

PLEASE READ THIS IN ITS ENTIRETY, CAREFULLY.
IT'S A BIT LONG, BUT IT WILL GET YOU STARTED OFF
ON THE RIGHT FOOT!

PSYCHOLOGY 218 B ABNORMAL PSYCHOLOGY
Distance Education B Online/Hybrid Course
SYLLABUS

ROGER HOCK

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ACTUAL (NON-VIRTUAL) OFFICE HOURS: M/W 9:30-11:00; T/TH 3-4
ADDITIONAL TIMES AVAILABLE BY APPOINTMENT

This is a distance-education, video/hybrid course (meaning we meet in person a few times, instead of totally online!) about the fascinating branch of psychology, called **Abnormal Psychology**. This area of psychology studies mental illnesses and psychological disorders.

Through readings, videos and class discussions, you will acquire a recognition and understanding of many related topics, including: the psychological effects of acute and chronic stress; anxiety disorders, such as phobias, panic disorder, obsessive-compulsive disorder, and agoraphobia; psychosomatic illness; personality disorders, such as the narcissistic, anti-social, and borderline personality disorders; substance abuse disorders; sexual disorders, such as paraphilias and major sexual dysfunctions; mood disorders, such as depression and bi-polar; schizophrenia; eating disorders; childhood disorders including autism, conduct disorder, and separation anxiety disorder; therapy and treatment for these problems; and prevention of psychological disorders.

The excellent video programs and textbook combine to bring abnormal psychology to life for you. Although this course won't train you to be a therapist, the readings and clear, concise videos will help you gain a working knowledge of the biological, psychological, and environmental causes of and treatments for a wide range of psychopathology. The video programs are from a very current Website called "Education Portal", and are pretty darn good. Combined with readings from the text, they will assist you to explore, in

meaningful ways, the engaging, intriguing, and sometimes disturbing world of abnormal psychology. (Please see our specific learning objectives at the end of this syllabus)

Find out more about the excellent video series we will use at: “Education Portal”: <https://education-portal.com/academy/course/abnormal-psych.html>. We will be using selected programs from this site. The videos are up-to-date and explain concepts VERY clearly. You can explore and sample them on the site on your own, but you do NOT need to sign up for the site. I’ll link you to the specific videos in our course modules.

OUR TEXT:

Required Text: Butcher, Hooley & Mineka (2014) *Abnormal Psychology, 16th Edition*. [This well-written text presents an authoritative and up-to-date overview of the field of abnormal psychology. **You must use the current edition that reflects the new DSM-5 – I’ll explain this more when I see you. Here are the ISBN numbers to be sure you get the right one:**

- **Text: 978-0-205-94428-6 or**
- **Loose-leaf: 978-0-205-96502-1**
- **Electronic version: 978-0-205-94428-6**

[note: I do not use the “MyPsychLab” supplement that is offered with the text – it’s like a digital study guide, so you might want to get it for yourself, but that’s up to you]

➤ **COURSE REQUIREMENTS:**

Here=s how this course works. This is a distance ed class but it’s called a “hybrid” because we meet in person a few times. This makes our interactions more personal and gives us a chance to discuss topics. Personally, I prefer this greatly over the impersonal nature of an online class where no one ever even sees anyone else. You and I are going to meet IN-PERSON as a class three more times after our first orientation meeting, but I am available to you for consultation by email, phone, in-person and online for at least as many hours each week as a traditional “on-the-ground” class. Most of the course work (except exams) will be completed online on the **Etudes** site.

Each time we meet in-person (see semester schedule or refer to course site), several things will happen: One, I will do a summary/review/discussion (about 90 minutes) of what you=ve been reading and watching in the class modules and what we’ve been discussing online. Of course, you can always ask questions online or by email or vmail as you are reading and studying, if something is not clear. Then we (well, that is, you) will have an **exam during our in-class meetings (explained below)**.

- **TEXT READINGS:** In between our scheduled meetings you will be reading and watching

video programs online all about the many types of psychological disorders, their diagnosis, causes, and treatments. You'll be guided through the reading by the modules in and other interactions on **Etudes**. You will be reading most, but not all of the textbook. Distance education courses place a LOT of responsibility on you to be organized, disciplined, and to resist the great temptation to procrastinate! Good luck with that. ☺

- **VIDEOS:** The video programs are like mini-lectures with instructors, graphics, and examples. Each one is very short, like, 4-7 minutes (several will be assigned for each reading). The videos help a lot to make the reading material more understandable and clear.

As you get into the modules, you'll notice that some readings require as many as 7 video sessions – it'll seem like a lot, but even with 7 assigned video sessions, it's only about 50 minutes total, max. Plus, **all videos include a complete written transcript** that you can read as you watch, copy and print, and/or go back to when you're preparing for an exam.

- ✓ **NOTE 1: The videos have short learning quizzes attached that you can click on (5 questions each) – they are optional and are not graded but they are a good, quick learning check if you want to do them.**
- ✓ **NOTE 2:** I recommend watching the videos first, and then reading the text, because the videos will give you the basics to help you grasp the readings better. But, if you feel you'd prefer to read first then watch, that's fine, it's really up to you. But the specific videos and the readings go together. That is, you should avoid reading a bunch of chapters and then watching all the related videos – that'll get confusing, I'm pretty sure (would for me).

Some of the readings may seem kinda long, but keep in mind that they are linked to the videos, which will provide explanations and clarifications. Plus I'll give you a reading guide to cut down on the number of pages assigned. AND at each meeting I'll do a summary of them as best I can in the time we have.

- **ESSAY ASSIGNMENTS (Online):** The writing portion of this course will be in the form of short essays that require you to demonstrate a somewhat deeper understanding of some of the concepts from the videos and/or readings. Between each in-person meeting you will receive (online) a short-answer essay assignment (these will be announced well in advance of when they are due – but you must complete them before the due date). You will do these on the course site in Etudes. **[HINT: If you want, you can write the essays in a Word document so you can spell check and proof it; THEN copy and paste it into Etudes – that's what I usually do with Etudes, although Etudes does have a spell check tool, but**

it's harder to use.

- **ONLINE DISCUSSIONS/Email**: Between our in-person meetings, I will be contacting you pretty frequently (I hope I won't be a pest!) by email (from the course site) just to check in; offer hints, tips, or "pep-talks;" or start a discussion (in the "Discussions" tab). **Plus, I'll pose several topics for discussion and ask you all to comment (for points) and have a chance to respond to each other.** These are usually easy points, because, unlike an exam, a discussion is usually asking for your (educated) opinion on something. My habit is to let you know with an email and/or a site announcement if there's something in "Discussions" that you need to pay attention to.

You can also open discussions among members of the class on a topic of interest, anytime. I do not require you to do this, and I can't guarantee how many students will respond, but often some good back-and-forth dialogues get started this way.

- **EXAMS**: Exams are **not given online**. At each of our three regular in-person meetings, there will be an exam covering the videos and related readings as indicated on the semester schedule. These will be multiple-choice Athink@ type questions that ask you to demonstrate your understanding of the concepts and principles you have been watching and reading about. There will be approximately 40 questions per exam and typically take less than an hour.

➤ **ATTENDANCE**:

Remember this is a HYBRID distance education course, so we are meeting several times in person. **Attendance at the orientation on Sat. 8/24, 10:30-11:50 (in Room 9110 in the science bldg.), and at our three, full in-person meetings (see schedule below) is officially mandatory.** Please check your Saturday schedules in advance and mark off the days we meet so you'll be able to be there. The meetings are important for three main reasons: 1) that's when we have the exams, 2) I do a pretty good summary of the vast amount of material you're covering online, and 3) it's a chance for us to get together so we're not totally virtual! If you have an unavoidable conflict for one of the meetings, please discuss this with me ASAP.

➤ **GRADING**:

Each exam counts 40 points and online assignments and exercises will count 45 points (15 points each). There will also be some additional discussion points (not sure how many exactly in advance – probably around 20 or so). At the end of the semester I will total everyone's points and assign final course grades. You can obtain your grades for each exam, assignment, and your final grades from

our online course site. You will have a chance to see and review exams 1 & 2 at the at the following class meeting. If you wish to review Exam 3, it will be available in my office. [**NOTE: You cannot rely on the Etudes' built-in grading percentages. Use the grade ranges I provide when each assignment is scored. – You will like them better...**]. You should be clear about how you are doing as the semester progresses, but if you are ever unsure, or would just like an update from me, feel free to ask.

➤ **ACCESS TO ME:**

Although this class is a bit different from a standard online class, as your instructor for this distance education course, I am as available to you for the same number of contact hours as if you were taking a traditional course (probably more). Please feel free to discuss anything with me at any time during the semester. I'm on your side and we have the same goal: an interesting, rewarding, and successful course experience for you! If you want to talk in person, visit me during my office hours or make arrangements for us to get together at a different time that might be more convenient for you. I am also always available by phone and email through the course site.

THIS CLASS IS AN EXCELLENT OVERVIEW OF A FASCINATING BRANCH OF PSYCHOLOGY. I=M SURE YOU=LL ENJOY IT. HAVE A GREAT SEMESTER!

Roger Hock

Next: Our Meeting Schedule→

ABNORMAL PSYCHOLOGY

Spring 2015

Distance Education

ROGER HOCK

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IN-PERSON MEETINGS

PLEASE POST THESE DATES IN YOUR CALENDARS!

- **ORIENTATION MEETING: SATURDAY 8/29; 10:30-11:50 IN ROOM 9110
IN THE SCIENCE BLDG**
 - ✓ Explain how all this works; go over class basics;
a demo of the videos ...etc.
- **CLASS MEETING 1: SATURDAY, 10/3; 1-3:50; IN ROOM 9110**
 - ✓ *Discussion* of Chapters 1, 3, 4, 5, & 6 and the related videos
 - ✓ *Exam* Chapters 1, 3, 4, 5, & 6 and related videos
- **CLASS MEETING 2: SATURDAY, 11/7; 1-3:50; IN ROOM 9110**
 - ✓ *Discussion* of Chapters 7, 9, 10, 11 & 12 and the related videos
 - ✓ *Exam:* Chapters 7, 9, 10, 11, & 12 and related videos
- **(LAST) CLASS MEETING 3: SATURDAY, 12/5; 1-3:50; IN ROOM 9110**
 - ✓ *Discussion* of Chapters 7, 9, 10, 11 & 12 and the related videos
 - ✓ *Exam:* Chapters 7, 9, 10, 11, & 12 and related videos

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PSYCHOLOGY 218 B ABNORMAL PSYCHOLOGY

Student Learning Outcomes

- 1. Acquire a working, basic understanding of the signs, symptoms, and diagnostic criteria for the major categories of psychological disorders such as: anxiety disorders, affective disorders (mood), personality disorders, substance abuse disorders, schizophrenia, childhood disorders, etc.**
- 2. Gain an introductory understanding of the theoretical psychological approaches to the causes of and treatment methods for psychological disorders.**
- 3. Demonstrate and apply (through class assignments) the above knowledge for specific psychological disorders.**
- 4. Demonstrate an awareness of the current, effective medical and psychotherapeutic treatments for the major psychological disorders.**
- 5. Demonstrate an understanding of various strategies for prevention of and early intervention in psychological disorders.**