Abnormal Psychology PSYC 1040

Semester/Year

CRN:

This Course Outline is subject to change with notice.

Credit Hours:  3

Prerequisites:   PSYC 1030 General Psychology and documented eligibility for collegiate English

Catalog Description: This course examines concepts related to psychopathology and behavior disorders with emphasis on maladaptive social behavior. Topics include adjustment disorders, personality disorders, anxiety-based disorders, and psychotic disorders. (Formerly PSY 2900)

Instructor Information:
Name:  
Office:  
Office Phone:                          Email:

Required Texts:
Please refer to the official Departmental Textbook Information document which is located on the Social Sciences Home page

Supplemental Materials:

Program Outcomes:

1: Knowledge Base in Psychology
Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students should demonstrate breadth of their knowledge and application of psychological ideas to simple problems.

Objectives:
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology

Student Learning Outcomes (SLOs):

Students will:
1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1b Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
1.1c Interpret behavior and mental processes at an appropriate level of complexity
1.1d Recognize the power of the context in shaping conclusions about individual behavior
1.1e Identify fields other than psychology that address behavioral concerns
1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural)
1.2b Identify principal methods and types of questions that emerge in specific content domains
1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research
1.2d Provide examples of unique contributions of content domain to the understanding of complex behavioral issues
1.2e Recognize content domains as having distinctive sociocultural origins and development
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
1.3b Summarize psychological factors that can influence the pursuit of a healthy lifestyle
1.3c Correctly identify antecedents and consequences of behavior and mental processes
1.3d Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others

2: Scientific Inquiry and Critical Thinking
The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students should learn basic skills and concepts in interpreting behavior, studying research and applying research design principles to drawing conclusions about psychological phenomena.

Objectives:
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy

Student Learning Outcomes:
Students will:
2.1a Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)
2.1b Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories
2.1c Use appropriate level of complexity to interpret behavior and mental processes
2.1d Ask relevant questions to gather more information about behavioral claims
2.1e Describe common fallacies in thinking (e.g. confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions
2.2a Read and summarize general ideas and conclusions from psychological sources accurately
2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
2.2c Identify and navigate psychology databases and other legitimate sources of psychology information
2.2d Articulate criteria for identifying objective sources of psychology information

Learning goals, objectives, and associated Student Learning Outcomes (SLOs) selected from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, May 15, 2013).

Major Assignments and Method for Calculating the Final Grade:

This course utilizes a points system in the calculation of the final grade as follows:

Grading Policies:

Grading Scale:

A =
B =
C =
D =
F =

Make-Up Policy/Extra Credit:

Course Policies:

Academic Misconduct Policy:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b) assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. In addition, disciplinary sanctions may be imposed through the regular institutional procedures. For more information, see MSCC Policy 3:02:00:03.

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the
general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

**Classroom Locked-door Policy:**
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

**Additional Classroom Rules:**

1) Smoking inside classrooms and all college buildings is prohibited

2) Children and visitors may not accompany students to class

3) Laptop computers may not be used in the classroom without permission from instructor

**Attendance/Tardiness Policy and Academic Alert:**

**Special Instructions/Procedures:**
(If you use D2L, please indicate that here)

Students should check their MSCC student email AND D2L email at least once per day for important announcements from the instructor and the college!

**Technical Support/Assistance:**
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

**Disability Services/Accommodations:**
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's
obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mscc.edu/disability/index.aspx.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

**Privacy Statement:**

The college and the instructor seek to protect the privacy of students, faculty, and staff at the college. All audio and video recordings, pictures, or other recordings of students, faculty or staff or their personal information or public or private dissemination of such information by any means is strictly prohibited. Students with documented disabilities and institutionally approved academic accommodations may record lectures with permission of the instructor. Dissemination beyond the disabled student’s personal academic use is prohibited without the express written consent of the instructor.

**Confidentiality of Student Records:**

The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

**Student Success:**

MSCC Instructors can guide students to specific resources regarding Advisement and Tutoring in their discipline. For additional help, see the Student Success page: http://www.mscc.edu/student_success/index.aspx. This is your resource for any academic assistance you may need during the semester. For example, study skills, writing papers, understanding the syllabus, using D2L.

**Exams**

(Discuss quiz/exam details here)

**Exam Schedule:**

**Chapter Assignments**

(Provide assignment details here)

**Research Project**
DUE DATE:

Returned Assignments and Grades

The instructor’s grade book is the official record for all assignments and grades. Assignments/exams will be returned in a timely fashion. Students should record and keep up with their grades as the semester progresses.

Class Schedule of Assignments:

Course Calendar:

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