|  |  |
| --- | --- |
| stack_logo_gold_navy | Syllabus – Spring 2023  PSY 310 010 MC  Abnormal Psychology  Spring 2023: Mon/Wed/Fri: 11:00a – 11:50a  Tarpley, 312 |

Instructor: Dr. Susana Solomon

E-mail: [Susana.solomon@reinhardt.edu](mailto:Susana.solomon@reinhardt.edu)

Office Location: Tarpley 205

Visiting Office Hours: MW: 8a-9a, 10a-11a, 12p-1p

Link to my calendar to schedule an appointment - <https://calendly.com/susana-solomon>

Walk-ins are also welcome ☺

Preferred method of communication: Email is the preferred method of communication. I usually respond to inquiries within 24 (M-F) and within 36 hours over weekends and/or holidays. ‘***Ask the Instructor***’ discussion board can also be used to post general questions related to the material.

Welcome to PSY 101 Introduction to Psychology. I will be your instructor for this class. I have been working in and studying psychology for the last 20 years. I took my first psychology class as a dual-enrolled student in high school. I have always been intrigued by this subject matter. I enjoy seeing students discover that psychology has so many applications for everyday life, from memory tricks to environmental factors that influence human thought and behavior (sociology). I think you will be surprised at how often you will find yourself using information from this course in your day-to-day activities. I hope this course challenges you to critically analyze your environment and your own persona. Some of the material will stir curiosity, confusion, disagreement, and other various emotions. Bring your questions to class where we can further dive into the material collectively. I look forward to working with you this semester.

**Required Textbook**

The required textbook is: Comer, R. J. (2015). Abnormal Psychology (9th Ed.). New York: Worth Publishers.

Student Registration for EBook & Achieve –

1. Log into Psy 1101 Class in Canvas
2. Go to Modules >> Click on E-book Module >> Click on Student Registration – Start Here
3. Go through registration process using Reinhardt Email. The Achieve Code with ebook access is $88 for 1 semester. If you do not have the funds on the first day of class, you can sign up for the 14 day free trial. After the 14 day free trial, you must purchase access code stay connected to ACHIEVE.

**YOU MUST REGISTER FOR ACHIEVE – IT MAKES UP 48% OF FINAL CLASS GRADE (assignments and exams).**

**Activities within the Macmillan online platform called Achieve will be used as course assignments, quizzes, and tests.** It is required that students use the access code to successfully activate Macmillan Achieve.

If students fail to successfully activate Achieve a grade of 0 will be issued for any missed assignments. Students may opt to get started with a two-week free trial, but the code will need to be purchased before the free trial expires.

**Course Description and Objectives**

This course will provide an overview of the scientific study of mental illness (also known as psychopathology). About 25% of the course will cover basic concepts and definitions, historical perspectives on psychopathology, different theoretical models of psychopathology, the assessment and diagnosis of mental illness, and research methods for studying mental disorders. The remaining 75% of the course will concern the leading categories of mental disorders among adults, children and adolescents, including the description and classification of these disorders, the leading theories and evidence explaining their origins, and some of the treatments for these disorders. Legal and ethical issues pertaining to the assessment and treatment of mental illness will be discussed, as well as the role of culture and diversity in assessment and treatment. The course will at various times touch upon theory, empirical research, and clinical practice. Material will be presented via lectures, readings, DVDs, and class discussions and exercises.

Please keep in mind that this is a 3-credit hour course. As such, you can expect to spend about 7.5 hours total (including class time) completing coursework.

**Learning Objectives:**

(1) Students will learn the categories and descriptions of the leading mental disorders.

(2) Students will learn the different theoretical models explaining the causes of the disorders, and the empirical evidence linking biological, cognitive, emotional, behavioral, and sociocultural factors with each disorder.

(3) Students will learn how mental disorders are assessed in individual cases, and the leading evidence based methods of treatment.

(4) Students will learn how to use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues, including hypothetical clinical cases.

Verification: Students will demonstrate competence in these areas through:

1. Regular participation and being prepared to discuss questions based on lecture material and text readings.

2. Obtaining an overall average grade of C or better for the coursework.

**Assignments**

**Syllabus Quiz (3% of final grade)**

The course syllabus is a roadmap with directions for success in this course. Carefully read the entire syllabus and take note of important dates when discussion board assignments, quizzes, and exams are due. Just as you check a map for directions at various intersections along your journey, check the syllabus before each class for reading assignments and to gain an idea of the day's topic. If something is unclear, talk to the professor to gain clarity or to further understand an assignment or topic. The syllabus quiz will contain approximately 10 questions drawn directly from the syllabus (30 points total).

**ACHIEVE Assignments (30% of final grade)**

Each chapter has several assignment components (37 total). The lowest (7) graded assignments will be dropped from the final grade. Therefore, only 30 Achieve assignments will count towards your final grade. The Achieve assignments are comprehensive reading assignments that will prompt you with questions to assess your understanding of the material. There is no set number of questions. Some students may require more questions than others; it’s all contingent upon the student’s mastery of the material. Achieve is truly intuitive and amazing. It will guide you to the right section of the chapter if you are struggling with the material. It also has a “hints” option for each review question if you need a gentle nudge in the right direction. All chapter reading assignments will be accessed through CANVAS, which will have links to Achieve.

**Fictional Character Development (6% of final grade)**

For this assignment, you will create a 1-page outline (single spaced) covering the following:

**CHAPTERS AND SUGGESTED FILMS**

1. Neurodevelopmental Disorders: Temple Grandin (2010), Rain Man (1988), I am Sam (2001)
2. Schizophrenia Spectrum and Other Psychotic Disorders: A Beautiful Mind (2001), Shutter Island (2010), Secret Window, (2004)
3. Bipolar Disorder - Silver Linings Playbook (2013), TV series Homeland (2011-2020)
4. Major Depressive Disorder – World’s Greatest Dad (2009), Little Miss Sunshine (2006), Cake (2014)
5. Generalize Anxiety Disorder – Black Swan (2010), Adaptation (2002), Safe (1995)
6. Obsessive-Compulsive Disorders: The Aviator (2004), As Good as It Gets (1997)
7. Trauma- and Stressor-Related Disorders: The Dry Land (2010), The Hurt Locker (2008), American Sniper (2014)
8. Dissociative Disorders: Psycho (1960), Sybil (1976), Split (2016)
9. Sleep-Wake, Eating, and Somatic Symptom Disorders: Insomnia (2002) or Modify (2005)
10. Gender Dysphoria and Sexual Dysfunctions: Boys Don’t Cry (1999), A Girl Like Me: The Gwen Araujo Story (2006), Normal (2003)
11. Disruptive, Impulse-Control, and Conduct Disorders: We Need to Talk About Kevin (2011)
12. Substance-Related and Addictive Disorders: Four Good Days (2020), A Star is Born (2018), Clean and Sober (1988), 28 Days (2000), Flight (2012)
13. Neurocognitive Disorders: Memento (2000), Amour (2012), The Notebook (2004), Still Alice (2014), Love and Other Drugs (2010)
14. Personality Disorders: No Country for Old Men (2007) or Blue Jasmine (2013)
15. Border Personality Disorder – Prozac Nation (2001), Thirteen (2003), Fatal Attraction (1987)
16. Antisocial Personality Disorder: Primordial (2015), Lolita (1997), The Joker (2019), One Flew Over the Cuckoo’s Nest (1975), Halloween (1978)

1) Students will be assigned to a movie and psychological disorder the first week of class. You will select a character from the assigned movie that mostly closely depicts the assigned condition.

2) Pretend you are a psychiatrist, psychologist, or mental health counselor, and after selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical History (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

***Submit document into CANVAS by assignment due date. Late submissions will not be accepted or graded.***

**What is your fictional character’s disorder according to the DSM-5? (6% of final grade)**

What is the character’s disorder according to the DSM-5? You will select (1) one disorder, explain what this disorder is (be sure to include diagnostic criteria), and defend the diagnosis. Use evidence from the presenting concerns and known information about the character to support your diagnosis. You will post your response on the discussion board, and you must have a minimum of 300 words. Next, you will respond to two peers and provide formative feedback. ***Complete assignment by its due date. Late submissions will not be accepted or graded.***

**Theoretical Orientation and Interventions (7% of final grade)**

Select a theory (e.g. psychodynamic, humanistic, Adlerian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why. Please see modules for resources on different kinds of theories, how to use a theory to understand your character, and the types of interventions used per the theory selected. You will post your response on the discussion board, and you must have a minimum of 300 words. Next, you will respond to two peers and provide formative feedback. ***Complete assignment by its due date. Late submissions will not be accepted or graded.***

**Case Conceptualization Paper (30% of final grade)**

You will use the assignments we have created so far to complete a case conceptualization paper.

1. Write a 7-8 page paper using (12 point font, Times New Roman, double spaced, cover page, reference page) in APA 7th edition. Please see [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) for general APA 7 guidelines. Be advised that the cover page and reference page do not count towards the 7-8 page minimum for this assignment.
2. Please use the example case conceptualization paper (see modules) and format your paper accordingly.

***Please address the following areas –***

1) Students will be assigned to a movie and psychological disorder the first week of class. You will select a character from the assigned movie that mostly closely depicts the assigned condition.

2) Pretend you are a psychiatrist, psychologist, or mental health counselor, after selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical History (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History. (2 pages)

3) What is the character’s disorder according to the DSM-5? Be sure to explain the etiology/development of the psychological condition. Is it genetic? Is it more influenced by environmental factors. Please explain how the characters genetics and environment play a part in the development of this condition. (3 pages)

4) Select a theory (e.g. psychodynamic, humanistic, Adlerian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why. (2 Page minimum)

***Submit document into CANVAS by assignment due date. Late submissions will not be accepted or graded.***

**EXAMS (18% of final grade)**

We will have 7 exams this semester for every two chapters covered. The exam questions will be light on definitions and heavy on applying concepts. The format may be any combination of multiple choice and short answer questions. These assessments will cover concepts from posted lectures, supplementary content, and other learning module materials. These exams will include multiple-choice and short-answer questions. You will have 60 minutes to complete each exam. Exams will be open for 48 hours and will be completed outside of class, on your own time, and online via CANVAS. PLEASE make sure you have reliable internet, are connected to a power source, have a reliable computer/tablet, and have a distraction free zone. Once you start the exam, you must finish it in one sitting.

The lowest grade on (1) of the exams will be *DROPPED* from your final grade (it will not count against you).

**Final Exam –**

We will not have a final exam for our class.

**Course Policies**

## Class Method and Participation:

In order to create the most effective classroom experience, I encourage all students to actively participate in class, including contributing to discussion, asking questions, and responding to ideas presented in class. This type of active participation is both a better way to learn and a lot more interesting than simply listening to lectures! I do understand that students can sometimes feel anxious to speak up in class (I was there too). If this applies to you, please feel free to come talk to me. I have strategies that worked for me and I would be happy to share them with you!

Please note that participation during classes is intended to be a learning activity. Your comments in class are not expected to always be correct. Making mistakes is a part of the learning process! Some of this material is complex and a certain degree of confusion, uncertainty, or misinterpretations is to be expected. In addition, sometimes there will not be “right” or “wrong” answers – just points of view. So, please do not be afraid to share your thoughts during class. However, I do expect all students to be respectful of others’ views. Remember, we all come from different walks of life.

Classroom Environment

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Attendance

Attendance is highly encouraged, and regular studying and active participation will be rewarded. Every day, I will ask review questions, class participation questions, and other sorts of questions to enhance your learning and understanding of the material. Review questions will come from the text and the notes, and will be graded on correctness; the other questions will be graded on participation. There are opportunities for extra credit throughout the semester, but you must be in-class to receive credit. I will be using a sign-in sheet or QR code at the beginning/end of each class to track attendance.

## Late Work / Missed Deadlines

Missing any of the assignment deadlines listed herein may prevent your successful completion of the course. If you foresee difficulty of any type (i.e., hospitalization, employment change, etc.) that may prevent completion of this course, please notify me as soon as possible with an explanation. I understand life happens and I will gladly work with you to troubleshoot the issue. If warranted, I will re-open an assignment and you will be required to complete the assignment within **24 hours** of the time stamp on my reply to your email message.

Plan to complete all course discussions, assignments, and assessments *at least* several hours prior to the posted deadlines. By electing to wait until the "last minute" to complete these assignments, you may invoke **Murphy's Law** ("If anything can go wrong, it will"). There are no extra credit opportunities in this class. However, as mentioned early on in the syllabus, the lowest scores on 7 launchpad assignments and 2 launchpad quizzes will not count against your final grade. This “extra cushion” was intended to alleviate some stress when life-situations happen. If you ever have a question or concern (no matter how small or complex), I am only an email away and I am more than happy to lend a hand or a listening ear. ☺

## Grade Appeals / Policy

If, for any assignment, you feel that the grading policy was unfair in some way, then you must make your case to me in writing via email. I will not respond to verbal complaints about grades. These emails must be received within one (1) week of the posting of your grade; do not wait until the end of the semester.

Once computed and verified, all course grades are final and will not be changed. Every semester, a student approaches me with a request that I raise his or her grade (because she or he will be placed on probation, because he or she will lose their Hope scholarship, because she or he won't be able to graduate as planned… or be accepted into graduate school, & etc.). Please do not ask me to change your grade and know that I have never adjusted a student's grade for any of those reasons. Doing so would be unethical on my part and unfair to other students enrolled in the class.

## Incomplete Grades

A grade of “I” indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. In other words, the grade of “I” is only awarded for emergencies and not for academic difficulty.

The specified time limits to have an “I” grade removed are as follows:

* The course requirements must be completed, as agreed upon between the student and the faculty member, by the end of the next semester or term student is enrolled in order for the grade of “I” to be removed.
* If the student fails to enroll within one calendar year from the end of the semester or summer term in which the “I” was originally assigned and does not complete the course requirements, then the “I” will be changed to an “F”.

The “F” grade is assigned for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F”) and the cumulative and adjusted grade point average will be recalculated accordingly or, the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”).

Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. An “I” cannot be removed by re-enrolling in the course.

Plagiarism and Cheating

According to the Student Code of Conduct: No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

AI Use Allowed, but Not Required:

In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KUS Code of Academic Integrity.

Religious**/**Cultural Observances

I want to ensure that I honor your ability to engage in any religious/cultural observances that are not included in the Reinhardt U. calendar. If there are religious/cultural observances that may impede your ability to complete an assessment prior to the due date, please reach out to me in advance and we can discuss alternative options. If I am contacted after a deadline has passed, no exceptions will be made.

**Evaluation and Grading Policies**

I generally post all grades within one week of an assignment’s due date. Final course grades will be available in CANVAS and on your online transcript. Grades will not be provided via phone, email, or other electronic means, and will be assigned as follows:

| Graded Activity | Percentage |
| --- | --- |
| Syllabus quiz | 3 |
| ACHIEVE Assignments (30/37) | 30 |
| Fictional Character Development | 6 |
| fictional character’s disorder | 6 |
| Theoretical Orientation | 7 |
| Case Conceptualization Paper | 30 |
| Exams (6/7) | 18 |
| Total Possible Points | 100 |

| **Grading Scale** | **Description** |
| --- | --- |
| A (90 – 100%) | Excellent |
| B (80 – 89%) | Very Good |
| C (70 – 79%) | Average |
| D (60 – 69%) | Below Average |
| F (59% or Lower) | Failing |

*I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A, but 79.2 is a C.*

**General University Administrative Policies**

This section contains policies that apply to all courses and are set forth by the University. All policies are detailed in the Academic Catalog (and those policies shall apply).

University Covid 19 Statement: Important: All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102

College Policy on Attendance: In accord with the Reinhardt College Academic Catalog, regular attendance at scheduled classes and examinations is each student’s obligation. Regarding excused absences as defined in the Catalog it is the responsibility of the student to have the excuse approved by the instructor before the absence and to complete all of the assignments. Emergency absences as defined in the Catalog are excused at the discretion of the instructor and only if the student makes his or her situation known immediately upon returning to class.

College Policy on Withdrawals: If a student drops a course during the first week of classes, the course will not be reflected on the transcript. After this, students may formally withdraw from a course and receive a grade of W up until the date set in the Academic Calendar. It is the student’s responsibility to complete the necessary steps to officially withdraw from the course. This institution does not have instructors complete “administrative withdrawals” for non-attendance. Therefore, if it is your intention to drop a class, you need to complete the required steps to formally withdraw from the course. The student is responsible for understanding the implications that may occur from dropping one or more courses (examples: financial aid, housing, health and/or auto insurance eligibility, and others).

Notice of ADA: If you have a disability which may require assistance or accommodation, or if you have any questions related to any accommodations for testing, note takers, readers, etc.; please speak with me as soon as possible.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

Center for Student Success: The Center for Student Success (CSS) is located on the upper (top) floor of the library, Room 313. CSS offers free peer and faculty tutoring for all subjects. For appointments, go to Reinhardt webpage and click Center for Student Success.

Academic Integrity: Academic dishonesty and penalties as defined in the Academic Catalog will be strictly enforced. All acts of academic dishonesty will be reported to the administration.

All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Consequences for cheating or plagiarizing:

a) I expect all students to uphold the highest standards of academic honesty and integrity. Acts of academic dishonesty include plagiarism, cheating, unauthorized collaboration, and falsification. Working together with classmates is acceptable and even encouraged, but all assignments submitted for a grade should reflect your own efforts (and writing). It is fine to discuss questions and topics with your peers, is it academic dishonesty to copy someone’s work (this includes information from the internet that is not properly credited). The penalty for academic misconduct in this course varies from a 0 on the assignment to a failing grade in the course, depending on the severity of the offense and the student’s history of academic conduct. Disciplinary action may be taken in addition to the academic penalty if the instructor, department, or college feels such action is warranted.

b) The Office of the Vice President for Academic Affairs will be notified of actions taken against students who violate the academic integrity policy, which may result in further consequences, including designation of “academic warning” on your official transcript, academic suspension, or expulsion for academic reasons.

**Additional Administrative Policies**

Participation and Assessments Policy:

* **Students are expected to attend all class meetings and/or participate as required for this class.** 
  + It is the responsibility of the student to account for instructional time missed and to gather and present the proper documentation for make-up work allowed at the discretion of the instructor.
* **Student Athletes** – It is strongly encouraged to complete assignments/quizzes/exams before their due date if you have an upcoming game/event. Planning ahead is planning for success! I understand you may miss class due to games/events. I take attendance for tracking purposes. You do not need to submit an excuse or note for missed class. You are ultimately responsible for any notes or information missed. Some of our exams are IN-CLASS. As such, be sure to pre-arrange with the instructor (me) a time to make up the exam **BEFORE** the exam due date.
* **Assessments include, but are not limited to: tests, quizzes, assignments, discussion boards, course activities, midterms, and finals**.
* **Students are expected to arrive no later than the scheduled start of class time for on-campus assessments. No tests will be given out after the first student has completed and turned in their test.**
* **Students are expected to complete all assessments prior to the due date and time assigned by the instructor.**
  + Any assessments that are not submitted prior to the due date / time will be graded as a zero. No late assessments are accepted.
  + Online assessments will open and close during the availability period set by the instructor.
  + Students will need a reliable computer and internet access for assessments.
  + The following are **NOT** considered valid excuses to miss any assessment.
    - Did not know availability date / time / deadline.
    - Did not read emails or announcements.
    - Failure to obtain textbook.
    - Scheduled vacations, sporting events, voluntary obligations, work-related activities, external school activities, transportation issues and other similar situations.
    - Inadvertent keystrokes.
    - Incompatible web browsers.
    - Attempts on mobile devices.
    - Loss of internet / computer / email access.
    - Other user-related technical difficulties.
* **Assessments will be issued by the instructor and student participation is required.**
  + No assessments will be delivered before or after the scheduled availability period.
  + Assessment notifications may be announced during class meetings, emailed to students, or posted in CANVAS Announcements.
  + It is the responsibility of the student to attend all scheduled classroom meetings, read announcements and emails, check college e-mail accounts daily, and be present for all course assessments.
  + Instructors are not required to provide advance notification of in-class assessments.
* **Students anticipating an unavoidable situation beyond their control that prevents them from completing assessments as scheduled should contact the instructor in advance and provide supporting documentation as soon as possible.**
* **If the student does not submit assessments as scheduled by the instructor a grade of zero will be issued.**

In the case that a student unavoidably misses an assessment delivered in class or online, to be considered eligible to complete the missed assessment, the student **MUST:**

* ***Inform instructor of circumstances immediately upon return from absence (or within 48 hrs. of expiration of due date of missed assessment) and request an opportunity to complete the missed assessment.*** 
  + If a student fails to inform instructor and requests an opportunity to complete the missed assessment within 48 hours of the missed assessment due date, the instructor may deny the student’s later request.
* ***Establish that the absence or failure to submit the assessment was caused by an unavoidable situation that was beyond the control of the student.*** 
  + Scheduled vacations, travel, voluntary obligations, work-related activities, transportation issues and other similar situations are not considered beyond the control of the students.
  + Assessments will not be rescheduled to accommodate planned or voluntary absences by the student.
  + Technical difficulties (including but not limited to: internet interruption, unavailability or unreliability, inadvertent key strokes, failure to access email, incompatible web browsers, failure to successfully access Canvas or other third-party learning management systems, attempts on mobile devices, and other user-related technical problems) will not be considered valid excuses for failure to complete assessments on time.
  + ***Present documentary, dated, verifiable evidence provided by an independent, professional source that establishes student was unable to complete the missed assessments throughout the entire period of assessment availability.***
  + This source may be a doctor, government agency, or a professional organization or institution.
  + Documentation must be on full-page professional letterhead with contact information. Any privileged information may be redacted. The documentation must clearly show a range of dates for which the student is claiming an excused absence.
  + Accommodations for chronic illness can be provided, if approved by the university. Students may apply for accommodations by contacting the Academic Support Office. Without approved accommodations, instructors may not offer make-up dates for assessments missed.
  + Statements by students, family members, friends or associates, are not considered documentary, verifiable evidence provided by an independent, professional source.

In the event the student immediately informs the instructor of the absence and requests an opportunity to complete the assessment, establishes that the absence was unavoidable and presents supporting, documentary evidence, the student may, at the instructor’s discretion, be allowed to complete the missed assessment(s). This assessment(s) should be completed by the student no later than the next class meeting, due date of the next assessment, or at a time scheduled by the instructor.

**Course Schedule**

**Week 1- January 8th**

Review of Chapter 1: Abnormal Psychology: Past and Present

Syllabus Quiz – January 11

Discussion Board 1 – January 14

Chapter 1 Achieve Assignments – January 14

**Week 2 – January 15**

Review of Chapter 2: Models of Abnormality

Chapter 2 Achieve Assignments – January 21

**Unit 1 Exam – January 21**

**Week 3 – January 22**

Review of Chapter 3: Clinical Assessment, Diagnosis, and Treatment

Chapter 3 Achieve Assignments – January 28

Fictional Character Assignment – January 28

**Week 4 – January 29**

Review of Chapter 4: Anxiety, Obsessive-Compulsive, and Related Disorders

Chapter 4 Achieve Assignments – February 4

**Unit 2 Exam – February 4**

**Week 5 – February 5**

Review of Chapter 6: Depressive and Bipolar Disorders

Chapter 6 Achieve Assignments – February 11

Fictional Character Disorder Assignment – February 11

**Week 6 – February 12**

Review of Chapter 7: Suicide

Chapter 7 Achieve Assignments – February 18

**Unit 3 Exam – February 18**

**Week 7 – February 19**

Review of Chapter 8: Disorders Featuring Somatic Symptoms

Chapter 8 Achieve Assignments – February 25

Theoretical Orientation Assignment – February 25

**Week 8 – February 26**

Review of Chapter 9: Eating Disorders

Chapter 9 Achieve Assignments – March 10

**Unit 4 Exam – March 10**

**March 3-8: Spring Break / No Classes**

**Week 10 – March 11**

Review of Chapter 10: Substance Use and Addictive Disorders

Chapter 10 Achieve Assignments – March 17

Case Conceptualization Paper – March 17

**Week 11 – March 18**

Review of Chapter 11: Sexual Disorders and Gender Variations

Chapter 11 Achieve Assignments – March 24

**Unit 5 Exam – March 24**

**Week 12 – March 25**

Review of Chapter 12: Schizophrenia and Related Disorders

Chapter 12 Achieve Assignments – March 31

Case Presentation and Recording – March 31

**Week 13 – April 1**

Review of Chapter 13: Personality Disorders

Chapter 13 Achieve Assignments – April 7

**Unit 6 Exam – April 7**

**Week 14 – April 8**

Review of Chapter 14: Disorders Common Among Children and Adolescents

Chapter 14 Achieve Assignments – April 14

**Week 15 – April 15**

Review of Chapter 16: Law, Society, and the Mental Health Profession

Chapter 16 Achieve Assignments – April 21

**Unit 7 Exam – April 21**

Important Dates:

January 8: First Day of Classes

January 15: No Class / MLK Day

January 16 Last Day of Drop/Add Period

March 3-8: Spring Break

March 7: Mid-term Grades Due

March 12: Last day to Withdraw with “W”

March 29: Good Friday / University Closed

April 2-3: Convocation of Artists and Scholars

April 4: Spring Day – No classes for Waleska Day Classes

April 23: Last day of Classes

April 25- May 1: Final Exam Week

May 6: Final Grades Due

**Case Conceptualization Paper**

(30% of final grade)

You will use the assignments we have created so far to complete a case conceptualization paper.

Write a 7–8-page paper using (12 point font, Times New Roman, double spaced, cover page, reference page) in APA 7th edition. Please see Purdue Owl for general APA 7 guidelines. Be advised that the cover page and reference page do not count towards the 7-8 page minimum for this assignment.

Please use the example case conceptualization paper (see modules) and format your paper accordingly.

Please address the following areas –

1) Students will be assigned to a movie and psychological disorder the first week of class. You will select a character from the assigned movie that mostly closely depicts the assigned condition.

10 points \_\_\_\_\_\_\_\_\_

1. After selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical History (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

25 points \_\_\_\_\_\_\_\_\_

3) What is the character’s disorder according to the DSM-5? Be sure to explain the etiology/development of the psychological condition. Is it genetic? Is it more influenced by environmental factors. Please explain how the characters genetics and environment play a part in the development of this condition.

20 points \_\_\_\_\_\_\_\_\_

1. Select a theory (e.g. psychodynamic, humanistic, Adlerian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why.

25 points \_\_\_\_\_\_\_\_\_

1. Use of scholarly resources (at least 5) to support ideas.

10 points \_\_\_\_\_\_\_\_\_

1. Professional writing to include: well-organized, clear, and free of grammatical and mechanical errors. Follows APA 7Guidelines. Please see [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) for general APA 7 guidelines.

10 points \_\_\_\_\_\_\_\_\_

Total Points Earned \_\_\_\_\_\_\_\_\_