Course Name: Abnormal Psychology  
Course Number: PSY 381  
Term Offered: Fall 2016  
Credits: 4  
Instructor name: Rachel Dilts, PhD, NCC  
Instructor email: rachel.dilts@oregonstate.edu

Course Description  
Survey of various forms of psychological disorders; theories regarding etiology and treatment. Special emphasis on research approaches to such disorders. PREREQS: PSY 201 and PSY 202

Communication  
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Topics  
We will look at all aspects of abnormal behavior from diagnosis through treatment. We will also look at suicide, murder, drug usage, and the more famous disorders such as schizophrenia. We will also consider the impact of abnormality in the rest of the world including the criminal justice system.

Technical Assistance  
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources  
  Amazon and similar sites may have less expensive used copies.

  Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas  
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus,
class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
By the end of the course, students should be able to:

- Recognize and find key terms, including theories/theorists in the field of Abnormal Psychology through weekly quizzes.
- Demonstrate knowledge and recognize key terms in two midterms which includes application problems.
- Discuss the ethics of psychological treatment and diagnosis through discussion board participation.
- Select appropriate client assessment information for the major disorders in Abnormal Psychology through interaction with video case studies.
- Create reports on mental health diagnoses including current and future treatments/interventions through weekly case study reports.
- Critique current issues in the field of Abnormal Psychology and apply them to your life through discussion board participation of complex issues and problems.

Evaluation of Student Performance
Grades will be continually available via the gradebook feature of Canvas. It is your responsibility to monitor and ensure that your grade is correctly recorded. Every point counts, because percentages are not rounded up. Final course grades are determined as follows:

<table>
<thead>
<tr>
<th>Grade Letter</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89.99%</td>
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<tr>
<td>B</td>
<td>83%-86.99%</td>
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<tr>
<td>B-</td>
<td>80%-82.99%</td>
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<tr>
<td>C+</td>
<td>77%-79.99%</td>
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<tr>
<td>C</td>
<td>73%-76.99%</td>
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<tr>
<td>C-</td>
<td>70%-72.99%</td>
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<tr>
<td>D+</td>
<td>67%-69.99%</td>
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<tr>
<td>D</td>
<td>63%-66.99%</td>
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<tr>
<td>D-</td>
<td>60%-62.99%</td>
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<tr>
<td>F</td>
<td>59% and lower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Chapter Quizzes (2 points each chapter)</td>
<td>32 points</td>
</tr>
<tr>
<td>Weekly Discussions (2 points each week)</td>
<td>20 points</td>
</tr>
<tr>
<td>Two Exams (50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>5 Case Studies (2 points each)</td>
<td>10 points</td>
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<tr>
<td>Total Points Available</td>
<td>162 points</td>
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</tbody>
</table>

Grading Scale

Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Looking at Abnormality</td>
<td>Chapter 1</td>
<td>Post your Bio/Introduction</td>
<td>One discussion board post is due by Wednesday; another is due by Sunday.</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Assignments</td>
<td>Learning Activities</td>
<td>Due Dates</td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>Theories, Assessing &amp; Treatment</td>
<td>Chapters 2 &amp; 3</td>
<td>Discussion Board Post Quizzes</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday.</td>
</tr>
<tr>
<td>3</td>
<td>Research &amp; the Anxiety Disorders</td>
<td>Chapters 4 &amp; 5</td>
<td>Discussion Board Post Quizzes, Case Study – Panic Disorder with Agoraphobia</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. The Case Study is due on Sunday.</td>
</tr>
<tr>
<td>4</td>
<td>Somatoform and Mood Disorders</td>
<td>Chapters 6 &amp; 7</td>
<td>Discussion Board Post Quizzes, Case Study – Bipolar Disorder</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. The Case Study is due on Sunday.</td>
</tr>
<tr>
<td>5</td>
<td>Schizophrenia and Related Disorders</td>
<td>Chapter 8</td>
<td>Discussion Board Quiz, Exam #1 (Ch. 1-8)</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. Exam is open from Wednesday until Sunday</td>
</tr>
<tr>
<td>6</td>
<td>Personality and Neuro Disorders</td>
<td>Chapters 9 &amp; 10</td>
<td>Discussion Board Post Quizzes, Case Study - ADHD</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. The Case Study is due on Sunday.</td>
</tr>
<tr>
<td>7</td>
<td>Impulse and Eating Disorders</td>
<td>Chapters 11 &amp; 12</td>
<td>Discussion Board Post Quizzes, Case Study - Bulemia</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. The Case Study is due on Sunday.</td>
</tr>
<tr>
<td>8</td>
<td>Sexual Disorder and &amp; Substance Abuse</td>
<td>Chapters 13 &amp; 14</td>
<td>Discussion Board Post Quizzes, Case Study – Substance Abuse</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday. The Case Study is due on Sunday.</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Assignments</td>
<td>Learning Activities</td>
<td>Due Dates</td>
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<td>Study is due on Sunday.</td>
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<tr>
<td>9</td>
<td>Health Psychology</td>
<td>Chapter 15</td>
<td>Discussion Board Quiz</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday.</td>
</tr>
<tr>
<td>10</td>
<td>Mental Health and the Law</td>
<td>Chapter 16</td>
<td>Discussion Board Quiz</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exam #2 (Ch. 9-16)</td>
<td>One discussion board post is due on Wednesday; another is due on Sunday.</td>
</tr>
</tbody>
</table>

**Quizzes**

Quizzes are worth a total of 30 points of your final grade. Weekly chapter quizzes each worth 2 points and consisting of 10 multiple choice questions worth .20 point each. Most weeks you will have two chapter quizzes. You may take the exams at any time even before or after the week assigned, until the end of week ten. It will be more applicable to take the weekly quizzes within the week you are reading/discussing the chapters though. You can take the exams MULTIPLE times to get the best possible grade and become more familiar with the mid term exam items. Only the highest quiz score will be posted, no matter how many times you take it. Note that the material that is to be read for the week of the quiz is included on the quizzes. See the reading schedule for more information. Because of the amount of time allowed for the quiz window and the flexibility, no make-ups will be offered for any reason after week ten. **All quizzes must be completed by the end of Week Ten.**

**Discussion Participation**

The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion. Participate actively in the discussions, having completed the readings and thought about the issues. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Think through and reread your comments before you post them. Assume the best of others in the class and expect the best from them. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all. Be open to be challenged or confronted on your ideas or prejudices.

Discussion boards are worth a total of 20 points of your final grade. For your contributions to the DISCUSSION BOARD. You will be rated on both the frequency (posting two times per week for each discussion forum and 2 peer responses), and the quality of your contributions. You must make at least 1 post by mid-week defined as Wed 11:59pm and at least one more by Sunday 11:59pm. You can make more than 2 posts if you wish, but these deadlines are put in place to make sure discussions are taking
place during the week, but also allows you to finish up work on the weekends depending on your schedule. You need to post more than “I agree” to be counted as one of the minimum post requirements. Make sure you have at least 50-word count and more. **Note that during two weeks there is only one discussion question. In these two weeks you only need to post once to the forum plus one peer response.**

You can always post multiple times to engage more in the material but the minimum is one initial post to each forum and one peer response to each forum which equals (2 initial posts and 2 peer responses).

**Case Studies**

Completion of participation in the “Faces Interactive Video Case Studies”. The disorders studied in *Faces Interactive* include Attention Deficit Hyperactivity Disorder, Bipolar Disorder, Bulimia Nervosa, Panic Disorder with Agoraphobia, Paranoid Schizophrenia, and Substance Abuse. Each case study takes you through five stages of a patient’s experience: the diagnosis, case history, an interview, treatment, and assessment. Students are able to explore diagnostic processes, improve their understanding of clinical practice, and gain experience documenting their findings in a case study report project. For more information visit the *Faces Interactive* site. There are 12 disorders listed and students are required to complete 5 of the assigned choices worth 2 points each which are listed on the course schedule. The case study questions to be answered are located within the course documents for those weeks. Do not use ones provided on the website, only use the case study questions posted in the classroom. **These are due by Sunday 11:59pm for the week they are scheduled.**

**Proctored Exams**

For proctored examinations, your testing session must be supervised by an approved proctor; photo identification is required at the time of the test. It will be your responsibility to arrange for a proctor; you must then submit the proctor information to me for acceptance and approval. Visit this site for information on **acceptable proctors and proctor guidelines.** Here is the **proctor request form**. If you have problems, please email Ecampus Testing or call during business hours: 800-667-1465 or 541-737-9204.

- You must set up your proctor 2-3 weeks in advance - and must communicate with testing services at OSU.
- You will have 1 hour 50 minutes to complete the exam within the exam window.
- The proctor will insert the password (given them by OSU testing) and monitor you to be sure that you do not use books, notes or any materials.
- There are now two options for proctoring: on site (within your local area) and web cam proctoring.

**Exam Formats**

There are two formats for the exam and you chose which fits you the best. You can do ONLY one format per exam and you must make your choice in advance because once you’ve done the speeded test you cannot do the proctored test and vice versa. The first format is a speeded test and no proctor is required. You will have 30 minutes to answer the 50 questions. The other format is a proctored test in which you will have 1 hour 50 minutes to answer 50 questions. The questions are different for each exam and for each individual. For more information, see the following section of the syllabus for a comparison.

Quiz and exam windows cannot be extended (either earlier or later) for any reason. Be sure that you are able to take the exams when they are scheduled before starting this course. This is to be fair to everyone and to maintain the security of the exams.

**Test Format Comparison**

You can only take one format. The questions for each person and exam are always different. Either format has a maximum of 50 points (each question is worth 1 point). You do not need to notify me of
what your choice is. Just make your arrangements if needed. Your score on either exam is simply the
number of correct answers times the point per question.

Speeded Test Format:
- You have 30 minutes to answer the 50 questions (The exam will close at the 30 minute time limit
regardless if you’ve answered all the questions yet or not).
- No proctor needed. No proctor fees required.
- Completely flexible as you can take it anywhere at any time within the exam window.
- No need to pre-register or set an appointment.

Proctored Test Format:
- You must set up your proctor 2-3 weeks in advance - and must communicate with testing services at
OSU.
- You will have 1 hour 50 minutes to complete the exam within the exam window
- The proctor will insert the password (given them by OSU testing) and monitor you to be sure that you do
not use books, notes or any materials.
- Little time pressure as most people complete the exams in ~30 minutes (some of course, use all the time)

In a comparison between one term that only offered proctored exams with another term that offered both;
speeded test takers did about 10% better on average. (Remember that average means some did worse
and some did better.

**Speeded Tests Pros:**
- No fees
- Complete flexibility (as to where and when)
- No pre-arrangements needed

**Speeded Tests Cons:**
- Pressure (not everyone responds well)
- Most people do not answer all the questions
- If you have a slow connection, it can hurt

**Proctored Tests Pros:**
- No time pressure
- More time to reflect
- New option (ProctorU WebCam)

**Proctored Tests Cons:**
- Required fees per test
- Usually fixed appointment required

The choice is yours and you can change for the second exam BUT if you change to proctored, you must make
your arrangements at least 2-3 weeks before the next exam. If you have already signed up for a proctor, you
might not get a refund if you change your mind too. You do not need to make any arrangements if you are doing
the speeded exam, but only one attempt is allowed; so once you open the exam make sure you are ready to go.
So be sure which one you want to do ahead of time.

No need to inform me as to which format you are taking. You can also change at the last minute if changing to
the SPEEDED format only (just be sure to cancel your proctor; and understand that a refund may not always be
given). If you change your mind at the last minute and want to do proctored there may not be a time/spot
available if you did not sign up 2-3 weeks in advance.

**Incompletes**
Incomplete will not be given except in truly extreme cases which almost never occur.

**Guidelines for a Productive and Effective Online Classroom**
- Online threaded discussions are public messages, and all writings in this area will be viewable by
the entire class or assigned group members. If you prefer that only the instructor sees your
communication, send it to me by email, and be sure to identify yourself and the class.

- Posting of personal contact information is discouraged (e.g. telephone numbers, address,
personal website address).
• Online Instructor Response Policy: I will check email frequently and will respond to course-related
questions within 24-48 hours, and I may be offline on weekends; so ask questions early.

• Observation of “Netiquette”: All your online communications need to be composed with fairness,
honesty and tact. Spelling and grammar are very important in an online course. What you put into
an online course reflects on your level of professionalism. Here are a couple of references that

• Please check the Announcements area and the course syllabus before you ask general course
"housekeeping" questions (i.e. how do I submit assignment 3?). If you don’t see your answer
there, then please contact me.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services
(DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval
please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students
and faculty members of approved academic accommodations and coordinates implementation of those
accommodations. While not required, students and faculty members are encouraged to discuss details of
the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible [with the exception of two videos]. If you require
accommodations please contact Disability Access Services (DAS). [If all items are accessible in your
course, please delete the orange text in this section.]

Additionally, Canvas, the learning management system through which this course is offered, provides a
vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings)
in compliance with the university’s regulations regarding civility. Student conduct is governed by the
university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further
information, visit Student Conduct and Community Standards, or contact the office of Student Conduct
and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim
credit for the work or effort of another person, or uses unauthorized materials or fabricated
information in any academic work or research, either through the Student's own efforts or the efforts
of another.
b) It includes:
i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act
of deceit by which a Student attempts to misrepresent mastery of academic effort or information.
This includes but is not limited to unauthorized copying or collaboration on a test or assignment,
using prohibited materials and texts, any misuse of an electronic device, or using any deceptive
means to gain academic credit.
ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.