CLP 3144: Abnormal Psychology
University of Florida Course Syllabus
Section 3123, Wednesday, 5:10-8:10 PM (Period 10-E1) Room: PSY 130


COURSE INSTRUCTOR: Tara Morrissette
Office: Psychology Building, Room 235A
Office Hours: By appointment
Email: tmorrissette@ufl.edu

TEACHING ASSISTANT(S):
Brianna Parlette bparlette@ufl.edu
Office hour: Tuesday 4:00pm-5:00pm
Beatriz Alvarenga biaalvarenga@ufl.edu
Office hour: Monday 4:00pm-5:00pm

NOTES ABOUT EMAIL COMMUNICATION: Always contact your TAs first unless you need to discuss a personal issue, such as an exam or class. With such matters, feel free to contact the instructor. Additionally, you should contact a classmate to see if they know the answer to your question prior to contacting the teaching staff. WHEN EMAILING YOUR TAs, MAKE SURE THAT YOUR UF STUDENT ID IS NOT INCLUDED ANYWHERE IN THE EMAIL (including the subject line, body of the email, signature, etc.).

MAKE SURE YOU PUT CLP 3144 IN ANY EMAIL SUBJECT LINE. Proofread your email so that we can understand your question or concern and provide the assistance you need. This means: do not use excessive abbreviations, and check spelling, grammar, and, punctuations. Also, please make sure emails are respectful. Allow at least 24 hours for a response from the instructor or TA. Emails will be answered within two academic days. Due to the large volume of email we receive, please understand that it may take us some time to get to yours.

Example Emails:

Unacceptable:
Hey, whats the chapter we are supposed to read and whats my grade from the last quiz?

Acceptable:
Dear Ms. Morrissette/Tara/Brianna/Beatriz
I am confused about which chapter I am supposed to read for Wednesday’s (1/20) class. Can you please remind me what chapter I am supposed to read and where I can find the
information in the future? Also, where can I look to find out about my grade for the most recent quiz on chapters 4 & 5?

Thank you,

Hermione Granger

CHECKLIST FOR SENDING EMAILS:

✓ Did I check for the answer in the syllabus, on e-learning, or from a classmate?
✓ Who should I send the email to, the TA(s) or the instructor?
✓ Did I include the course (CLP 3144) in the subject line?
✓ Is my first and last name somewhere in the body of the email?
✓ Was my question/comment/complaint clearly stated?
✓ If I sent my email to a TA, did I make sure my UF student ID is NOT included anywhere in the email?
✓ Am I in the right state of mind to be writing this email? (e.g. examples of “wrong” states of minds include, but are not limited to, sleep deprivation, Netflix binges, etc.).

COURSE DESCRIPTION:

The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of psychopathology. This course will cover basic knowledge of the DSM 5, which is used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as review current research and treatment approaches. Students are also expected to understand the cultural and societal context of psychopathology and develop a critical lens in exploring the impact of such contexts.

CLASS PARTICIPATION:

It is the expectation of the faculty in Psychology that all students attend all classes. Students are expected to be present for all classes, actively participate in discussion, and complete the reading assignments listed in this syllabus prior to associated lecture. It is expected that you will be respectful in your behavior and comments. Disruptions, including those produced by electronics, will not be tolerated. Cell phones must be off or on silent mode and out of sight. Computers may be used during class. You are also expected to visit e-learning on a regular basis as this is the primary medium the instructor will use to convey pertinent class materials and announcements.

EXPECTATIONS:

You can expect this course to be challenging, interesting, and at times, demanding. This course is designed to include different activities for learning and hence may challenge everyone in different ways. Although reading the textbook will be necessary, it will not be sufficient to
succeed in this course. You are expected to attend class, engage in in-class discussions and activities, learn from guest speakers, and actively learn from video footage of people who have struggled with different psychological experiences. If you do not wish to attend class or are unwilling to participate in in-class discussions/activities, this may not be the best class for you. Second, note that some topics covered in the course will evoke new or difficult thoughts and/or feelings. Remember to be respectful of not only your own learning process, but also of others’ thoughts, feelings, opinions, and experiences. That being said, students are expected to treat others with respect, empathy, and a general willingness to learn from others. Disrespect, discrimination, prejudice, or other forms of bias and intolerance will not be accepted. Please see your instructor or teaching assistant if you have questions or concerns regarding this expectation.

CLASS ATTENDANCE:

Although attendance will not be taken, you are expected attend all classes. Excellent class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

EXAMINABLE MATERIAL:

The lectures and the readings from the textbooks listed below define the full syllabus of this course. Materials may be discussed in lecture that is absent in the textbook. This is particularly relevant as new developments are continually occurring in psychological research. It is not the responsibility of the professor to provide you with the lecture slides should you miss class. If you are to miss class, you should ask a classmate who was in class to provide you with the notes or attend an office hour provided by the TAs or instructor in order to ask specific questions you did not understand.

GRADING PROCEDURES AND SCALES:

Grading depends on your mastery of course materials as measured by exams, presentations, homework, and the perspective paper. Your final grade is based on the total accumulation of points you acquire throughout the semester. You will not be graded on a curve. Extra points will not be awarded. Percentage grades in this class are earned on the basis of points (described below), which are then converted to letter grades and grade point equivalents (as shown in the chart below).

<table>
<thead>
<tr>
<th>Percent</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
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</tbody>
</table>
COURSE CODES:

Course codes are three digit numbers that will be assigned in class on the scheduled date. These course codes allow for anonymous and fair grading from the TA and instructor. It is **IMPERATIVE** that you include your course code rather than your name on homework assignments and your perspective paper. Any homework/perspective paper turned in **without a course code will receive a zero**. Any homework/perspective paper turned in with the student’s name rather the course code will receive a zero. Any homework/perspective paper turned in with the student’s name and course code will receive a zero. Basically, if you include your name on the homework/perspective paper, you will receive a zero. These rules do not apply to exams. Due to the fact that your exams will be Scrantron, you are required to include your name.

GRADED ITEMS:

Your grade in this course will be based on your performance on the following items:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Exams (50 Points each)</td>
<td>150</td>
</tr>
<tr>
<td>In-class activity</td>
<td>10</td>
</tr>
<tr>
<td>In-class knowledge check (random)</td>
<td>50</td>
</tr>
<tr>
<td>Perspective Paper</td>
<td>50</td>
</tr>
<tr>
<td>Four homework assignment (10 points each)</td>
<td>40</td>
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<tr>
<td><strong>Total points available</strong></td>
<td><strong>300</strong></td>
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EXAMS:

There will be three multiple-choice exams. Exams will require the comprehension, application, and integration of course materials. Questions on the exam will come from the textbook or other assigned readings and material covered within the course (e.g. class lectures, guest presentation). There is no final exam for this class. Please be on time for exams. Class policy states that after the first person has completed and turned in their exam, you will not be able to take the exam and will receive a zero for the exam.
Missing an exam is something to be avoided at all costs. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. In order to maintain fairness in grading, you may be asked to provide documentation that ensures the exam was missed for an adequate reason. Adequate reasons are excused absences. Excused absences include: documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.

Make-up policy procedure*: Contact me as soon as possible via email. Upon deeming your make-up request as acceptable, I will then arrange a special exam for you. Make up exams may require essay answers, though they will cover the same material at the same level of difficulty as the exam missed. Make up exams must take place within ONE WEEK of the original exam date unless there are extenuating circumstances. It is your responsibility to find out the time and location of the make-up exam.

HOMEWORK ASSIGNMENTS:

Homework assignments will address a wide range of course-related issues including content covered in class lectures, textbooks readings, or diagnostic issues. The details of the assignments will be posted on e-learning at least a week before the due date. The assignment must be submitted online by the assigned due date.

Homework assignments will consist of four (1-page; 450 word minimum - 500 word maximum) reaction papers. These assignments are to be done in 12-point font with 1” margins. These papers should be single-spaced. The instructor will post a relevant news article, academic journal article, or blog post on the e-learning website. Students will write a brief reaction paper regarding the reading. The point of the assignment is the student to synthesize new information regarding the post. No points will be awarded to a student who simply restates what is presented in the news articles, academic articles, or blog post. There are many themes a student can discuss in his or her reaction paper. Some themes include: how is the article cultural sensitive/insensitive? What did the author overlook (e.g. the methods are faulty, the participants are not representative of the population in his or her work? How the work is presented novel? Independent thought is encouraged on these assignments. Please refer to Bloom’s Taxonomy (Bloom et al., 1956) as a reference to what is expected. Adequate scores will reflect ideas congruent with the analysis, synthesis, and evaluation levels of the pyramid.

PERSPECTIVE PAPER:

Multiculturalism, the need for cultural diversity, and cultural sensitivity have become important topics of research in contemporary psychology. It is obvious that psychology does not exist in a homogenous world. You are to write one paper regarding a cultural relevant
topic in contemporary psychology. Themes can include: why a diversity of perspectives are necessary in psychology (e.g. in research, in psychotherapy), culture-bound syndromes, a perceived discrepancy between how the DSM 5 defines a disorder and that disorder’s manifestation in a particular culture, and how psychotherapists/psychological researchers can employ cultural sensitivity. For example, culture can be defined in terms of: Hispanic culture, blind culture, transgender culture, etc...You are encouraged to explore different, culture-related ideas, than these presented above. If you have any questions about your topic, feel free to contact the instructor or TAs. Please remember that you may have to wait 24-48 hours for a reply via email, therefore, it is imperative that you contact the instructor/TAs with ample time. The topic of your paper is required to be sent to the course instructor in advance (see in date syllabus) and receipt of this topic account for 5 points of the total score. This paper is to be two pages, single-spaced, using 12-point font, and 1” page margins. Points may be deducted if the paper exceeds two pages.

LATE WORK POLICY:
Late work will be docked the following penalties:

<table>
<thead>
<tr>
<th>1 minute to 24 hours late</th>
<th>15% of maximum deducted from achieved grade</th>
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<tbody>
<tr>
<td>1 day + 1 minute late to 48 hours late</td>
<td>25% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>2 days + 1 minute late to 72 hours late</td>
<td>40% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>3 days + 1 minute late to 96 hours late</td>
<td>60% of maximum deducted from achieved grade</td>
</tr>
<tr>
<td>4 days + 1 minute late to 120 hours late</td>
<td>80% of maximum deducted from achieved grade</td>
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<tr>
<td>5 days + 1 minute later to 144 hours late</td>
<td>100% of maximum deducted from achieved grade</td>
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IN-CLASS ACTIVITY:
The in-class activity is designed to allow you to apply information learned in class to popular topics in media and relevant scientific research. Details will be provided during class time on the scheduled day of the activity. Make sure you bring writing utensils and paper on the scheduled day.

IN-CLASS KNOWLEDGE CHECKS:
There will be no extra credit awarded in class. With that being the case, the in-class
knowledge checks will serve as an opportunity to earn credit in class. There will be six in-class knowledge checks throughout the semester. For each student, his or her top five in-class knowledge checks will be counted towards his or her final grade. These knowledge checks will occur randomly throughout the semester. No announcement will be made about the dates. No make-up knowledge checks will be given. There will no exceptions.

**ACCOMMODATION FOR STUDENTS WITH DISABILITIES:**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office ([http://oss.ufl.edu/](http://oss.ufl.edu/)). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**COUNSELING AND STUDENT HEALTH:**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information [www.counsel.ufl.edu](http://www.counsel.ufl.edu) or [www.health.ufl.edu/shcc/smhs/index.htm#urgent](http://www.health.ufl.edu/shcc/smhs/index.htm#urgent)

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women’s health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Service Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

**ACADEMIC HONESTY:**

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details visit: [www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php). Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of the class activities are individual assignments. Do not collaborate with others in the class.

**RELIGIOUS OBSERVATIONS:**

Please check your calendars with the course syllabus. Any student anticipating a conflict in the exam schedule or course schedule due to a religious observance must contact the instructor as soon as possible in order that appropriate arrangements can be coordinated.
**SYLLABUS CHANGE POLICY:**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change without advance notice.

**TENTATIVE COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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| Jan. 6 | Overview of syllabus  
Looking at Abnormality                                                   | Read Chapter 1                      |
| Jan. 13| Theories and Treatment of Abnormality  
Assessing and Diagnosing Abnormality                                      | Read Chapters 2 & 3                 |
| Jan. 20| Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders            | Read Chapter 5  
**Homework 1 Due**                        |
| Jan. 27| Substance Use and Gambling Disorders  
Video: *The Anonymous People* (Netflix)                                     | Read Chapter 14  
**Homework 2 Due**                       |
| **Feb. 3** | Exam I (Chapters 1, 2, 3, 5, & 14)                                      |                                     |
| Feb.10 | Mood Disorders and Suicide                                              | Read Chapter 7                      |
| Feb. 17| Schizophrenia & Other Psychotic Disorders                                | Read Chapter 8                      |
| Feb. 24| Personality Disorders                                                   | Read Chapter 9  
**Homework 3 Due**                       |
| Mar. 2 | NO CLASS- SPRING BREAK!                                                 | YAY!                                |
| Mar. 9 | Neurodevelopmental and Cognitive Disorders                               | Read Chapter 10                     |
| **Mar. 16** | Exam II (Chapters 7, 8, 9, & 10)                                       | **Perspective Paper Topic**         |
| Mar. 23| Disruptive, Impulse Control, and Conduct Disorders                      | Read Chapter 11                     |
| Mar. 30| Somatic Symptom and Dissociative Disorders                              | Read Chapter 6                      |
| Apr. 6 | Eating Disorders  
Health Psychology                                                        | Read Chapters 12 & 15  
**Perspective Paper**                   |
| Apr. 13| Sexual Disorders  
In-class Activity                                                         | Read Chapter 13                     |
| **Apr. 20** | Exam III (Chapters 11, 6, 12, 15, & 13)                                | **Homework 4 Due**                  |