



Abnormal Psychology I
PSYC2180
Fall 2021 – Online

Instructor: Ivy Tran

Email: ivy.tran@brooklyn.cuny.edu

Department Phone: 718-951-5601

Course Information

Meeting Time: Thursday (6:30-9:15pm)

Office hours: by appointment (email at least 48 hours in advance)

Zoom ID: 226 521 3021

Credits: 3

OER: <https://psychology2180.commonscuny.edu/>

- Home to class recordings, slides, readings, and discussion posts.

Course Description:

This course will provide an overview of the scientific study of mental illness, or, psychopathology. A note about the word “abnormal”—this term has been used through the years to describe behavior that is atypical of normative development and contexts, however, it is promotes stigma against individuals with mental illness. Throughout this course, I hope to push your understanding of “normal or typical” and “atypical or abnormal” and to challenge what you know (or think you know!) about mental illness, psychopathology, how it portrayed in the media and popular culture, and how it differs from what you take away from this class. This class will serve as an introduction to the broad classifications of mental illnesses according to the DSM-5 and provide an overview of scientific research and evidence-based practices to treat mental illness. (Introduction to Psychology, PSYC1000 is a prerequisite course).

Course Goals and Learning Objectives:

1. To **understand and apply common terms** and within the study of psychopathology. You will leave familiar with etiological models of mental illness, theoretical perspectives on treatment, and empirical findings in the study of psychopathology that will support future study.
2. Develop **critical thinking skills** in consuming scientific literature and understanding the scientific process. Though this is not a research methods course, you should leave feeling confident in the key terms, steps in the scientific method, and how to evaluate the quality of research you consume.
3. Understand **key differences and similarities** between mental illness diagnoses and identify strengths and weaknesses of our current classification systems. Hopefully, you will find one area (or many!) that interest and excite you.

Required Textbook:

- Abnormal Psychology – Lumen Learning
 - o Readings from this book will have “LUMEN” next to it on the syllabus; available [here](#)
- Essentials of Abnormal Psychology – 1st edition (Alexis Bridley & Lee W. Daffin Jr.)
 - o Readings from this book will have “ESSENTIALS” next to it on the syllabus. This book is available online [here](#) and to download from our course website.
- American Psychological Association (APA) Division 12 Case Studies database – available [here](#)
 - o This website will be the source of case studies that you may be asked to read or present on in class. Assigned reading are listed in the syllabus.

Course Assignments:

Your grade in the course will be dependent on the following:

- 2 NON-cumulative exams (multiple choice and short response) – 40%
 - o Exam 1: 20 multiple choice and 3 short response (15% of grade)
 - o Exam 2: 30 multiple choice and 3 short response (25% of grade)
- 5 article reflections/discussion posts (more details below) – 10%
- 1 group presentation (date assigned at start of semester; more details below) – 15%
- 1 CUMULATIVE final (40 multiple choice questions and 4 short response) – 30%
- Attendance/Learning checks – 5%

Assignment Descriptions:

- Discussion posts: Throughout the semester, you will be assigned 5 discussion posts. For some of these assignments, we will be using the Hypothes.is group annotation program. [Please sign up with Hypothes.is here ASAP!](#)
These posts will be posted on our OER course website and will be made up of 2 components:
 1. **Main post** – This will be a reflection/response to a prompt (e.g. a question, an article, watching a short video) and will be due on Sundays at 11:59pm (all dates listed in syllabus).
 - a. **Due Wednesdays at 11:59pm**
 2. **Respond to a fellow classmate** – This will be a comment on a fellow classmate's post that furthers the class discussion on the topic. Your response should be thoughtful and not simply agree or disagree with a classmate—ask clarifying questions, comment on their thought process, or share where your own thinking overlapped or was different. *Be respectful and professional in your reply.*
 - a. **Due Wednesdays before class at 11:59pm.**
- Group presentation: At the start of the semester, you will be assigned to a group and given a specific mental health diagnosis to research and present relevant information on to the class. **Be creative with this assignment!** Potential ideas/formats for your presentation include:
 - o Watch a movie that depicts a specific mental illness—how does it differ from or overlap with what you learned about this disorder in class?
 - [This list](#) has a lot of movies with descriptions of what disorder is being portrayed; You are not limited to this list but should you choose this option, make sure it is VERY CLEAR which disorder is being portrayed.
 - o Record an infomercial about treatment for this disorder – list common symptoms and provide information on how your treatment (e.g. therapy, medication, etc.) works to treat these specific symptoms
 - o Powerpoint presentation – Synthesize relevant information and present on your disorder as you would to colleagues
 - o **No matter what format you choose, remember to be empathetic and respectful of individuals with this disorder!**
- Attendance: Regular attendance AND participation in class is highly encouraged! It can be easy to fall behind in classwork in general and especially so with the remote format. Attendance is tracked each week and significant absences will be factored into your attendance grade.

Course Expectations:

1. **Email is the best way to contact me.** Please feel free to reach out if you need help with course materials, if you would like to schedule an appointment with me during office hours, if you know that you will be absent on a certain date, etc. (see below)

2. **Attendance is mandatory.** It will account for 5% of your grade. Any known future absences (ex: out of town) must be communicated to me via email as far in advance as possible. **This is especially important if you will not be here on the date of an exam.** If this is the case, we will arrange for you to take the exam at another time.
3. **Be respectful.** This means not interrupting your classmates or criticizing their comments/questions, being on time to class, and keeping phones silent and out of sight during class.

Class Participation:

It is highly encouraged that you participate in class; those students that engage in class discussion tend to do better in this course. There are no dumb questions and even asking a question to clarify can greatly improve your engagement in the course. **Video is highly encouraged.** If your video is not on, it is very easy to become disengaged in class (and is very embarrassing if I call on you and you're not there).

Late/Missed Assignments:

- All written assignments must be submitted to me **via email by 11:59pm on the day of the assignment.**
 - o For example, if a due date is October 3rd, the deadline is 11:59pm on October 3rd. Anything submitted later than that time will receive a 5pt deduction for every day it is late, for up to 3 days.
 - o Any assignment turned in later than this will NOT be accepted.
- **If you are late to class on the day of an exam,** please come in quietly and begin the exam ASAP.
 - o If you miss class on the day of an exam, you must contact me as soon as possible (within 2 days of the exam) to reschedule during my office hours. You must provide a detailed explanation as to why you were absent.
 - o Failure to communicate within 2 days of the exam will result in a grade of 0 on that exam.
 - o The above policy also applies for observance of a religious holiday; **as soon as you know you will be absent on a specific class day, let me know ASAP!!**
- **Student Bereavement:** Students who experience the death of a loved one must contact the Division of Student Affairs, 2113 Boylan Hall, if they wish to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure (see below). The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice).

Blackboard:

I will use Blackboard almost exclusively for assignment/quiz/exam grades, and sometimes to send out announcements related to the course. **Before using Blackboard you will need to complete your registration for Blackboard.** Please follow the instructions on the link below to complete registration. I will know you have done so when you send me a message via Blackboard.

<https://academic.brooklyn.cuny.edu/health/rschnoll/courses/blackboardaccess.htm>

Academic Integrity:

All CUNY schools and Brooklyn College prohibit academic dishonesty. Exams and assignments are meant to demonstrate your abilities and understanding of the course material. Papers are to be completed individually, and the work must be your own. Cheating (looking at someone else's exam, using cheat sheets, leaving the room during an exam to look at answers, etc.) will not be tolerated. Academic dishonesty will result in a 0 on the assignment in question and further possible penalties as determined by the Academic Integrity Committee. The full CUNY policy can be found at <http://www.brooklyn.cuny.edu/pub/policies.htm> . If you have questions about what constitutes academic dishonesty, please contact me.

Note: I welcome you to take advantage of my office hours if you are having trouble with course material. I DO NOT want any of you to feel like you "have to" copy a classmate because you do not understand something covered in the class.

Disabilities:

In order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell (vstewart@brooklyn.cuny.edu). If students have already registered with the Center for Student Disability Services, they must provide the instructor with the course accommodation form and discuss specific accommodation(s) with the instructor.”

Non-Attendance Due to Religious Beliefs:

New York State Education Law (Title I, Article 5, Section 224-a) requires that we “make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days.”

Electronic Devices:

Per the Brooklyn College Faculty Handbook, under Classroom Decorum: “To preclude distraction or disruption, it is reasonable to request that electronic devices such as phones, and, in some instances, notebook computers be turned off during the classroom period. Recording is permitted at the discretion of the instructor. The Office of Student Affairs, 2113 Boylan Hall, ext. 5352, is a resource to report or discuss strategies for dealing with disruptive students in the classroom.” Instructors may request students to acquire permission prior to using a recording device in the classroom. Instructors may request that students inform them of emergencies and the need to use their cell phones in class.

On-Campus Resources:**LEARNING CENTER (1300 Boylan Hall, P: 718.951.5821; E: lc@brooklyn.cuny.edu)**

“The Learning Center offers students free tutoring, help with writing, supplemental instruction and technological support for courses across the curriculum.”

PERSONAL COUNSELING (0203 James Hall; P: 718.951.5363; E:**BCPersonalCounseling@gmail.com)**

Personal counseling is available to Brooklyn College undergraduate and graduate students. A staff of psychologists, counselors and social workers are available to assist students with personal issues or problems they may experience during your academic years. Emergency consultations and referrals to outside services are also provided. Workshops are offered on stress management, time management, test anxiety, etc.”

INFORMATION TECHNOLOGY SERVICES (4th FL Library, ITS Entrance; P: 718.951.4357; E: netgroup@brooklyn.cuny.edu)

Contact ITS for all technical issues and questions regarding Brooklyn College e-mail, computers, CUNYfirst, BC WebCentral Portal, Wireless Network Access, and Blackboard.


Academic Calendar:

The full academic calendar for Fall 2021 can be found at

<https://www.brooklyn.cuny.edu/web/about/administration/enrollment/registrar/bulletins/fall21/calendar.php>

Course Schedule:

<u>Thursday</u>	<u>Topic</u>	<u>Chapters Covered</u>
8/26	Introduction/Orientation	<ul style="list-style-type: none"> Nothing due <i>Module 1: Overview Understanding Abnormal Behavior</i> (LUMEN)
9/2	Research and Ethics Etiology and Treatment	<ul style="list-style-type: none"> <i>Module 2: Research and Ethics in Abnormal Psychology</i> (LUMEN) <i>Module 3: Etiology and Treatment of Mental Disorders</i> (LUMEN) <p>*Discussion board post 1 due Thursday 9/9; discussion reply due Wednesday 9/15</p>
9/9	Anxiety Disorders	<ul style="list-style-type: none"> <i>Module 4: Anxiety Disorders and Obsessive Compulsive</i> <ul style="list-style-type: none"> <i>Why it Matters → Behavioral Treatments for Anxiety</i> (LUMEN) <i>Ch 4.6 Anxiety Disorders Etiology</i> (ESSENTIALS)
9/16	Obsessive-Compulsive Disorder and Post-Traumatic Stress Disorder	<ul style="list-style-type: none"> <i>Module 5: OCD and Stressor Related Disorders</i> (LUMEN) <p>*Discussion board post 2 due Sunday 9/19; discussion reply due Wednesday 9/22</p>
9/23	Mood Disorders	<p>*Class discussion and reflection on post 2</p> <ul style="list-style-type: none"> <i>Module 7: Mood Disorders</i> (LUMEN) <i>Ch 6.1 – 6.2 Depressive Disorders & Bipolar Disorders</i> (ESSENTIALS)
9/30	Exam 1	Topics: Understanding Abnormal Behavior, Research and Ethics, Etiology and Treatment, Anxiety disorders, OCD and PTSD
10/7	Somatic Symptom Disorder and Dissociative Disorders	<ul style="list-style-type: none"> <i>Module 6: Somatic Symptom Disorders and Dissociative Disorders</i> (LUMEN)
10/14	*NO CLASS MEETING; RECORDING WILL BE POSTED* Psychosis and Schizophrenia Spectrum Disorders	<ul style="list-style-type: none"> <i>Module 11: Schizophrenia Spectrum and Other Psychotic Disorders</i> (LUMEN) <i>Ch 8.1 – 8.4 Clinical presentation</i> (ESSENTIALS) <p>*Article reflection 3 due Thursday 10/21</p>
10/21	Personality Disorders	<p>*Class discussion and reflection on post 3</p> <ul style="list-style-type: none"> <i>Ch 9.1 – 9.5 Personality Disorders</i> (ESSENTIALS) <i>Module 12: Personality Disorders</i> (LUMEN)
10/28	Eating and Sleep Disorders	<ul style="list-style-type: none"> <i>Module 8: Eating and Sleep Disorders</i> (LUMEN) <p>*Discussion board post 4 due Sunday 10/31; discussion reply due Wednesday 11/3</p>
11/4	Exam Review Jeopardy	*Class discussion and reflection on post 4

	Substance-Related and Addictive Disorders	<ul style="list-style-type: none"> Module 9: Substance-related and Addictive Disorders (LUMEN)
11/11	Exam 2	Topics: Somatic and Dissociative Disorders, Mood disorders, Psychosis and Schizophrenia, Personality Disorders, Eating and Sleep Disorders
11/18	Disorders of Childhood and Adolescence <i>*Groups 1 & 2 to present</i>	<ul style="list-style-type: none"> Module 13: Disorders of Childhood and Adolescence (LUMEN)
11/25	NO CLASS THANKSGIVING	
12/2	Sexual Deviations and Dysfunctions <i>*Groups 3 & 4 to present</i>	<ul style="list-style-type: none"> Module 10: Sexual Deviations and Dysfunctions (LUMEN) *Discussion board post 5 due Sunday 12/5; discussion reply due Wednesday 12/8
12/9	Final Exam Review Jeopardy Neurocognitive Disorders <i>*Groups 5 & 6 to present</i>	<ul style="list-style-type: none"> Module 14: Neurocognitive Disorders (LUMEN) <i>*Class discussion and reflection on post 5</i>
12/16	Final Exam (cumulative)	Topics: Contemporary Models, Anxiety Disorders, Mood Disorders, OCD and PTSD, Psychosis/Schizophrenia, Dissociative Disorders, Personality Disorders, Eating/Sleep Disorders, Substance Use Disorders, Sexual Deviations and Dysfunctions, Disorders of Childhood/Adolescence, Neurocognitive Disorders

Letter Grade	GPA	Percentage
A+	4.3	100+
A	4.0	94 - 100
A-	3.7	90 - 93
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-	1.7	70 - 72
D+	1.3	67 - 69
D	1.0	63 - 66
D-	0.7	60 - 62
F	0.0	0 - 59

From the PowerScore SAT and College Admissions Blog

<http://blog.powerscore.com/sat>