcomes:

- a) Students will attain knowledge about psychological disorders and intervention and prevention strategies through lectures, discussion, and reading, and demonstrate such knowledge through exams and papers.
- b) Students will develop critical thinking skills in the discipline of psychology through class discussions and case examples and papers which include use of the writing standards in their discipline.
- c) Students will be able to explore the intrapersonal, interpersonal, societal and cultural factors which contribute to abnormal behavior.

This section of Abnormal Psychology relies heavily on computer technology. Students should become comfortable with using Blackboard and the internet over the course of the semester. Copies of the slides presented in class, handouts, on-line quizzes, and this syllabus are posted in the Blackboard 'Vista' site. The Blackboard site also offers links to other interesting websites that may be helpful with the writing assignments.

Honors College

This class is listed in the Honors College guide. If you are enrolled in the Honors College, you should file an Honors College petition. There is no additional project required for Honors credit. You will get an 'H' on your transcript next to your grade. If you are not enrolled in the Honors College, you can not get Honors credit for taking this class.

Grading Policies

1. Exams: Exam questions are based on all material presented in lecture and all material covered in the assigned chapters. There will be 4 exams. The first three tests will include multiple choice and essay questions (2 essays, 1 page each) and will be non-cumulative. Each test will be worth 100 points. The fourth exam will be given on the last day of the semester. This fourth and final test will be cumulative but it will focus more heavily on the material presented after the third exam. The final exam will be comprised of multiple choice questions only. The final exam will also be worth 100 points. The lowest test score will be dropped from the calculation of your grade. The final exam can be dropped if it is your lowest grade or skipped if you are satisfied with your grade up until that point.

I will not test you on minute details such as dates, statistical facts, brain anatomy, or people's names (although I might use a name in the stem of the question, as in "Beck's Cognitive Therapy for depression...."). I will not lecture exclusively from the book and I will not cover everything in the book. You are responsible for all materials presented in the lecture, including the videotapes shown in class, and for all assigned reading from the textbook. **Please bring a 8.5 x 11" scantron and a #2 pencil to each exam.** You will not need blue books.

2. Quizzes: You can receive extra credit (and extra study help) by taking quizzes on-line. All quizzes are available in our class Blackboard website at www.gh.edu/blackboard. The quizzes are only available to take *before* and *while* we are covering that chapter in class, according to the dates in the syllabus. For example, you must take the quiz for Chapter 1 prior to midnight 9/4, the date we move on to Chapter 2. Quizzes expire at 11:59pm CST. You must score at least a 90% on the quiz for extra credit (you may retake the quiz as many times as necessary). Quizzes are automatically logged into your Blackboard account. Each quiz with a score of 90% or higher is worth ½ point towards your final grade (maximum 8 extra credit quiz points total). You can earn a maximum of 8 extra credit points by taking the quizzes &/or participating in research.

3. Paper: There will be a 5 page (double-spaced) paper, no less than 1,500 words, due at the beginning of class on 10/25 (-2 points for end of class). All papers must be word-processed or typed. The paper will focus on one psychopathology/disorder. The assignment is to choose one disorder that you find interesting, give a brief imaginary case example of someone afflicted with the disorder, hypothesize about the etiology of the disorder, and

explain some effects the disorder has on the individual's social or school/job functioning. You may choose to write about a movie or book character as your case example. Next, you should describe what you think would be the best treatment option and why. You may describe more than one treatment option, but each treatment option must have been demonstrated to be effective EMPIRICALLY. You should go to the library and find at least one outside article (not book) to bolster your treatment decision and cite it in the text in APA format (Author, Year). Use OneSearch or PsychINFO on-line databases in the library to find a list of possible articles. Create a reference page where you list your references in APA format (for examples, see the textbook).

One book that may help you in writing the therapy section of this paper is: Nathan, P. Gorman, N. Salkind, N. (1999). Treating Mental Disorders: A Guide to What Works. New York: Oxford University Press. Other fun, on-line resources that might help you in writing your paper and newsletter and study for the exams are available at http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780495095569&disciplinenumber=24. It contains crossword puzzles and flashcards for each chapter of the textbook.

We encourage you to submit your paper early to get feedback and editing suggestions. Early paper submissions are due no later than **10/11**. Just bring a hardcopy to class. We return the paper to you the following week with our comments. You must then revise and resubmit the paper on **10/25** for formal grading. **All final versions of the papers should be submitted through the turnitin.com link on our UH Blackboard page prior to the deadline. Also bring a printed, hardcopy to class.** The paper is worth 100 points. It may not be dropped in lieu of a test score. I will review a draft or outline of your paper prior to the due date if you would like suggestions or editing comments. Be sure to present clear symptoms that fit a disorder. If you misdiagnose your case or recommend a treatment for which you cannot cite empirical support, you will automatically lose 25 points off your paper grade. Get your papers in on time. Late papers will be docked 10 points per day (end of day is 5pm). If you are turning in a late paper, you may turn it in at the front desk in the Psychology Office, 126 Heyne, or in the PRSC clinic with the Clinic Director, Amy Petesch, room 1000 CRS. They will record the date and time you turned your paper in and put it in my mailbox. You may not drop the paper in lieu of dropping an exam.

4. Newsletter: An "*Abnormal Newsletter*", 4 typed (single-spaced) pages and no less than 1200 words in length, will account for the remaining 20% of the final course grade (100 points). From the various abnormal psychology topics that are frequently explored in the popular press, you will select a topic that is of particular interest to you. Examples of topics include mood disorders such as major depression and bipolar disorder, anxiety disorders, attention deficit hyperactivity disorder, use of medications in treating abnormal behavior, and "radical" therapies in use today. Your newsletter topic should focus on a disorder different than the one you wrote your paper on. Your newsletter should include: 1) information read in **three (3) independent newspaper, magazine or internet articles**; 2) information obtained through **face-to-face, email, or telephone interviews with one or more private or government agencies** relevant to your topic; and 3) information obtained from **two (2) peer-reviewed journal articles** that address your topic.

Points	Grade	Points	Grade
465-500+	A	350-364	C-
450-464	A-	337-349	D+
437-449	B+	315-336	D
415-436	B	300-314	D-
400-414	B-	299 or below	F
388-399	C+		
365-387	C		

Your newsletter should include the following information:

1. Diagnostic criteria used in determining the presence or absence of the target problem
2. Clinical features of the target problem (i.e., prevalence rates, onset and course of the target problem, gender and sociocultural differences in rates of diagnosis, and associated problems)
3. Commonly employed and psychometrically sound assessment instruments and procedures
4. Detailed descriptions of at least two treatments for the target problem
5. A statement regarding the relative effectiveness of various treatment options
6. Lay perspectives (non-professional conceptualizations) of the target problem

All six information resources should be used in creating your newsletter; however, one of your peer-reviewed journal articles should serve as your primary resource for information pertaining to various clinical assessment procedures and instruments. You should suggest the procedures and instruments that are most commonly employed in making determinations about the target problem. You should also include information about the reliability and validity of the assessment procedures and instruments you have reviewed. The other peer-reviewed article should be used as your primary resource for information pertaining to the various treatments used for the target problem and their relative effectiveness. The newsletter must be titled and typed in newsletter format. **The newsletter should be submitted through the turnitin.com link on our Blackboard page and bring a printed, color hardcopy to class. We will grade from the hard copy.** Again, you are encouraged to submit your newsletter 2 weeks early for pre-grading by 11/1. **The newsletter is due at the beginning of class on 11/15** (-2 points for end of class; -10 points/each day late). As with the paper, we suggest that you may turn the newsletter in two weeks early for our comments. There are sample newsletters posted on our class website at www.uh.edu/Blackboard. You may not drop the newsletter in lieu of dropping an exam.

5. Extra credit: Extra credit questions may be included on the exams. In addition, a maximum of eight (8) extra credit points may be earned through student participation in a research project in the Psychology Department. Each hour of research participation is worth 1 point up to a maximum of 8 extra credit points. You may earn a maximum of 8 extra credit points by participating in research or by taking the quizzes on-line or both. Keep in mind that the maximum is 8 TOTAL EXTRA CREDIT POINTS (not 16) earned through any combination of quizzed and research participation. Most research projects will require you to use Sona Systems in order to schedule your participation. To register,

go to <http://uh.sona-systems.com> and click the "New Participant? Request an account here" link on the left hand side and follow the instructions. Verification of your participation and credits will be forwarded to me automatically from Sona Systems. Participants must allocate credit to this class before the end of the semester Sona deadline or 12/6. After this deadline, students will no longer have access to the Sona system until the next semester.

6. Grades: Grades will be a sum of the 3 best tests, plus the paper, and the newsletter. The maximum number of points is 500 plus any extra credit points. Grades will not be based on "the curve." Grades will adhere to the following scale:

Points	Grade	Points	Grade
465-500+	A	350-364	C-
450-464	A-	337-349	D+
437-449	B+	315-336	D
415-436	B	300-314	D-
400-414	B-	299 or below	F
388-399	C+		
365-387	C		

Grades are not based on "a curve." However, there is a "**back-up curve**" to be used if and only if the class does poorly in terms of final course grades. That is, if less than half of the class receives a course grade of 388, the scores will be adjusted upwards. In this event, everyone's grade will be curved up until 50% of the class receives a C+ or higher. If 50% or more of the class is getting a C+ or higher, then no curve will be used. Remember, the decision as to whether there will be a curve is made after all exams and paper grades are calculated. A curve is not applied to each exam or paper individually. Grades will be posted on our Blackboard site 1-week after the exams and 2-weeks after written assignments are submitted.

7. Attendance: Attendance in class is not graded, but new material will be included in lectures that will be on the exams. If you do miss class, you should get notes from a classmate and copies of the slides from Blackboard. Discussion is an important part of the class. Please feel free to ask questions and make comments regarding the material in class. Also, several film clips will be shown throughout the class which are generally available for viewing only in class (some are also viewable on the CD-ROM included with your text). Material that is presented in the film clips is considered to be lecture material and may appear on the exams.

8. Make-up exams: There are no make-up exams! If you miss an exam, that is the exam that will be dropped. You should take all four exams since illness and other emergencies cannot be predicted. Also, since the final exam is cumulative (that is, includes material covered in the previous three exams), you should take all three previous exams.

Behavioral Proscriptions:

1: Distracting behavior: Please do not read newspapers or talk to your classmates while I lecture. Eating is acceptable during this lunchtime class.

2: Exam ethics: All work in this class must be your original work. Plagiarism will not be tolerated. Looking at another person's test responses constitutes plagiarism in this class. If cheating occurs, a grade of zero will be given for that particular exam and the Dean will be informed. The Dean's Office then determines what further disciplinary action will be taken. If you are asked to change your seat during an exam, it simply may mean that I feel someone else is looking at your paper.

Students are expected to produce and submit their own original work, via class participation, papers and examinations. Allegations of academic dishonesty, e.g., copying during exams, submitting the work of others without proper attribution, will be reported to the Chair of Academic Affairs, Department of Psychology. Students should also consult the Student Handbook to review their responsibilities and rights regarding academic honesty.

Students with Disabilities

I use a lot of slides and videotapes in my classes. If you have visual or auditory impairments, please sit near the front of the classroom. Please bring any disabilities to my attention and I will do my best to accommodate your needs. In accordance with Americans with Disabilities Act guidelines, we will make every effort to reasonably accommodate students who request and require assistance.

Class Schedule

<u>Date</u>	<u>Assignment</u>	<u>Topic</u>
TUES 8/28:	Overview of class syllabus, readings and writing assignments	
THURS 8/30:	Ch. 1	Abnormal Psychology in Historical Context
TUES 9/4:	Ch. 2	Models of Psychological Abnormality
THURS 9/6:	"	An Integrative Approach to Psychopathology
TUES 9/11:	Ch. 3	Clinical Assessment and Diagnosis
(Note: Last day to drop or withdraw without a grade is 9/12)		
THURS 9/13:	Ch. 4	Research in Abnormal Psychology
TUES 9/18:	Exam #1 (Chapters 1, 2, 3 & 4)	
THURS 9/20:	Ch. 5	Anxiety Disorders
TUES 9/25:	"	Treatment for Anxiety Disorders
THURS 9/27:	Ch. 6	Dissociative Disorders
TUES 10/2:	Ch. 7	Mood Disorders
THURS 10/4:	"	Treatment of Mood Disorders
TUES 10/9:	Ch. 8	Eating Disorders
EARLY SUBMISSION OF PAPERS FOR FEEDBACK DUE BY 10/11		
THURS 10/11:	Ch. 8	Treatment of Eating Disorders
TUES 10/16:	Exam #2 Chapters 5-8	
THURS 10/18:	Ch. 9	Physical & Health Psychology Disorders
TUES 10/23:	Ch. 10	Sexual & Gender Identity Disorders
PAPERS DUE 10/25 AT BEGINNING OF CLASS (-10 points/day for late papers)		
THURS 10/25:	Ch. 11	Substance-Related & Impulse-Control Disorders
TUES 10/30:	Ch. 12	Personality Disorders

Class Schedule

<u>Date</u>	<u>Assignment</u>	<u>Topic</u>
EARLY SUBMISSION OF NEWSLETTERS FOR FEEDBACK DUE BY 11/1		
THURS 11/1:	Ch. 12	Personality Disorders (continued)
TUES 11/6	Ch. 13	Schizophrenia & Other Psychotic Disorders
(Note: Last day to drop course or withdraw with a 'W' is (professor signature required) is 11/2)		
THURS 11/8:	"	Schizophrenia & Other Psychotic Disorders continued
TUES 11/13:		Exam #3 Chapters 9-13
NEWSLETTERS DUE 11/15 (-10 point/day for late newsletters)		
THURS 11/15:	Ch. 14	Developmental Disorders
TUES 11/20:	"	Developmental Disorders (continued)
THURS 11/22:	NO CLASS: THANKSGIVING	
TUES 11/27	Ch. 15	Cognitive Disorders
TUES 11/29:	Ch. 16	Legal & Ethical Issues
TUES 12/4	ABNORMAL QUIZ SHOW: FINAL EXAM REVIEW	
THURS 12/6:	Cumulative Fourth Exam #4 Chapters 1-16 (All multiple choice) 10:00a.m.-11:20pm regular time, in our regular classroom	