Abnormal Psychology
Course 3303, Section 001
Meets: HLMS 252 Tuesdays and Thursdays 2:00-3:15pm

Instructor: Dr. Joanna Arch
Office: D325B Muenzinger
Office Hours: Tuesday 3:15-4:15pm & by appointmt.
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What is this course about?
This course is about psychopathology -- the study of the nature, diagnosis, causes, and the treatment of psychological disorders. Together we will explore a variety of psychological disorders from multiple perspectives including psychological, biological, and social, with an eye towards effective treatment approaches. By the end of this course, you should be able to:

1. Define and describe the major types of mental disorders and distinguish them from one another.
2. Explain each disorder from an integrative perspective, including behavioral, cognitive, emotional, genetic, neurobiological, and environmental factors involved in the development of the disorder.
3. Understand the social, cultural, and gender context of diagnosis and treatment of the various disorders.
4. Provide an overview of treatments currently in use for each disorder, and demonstrate an understanding of evidence-based interventions.
5. Critically analyze case study material and think in terms of illness origins, prognosis, and effective treatment plans.

Prerequisites:
General Psychology (PSYC 1001) is the only prerequisite. This course is designed for psychology majors. We will emphasize in-class discussion and seminar-style exercises more than is typical in a larger survey course.

Required Readings:
1. Barlow & Durand, Abnormal Psychology, 7th edition (make sure to get the 7th edition)
2. Additional readings for some weeks will be posted on the course web site. These readings are designed to supplement primary course materials, express different theoretical perspectives, or provide a glimpse of cutting-edge developments in the field.

Please read the assigned chapter/readings BEFORE attending lectures on the topic. However, some of the material that we cover in class will not be on the slides, so class attendance is a must!

Bring a clicker (with batteries that work) to every lecture and register your clicker with the class!

Course Webpage – Desire2Learn
The course website will contain digital copies of the syllabus, PowerPoint slides for each lecture (posted generally on the night before the lecture), points earned from clicker questions and exams, and a selection of research articles designed to accompany the topics covered in Barlow & Durand.

a. Navigate to Desire2Learn at https://learn.colorado.edu
b. Login to Desire2Learn using the same login info as MyCUInfo
d. Under "My courses", click on "PSYC: 33030001 Abnormal Psychology"
e. You will be directed to the course page where you can download or print course materials.
D2L Discussion Board

We will set up a class discussion board in D2L for you to post questions about course material or course structure. Please use this discussion board to post these questions! We almost guarantee that at least one other student has the same question as you, and if you post it on the discussion board, all students will benefit from the answer given by the TA. If you have questions of a more personal nature, please directly discuss with Dr. Arch, Lindsay, or Briana on an individual basis after class or during office hours.

In-Class Participation

You are strongly encouraged to participate in all class discussions and to share thoughts and opinions about the course material. The more you reflect on the course material, the more you will learn! Thus, we regularly use clicker questions in class as a way to facilitate active learning and engagement with the course material. Please bring your clickers to every class and set it to DD frequency! On clicker questions, you will earn points simply for responding and participating.

Although I value active participation, as students and faculty we each have responsibility for maintaining an appropriate learning environment and many of the topics we will cover can be controversial. The material can provoke strong emotions, particularly for individuals with a personal experience related to one of the disorders. Although class discussion is encouraged, you should not feel pressured to discuss any topic that makes you feel uncomfortable and please be considerate of the feelings of others in the class. If you anticipate an upcoming topic may be particularly difficult, please come and speak with us in office hours and we will address your concerns to the best of our abilities. If you feel that you need to talk to someone confidentially about symptoms that you, a friend, or family member have been experiencing, we encourage you to contact UCB’s Counseling and Psychological Services located in C4C. Walk-in services are available 10am–4pm M-F. This service is free, confidential, and designed to help you with concerns such as these.

Office Hours

Do not hesitate to visit our office hours! We enjoy discussing course material and getting to know about you and your interests. Your questions about course material are welcome! Even if you don’t have questions about course material, we welcome discussions about future career plans in psychology, social work, psychiatry, counseling and related fields. Also, if you are struggling in the course, please seek us out for help SOONER rather than later!

Grading Policies

Monthly Tests (each is worth 100 points with 300 points total for all 3 tests)
The 3 tests (100 points each), spaced approximately 1 month apart, will test material covered up to those points in the lectures, lab sections, Barlow & Durand text and supplementary readings. The tests are designed for completion within the lecture sessions and will be multiple-choice format. It is your responsibility to arrive on time for the tests – extra time will not be allotted if you arrive late. In-class review sessions will be provided prior to each test. Although test and final exam questions will be worded as carefully as possible, disagreements arise occasionally. Disagreements about test questions / answers must be submitted to Dr. Arch in writing within 1 week after the exam scores are posted. We will evaluate these written rebuttals for full/partial/no credit.

Final Exam (150 points total, 26.5% total course grade)
The final exam will be longer and cumulative, and will cover 1) material and critical thinking skills stressed throughout the course, and 2) very detailed questions on the material covered between Quiz 3 and the final. A review sheet and session will be provided before the final exam.

Lecture Attendance, Participation, In-Class Debate, and Clicker Questions (115 points, 20.4% total course grade)
Much of the learning in this course will take place “off the PowerPoint” and “in the class” via class discussion and by asking clicker questions that facilitate content learning and critical thinking skills. Research suggests
the power of this approach by showing that we learn more when we actively engage in the material. To encourage active learning, we will use clickers to respond to questions each week. Some of the clicker questions may be for points—you will have to answer correctly to receive credit. But most clicker questions will be for discussion, and you will receive points for responding regardless of whether you are right or not. For these, you will receive credit simply for attendance and participation in lecture. We will collect active learning exercises on occasion throughout the semester, for credit. To accommodate clickers occasionally not working, we allow for 2 “missed” lectures throughout the semester without penalty. You do not need to email us to request credit for these 2 allowed misses—you will be granted them automatically.

Beyond the two allowed misses, you are responsible for carrying spare batteries and keeping your clicker functioning optimally so that you do not experience difficulties. During the last week of class, we will also hold an in-class debate on the merits of different approaches to understanding and treating psychological disorders. Before the debate, we will discuss how you can participate and how credit will be given. Our intention is to encourage active engagement with the course material, which benefits learning for all of us!

Course grades will be based on the % of the 565 possible course points that you earn, not on a curve. If you add up all of your points earned and divide by 565, course grades will be: 93-100% = A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 73-76%=C, 70-72%=C-, 67-69%=D+, 63-66%=D, 60-62=D-, 59% and below=F.

How to Do Well in this Class
We would love to see everyone learn, grow, and succeed in this class. Real learning—grasping difficult concepts, mastering new material—is not easy. Active, committed behaviors and practices are required for real learning, including:

1) Attend each and every class (barring emergencies/serious illness) and participate fully in class discussions and online discussions without dominating them;

2) Do all of the readings for lecture, preferably a little bit each day so that you recall more over time, listing questions in the margins or on separate paper as you read;

3) Study for tests and the final exam early and often, in small groups with 3-5 other serious students. It is best to meet weekly with a small study group throughout the semester to discuss the readings and lectures and the clicker questions discussed in class, even if the test is weeks away. Discussing concepts out loud with others, thinking of concrete examples, and asking questions about what you do not understand are among the most powerful ways to learn!

4) Print PowerPoint slides and bring them to class in order to take detailed notes by hand, directly on the PowerPoint slides. Note questions and concepts that were particularly emphasized in class.

5) Come at least once to office hours to discuss questions or ideas from class, and more often as needed.

6) Keep all course materials including notes, study sheets, and PowerPoint slides, organized and together.

If this seems like a lot, it is; we trust that you are capable! Real learning requires work, but the payoffs are enormous. If you’re not doing as well as you feel you should be, please come and speak with us. If you are struggling, please do not wait until the end of the course to talk with us!
General Course Policies

**Attendance**
The course is designed to integrate readings from the text and material presented in class. It is important to read the books and any additional supplementary assignments before each lecture and that you attend all class sessions. If you are unable to attend class, it is your responsibility to get notes from a peer.

**What to Bring to Class**
Please bring your clicker, any notes you’ve made on the readings, a printed copy of the PowerPoint slides from the course webpage, and a pen. **You should not bring your laptop, as we will not be using them in class.** One of the most important skills you should learn as potential future clinicians and researchers is how to listen actively, hear, process, and filter information, and we will be starting in on that right away. You will rarely need the skill of literal transcription on a computer. The posted PowerPoint slides are designed for you to take notes directly on them. With the possible exceptions of Week 1 and the week following Spring Break, we will post the next lecture’s PowerPoint slides on the course D2L webpage by the night prior to lecture.

**Contacting the Course Instructor**
The best way to contact me is by email at Joanna.Arch@Colorado.edu. Note that I generally check and respond to email once per weekday and usually do not email on the weekends. Please plan accordingly and do not email me more than once per day with the same question – I will get back to you within 1-2 days on weekdays. (If you email in the afternoon on Friday through Sunday, you will receive a reply on Monday.) I welcome your questions on lecture and course material!

My office hours are Tuesdays from 3:15-4:15pm. I will often still be in our classroom at the beginning of office hours. I am happy to make an appointment to speak with you outside of office hours - please email me to arrange! Outside of office hours, please do not stop by without an appointment.

**Students with Disabilities**
If you qualify for accommodations because of a disability, please submit to us a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

**Religious Observance**
The right to observe religious holidays is something I feel strongly about and I will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled tests/final exam, assignments, or required attendance. Thus, a class missed on a religious holiday will not be viewed as an absence and exam dates can be altered if they conflict with a religious holiday. My only request is that you inform me as soon as possible ahead of time (minimum 2 full weeks) if you plan to miss a test or exam because of a religious holiday. See full details at http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams

**Make-up Exams**
Outside of religious observance described above, make-up exams are an option ONLY for serious illness or a death in the family. You must provide a verifiable, written excuse (e.g., physicians note). You must let me know at least one workday in advance of the exam you plan to miss due to a true emergency.
Incompletes
Incompletes will be granted only if you have taken two of the three tests and final exam, and then, only if there is a verifiable reason and documentation for not completing the course (e.g., severe illness accompanied by a physician’s or therapist’s note). You must request an incomplete before the day of the final exam— they are not given automatically. In general, incompletes are discouraged and given only in outstanding circumstances.

Classroom Behavior
As students and faculty we each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code, including those at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/osc/#student_code

Discrimination, Sexual Harassment, and/or Related Retaliation
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website at http://www.colorado.edu/institutionalequity/.

Honor Code
Very simply: DO NOT CHEAT. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. Covering someone else’s clicker for them is CHEATING and will be treated as such. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.
The following schedule should be used as a guideline for the topics covered in class. The lectures will emphasize some sections of the text and de-emphasize others. The schedule is tentative; I may revise it depending on the pace and needs of the class. You are generally encouraged to ask questions during lectures.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Week(s)</th>
<th>Topic</th>
<th>Required Reading: Barlow &amp; Durand, 7th edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17, 1/19</td>
<td>1</td>
<td>Introduction to Psychopathology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/24, 1/26</td>
<td>2</td>
<td>Models of Psychopathology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/31, 2/2</td>
<td>3</td>
<td>Assessment/ Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>2/7</td>
<td>4</td>
<td>Research, Review</td>
<td>Chapter 4, supplementary readings</td>
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<tr>
<td>2/9</td>
<td></td>
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<tr>
<td>2/14, 2/16, 2/21, 2/23</td>
<td>5-6</td>
<td>Anxiety Disorders, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder</td>
<td>Chapter 5, supplementary readings</td>
</tr>
<tr>
<td>2/28, 3/2, 3/7, 3/9</td>
<td>7-8</td>
<td>Mood Disorders, Suicide, Review</td>
<td>Chapter 7, supplementary readings</td>
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<tr>
<td>3/14</td>
<td>9</td>
<td></td>
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</tr>
<tr>
<td>3/16, 3/21</td>
<td>9-10</td>
<td>Eating Disorders</td>
<td>Chapter 8 (Eating Disorder &amp; Obesity sections only)</td>
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<tr>
<td>3/23</td>
<td>10</td>
<td>Substance Use Disorders</td>
<td>Chapter 11, supplementary readings</td>
</tr>
<tr>
<td>3/28, 3/30</td>
<td>11</td>
<td>SPRING BREAK – NO CLASS</td>
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<tr>
<td>4/4, 4/6, 4/11 (part of 4/11)</td>
<td>12</td>
<td>Substance Use Disorders con’t</td>
<td>Chapter 11, supplementary readings</td>
</tr>
<tr>
<td>4/11, 4/13, 4/18</td>
<td>13</td>
<td>Personality Disorders</td>
<td>Chapter 12, supplementary readings</td>
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<tr>
<td>4/20</td>
<td>14</td>
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<tr>
<td>4/25, 4/27, 5/2</td>
<td>14-15</td>
<td>Schizophrenia</td>
<td>Chapter 13, supplementary readings</td>
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<tr>
<td>5/4</td>
<td>16</td>
<td>Best Approach to Psychological Disorders Debate</td>
<td>Supplementary readings</td>
</tr>
<tr>
<td>Sunday, May 7 4:30-7pm</td>
<td></td>
<td>Final Exam (Cumulative)</td>
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