

University of Indianapolis  
School for Adult Learning  
Term I, Session 3  
2008-2009

PSY-240: Abnormal Psychology (3 credit hours)

Wednesday 6 to 9:45

11/5, 11/12, 11/19, 11/26 NO CLASS, 12/3, 12/10

Call the SAL Office at 788-3393 for Location

Welcome to Abnormal Psychology

Emotional suffering touches all of our lives. It is not just about those who are diagnosed with an illness - Friends, family, acquaintances, and even strangers are affected by mental illness. My hope is for this course to be both interesting and applicable to your lives. In order to successfully participate in this course, six to eight hours of time outside of class will be required. Because this is an accelerated course, it is especially important to complete reading prior to class and to attend all classes. A significant part of each class will be made up of discussion, therefore respect for your classmates' opinions and privacy is essential. I look forward to learning with all of you.

Tips for Success:

1. Attend all classes
2. Complete all readings and assignments prior to class
3. Be prepared to thoughtfully join class discussions
4. Be open to the thoughts and opinions of others
5. Be respectful of the confidentiality of others
6. Reflect on the readings and discussion both in and out of class

Catalogue Description

Survey of the major forms of abnormal behavior. Topics include the symptoms and diagnostic criteria for various types of mental illness, theories about how different types of abnormal behavior develop and are maintained, and various therapeutic approaches used in treatment of mental disorders. Current research and empirical findings related to abnormal behavior are presented.

Instructor

Kristen Viverito, MA

Adjunct Instructor

School for Adult Learning

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Office Hours: By appointment

Mail Box Location: Esch 102

MA in Clinical Psychology, University of Indianapolis

BS in Psychology, University of Florida

### Teaching Philosophy

- My goals are not only to transmit factual knowledge, but also to affect how students view their world. I believe psychology especially lends itself to introducing new ideas that may change the way we view others and ourselves.
- As an instructor I will act as a knowledge base, but I will not be solely responsible for learning. The class will also need to take an active role in their learning through preparing for class and thinking critically about the topics.
- In addition, I will encourage students to bring all questions to class. Because I cannot promise to have all of the answers, if I do not know the answer I will work to find it and share the results with the class.

### Required Text

Oltmanns, T.F., & Emery, R.E. (2007). *Abnormal Psychology (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson/Prentice Hall.

ISBN: 0-13-187521-3

Availability: University of Indianapolis Bookstore

- Additional readings may be assigned and will be distributed one week prior to their discussion.

### Course Goals

This course offers an introduction to the study of abnormal psychology. It will provide students with a basic understanding of the criteria for mental health disorders as well as their treatment. This class will also provide the opportunity to apply these principles to society and personal experience.

### Student Objectives

The successful learner will:

- Be able to define, describe, and discuss abnormal psychological concepts as applied to the classification of psychological disorders.
- Be able to define, explain, and discuss different theories for the development of psychological disorders.
- Be able to define, describe, and discuss different methods of treatment for psychological disorders.
- Be able to explain, discuss, and analyze why it is important to use scientific research and knowledge to understanding and treat psychological disorders.

### University-Wide Learning Goals

The University of Indianapolis is an AQUIP accredited university, dedicated to continual quality improvement. As a part of the university, the School for Adult Learning commits to the same learning outcomes and the ongoing assessments of them. The learning outcomes are as follows:

- **Social Responsibility** – In the area of social and personal responsibility, students in the School for Adult Learning are responsible for their own learning, connect the ethical and socially responsible practices presented in the classroom to the world in which they live, and understand that their behaviors affect society. Both forms of responsibility involve moral obligation to self and community, and rely upon such virtues as honesty, self-discipline, respect, loyalty, and compassion.

- Creativity – In the area of creativity, students in the School for Adult Learning generate, appreciate, and evaluate new possibilities, alternatives, and ideas which enable them to see the world in new ways.
- Critical Thinking – In the area of critical thinking, students in the School for Adult Learning intentionally apply higher-order thinking to reach evidence-based conclusions.
- Performance – In the area of performance, students in the School for Adult Learning write, speak, compute mathematically, and are technologically literate based upon the standards established by SAL.
- Although not every learning outcome will be emphasized in each class, successful students will have demonstrated all four outcomes upon the completion of the SAL curriculum.

Instructional Approach/Emphasis

This course will be a discussion-based course with significant reading requirements.

Course Requirements (Detailed explanations will be available at the first class.)

- A 20-point take home test on the reading will be due each class (including the first class).
- A 10-point reaction paper (no more than 3 pages double spaced) in response to the readings for the week will be due each class (including the first class). Just respond to the reading for that week with your thoughts and feelings. I encourage you to check out the boxes throughout the text and write about your reactions.
- Your choice for final project is due on the 2<sup>nd</sup> class and is worth 5 points.
- A 100-point project applying diagnosis, conceptualization, and treatment to a character from a popular movie will be due on the last class. Students can choose from a presentation or paper.

Grading Scale

Tests 5 x 20 pts 100pts	Reaction Papers 5 x 5 pts 25pts	Final Project Choice 1 x 5 pts 5pts	Final Project 1 x 100pts 100pts	=	230 possible points
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216 – 230 points = A      207 – 115 points = A-

200 – 206 points = B+      190 – 199 points = B      184 – 189 points = B-

177 – 185 points = C+      168 – 176 points = C      161 – 166 points = C-

138 – 160 points = D

115 points and below = F

## Policies

- As of August 22, 2005, SAL is no longer automatically withdrawing students for not attending the first night of class. Students are directly responsible for letting SAL know if they will not continue in the class. To receive a 100% refund, students must withdraw from a course by Friday of the first week of classes.
- Punctual class attendance and participation are essential and mandatory. If a class or part of a class is going to be missed, please inform me as soon as possible through email. Submit any assignments due by email.
- Because this is an accelerated course, you may not miss more than one class and successfully complete the course – continuation in the course after two absences will be evaluated on a case-by-case basis.
- All assignments are due in class on or before the date listed in the syllabus. If you miss a class, you must email the assignment to me before 9:45pm on the evening it is due. If I do not hear from you within 24 hours of class, a doctor's note (or other documentation) is required for assignments to be accepted as "on-time".
- Acceptance of late work will be at instructor discretion and full credit will not be given for late work.
- There are no make-ups or late submissions of the final project. If it is not turned in on or before the final night of class, a zero will be recorded as the grade.
- All assignments must be typed and double-spaced unless otherwise noted.
- University of Indianapolis students are expected to adhere to the ideal of academic integrity in all academic work. Academic honesty and respect for the work of others are considered inviolable tenants of an institution of higher education. Plagiarism and cheating are contrary to the ideal of academic honesty and are not tolerated. Violation of the Academic Integrity (i.e. plagiarism, cheating) policy of the University of Indianapolis is unacceptable and will result in non-acceptance of the affected assignment. Additionally, it may result in failure in the course and other additional consequences. For full policy, please see the current academic catalogue.
- If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs will be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / [www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

## Student Support Services

Services such as a writing lab are available to University of Indianapolis students. Please let me know if you need more information about support services available at the university.

### Class Schedule

Class 1	Read: Chapters 1, 2, 3, and 4	Due: Week one test; reaction paper
Class 2	Read: Chapters 5, 6, 7, and 8	Due: Week two test; reaction paper
Class 3	Read: Chapters 9, 10, 11, and 12	Due: Week three test; reaction paper
Class 4	Read: Chapters 13, 14, and 15.	Due: Week four test; reaction paper
Class 5	Read: Chapters 16, 17, and 18	Due: Week five test; reaction paper; <b>final paper/presentation</b>

### Please Note

This syllabus is a dynamic document and, as such, is subject to change based on the needs of the learners.

\*\*\*After you have read this syllabus, please email me your name, preferred email address, and why you decided to take Abnormal Psychology at this time. I will email you the Week One Test for you to print and complete - Turn this test in on the first class. The earlier you email me, the more time you will have to complete the test!\*\*\*