



## FLOR PSYC 3361

### ABNORMAL PSYCHOLOGY

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**Faculty:** TBA  
**Email:** TBA  
**Schedule:** TBA  
**Office Hours:** By appointment

#### **Course Description:**

This course will introduce students to the psychological, biological, and experiential factors thought to influence the symptoms, etiology, course/prognosis, and treatment of mental disorders. Students can expect to gain information about and an understanding of the rationale for: the diagnostic criteria and other clinical signs accompanying common DSM-5 disorders, causal and maintenance factors of disorders, and examples of empirically supported treatments. This course focuses on adult psychopathology.

#### **Capa Students Learning & Developmental Outcomes (SLDOs)**

1. **Globalization**. Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment**. Students are able to explore and analyse the spaces they inhabit and reflect on differences and similarities between their home and host environments.
3. **Social Dynamics**. Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity**. Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development**: CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones:
  - **Networking**: The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships;
  - **Communications**: The ability to receive, interpret, and articulate information and ideas effectively;
  - **Remote Collaboration**: The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives;
  - **Global Perspective**: The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe;
  - **Cultural Awareness**: The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
  - **Organization, Time Management and Prioritization Skills**: The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner;

- 🔦 **Problem Solving:** The ability to find solutions to difficult or complex issues and to manage moments of uncertainty or ambiguity;
- 🔦 **Adaptability:** The ability to adjust oneself readily to different conditions and environments;
- 🔦 **Goal Setting:** The ability to identify, form and implement actions that will achieve predetermined aims and objectives;

### Student Learning Outcomes specific to the course

By the end of the course, students should be able to:

1. Recall, define, and appropriately apply terminology presented in lecture and associated readings
2. Identify and describe symptoms associated with mental health diagnoses, demonstrate a broad understanding of the DSM-5 classification system, and provide critique about advantages and drawbacks of diagnosis and of the existing diagnostic system.
3. Explain each disorder from an integrative perspective by demonstrating a working knowledge of biological, behavioral, cognitive, emotional and environmental factors involved in the onset and trajectory of the disorder.
4. Propose a rationale for differential diagnoses.
5. Discuss in broad terms the risk factors and protective factors related to mental health issues; discuss risk factors in the context of specific diagnoses, including the rationale as to why certain risk factors may enhance the vulnerability to specific mental disorders.
6. Provide examples of empirically supported treatments.

### Field Component(s)

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will **actively** explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component for this course are:

### Executive Summary of Grading

- 🌀 There will be 4 exams each worth 100 points. The four exams include 3 midterms and 1 cumulative final exam.
- 🌀 You must take all 4 exams – you risk failing the course if you miss an exam without appropriate notice and documentation.
- 🌀 There will be 6 quizzes worth 20 points each – the lowest quiz grade will be dropped. All quizzes will be administered via Canvas.
- 🌀 Course grade is calculated by dividing the points you earned by 500

### Final Grade Breakdown

TASK	PERCENTAGE	STUDENT LEARNING OUTCOMES (SLOs)

### Grading Scheme

Descriptor	Alpha	Number	GPA
Excellent	A	93+	4.0
	A-	90-92	3.7
Good	B+	87-89	3.3
	B	83-86	3.0
	B-	80-82	2.7

Average	C+	77-79	2.3
	C	73-76	2.0
Below Average / Poor	C-	70-72	1.7
	D+	67-69	1.3
	D	60-66	0.7 1.0
Fail	F	<60	0

### **Exams:**

There will be three non-cumulative exams and one cumulative final.

Exams will cover reading (textbook and research articles) and lecture material as well as ideas generated from class discussions.

A common question is “will this be on the exam?” Please presume the answer is **yes**.

The exams will consist of a variety of multiple-choice, short answer, essay, and case study questions.

No make-up exams will be administered without documentation of a serious illness, death in the family, or other event of similar magnitude that precludes your attendance on a scheduled exam day.

Make-up exams are not given once exam grades have been posted. If such an event should arise, the make-up exam will be in essay format.

### **Class Materials:**

I will be using the Canvas website to post test scores, lecture notes, and supplemental class materials (research articles and videos).

**Textbook:** Barlow, D.H. and Durand, V.M. *Abnormal psychology* (7th ed. or 8<sup>th</sup> Edition)

### **Lecture and Discussion:**

Lecture notes are posted as a courtesy and are not always available prior to class. Be prepared to take notes in class as notes are not always posted in advance of class time. Importantly, during the first week of class it is a good idea to acquaint yourself with a few of your classmates and to exchange email addresses with them. Your classmates are your best resources for you should you have to miss class. It is your responsibility to gather this information from your fellow students or to make arrangements to attend office hours.

Things your classmates notice and don't appreciate: Using your phone or surfing the internet during class not only distracts the people around you and but interferes with your ability to get the most out of this course. You can contribute to a rewarding classroom experience by engaging with the class rather than with the internet!

### **Extra Credit:**

There will always be extra credit questions on the exams. There are no other extra credit opportunities offered for this course.

## Course Outline and Schedule

Note: This class/exam schedule may change to accommodate the cadence and interests of the class. We will try to adhere as closely as possible to this outline and changes will be announced as soon as they are determined.

<b>Week 1</b>	<b>Readings:</b>
Welcome!	Chapter 1
Abnormality Defined/Theoretical Models	Chapters 1/2
Theoretical Models	Chapter 2
<b>Week 2</b>	<b>Readings:</b>
Theoretical Models	Chapter 2
Theoretical Models/Diagnosis	Chapter 2
<b>Quiz 1</b>	
<b>Week 3</b>	<b>Readings:</b>
Diagnosis	Chapter 3
Research Design	Chapter 4
<b>Week 4</b>	<b>Readings:</b>
Sleep & Insomnia Disorder	Chapter 8
Anxiety Disorders	Chapter 5
<b>Quiz 2</b>	
<b>Week 5</b>	<b>Readings:</b>
Anxiety Disorders	Chapter 5
OCD	Chapter 5
<b>Week 6</b>	<b>Readings:</b>
<b>EXAM 1</b>	None
<b>Week 7</b>	<b>Readings:</b>
Spring Break	
<b>Week 8</b>	<b>Readings:</b>
PTSD	Chapter 5
Mood Disorders	Chapters 7
<b>Quiz 3</b>	
<b>Week 9</b>	<b>Readings:</b>
Mood Disorders	Chapter 7
Eating Disorders	Chapter 8
<b>Week 10</b>	<b>Readings:</b>
<b>EXAM 2</b>	None
<b>Week 11</b>	<b>Readings:</b>
Substance Related Disorder	Chapter 11

**Week 12**

Schizophrenia  
Personal Disorder

[Quiz 4](#)

**Readings:**

Chapter 13  
Chapter 13

**Week 13**

Disociative Disorders  
Legal/Ethical Issues

[Quiz 5](#)

**Readings:**

Chapter 6  
Chapter 16

**Week 14**

FINAL EXAM

**Readings:**

## Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A-[92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director, Dr. Guido Reverdito, at [greverdito@capa.org](mailto:greverdito@capa.org) and the Academic Coordinator, Vittoria Chesi, at [vchesi@capa.org](mailto:vchesi@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, Dr. Guido Reverdito, at [greverdito@capa.org](mailto:greverdito@capa.org) and the Academic Coordinator, Vittoria Chesi, at [vchesi@capa.org](mailto:vchesi@capa.org), it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

**Academic accommodations.** Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty, or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.