

# PSYC 3318: Abnormal Psychology

## Fall 2024

### Instructor Information

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**Instructor**

Bonnie B. Laster, Ph.D. CCSP

**Office Number/Telephone Number**

Life Science 402

817-273-2281

**Email Address**

[bonnie.laster@uta.edu](mailto:bonnie.laster@uta.edu) *\*official means of communication\* \*do NOT utilize Canvas inbox or Teams chat\**

**Faculty Profile**

<https://www.uta.edu/academics/faculty/profile?username=lasterbb>

### Course Information

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**Section Information**

PSYC 3318-001

**Time and Place of Class Meetings**

MWF 9:00 a.m. – 9:50 a.m.

Face to face lecture

Location: MAC 206

**Office hours:**

by appointment

**Description of Course Content**

Major forms of psychopathology; Classification, etiology, and treatment of major disorders. Prereq: PSYC 1315.

**Student Learning Outcomes**

Students will identify, describe and discuss biological, psychological, social and political factors in the study of abnormal psychology.
Students will identify and describe the major concepts in psychopathology and abnormal development, distinguish among major theoretical orientations, and discuss empirical and historical trends.
Students will explore issues related to social and personal cognitive structures to encourage ethical and social responsibility in a diverse world.

## Required Textbooks and Other Course Materials

Sage Vantage: Psychopathology, 4<sup>th</sup> ed. ; ISBN: 9781071914229

Author: Ray; Publisher: Sage

*The above resource is included in your tuition. The DSM-5TR is not required for this course*

## Descriptions of major assignments and examinations

**Exams:** There will be 3 exams, each worth 50 points. Exams may include multiple choice, short-answer, and matching questions requiring students to apply material from assigned readings, class discussions, and class lecture material (video, discussions, and in-class assignments/activities).

**Case Study:** Students will analyze 1 case study to apply concepts learned in class and explore real-world diagnoses and possible courses of treatment. 50 points. **\*\*Specific guidelines posted on Canvas and discussed in class\*\***

**Case Study Character Analysis:** Students will write a 4+ page paper analyzing a fictitious character using concepts and diagnoses from abnormal psychology. Students can select any character of interest from t.v., movies, fiction reading, video games, etc. (50 points) **\*\* Specific guidelines posted on Canvas and discussed in class.\*\***

**Sage Vantage Knowledge Checks:** 167 pts. Throughout each chapter, students will answer brief multiple choice and/or short answer questions through Canvas (linked to Sage Vantage).

**Participation & Attendance:** Official attendance will not be taken. However, throughout the course of the semester we will have random in-class assignments which will be due by 11:59 p.m. that same day. While this work will not be “graded” per se, its completion will count toward your attendance/participation grade (20 points). Students missing class due to university-sponsored activities (e.g. athletic events, university sponsored travel, etc.) or documented illness will not be penalized; however, you will need to notify me in advance of such absences and it is your responsibility to obtain class notes/assignments, etc. from a fellow classmate (i.e., not me). **\*\*Specific guidelines will be distributed in class.\*\***

## Grading Information

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Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Exams	<b>3</b>	<b>50</b>	<b>150</b>
Case Study	<b>1</b>	<b>50</b>	<b>50</b>
Case Study Character Analysis	<b>1</b>	<b>50</b>	<b>50</b>
Sage Vantage Knowledge Checks	<b>42</b>	<b>Varies</b>	<b>167</b>
Attendance/Participation	<b>Varies</b>	<b>Varies</b>	<b>20</b>
<b>Total Course Points:</b>			<b>437</b>

**Final Grade Policy:** This class will utilize an unweighted points system. Final grades will be calculated as a percentage of total points earned. To calculate individual student final grades, add up the total points earned on each graded item and divide that sum by the total maximum points for the course. Multiply by 100 to get the percentage. Final grades falling 9.5 and above will be rounded up (e.g., 89.5 will round to an A, 79.5 will round to a B, etc). Final grades falling below this will not be rounded up. There are no exceptions to this policy.

**Exam Day/Assignment Policy:** **There will be NO make-up exams or assignment extensions except for extreme circumstances/emergencies (criteria professor's discretion).** The schedule notes the dates for all, giving you plenty of time to make arrangements accordingly. Any makeup exam/assignments that meet the extreme criteria must be scheduled **IN ADVANCE** of the due date. If, for whatever reason, extreme circumstances arise ON exam day, you are responsible for contacting me **PRIOR TO THE START OF CLASS to apprise me of the situation. WAITING UNTIL THE TEST HAS BEEN ADMINISTERED/DUE DATE HAS PASSED IS UNACCEPTABLE.** Be prepared to provide documentation of the circumstance. Failure to follow these guidelines will result in an automatic "0" for that exam grade. University-related absences are exempted from this policy, but you are still required to notify me in advance of such a conflict.

**Technology note for exams and assignments:** All exams and assignments will be due via Canvas at **11:59 p.m. CST** on their designated due dates. To account for potential technology and other issues (loss of WIFI, laptop issues, cats playing with modem, boss calling you into work last minute, forgetting when the assignment was due, traveling, falling asleep unexpectedly, etc.), I **HIGHLY** recommend submitting **EARLY**. *Exams/assignments will not be available for submission past 11:58 p.m. Emailed assignments will not be accepted.*

**Sharing of Material:** Students may not post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials. **Doing so will be considered academic misconduct.** This policy helps protect the integrity of the resources developed for this class and ensures equality for all students.

**Use of AI for Assignments:** All submitted work must be the student's original creation. **Direct use of AI-generated text in assignments is plagiarism.** If AI tools are used for research or to gather initial information, students should acknowledge this use appropriately, similar to how one would cite traditional sources. Failure to adhere to this policy will be considered a violation of the academic integrity code and may result in disciplinary action.

**Recording of Class:** Although class sessions will be recorded via Echo 360, this technology is not perfect. There will be times when the class microphone doesn't pick up, the video doesn't record, etc. This is a face to face live lecture course. **Students should NOT rely on the class recordings and are still responsible for any lecture material covered, regardless of recording status .** Recordings are provided as a courtesy for students who may need to miss an occasional class due to illness, etc.

**Email Response:** UTA email is my official means of communication; Phone calls will not be returned in a timely manner. **Do NOT use Teams chat to contact me.** I will respond to emails within 24-48 hours.

#### Technology Requirements

This course will utilize Canvas, Teams, and UTA email. Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage. You will not need a webcam.

## Course Schedule

<b>Date</b>	<b>Subject</b>	<b>Reading</b>	<b>Assignment</b>
<b>Mon Aug 19</b>	<b>Syllabus/ Overview</b>		
<b>Wed Aug 21</b>	<b>Overview of Psychopathology &amp; Changing Conceptualizations</b>	<b>Ch. 1</b>	
Fri Aug 23	Con't		
<b>Mon Aug 26</b>	<b>Neuroscience Approaches to Understanding Psychopathology</b>	<b>Ch. 2</b>	
<b>Wed Aug 28</b>	<b>Theoretical Perspectives</b>	<b>None</b>	
<i>Fri Aug 30</i>	<i>Con't</i>		<i>Vantage Knowledge Checks 1.1, 1.3, 1.6-, 1.8; 2.1, 2.2, 2.4, 2.6</i>
<i>Mon Sept 2</i>	<i>LABOR DAY – NO CLASS</i>		
<b>Wed Sept 4</b>	<b>Assessment &amp; Classification</b>	<b>Ch. 4</b>	
Fri Sept 6	Con't		
<b>Mon Sept 9</b>	<b>Childhood and Adolescent- Onset Disorders</b>	<b>Ch. 5</b>	
Wed Sept 11	Con't		
Fri Sept 13	Con't		
<b>Mon Sept 16</b>	<b>Mood Disorders</b>	<b>Ch. 6</b>	
<i>Wed Sept 18</i>	<i>Con't/Review</i>		<i>Vantage checks 4.1, 4.2, 4.4; 5.1-5.4; 6.1, 6.2, 6.4</i>
<i>Fri Sept 20</i>	<i>Exam 1</i>	<i>Ch. 1-2, 4-6, Theoretical Perspectives</i>	
<b>Mon Sept 23</b>	<b>Stress, Trauma, and PTSD</b>	<b>Ch. 7</b>	
Wed Sept 25	Con't		
Fri Sept 27	Con't		
Mon Sept 30	Con't		
<b>Wed Oct 2</b>	<b>Anxiety Disorders and OCD</b>	<b>Ch. 8</b>	

<i>Fri Oct 4</i>	<i>Field Work: no class</i>		<i>Case Study I due to Canvas 11:59 p.m.</i>
Mon Oct 7	Con't		
Wed Oct 9	Con't		
<b>Fri Oct 11</b>	<b>Dissociative Disorders and Somatic Symptom Disorders</b>	<b>Ch. 9</b>	
Mon Oct 14	Con't		
Wed Oct 16	Con't		
<b>Fri Oct 18</b>	<b>Eating Disorders</b>	<b>Ch. 10</b>	
Mon Oct 21	Con't		
<i>Wed Oct 23</i>	<i>Con't/Review</i>		<i>Vantage Checks 7.1, 7.2, 7.5; 8.2-8.4; 9.2, 9.3; 10.1, 10.3-10.5</i>
<i>Fri Oct 25</i>	<i>Exam 2</i>	<i>Ch. 7-10</i>	
<b>Mon Oct 28</b>	<b>Sexual Disorders, Paraphilic Disorders, and Gender Dysphoria</b>	<b>Ch. 11</b>	
Wed Oct 30	Con't		
<b>Fri Nov 1</b>	<b>Schizophrenia</b>	<b>Ch. 13</b>	
Mon Nov 4	Con't		
<b>Wed Nov 6</b>	<b>Personality Disorders</b>	<b>Ch. 14</b>	
Fri Nov 8	Con't		
Mon Nov 11	Con't		
Wed Nov 13	Con't		
<b>Fri Nov 15</b>	<b>Neurocognitive Disorders</b>	<b>Ch. 15</b>	
Mon Nov 18	Con't		
Wed Nov 20	Con't		
<b>Fri Nov 22</b>	<b>The Law and Mental Health</b>	<b>Ch. 16</b>	
<i>Mon Nov 25</i>	<i>Field Work: no class</i>		<i>Character Analysis due 11:59 p.m.</i>

<b>Wed Nov 27-Fri Nov 29</b>	<b>NO CLASS</b>		<b>THANKSGIVING</b>
<b>Mon Dec 2</b>	<b>Catch-up/Review</b>		<b>Vantage checks 11.4, 11.5; 13.1; 14.1-14.4; 15.1, 15.3; 16.1, 16.4</b>
<b>Mon Dec 9</b>	<b>Final Exam</b>	<b>Ch. 11; 13; 14-16</b>	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –B.B. Laster

## Institutional Information

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UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Grade grievance procedure: <https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form>

While we will discuss psychological health and treatment in this class, I am trained as a researcher and educator, not a clinician. If you need help with mental health concerns, I will assist you by referring you to student services for additional support, but I cannot provide psychotherapy services myself.

Counseling and Psychological Services <https://www.uta.edu/caps/services/Lets%20Talk.php>

Students experiencing a crisis may call MAVS Talk 24 Hour Crisis Line 817-272-TALK (8255) or UTA Police: 817-272-3003

### Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator, use the stairwells. Faculty and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be found at [Evacuation Route Maps \(Buildings\)](#).

### Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC

services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](#). To request disability accommodations for tutoring, please complete this [form](#).

The **IDEAS Center** (<https://www.uta.edu/ideas/>) (2<sup>nd</sup> Floor of Central Library) offers **FREE tutoring** and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

### **The English Writing Center (411LIBR)**

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

### **Librarian to Contact**

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## **Emergency Phone Numbers**

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In case of an on-campus emergency, call the UT Arlington Police Dept at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency 817-272-3381

## **Library Information**

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### **Research or General Library Help**

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- [Ask Us](http://ask.uta.edu/) ([ask.uta.edu/](http://ask.uta.edu/))
- [Research Coaches](http://libguides.uta.edu/researchcoach) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- [Subject and Course Research Guides](http://libguides.uta.edu) ([libguides.uta.edu](http://libguides.uta.edu))
- [Librarians by Subject](http://library.uta.edu/subject-librarians) ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) ([https://uta.summon.serialssolutions.com/#!/course\\_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- [Study Room Reservations](http://openroom.uta.edu/) ([openroom.uta.edu/](http://openroom.uta.edu/))

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**Academic Resources:** I am happy to discuss strategies and resources to assist in your success. In the meantime, recommended strategies for approaching this course include:

1. Actively participate in class: My goal is to teach you, but I also expect to learn from you. Therefore, class discussions are imperative. Come to class prepared to discuss concepts

and voice your opinion. My intent is to break down concepts in lecture, thereby helping you understand them and making the text easier to understand. You will often be asked to discuss concepts with a small group.

2. Take notes: My lecture will strongly follow the text. **Bring the outlines which are provided to you.** Take notes on what is discussed in class and review them as soon as possible after class.
3. Ask yourself questions while studying to determine if you are truly grasping the concepts. In short, engage in metacognition! Try to define terms in your own words. If you can generate your own definitions for terms and create examples from your own experiences, you will be better able to understand and retain the information. I rarely test for definitions on exams – I typically give students a practical application to “define” the concept at hand. Don’t just memorize definitions; take the time to develop a real-world example. **This can make a huge difference.**
4. Note: I will frequently voice my opinion on topics throughout class. You will never have to guess how I feel about a topic! However, please note I will always respect and encourage your opinion, no matter how divergent from my own. Class is a safe place: please know your thoughts and opinions are always welcome. In short: please feel free to disagree with me!