

Course Syllabus for Abnormal Psychology

Course Number: PSY 350; **CRN:** 48916; 3 Credit Hours

Classroom / Meeting Times: Electrical Engineering 170; Tue / Thu 12:00-1:15, **but read attendance policy for further information on class days and attendance**

Course Brightspace Page: <https://purdue.brightspace.com/d2l/home/63036>

Instructor name: Colin T. William, Ph.D.

My office Location: PSYC 1224

My office Hours: Tue/Thu 1:30-2:30pm in my office and at the Webex address below; Fri 8:30-9:30am Webex only. If you wish to meet during my office hours please schedule a time via email so that I don't end up with multiple people trying to call at the same time. I also am available by appointment if you have a conflict in these time slots.

<https://purdue.webex.com/meet/will2188/>

My email address: ctwilliam@purdue.edu; see below for email policies

My office phone number: 765-494-6921; (this number does not receive texts)

Teaching Assistant

This class has almost 150 students enrolled. Consequently, it takes a team effort to manage teaching, grading, and day-to-day correspondence. The contact information for the teaching assistant for this class is listed below. **If you have any questions about this course you should contact your teaching assistant first.** They will respond to you within two business days. Weekends and university holidays do not count as business days, so if you email a TA on a weekend the two-day window will begin at 8am on the following Monday. Your assigned TA also has scheduled office hours, during which you may drop by to ask them questions.

I am fully accessible to students during my office hours, and as noted above I will make appointments with students to talk with them outside of office hours as necessary. I like talking psychology with students! You may call or use email to schedule appointments with me. Also, you may feel free to drop by my office during office hours without an appointment, but please know that if another student has a scheduled appointment that they will take priority. My preference this semester is to meet with students via scheduled video calls, but if for some reason this does not work for you then please email me to make some other arrangement.

However, for routine questions about the operation of the class, about course policies, about grading, and about content, you should first check the email policy within this syllabus, and then contact your assigned TA, listed below.

TA Name: Roslyn Harold

In Person Office Hours and Location: Friday 2-3pm WebEx only at the address below. If you wish to meet during Roslyn's office hours, please schedule a time via email so that they don't end up with multiple people trying to call at the same time. They are also available by appointment if you have a conflict in these time slots.

<https://purdue.webex.com/join/rharold>

Email: rharold@purdue.edu (allow 48 hours for a response)

Email Policy

This syllabus is thorough, and it will address most questions that you may have. However, should you need to email your TA or me, your email should follow the guidelines below:

- Your subject line should include PSY 350 and the body of the email should include your full name.
- Your email should originate from your purdue.edu email account, not from a personal account (email from personal accounts may be flagged as spam and never received)
- The text of your email should be civil, respectful, written in full sentences, and clear in content.
- **Your email should not ask a question that is answered in this syllabus.**
- You may not ask for personal grade-related information via email. Federal student privacy regulations prohibit us from discussing such topics via email. However, you may use email to set up a time to speak or meet with your TA to discuss grading information.
- You may not ask your TA to explain course material via email; however, you may use email to set up a time to speak or meet with your TA to talk about concepts that require clarification. This is because, again, this is a large class with many students, and TAs simply do not have the time to type personalized explanations for all students.
- You may not demand or expect that your TA will reply more quickly than within the 48 hour response window.
- If you have contacted your TA and they have not replied within two business days, or you believe that your TA has not directly resolved your issue, you may email me. However, please know that I trust my TAs to handle issues responsibly, so you should not escalate to me just because you didn't get the outcome you wanted. Be thoughtful and respectful and honest with yourself.

Voice mail policy

If you choose to call me or a TA and you reach voice mail, please speak slowly and clearly, please indicate that you are in the PSY 350 class, please include your full name, and please give your return phone number twice.

Required Textbook

Title: *Abnormal Psychology in a Changing World*

Authors: Jeffrey Nevid, Spencer Rathus, Beverly Greene

Publication Information: Eleventh Edition, 2021

Bookstore ISBN information – **choose only one of these, not both:**

Revel Access Card for *Abnormal Psychology in a Changing World* 11e: 9780135792049

Print/Rental for *Abnormal Psychology in a Changing World* 11e: 9780135821688

The online textbook, Revel *Abnormal Psychology in a Changing World*, 11e, may be found at:

<https://console.pearson.com/enrollment/7tsxdt>

If you need help, check out these Revel student resources:

<https://www.pearsonhighered.com/revel/students/support/>

Course Description and Course Objectives

Description from the Purdue University Course Catalog:

Various forms of mental disorders from the standpoint of their origin, treatment, prevention, social significance, and relation to problems of normal human adjustment.

Course Objectives:

1. Compare and contrast major theoretical perspectives of psychological disorders.
2. Demonstrate an understanding of the historical evolution of abnormal psychology.
3. Analyze various factors, including social and cultural, that can lead to psychological disorders.
4. Define and discuss major categories of psychological disorders.
5. Demonstrate an understanding of specific psychological disorders and associated symptoms.
6. Identify and apply the categorical information and dimensional information as part of proper diagnosis based on the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
7. Apply current research findings to the understanding of psychological disorders.

Instructional Method

This is a large lecture hall format class, which means I will be doing most of the talking within the classroom; I'll ask questions for discussion from time to time, but the main focus will be coverage of course material.

This class will use lecture and discussion activities. I make extensive use of the Brightspace (<https://purdue.brightspace.com>) for posting of material for your use. I will post versions of all of my PowerPoint presentations and the course syllabus. I also will use Brightspace to administer online assignments.

It is your responsibility to ensure that you can log in to Brightspace. You are required to check Brightspace and your purdue.edu email address each week, and any time a university closure is announced; if there are any changes to deadlines or the syllabus, I will announce these in Brightspace and via a group email to student email accounts.

Assignments and Grading

All grades will be maintained in the Brightspace gradebook. Students are responsible for tracking their progress by referring to the online gradebook. Students can generally expect to

receive grades and feedback within seven days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

Your grade for this class will be based on the graded assignments described below:

Highest three grades of four unit exams	100 points each / 300 points total
Two Brightspace discussion boards	25 points each / 50 points total
One research paper assignment	150 points
TOTAL (not including extra credit)	500 points

The grading scale for this class will be as follows:

Letter Grade	Percentage Range	Point Range
A	93% and above	465 points and above
A-	90% to 92.9%	450 – 464 points
B+	87% to 89.9%	435 – 449
B	83% to 86.9%	415 – 434
B-	80% to 82.9%	400 – 414
C+	77% to 79.9%	385 – 399
C	73% to 76.9%	365 – 384
C-	70% to 72.9%	350 – 364
D+	67% to 69.9%	335 – 349
D	63% to 66.9%	315 – 334
D-	60% to 62.9%	300 – 314
F	0% to 59.9%	0 – 299 points

The definitive criterion for your grade in this class is your point total and where it falls within the point range in the above table. If you do not reach the minimum point total for a certain grade – say, you earn 448 points and the cutoff for an A- is 450 points – then do not ask to be rounded up. Rounding of grades is something I do not do. If I round up from 448 to an A-, I get students saying, “But I have 447, that’s only one point away from being rounded up!” If I were then to go to 447, I’d get the same complaint for 446, and...well, you get the picture. If you need a certain grade in this class for some specific purpose – to keep a scholarship, for admission to a competitive program – it is your responsibility to work to earn those points from day one of the course.

If you have cause to believe an assignment has been graded incorrectly, you have up to seven days after a grade is posted to ask for an explanation of the grade you earned. After seven days any grade will be considered final. For concerns about exam grades you may talk with me. For concerns about discussion boards or research paper assignment you must talk with your TA first. You may only talk with me about these if you believe a TA has made an error in grading, and you must be specific about which component of the grade is in error. And, again, such concerns must be raised with the TA within seven days after the grade is posted.

Exams

Exams will be administered online, as required by Covid-19 protocols for large lecture hall courses. Each exam will be open for a window of three days, listed in our course calendar, during which you will be allowed one attempt to take and complete the exam; you may not pause it and resume later within the window, nor may you retake it if you do not like your score. You may not use notes or your course textbook when taking this exam, nor may you look up answers on the internet. Of course, I cannot enforce this, so I am trusting you to be an honorable human being on this issue. Exam dates are listed on this syllabus. The final will not be cumulative; rather, the unit 4 exam will be administered as the final exam. Exams will consist of multiple-choice questions. Exam material will come from the textbook and from terms I put in my PowerPoint, on the board or otherwise explicitly note. You are responsible for finding out if I have explicitly made non-textbook material available for the test, should you be absent on such a class day. As noted, my PowerPoints are available online; however, these are guidelines for class note-taking, and to make full use of them you'll need to be in class or watching the Boilercast to annotate them as I speak. Most, but not all exam material will be covered in both the textbook and the classroom.

Brightspace Discussion Boards

There will be two discussion boards required this semester. Each will have its own topic and instructions. Instructions and grading rubrics for these will be posted in Brightspace ahead of their deadlines.

Research Paper

Each student will submit a paper in which you will summarize two journal articles on your selected disorder, and compare the content of those articles to the textbook coverage of that disorder. You will sign up for your topic chapter by week two of the class, and your paper will be due on the date listed for your chapter in the syllabus calendar. Full instructions are posted within Brightspace.

How Do You Get Your Best Grade in Here?

Merely meeting the minimum requirements on an assignment does not earn an A. An A is a grade earned by excellence; even a B means above average. Meeting minimum requirements is solidly an average thing to do, and I consider a C to be an average grade. If you do not earn the grade you think you deserved on an assignment, please review the feedback I give you and ask yourself, honestly, whether the work you did was excellent, above average, or average. Ask yourself whether you did the absolute best work you could, and whether you followed the guidelines for the assignment. Most assignments will have clear rubrics to guide you in understanding my expectations.

Tentative Class Calendar

On the next page is a tentative calendar for this class. It is subject to revision, dependent on whether we might cover some material more quickly than expected, or more slowly. I will announce any changes to the calendar in class and in Brightspace.

Week	Dates	Reading	Noteworthy dates
Week 1	Aug 25-27	Ch. 1	
Week 2	Sept 1-3	Ch. 1, 2	9/3 – Research topic signup due 9/4 – Discussion Board 1 due
Week 3	Sept 8-10	Ch. 2, 3	9/13 – Discussion Board 2 due
Week 4	Sept 15-17	Ch. 3, 4	9/16-9/20 – Window open for Exam 1, covering chapters 1, 2, 3
Week 5	Sept 22-24	Ch. 4, 5	9/22 – Papers due for those who selected a disorder from Chapter 4 9/21 5pm – Last day to withdraw with grade W
Week 6	Sept 29-Oct 1	Ch. 5, 7	9/29 – Papers due for those who selected a disorder from Chapter 5
Week 7	Oct 6-8	Ch. 7, 13	10/6 – Papers due for those who selected a disorder from Chapter 7
Week 8	Oct 13-15	Ch. 13, 14	10/13 – Papers due for those who selected a disorder from Chapter 13 10/16-10/19 – Window open for exam 2, covering chapters 4, 5, 7, 13, 14
Week 9	Oct 20-22	Ch. 8	10/20 – Papers due for those who selected a disorder from Chapter 14
Week 10	Oct 27-29	Ch. 9	10/27 – Papers due for those who selected a disorder from Chapter 8 10/27 5pm – Last day to withdraw with grade W or WF
Week 11	Nov 3-5	Ch. 12	11/3 – Papers due for those who selected a disorder from Chapter 9
Week 12	Nov 10-12	Ch. 6	11/10 – Papers due for those who selected a disorder from Chapter 12 11/13-11/16 – Window open for exam 3 covering chapters 8, 9, 12, 6
Week 13	Nov 17-19	Ch. 11	11/17 – Papers due for those who selected a disorder from Chapter 11
Week 14	Nov 24	Ch. 10	11/24 – Papers due for those who selected a disorder from Chapter 10 11/24 – Last day of in-person class meetings 11/25-11/28 – Thanksgiving holiday, university closed
Week 15	Dec 1-3	Ch. 10, 15	Switch to online-only class meetings Dead week – no assignments due
Finals Week	Week of Dec 7		Window TBA: Exam 4 online, covering chapters 11, 10, 15

General Course Policies

Deadlines / Makeups / Late Submissions

If you must miss a regular class meeting you should watch the Boilercast within Brightspace to see what you missed. These will usually be posted later the day of the scheduled class meeting.

In a class of this size it is impractical for us to offer makeups of exams to every student who may miss such a deadline. So, within this class your lowest exam grade will be dropped. You do not need to contact us about a missed exam day; just be sure to not miss any others.

Exceptions to this policy are outlined below. Athletes and others in sanctioned university activities must provide your schedule to the course TA at the beginning of the semester so that you and the TA can plan for this; in cases of the three listed emergencies, you must contact the Dean of Students office and provide them any necessary documentation; they will then contact us, and we can coordinate the makeup of the exam from there:

- You may make up an exam if you suffer a hospitalization that covers your exam window
- You may make up an exam if you have received a positive test for Covid-19 and are symptomatic at the time the exam window is open
- You may make up an exam if you suffer the death of an immediate family member within or just before your exam window
- You may schedule a makeup exam if you are required to participate in a university-sanctioned activity (e.g. you are a student athlete) within your exam window.

I will not accept late submissions of online assignments. It is your responsibility to plan ahead, and to leave time to recover in case, say, your computer fails the day before a deadline. Failure of your computer, virus, failure of your internet connection, failure of an assignment to upload, or failure of your BoilerKey will not be considered a valid excuse for failure to complete work; it is your responsibility to have a backup plan in case of such possibilities. Always check that your submission has gone through properly; if it has not, try again or send a backup copy. Because all online work has multiple days or even weeks to complete, I will not accept late work if you get sick on the day it is due, even if you have a doctor's note for that day (except for the exceptions listed above). It is your responsibility to not put off work until the last minute. If you have a demanding life outside class, it is your responsibility to plan ahead, and not leave yourself at risk of your busy life keeping you from submitting work on time.

Attendance and Protocols for Covid-19

This class has 150 students enrolled, and our classroom is certified for 75 students under Covid-19 protocols. This means that you will not attend every class. By the beginning of the semester you should be assigned to one of two groups of students, each of which will attend only one out of every two class meetings, either Tuesdays or Thursdays. Your assigned class attendance dates should be available to you within your Personal Schedule within your Scheduling

Assistant. **YOU MAY ONLY ATTEND CLASS ON YOUR ASSIGNED CLASS MEETING DATES.** We cannot exceed the Covid-19 capacity for our room, which is 85 students. All course content lectures will be recorded using Boileercast and posted within Brightspace – you should be able to find them by clicking on Course Tools and scrolling down to click on the Kaltura Media Gallery. So, the structure of this class is that you may attend physically one day a week on your assigned day, and you will watch the Boileercast the other day.

My Basic Approach to Attendance:

Attendance is not a component of your grade in this class. My philosophy is that you are adults who are paying to take this class. You may choose to attend or to not attend on your assigned days, and you accept the consequences of your choice. However, I may be required to report nonattendance for financial aid students, and for that I will use participation in online assignments as a formal indicator of attendance within the class.

How Things Will Be with Covid-19:

I don't want you to come to class if you have any symptoms, or if you think you have been exposed to Covid-19 and are awaiting a test result. Or, you may simply find that you are uncomfortable being in a room with such a large number of people. For these reasons, all course meetings will be recorded and posted within Brightspace using Boileercast. These will usually be available later the same day of any class meeting. You should be able to find them by clicking on Course Tools and scrolling down to click on the Kaltura Media Gallery. All assignments will be submitted online. Physical attendance at scheduled class meetings is entirely optional, but if you choose not to attend physically then you should watch the Boileercasts for all scheduled class days.

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Protect Purdue Plan and the Classroom

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose

and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Classroom Conduct

Abnormal psychology is a challenging and often tricky field to talk about. We're going to get into some sensitive topic areas in class. I won't judge you if you don't use exactly the "right" word or phrase in discussing a difficult topic. What I do want from you, though, is your best, good-faith effort to be respectful of your fellow students. That means listening when they speak, and if you wish to disagree, doing so in factual, not personal terms. This is a learning environment, so I don't expect that everyone will know all they need to know on day one. However, I do expect you, as adults, to know how to be respectful and civil toward each other.

Abnormal psychology also is a field where we may discuss personal examples. You must refrain from providing any information that may personally identify a Purdue student. A best practice in this area might be to introduce any personal examples as "My friend..." or "My family member..."

Cellphones, Tablets, and Laptops

One thing that is important to me is creating an environment in which students can focus on learning without distraction. These technologies are a potential source of distraction for your fellow students. I do not allow texting in class. Unless you are using a smartphone to read notes for this class (please alert me if this is your plan), at no point should I see or hear your phone.

They should be put away and in silent mode when I am talking. On exam days they should be turned off.

I do permit people to use laptops in the class; however, at no point should you have anything on the screen that is not directly related to this class. If I see otherwise, or if I see students distracted by something that is not course related, you will no longer be allowed to use your laptop in class.

Be advised that research indicates that students who use laptops in class tend to do more poorly than those who do not. You should figure out what note-taking method works best for you, but be honest with yourself as to whether it's really working well.

Academic Honesty

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

The Honor Pledge Task Force, a student organization responsible for stewarding the mission of the Honor Pledge, encourages a culture of academic integrity and asks all instructors to include the student-initiated Purdue Honor Pledge on their syllabus. The statement as written by your fellow Purdue students is, "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue."

Within this class no student shall engage in behavior that, in my judgment, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and

nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. http://www.purdue.edu/purdue/ea_eou_statement.html

Students with Disabilities

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. <http://www.purdue.edu/drc/faculty/syllabus.html>

Mental Health Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Athletes

As noted above, if you are a student-athlete who expects to miss classes and/or exams due to events or other requirements, please provide your schedule to the course TA at the beginning of the semester so that we can plan to accommodate.

Veterans and Active-Duty Military

If you are a veteran or active-service member of the military and need accommodation around requirements of that role, please contact the course TA as soon in advance as possible so that we can plan to accommodate.