

PSYC 325: Abnormal Psychology (3 credits)**Summer 2017**

[Course Description](#) | [Required Textbooks](#) | [Course Learning Outcomes](#) | [Technology Requirements](#) | [Course Schedule](#) | [Assignments Description](#) | [Course Policies](#) | [Grading Scale](#) | [University Policies and Resources](#) |

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Office Location: David King Hall 2019

Office Hours: Online via email or Blackboard Collaborate by appointment on Thursdays 1:00-2:00 pm.

***Last day to add course and drop with no tuition penalty:** May 26 ***Final Drop Deadline with 50% tuition penalty:** June 1

Course Description

Welcome! This online course will introduce you to the major principles of assessing, diagnosing, and treating abnormal behavior. You will have quizzes, discussion boards with your classmates, and a case conceptualization paper on a character in a book or movie. The course is asynchronous and you will need to access materials in Blackboard. There are no prerequisites.

Required Textbook: Ray, William J. (2018). *Abnormal psychology* (2nd ed.). Thousand Oaks, CA: Sage.

Course Learning Outcomes

You will develop the following skills.

1. Evaluate Psychopathology – Describe symptoms of distress and dysfunction that contributes to psychopathology.
2. Differential Diagnosis – Identify presence of diagnostic criteria in someone and determine best diagnoses.
3. Case Conceptualization – Apply biological, psychological, and social theories to understand the causes, maintaining factors, and intervention targets to improve someone's functioning and emotional well-being.
4. Evaluate Effective Evidence-Based Treatments – Describe theories and techniques that contribute to reduced distress and dysfunction.
5. Effective Technology Use – Ability to use Blackboard to complete quizzes, and comment on Discussion Boards, and submit Case Conceptualization paper.

Technology Requirements

Blackboard Login Instructions

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Technology Buying Guide](#) to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course-specific Hardware/Software

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Respondus LockDown Browser: Use of the Respondus LockDown Browser and a functional webcam are required for quizzes in this online course. Please follow these [instructions](#) to download and install the Respondus LockDown Browser. Once you have completed these steps, find the Respondus LockDown Browser application on your computer and open it.

1. [Visit this URL](#) to access the Respondus LockDown Browser download.
2. Setup is easy and only requires you to:
 1. Select your operating system.
 2. Choose "Your Own Computer" from the list of provided options.
 3. Click a download link and follow the installation directions as provided.

When you have completed these steps, launch the Respondus LockDown Browser by double-clicking its shortcut icon (pictured below). By default, this icon will be created on your desktop.

- [Respondus LockDown Browser system requirements](#)
- [Courses Support Student Documentation](#)

Windows

Macintosh



Course Schedule

WEEKLY MODULES	READINGS AND QUIZZES	DISCUSSION BOARDS AND PAPER
Week 1 May 22-28	Ch. 1: Overview of Psychopathology; pp. 1-37. Ch. 1 Quiz. Ch. 2: Neuroscience Approaches; pp. 39-81. Ch. 2 Quiz. Ch. 4: Assessment and Classification; pp. 123-151. Ch. 4	Week 1 Discussion Board Initial Post due Wednesday 5.24 1 Response due Sunday 5.28

WEEKLY MODULES	READINGS AND QUIZZES	DISCUSSION BOARDS AND PAPER
	Quiz. All quizzes due by Sunday 5.28	
Week 2 May 29-June 4	Ch. 5: Disorders of Childhood pp. 153-197. Ch. 5 Quiz. Ch. 6: Mood Disorders & Suicide; pp. 199-239. Ch. 6 Quiz. Ch. 7: Stress and Trauma; pp. 241-273. Ch. 7 Quiz. All quizzes due by Sunday 6.4	Week 2 Discussion Board Initial Post due Wednesday 5.31 1 Response due Sunday 6.4
Week 3 June 5-11	Ch. 8: Anxiety Disorders & OCD; pp. 275-311. Ch. 8 Quiz. Ch. 9: Dissociative & Somatic Disorders; pp. 313-335. Ch. 9 Quiz. Ch. 10: Eating Disorders; pp. 337-365. Ch. 10 Quiz. All quizzes due by Sunday 6.11	Week 3 Discussion Board Initial Post due Wednesday 6.7 1 Response due Sunday 6.11
Week 4 June 12-18	Ch. 11: Sexuality Disorders; pp. 367-401. Ch. 11 Quiz. Ch. 12: Substance Use Disorders; pp. 403-451. Ch. 12 Quiz. Ch. 13: Schizophrenia; pp. 453-491. Ch. 13 Quiz. All quizzes due by Sunday 6.18	Week 4 Discussion Board Initial Post due Wednesday 6.14 1 Response due Sunday 6.18
Week 5 June 19-23	Ch. 14: Personality Disorders; pp. 493-531. Ch. 14 Quiz. Ch. 15: Neurocognitive Disorders; pp. 533-563. Ch. 15 Quiz. Ch. 16: Law and Mental Health; pp. 565-584. Ch. 16 Quiz. All quizzes due by Friday 6.23	Week 5 Discussion Board Initial Post due Tuesday 6.20 1 Response due Friday 6.23

Assignments Description

1. 15 Quizzes (75%). Your chapter quizzes are each worth 10 points (150 points total). The quizzes are 10 multiple-choice questions based on Blackboard presentations and the textbook. A LockDown browser is needed for the quizzes and you must complete them in 10 minutes once they are opened.

Missed Quizzes. You can make-up a missed quiz if you have a note from a physician that explains why you could not do the quiz. The professor will consider other reasons for missing a quiz and will decide whether or not to allow the student to make-up the quiz. Make-up quizzes may have a different format from the original quiz.

2. 5 Discussion Board Posts (10%). This online course relies on each student's ongoing participation in Discussion Boards. There will be five discussions this semester for a total of 20 points. Your discussion board posts from Monday through Wednesday are worth up to 2 points. Your two responses to other students from Friday to Sunday are worth another 2 points. Total is 4 points for one discussion per week. These posts will focus on roles of psychologists (assessment, treatment, and research). Your score is 0 if you do not post anything by the deadline. You can earn a point for identifying appropriate assessment, treatment, and research interventions, another point for evaluating your opinion (costs vs. benefits or relating it to research findings). You can earn a third and fourth point for constructively commenting on one other student's post by noting benefits and costs or relating it to research findings to move the discussion forward. Discussions will run from **Monday through Sunday 11:59 pm EST**, after which discussion postings will not count.

Each of you should make one initial post addressing the topic no later than Wednesday 11:59 pm EST. Make a response to one classmate's post no later than Sunday 11:59 pm EST. Make your point quickly, precisely and clearly. Limit your posts to 10 sentences.

Note: During week 5, your initial posts will be due on Tuesday 6.20 and one response to a classmate will be due on Friday 6.23.

3. Case Conceptualization Paper (15%). You will write a four-page paper (double-spaced, 1 inch margins, and 12 point font) worth 30 points after you watch a movie or read a book that focuses on someone's experience of a psychological disorder. Your paper needs to describe: 1) the best diagnosis and diagnostic criteria that apply to a main character with examples, 2) two other diagnoses and criteria you gave or ruled out with examples of character behavior; 3) two theoretical causes of the disorder for that character with examples; and 4) two effective evidence-based treatment approaches for the disorder and how they might change the character's behavior. You should write approximately a page on each of these four areas.

Course Policies

Late Assignments: All assignments must be turned in on the due date given on the assignment sheet.

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements.

Feel free to respond to other students in the Ask Professor forum if you know the answer.

Grading Scale

I will base your final grade on your point total as defined below.

A+ = 193 - 200 (97% or more)	A = 185 - 192 (93 - 96%)	A- = 179 - 184 (90 - 92%)
B+ = 173 - 178 (87 - 89%)	B = 165 - 172 (83 - 86%)	B- = 159 - 164 (80 - 82%)
C+ = 153 - 158 (77 - 79%)	C = 145 - 152 (73 - 76%)	C- = 139 - 144 (70 - 72%)
D = 119 - 138 (60 - 69%)	F = 000 - 118 (below 60%)	

University Policies and Resources

- a. **Official Communications via GMU email:** Mason uses electronic mail to provide official information to students. Examples include communication from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.
- b. **Honor Code and Academic Honesty:** You are expected to be familiar with and abide by George Mason University's Honor Code. The Code can be found [here](#) and requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is your responsibility to see me if you have questions about these policies. All violations of the Honor Code will be reported to the Honor Committee.
- c. Students must follow the university policy for [Responsible Use of Computing](#) and registration in [Administrative information](#).
- d. **Student services:** The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
- e. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- f. [The George Mason University Counseling and Psychological Services \(CAPS\)](#) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site [here](#).
- g. **Accommodations:** Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services \(ODS\)](#) and inform their instructor, in writing, at the beginning of the semester.
- h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- i. [The George Mason University Writing Center](#) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.
- j. [Diversity](#): George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.