

# ABNORMAL PSYCHOLOGY -- PSY 35000 (Sec. 003; CRN = 16857)

Purdue University - Department of Psychological Sciences

FALL 2021

**INSTRUCTOR:** Prof. Chris Eckhardt **e-mail:** [eckhardt@purdue.edu](mailto:eckhardt@purdue.edu) **Telephone:** (765) 494-6977  
**Room/Meeting Time:** EE170 – Tues & Thurs, 1:30-2:45 (face-to-face)  
**Teaching Assistants:** Adilene Osnaya ([aosnaya@purdue.edu](mailto:aosnaya@purdue.edu)); Claudia Pobanz ([cpobanz@purdue.edu](mailto:cpobanz@purdue.edu))

## LEARNING RESOURCES / TECHNOLOGY / E-TEXT:

The required text for this course is *Abnormal Psychology: An Integrative Approach (8th Edition, Cengage)*, by Barlow, Durand, & Hofmann. The book is an e-text and will be integrated with quizzes and other materials in **Brightspace** via the “MindTap” online learning platform (at Cengage.com). **It is very important that you access the text through our course page on Brightspace; our text can only be accessed through a learning management system such as Brightspace (rather than through the Purdue bookstore or the Cengage website).** In the course page, go to Content, and then click on any text-based assignment. That will take you to Cengage.com and you will be prompted to login or to set up a new account – everything will proceed from there. Lecture notes and all other materials will be posted on Brightspace.

## ABOUT THE COURSE:

My main objective for this course is to introduce you to how psychological scientists define, study, identify, and treat the full range of abnormal emotion and behavior (i.e., “psychopathology”). We will adopt a *scientific* approach to the study of abnormal behavior and will discuss what the latest research has to say about its causes and treatment. The general approach will be integrative, exploring abnormal behavior from psychological, biological, and sociocultural perspectives. Lectures and text readings are designed to be *complementary, not redundant*. Information from the textbook is foundational, so the lectures will proceed assuming you already have a basic understanding of those concepts. That material will be enriched with case examples, video clips, group activities, and other media to further your understanding of the constructs. ***It is also important to note that the intention of this course is NOT for you to master the art of diagnosing or treating mental illness.*** Rather, I hope to teach the basic concepts and inspire your curiosity about this field and give you a foundation onto which you can build additional education and training. On a related note, please keep in mind that about 25-30% of adults suffer from some type of mental disorder and that your classmates or their loved ones may also be struggling with some of the same problems that we will discuss in class. It is important that we pay close attention to the prejudices and myths that abound concerning people with mental disturbances. Thus, we will spend time trying to humanize a historically marginalized population by looking at what those with mental illnesses must endure to get through each day.

### Learning Outcomes (Course Goals):

1. Students will understand the historical, theoretical, and scientific bases of our current approach to understanding mental illness etiology (i.e., causes) and treatment.
2. Understand, apply, and critically examine the definitions and symptoms involved in the diagnosis of common mental disorders.
3. Understand, apply, and critically examine treatments for individuals experiencing common mental disorders.
4. Understand and critically examine the ethical issues associated with the experience, diagnosis, and treatment of mental illness.

### Learning Objectives:

- 1.1. Identify and define the major historical shifts in the conceptualization of mental illness.
- 1.2. Identify and define the major historical shifts in the treatment of the mentally ill.
- 1.3. List, define, and apply the major modern theoretical frameworks used to conceptualize mental illness.
- 1.4. Identify and critically evaluate specific methods of assessing and diagnosing symptoms of mental illness.
- 1.5. List, define, and identify the different research methods used in research in abnormal psychology.
- 2.1. Describe and critically evaluate the basis of modern mental illness diagnosis (i.e., the DSM-5).
- 2.2. Be able to understand, list, and differentiate among common forms of mental illness in children and adults.
- 2.3. Understand and critically evaluate how different theoretical frameworks explain the causes of mental illness.
- 2.4. Given biographical information about a person and a list of diagnostic criteria, systematically apply the criteria to the individual and identify a diagnosis.
- 3.1. Understand and critically evaluate effective forms of treatment for common mental disorders.
- 3.2. Explain the connections between models of etiology and models of treatment for common mental disorders.
- 4.1. Identify and explain the stigma associated with a mental illness diagnosis.
- 4.2. Identify and explain the contextual barriers to accessing mental health care.
- 4.3. Explain, apply, and critically evaluate important ethical issues involved in mental illness diagnosis and treatment.
- 4.4. Explain and critically evaluate the rights of the mentally ill in civil and criminal commitment contexts.
- 4.5. Understand and critically evaluate the ethical issues involved in mental illness research.

**The format of this course requires successful students to be self- motivated and organized in order to stay on top of the readings, assignments, and exams.**

### **COURSE PREREQUISITES:**

The Psychological Sciences Department has a hierarchical course structure that requires students to complete certain prerequisites before taking some classes. ***The mandatory prerequisites for this course are: Grade of D- or better in Elementary Psychology (PSY 12000).*** The Department will check student records to confirm these requirements, and will administratively drop students who are registered for this course without meeting the prerequisite requirements. There will be no exceptions to this policy.

### **INSTRUCTOR OFFICE HOURS:**

We want to make sure that you have opportunities to contact us if you have questions or concerns.

- **Student Office Hours with Prof. Eckhardt** – *I will hold student meeting hours on Thursdays between 3:00-4:00 PM. My office is 1138A in the Psychological Sciences Bldg.*
- **TA Weekly Discussion Board Office Hours** – Your course TAs – Adilene and Claudia -- will also be available each week to answer any of your questions either in person or through Zoom, as well as email. More information on their student meeting hours will be forthcoming and posted in the Announcements section of our Brightspace page.

### **COMMUNICATION POLICIES:**

Check your email regularly, as I may use it to contact you regarding class updates, syllabus changes, or clarifications to assignments. We teach other classes so when contacting me or a TA via email, please include “PSY 350” in the subject line and keep in mind that these are professional communications and should be treated as such (i.e., write with the level of formality and respect you would use if speaking to us in person). This is a large class, so be sure to include your name. I am happy to answer any and all questions you may have, but please recognize that email is a one-way form of communication and I may not always reply immediately. In most cases you should expect a response within 1-2 working days. In other words, emailing with a question a few hours before an assignment or exam is due is not likely to yield the response you’re hoping for.

### **COURSE STRUCTURE:**

This course is comprised of the following elements:

- 1- **In-Person Lectures.** This is a ‘face-to-face’ course – it is not designed to be an online course. More information is provided about how students and course instructors will proceed in case of health-related absences. The PowerPoint slides that I use in each lecture will be made available on our Brightspace page, and I will make an audio version of each lecture available through BoilerCast..
- 2- **Online Learning Materials.** As noted previously, the text for this course is online and available through the MindTap learning system (via Cengage.com). MindTap integrates the text with other materials, such as case studies and in-depth features, and allows for a more complete and multimedia based presentation of course content. You will also complete all chapter quizzes through MindTap.
- 3- **Student Groups.** Within Brightspace, you have been assigned to a group of 8-10 students who will be your *discussion team* for this course. This discussion team board is only available to you, your group, your TA’s, and the instructor. I will post ***Critical Thinking Assignment*** topics (see below) to your group board, and everyone will be required to (a) submit their responses to that thread, and (b) post their reactions to other student responses in that thread (i.e., *Critical Reaction Assignments*).

### **ASSIGNMENTS, CHAPTER QUIZZES, & EXAMS:**

- 1- **GROUP INTRODUCTIONS.** The group to which you’ve been assigned is meant to be both a place for formal discussion as well as a place to ask each other questions, share ideas, and support one another on this fast-paced adventure. We can achieve these goals better in an online format rather than through in-class conversations. Take a moment to get to know each-other by posting and responding on this board. Please introduce yourselves to your group members by providing some information: Name (add a nickname/preferred name if you go by something other than what shows up on Brightspace); Major; Career Interests/Goals; Hobbies and/or a fun fact about you or where you live; what topic are you most looking forward to learning about; any suggestions for books, documentaries, movies, or podcasts about clinical psychology; some ways you and the group could use this space; and add a picture of yourself - if you would rather not or don't have one handy, add a picture of your pet, a random picture or comic from the Internet, or anything else that (appropriately!) showcases your personality.
- 2- **CRITICAL THINKING ASSIGNMENTS (CTA).** Approximately every 4-5 weeks you will be asked to think critically about certain topics in abnormal psychology, and post your response to the appropriate thread on your group discussion board within Brightspace. **You will need to write at least two full paragraphs** and your assignment should

respond to the given prompt and incorporate your reactions or criticisms of the textbook material from relevant chapters. **Make sure to provide in-text citations to material and avoid plagiarism.** You may also include problems in your understanding of the concepts included in the readings. To obtain full points, you should have carefully thought through the assignment prompts, incorporated assigned material, and clearly explained your ideas. ***Assignments that are based only on your own personal opinion, are unclear, brief (less than two full paragraphs), or not linked to the course material will not receive full points. (4 CTAs; 15 points per CTA).***

- 3- **CRITICAL REACTION ASSIGNMENTS (CRA).** Shortly after each Critical Thinking Assignment (CTA) assignment, you will be asked to **respond** to at least one other student's Critical Thinking Assignment posted to the CTA thread in your group board. You can pick any student from your group, but please don't comment on a post that has already gotten a response from someone else. **You must write at least one full paragraph in which you critique/react to the other student's CTA post. This must include respectful critical review or commentary regarding the argument made in your peer's response. Your critiques should draw from the course material (in other words, if you respectfully disagree, you must state why and base this answer on evidence from the class). Reactions that are based only in your own personal opinion, are unclear, brief (less than one full paragraph), or not linked to the course material will not receive full points.(4 CRAs; 5 pts per CRA).**
- 4- **CHAPTER QUIZZES.** You will complete a chapter quiz within MindTap for each textbook chapter that is assigned. Each exam will have 20 multiple choice questions. All chapter quizzes are due by the deadline posted within MindTap and in the course outline below (usually Sundays). Make sure to plan ahead to give yourself enough time to complete the quizzes, which are all open-book and open-notes. You will only get 25 minutes to complete each chapter exam. **You will only get one attempt to answer each chapter exam question.** This means that if you have not read the chapters and studied the material, you are not likely to do well on the quizzes. *(15 quizzes; 10 pts per quiz).*
- 5- **EXAMS.** There will be four exams throughout the semester, but **only the highest three exam scores will count towards your final grade.** They are multiple-choice in format, and will be administered in-person in our regular classroom at the assigned time. Exam #4 will be a cumulative final exam that will occur during final exam week, and will focus on broad themes covered across the readings, assignments, and course materials. We will provide you with more details and optional study materials as we near each exam. As noted above, this course uses a grading policy that allows you to **drop your lowest exam grade.** We all have bad days, but one bad day shouldn't ruin your semester. If you're happy with your overall grade before finals, you are free to skip the final exam. *(3 exams; 50 points per exam).*

#### **GRADES:**

Grades reflect the sum of your achievement throughout the semester. You will accumulate points as described above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points earned across the different assignment types:

	#	Points each	Total	<b>Course total: 390</b>
CTAs	4	15	60	
CRAs	4	5	20	
Chapter Quizzes	15	10	150	
Exams	3	50	150	
Disc Board Intro	1	10	10	

We will then take your Accumulated Points Total and divide by the Available Points Total (out of 390) and convert this quotient into a percentage. The percentage obtained will correspond to the following letter grades:

Assignment of Letter Grades					
A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	59% or less
*All percentages will be rounded to the nearest whole number (i.e., a 92.4% would be an A-, while a 92.5% would be an A)					

- ***THERE ARE NO ASSIGNMENTS FOR EXTRA CREDIT***
- ***THERE IS NO CURVE***

## **CLASS POLICIES:**

**Attendance and Participation:** This course follows Purdue's academic regulations regarding attendance, which states that students are expected to be present for every meeting of the classes in which they are enrolled. The primary format will be lecture, but there will be opportunity for discussion. There will be some basic material from the readings that will form the foundation of the lectures, but much of the time will be spent extending that information with examples and discussion. Thus, lectures will be most valuable if you do the reading *beforehand*. My hope is that class sessions will crystallize your knowledge of the reading and provide you with an opportunity to ask questions and get clarification on more difficult issues. **The best time to study is during class**, not the day or two prior to an exam. Be a part of our discussion, ask questions, listen, think about the material, and you will do better on your exams.

However, please be mindful of the deadlines listed in the course outline, Brightspace, and MindTap for assignments, quizzes, and exams. Those deadlines must be followed.

Guidance on class attendance related to COVID-19 is outlined in the [Protect Purdue Pledge for Fall 2021](#) on the Protect Purdue website. Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the 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](#) and the Violent Behavior Policy under University Resources in Brightspace.

**Missed Assignments/Exams:** Exams must be taken on the scheduled day/time. No late quizzes will be accepted. Exceptions will be made only if negotiated with me in advance or that are aligned with the University's Attendance policy, which allows for make-up dates in instances involving grief, illness, university-sponsored activities, military service, or religious observances (<https://www.purdue.edu/advocacy/students/absences.html>). The University's Grief Absence Policy (GAP) states that "*Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.*" In such cases, late assignments and/or exams must be completed as soon as possible. When these events can be anticipated (e.g., University-sponsored activities, religious observances), you should inform me as far in advance as possible in order to make alternative arrangements.

**Netiquette:** For online assignments, we will foster a safe learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.

**Nondiscrimination:** 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 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. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

**Personal Psychological Problems:** I hope that this course will provide you with valuable *academic* knowledge of psychological difficulties that may help you in your future careers in the health profession. **This course is not intended to teach you how to solve your own or someone else's psychological difficulties. If you are experiencing a problem, I encourage you to contact Counseling and Psychological Services (CAPS) (765-494-6995), which provides psychotherapy (including telehealth) to students enrolled at Purdue University. Some general considerations for your mental health:**

- **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](mailto: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 on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

**Accessibility:** Purdue University is committed to making learning experiences accessible. 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](mailto:drc@purdue.edu) or by phone: 765-494-1247.

**Academic Integrity:** 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](mailto: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. Each student must pursue his or her academic goals [honestly and be personally accountable](#) for all submitted work. Representing another person's work as your own is always wrong. 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. For more information on academic integrity, including categories of academic dishonesty, please refer to Purdue's [student guide for academic integrity](#).

**Basic Needs and Security:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

**Emergencies:** In the event of a major campus emergency (including those related to COVID-19), course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TA via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Modifications to this syllabus can occur at any time, especially in light of the COVID-19 pandemic. Any changes will be shared with students as soon as possible!

**[COURSE OUTLINE FOLLOWS ON NEXT PAGE]**

## COURSE OUTLINE

Week	Dates	Tentative Topic	Readings	Assignments/Quizzes Due
1	8/24, 8/26	<i>Class overview; Historical Overview; Current Perspectives</i>	Chapter 1	<b>Introductions to members of your group - due Friday 8/27;</b> <b>Ch. 1 quiz due Sunday 8/29</b>
2	8/31	<i>Paradigms</i>	Chapter 2	<b>Ch. 2-4 quiz due Sunday 9/5</b>
	9/2	<i>Assessment, Diagnosis, and Research Methods</i>	Chapters 3 & 4	
3	9/7	<i>Anxiety Disorders I: Overview</i>	Chapter 5	
	9/9	<i>Anxiety Disorders II: Phobic Disorders</i>	Chapter 5	
4	9/14, 9/16	<i>Anxiety Disorders III: Panic, GAD</i>	Chapter 5	<b>CTA #1 due Thurs 9/16</b>
5	9/21	<i>Trauma and Obsessive-Compulsive Related Disorders</i>	Chapter 5	<b>Ch. 5 quiz due Tuesday 9/21</b> <b>CRA #1 due Tues 9/21</b>
	<b>9/23</b>	<b>*EXAM I *</b>		
6	9/28, 9/30	<i>Mood Disorders and Suicide</i>	Chapter 7	<b>CTA #2 due Thurs 9/30;</b> <b>Ch. 7 quiz due Sunday 10/3</b>
7	10/5	<i>Somatic Symptom and Dissociative Disorders</i>	Chapter 6	<b>CRA #2 due Tues 10/5;</b> <b>Ch. 6, 10 quizzes due Sunday 10/10</b>
	10/7	<i>Sexual Disorders</i>	Chapter 10	
8	<b>10/12</b>	<b>*NO CLASS – FALL BREAK*</b>		
	<b>10/14</b>	<b>* EXAM II *</b>		
9	10/19, 10/21	<i>Substance Disorders</i>	Chapter 11	<b>CTA #3 due Thurs 10/21;</b> <b>Ch.11 quiz due Sunday 10/24</b>
10	10/26, 10/28	<i>Eating Disorders</i>	Chapter 8	<b>CRA #3 due Tues 10/26;</b>
11	11/2	<i>Sleep/Wake Disorders</i>	Chapter 8	<b>Ch. 8 quiz due Tuesday 11/2</b> <b>Ch. 12 quiz due Sunday 11/7</b>
	11/4	<i>Personality Disorders</i>	Chapter 12	
12	<b>11/9</b>	<b>*EXAM III *</b>		
	11/11	<i>Schizophrenia and Psychotic Disorders I</i>	Chapter 13	

13	11/16	<i>Schizophrenia and Psychotic Disorders II</i>	Chapter 13	<b>Ch. 13 quiz due Sunday 11/14</b>
	11/18	<i>Neurodevelopmental Disorders I</i>	Chapter 14	
14	<b>11/23, 11,25</b>	<b><i>*THANKSGIVING BREAK – NO CLASS*</i></b>		
15	11/30	<i>Neurodevelopmental Disorders II</i>	Chapter 14	<b>Ch. 14-15 quizzes due Sunday 12/5</b>
	12/2	<i>Neurocognitive Disorders</i>	Chapter 15	
16	12/7	<i>Legal and Ethical Issues I</i>	Chapter 16	<b>CTA #4 due Tues 12/7</b> <b>CRA #4 due Thurs 12/9</b> <b>Ch. 16 quiz due Sunday 12/12</b>
	12/9	<i>Legal and Ethical Issues II</i>	Chapter 16	
	<b>Final Exam Week</b>	<b><i>*EXAM IV *</i></b>		<b>Final Exam covers <u>entire semester.</u></b> <b><u>TIME TBA</u></b>