

**PSY 440-002
Abnormal Psychology
Spring 2025**

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| Class Time: | MWF 9:10-10:05 | Office Hours: | MWF 8:00-9:00 Th 12:00-1:00; by appt |
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In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Required Text:

Ray, W. J. (2023). *Psychopathology* (4th Edition). Sage.

Recommended Texts:

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders* (5th Edition, Text Revision). Author.

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th Edition). Author.

Objectives of the course: As a result of participating in this class students will:

- 1) develop an understanding of the major theories underlying abnormal behavior;
- 2) acquire knowledge about the diagnostic criteria, etiology, prevalence rates, and treatment for specific psychological disorders; and
- 3) develop their writing skills.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 300 possible. The following percentages of total points will be used to determine grades for undergraduate students: >89.49 = A, 89.49 - 79.5 = B, 79.49 - 69.5 = C, 69.49 - 59.5 = D, < 59.5 = F. This means that >268 points = A, 238-267 points = B, 208-237 points = C, 178-207 points = D, <178 points = F.

Required Activities/ Sources of Points:

(1) Six (6) sets of **Take Home Questions** will be administered across the semester and will make up 60% of the points. These questions will be worth 30 points each, for a total of 180 points. Typically, questions will be due every other week. Students are expected to do their own work on the questions. Instances of cheating will be handled according to the guidelines laid out in the Student Handbook.

(2) A **term paper** that is at least 5 pages and no longer than 8 pages in length for undergraduates will be worth 60 points and will be 20% of the points. The topic of the paper will be discussed further. The paper will be written in APA 7th edition style (including references).

(3) **In-class activities** will be worth 60 points and will make up 20% of the points. Attendance will count toward these points. Other activities will occur at random times across the semester and will take many forms. Most likely the forms will be short, multiple-choice quizzes. However, this will not be the only form of in-class activity.

(4) There may be opportunities to earn up to 15 points or 5% **Extra Credit** during the course by participating in research projects or other appropriate activities. These opportunities will be at the discretion of the instructor. These opportunities will be discussed further in class.

Take Home Questions: Each set of questions will be worth 30 points. All take home questions will consist of 6-8 essay questions, each of which will require an answer from 1 to 1½ pages in length. Remember, though, these are guidelines; the length of the answers should be sufficient to appropriately address and answer the questions. You will not necessarily have to answer every question.

Late questions will be accepted but will be penalized five (5) points for the first day late and one (1) point per day (not class period) thereafter, including weekends. Therefore, a paper that is due on Friday but is not turned in until Monday will have eight (8) points deducted from the total score.

Specific guidelines for how to compose your answers can be found on the class web page, under the link *Writing Guidelines*.

Guidelines for the Term Paper

The term paper is an important part of the course. It is worth about 20% of the points for the course, and, without completing the paper it will be difficult to receive a good grade. Above and beyond that, though, in today's society, it is very important to be able to communicate your ideas both verbally and in writing. By writing a term paper, you will gain experience in written communication. Finally, the term paper will expose you to seminal articles in the field of psychology.

I will provide a handout with the parameters of the assignment at a later date.

You will need to turn in two components to fully complete the paper assignment. You will need to turn in a rough draft and a final draft of the paper. **The**

rough draft of the paper will be due on March 28. Simply turning in the rough draft will be worth **11 points**. **The final draft of the paper will be due on April 25.** The final draft of the paper will be worth up to **49 points** and will be graded on both content (**35 points**) and grammar (**14 points**).

NO LATE PAPER COMPONENTS WILL BE ACCEPTED. IF YOU FAIL TO TURN IN A COMPONENT, YOU WILL FORFEIT THE POINTS ASSOCIATED WITH THE COMPONENT AND RECEIVE A ZERO (0) FOR THAT ASSIGNMENT.

I have this policy for two reasons:

- 1) In the working world, there will always be real deadlines. If you are submitting a bid for a contractor and the deadline is Friday at 12:00, a submission made at 12:01 will not be accepted. You need to be prepared to turn work in on time.
- 2) I have great respect for the majority of students who manage to do assignments correctly and turn them in on time. I think it is a terrible insult to those who are able to meet deadlines to accept late papers from those who (for whatever reason) cannot meet the deadline.

When you turn in your Rough Draft, I will read it and give you feedback on the status of the paper. The more that you give me on the Rough Draft, the better I can evaluate the paper. You should run your Rough Draft through both a Spell Checking and a Grammar Checking program. That way, I will not have to focus on the technical aspects of your writing and can focus on the conceptual information presented. If my attention is diverted by a number of spelling and grammar errors, I will not be able to focus on the information presented and, thus, will not be able to give you as constructive of feedback as you would like. The feedback that I provide is meant to facilitate revision of the paper. The comments are not all-inclusive. Simply making the changes suggested does not guarantee an A. A sloppy revision of the paper, for example, could result in lowering the overall coherence of the paper (and, therefore, a lower grade). In order to improve the quality of the paper, you should make/incorporate the suggested changes and then read the paper and check it for coherence, style, and content.

Finally, I reserve the right to check student work using plagiarism detection software. **Students caught plagiarizing others' work, even one time, will receive a grade of F in the course.**

Due Dates for the Paper. Here is a brief synopsis of what you will need for each of the important dates for the paper. Please remember that I will not accept late papers. If you miss the date, you forfeit the points that you would have otherwise received.

- 1) **Rough Draft of the Paper Due.** I would like to see a draft of the paper that has the main ideas spelled out, if not the exact wording. However, remember, I will be giving you feedback on how to make the paper better, so the more you have done, the better my feedback can be, and the better you will do on the Final Draft. **THE ROUGH DRAFT MUST BE TYPED. UNTYPED ROUGH DRAFTS WILL NOT BE ACCEPTED AND YOU WILL NOT RECEIVE CREDIT FOR THEM.** This is due on **3/28/2025** and I will turn it back to you with plenty of time to make revisions to the paper, if necessary. It will be worth up to 11 points.
- 2) **Final Draft.** This is the last, polished version, which will be graded for content and grammar. **THE FINAL DRAFT MUST BE TYPED. UNTYPED FINAL DRAFTS WILL NOT BE ACCEPTED AND YOU WILL NOT RECEIVE CREDIT FOR THEM.** This is due on **4/25/2025**. It will be worth up to 39 points. It will be graded 35 points for content and 14 points for grammar.

Attendance: You are adults and do not need my supervision. However, I have had requests in the past to ensure equitable grades for those with disparate attendance records. Therefore, I now take attendance and have incorporated it into the grade for the class. Still, there are no excused absences. If you miss class, you miss out on the Class Activity points. Further, you will be responsible for the materials presented in class. Therefore, you will need to make arrangements to get the notes from a classmate. Only in rare instances will I give out my notes to a person who misses class.

Class Format: We will cover one chapter from the text a week. Because of the volume of information, lectures during the week will be selective; I will not be able to lecture on everything in the text. However, students will be expected to read the text and will be responsible for all material; I reserve the right to ask questions over material from the text about which I do not lecture. Despite the traditional lecture format, I have found that class is much more interesting, and

students retain more, if questions are asked. So, please, ask me questions. Also, be considerate to others (and me) and have your cell phones turned off when you come to class.

Expectations of Students: You are upper division students, and, because of this, there are certain behaviors I expect.

Desired Student Behavior:

- Attend every class
- Be punctual
- Read the assignments and participate in class discussion
- Turn off cell phones
- Listen to the discussion/lecture and ask questions as needed
- Be respectful to others
- Do not talk while instruction is taking place

Undesired Student Behavior:

- Not attending class
- Talking while the instructor is talking
- Passing notes during class
- Being disrespectful
- Sleeping during class
- Talking/texting on cell phones or other electronic devices during class
- Not completing readings
- Using computers for things other than taking notes in class

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

Additional readings may be required and will be announced in class.

Important Dates:

1/20/25 *Martin Luther King, Jr. Day*
 1/22/25 Intro to the Class; Syllabus; Getting to Know Me; Getting to Know You
 3/17-3/21 *Spring Break*
 3/28/25 **Rough Drafts Due**
 4/25/25 **Final Drafts Due**
Thursday, May 5, 2025, 8:00 am to 10:00 am, Final Exam Time

We will cover the first three chapters listed in order. The remaining chapters will be covered in an order to be determined:

Chapter 1: An Overview of Psychopathology and Changing Conceptualizations of Mental Illness
 Chapter 4: Assessment and Classification of Psychological Disorders
 Chapter 13: Schizophrenia
 Chapter 5: Childhood and Adolescent-Onset Disorders
 Chapter 6: Mood Disorders
 Chapter 7: Stress, Trauma, and PTSD
 Chapter 8: Anxiety Disorders and Obsessive-Compulsive Disorders
 Chapter 9: Dissociative Disorders and Somatic Symptom Disorders
 Chapter 10: Eating Disorders
 Chapter 11: Sexual Disorders, Paraphilic Disorders, and Gender Dysphoria
 Chapter 12: Substance-Related and Addictive Disorders
 Chapter 14: Personality Disorders
 Chapter 15: Neurocognitive Disorders
 Chapter 16: The Law and Mental Health