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# ABNORMAL PSYCHOLOGY (102C)

Fall 2021 Online

## INSTRUCTOR

Name	Email	Office Location	Office Hours (online)
Dr. Jenny Rinehart	<a href="mailto:rineharj@uci.edu">rineharj@uci.edu</a>	SBSG 4314	Thursday 11:00a.m. – 12:00 p.m.

## TEACHING ASSISTANTS

Name	Email	Office Hours (online)
TBA		
TBA		
TBA		

## COURSE MATERIALS

**Textbook (Required).** Durand, V.M., & Barlow, D.H. (2018). *Essentials of Abnormal Psychology* (8<sup>th</sup> ed.). Boston: Cengage Learning. (ISBN-13: 978-1337619370).

NOTE: If you use a previous edition of the book, it is *your responsibility* to find out what the differences are between the two editions and act accordingly.

## COURSE OVERVIEW

This is a psychology course designed for those with an interest in the nature and treatment of psychological disorders. This course will address questions like: What is abnormal behavior? What causes psychological distress? What do we mean when we talk about anxiety disorders? Mood disorders? Schizophrenia? Eating disorders? Who is likely to develop psychopathology? How are psychological disorders treated?

The course presents an integrated overview of modern research and intervention approaches on a wide range of clinical disorders. A variety of viewpoints, theories and treatment approaches will be considered in depth, with a heavy emphasis on those supported by research. Our course will emphasize theoretical information and practical knowledge with opportunity for discussion, but will NOT prepare students to provide interventions for any of the disorders we discuss (though you will learn about them).

This will be accomplished by lectures, textbook readings, three exams, two quizzes, and weekly message board posts and interactive online activities.

By successfully completing this course, students will be able to:

- Discuss the historical and current biological, psychological, and sociocultural factors that inform the etiology, expression, course, and prevalence of the psychological disorders reviewed.
- Identify, describe, and differentiate major psychological disorders. Students also will demonstrate proficiency in applying the system of the Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition (DSM-5) to the diagnosis of psychological disorders.
- Recognize assessment and treatment methods used by mental health professionals to address psychological disorders, recommend an appropriate treatment for a specific psychological disorder, and indicate the likely eventual outcome of that treatment.

## EVALUATION

- You will have the opportunity to earn up to 220 points in this course.

● Message Board	20 points
● Online Activities	20 points
● Quiz 1	15 points
● Quiz 2	15 points
● Midterm 1	50 points
● Midterm 2	50 points
● Final Exam	50 points

## MESSAGE BOARD

Throughout the term, you will participate in an online forum related to the material to be covered that week. You are required to make a minimum of two posts per week in which there is an assignment (one original post and one response to another post).

The discussion forum serves the same purposes as a discussion section in an on-campus course and is a crucial element of this course. Instead of participating in routine face-to-face discussions, you will post brief responses to questions posed by the instructor. Your posts should be written as though they were very brief essays and they should reflect the thought that you have given to the question as you consider the readings and the lectures. Do not post the first thing that comes to mind an hour before the deadline, as your posts will be graded! Please be respectful of others and receive their comments as you would have them receive yours.

Discussion posts will account for 20 points of the final grade (2 point for one original post and 2 point for one response made to a post written by a peer for each assigned week)

## ONLINE ACTIVITIES

You also will complete online interactive activities designed to help you engage with and master the material covered up until that point in the course. In each of these scenarios, you will act as a psychologist, choosing which questions you would like to ask your client about their experiences and symptoms with the goal of making a correct diagnosis. At the end of the scenario, you will choose a diagnosis. You will then receive feedback about your selection and given the correct diagnosis. You will then be permitted to go back through the exercise to read

the questions you did not choose. Finally, you will be asked to write a reflection differentiating the correct diagnosis from the incorrect diagnoses. These activities will help you to learn how to identify, describe, and differentiate major psychological disorders. Some psychological disorders have very similar and overlapping symptoms. These case studies will provide you with an opportunity determine which type of information is most essential in differentiating between psychological disorders and in making accurate diagnoses. More detailed instruction will be provided on the course website. The activities will account for 20 points of the final grade (4 points for each assignment).

## QUIZZES

Throughout the term, you will be assigned to take quizzes. These quizzes should be thought of as a “warm-up” for the midterms/final. Each quiz will have 15 multiple-choice questions.

- 1) There is a time limit for each quiz. You will have 15 minutes to complete each interim quiz.
- 2) You must hit SUBMIT once you have completed the quiz/exam for your answers to be saved/sent to me.
- 3) Each quiz/exam can only be taken once, and once you start it, you must complete it, so please be sure to take it at a time and place where you will not be interrupted. No exceptions will be made for quizzes not completed due to internet connectivity problems, forgetting deadlines, travel, etc.
- 4) These quizzes should be taken **independently** (without help from anyone else!). Getting help from a friend, family member, or classmate (or working together with a classmate) on the quizzes is considered CHEATING, and it is not allowed. Any students who are caught doing this will receive a ZERO on the quiz in question (and will be referred to the Associate Dean/Academic Conduct Committee). Similarly, if I suspect that a student might cheat on a quiz, I reserve the right to require that student to take all quizzes during office hours. Also, as an additional measure to discourage cheating, please note that your quiz questions will be randomly selected from a "quiz bank" that contains up to three times the number of questions that you will be given. This means that each student's quiz will contain a different set of questions. Finally, if you see any classmates working together on a quiz, please tell me right away so I can investigate the situation.
- 5) Although you are NOT allowed to get help from friends, family, classmates, etc. during the quizzes, **you ARE allowed to use your book/articles/notes during the quizzes.** However, because the quizzes are timed, you will only have limited time to look up information – if you do not already know the material very well and you rely too heavily on your book/articles/notes to answer the questions, you will likely feel very rushed and/or not have enough time to answer all the questions. As such, I recommend that you study for these quizzes as if they are *not* open book/articles/notes – and then only use your book/articles/notes to check your work if you have any remaining time after answering all the questions.

## EXAMS

**Midterm Exams.** The midterms will consist of multiple choice and short answer questions and each will be worth 50 points, for a total of 100 points. The first midterm will cover all material we have covered in the class until that point, and the second midterm will cover all of the material since the first midterm.

**Final Exam.** The final exam will consist of multiple choice and short answer questions and will be worth a total of 50 points. It will cover all the material covered in class after the second midterm.

**All exams are closed book, closed notes.**

## EXTRA CREDIT

### **Opportunity #1: Research Activities.**

*Option 1A.* You may volunteer to participate in online research projects through SONA. As a participant in an experimental study, you have the opportunity to learn how experimental research in psychology is conducted, and you are contributing to the School's extensive research program. You may participate in up to 4 hours of experimental research for extra credit. You will receive 1 extra credit point for every hour you participate, for up to 4 points (1 point for 1 hour, 2 points for 2 hours, etc.). To sign up to participate in an experiment, go to <https://uci.sona-systems.com>. There you will find instructions for signing up for experiments and receiving credit for participation.

*Option 1B.* You may elect to read current articles that are relevant to our Naturalistic Field Research lecture or textbook. These articles may come from newspapers, magazines, peer-edited academic journals related to the course (e.g. psychology, criminology, or policy / planning), or book chapters (other than your textbook); articles from websites are OK only if they are associated with legitimate news sources (e.g., LA Times, OC Register, etc.). For each article, you should write a brief summary (at least one FULL page, double-spaced, typed with 1" margins, nothing larger than 12-point type) and indicate how it relates to the content of our class. You need also to provide a copy of each article with your summary. You may complete up to 4 summaries, for up to 4 extra credit points (1 point per summary).

**Opportunity #2: Course evaluations.** Toward the end of the quarter, you will receive an email inviting you to fill out an online evaluation of me/this course (as well as a separate evaluation of the TAs/discussion section). Your answers to this evaluation will be anonymous and we will not be able to read the evaluations until after the quarter is over, but we will receive a list of students who filled it out. If you fill out the evaluation of me/this course **and** at least one TA evaluation by the deadline, you will be given one extra credit point.

**Opportunity #3: Correct Diagnosis.** If you get the correct diagnosis on your first attempt at a diagnostic scenario activity, you may earn one extra credit point. There are five scenarios, so you may earn a total of 5 extra credit points through this option.

**Combining extra credit options.** You can (and should) combine these options. You can only earn a MAX TOTAL of 7 extra points (3% of your total grade).

Please submit all of your extra credit assignments by **5:00 p.m. on Friday of Week 10.**

## POINT BREAKDOWN & GRADES

Grading is done using a straightforward point system – there will be no curve! Simply add up all of your points and see below:

If you earn...	Your grade will be...	If you earn...	Your grade will be...
204 to 220 points (93 to 100%)	A	160 to 168 points (73 to 76%)	C
197 to 203 points (90 to 92%)	A-	153 to 159 points (70 to 72%)	C-
191 to 196 points (87 to 89%)	B+	147 to 152 points (67-69%)	D+
182 to 190 points (83 to 86%)	B	138 to 146 points (63 to 66%)	D
175 to 181 points (80 to 82%)	B-	131 to 137 points (60 to 62%)	D-
169 to 174 points (77 to 79%)	C+	Below 131 points (Below 60%)	F

## Grade Disagreements

Occasionally, a student may believe that they deserve a higher grade on an assignment than they actually received or may believe that there is more than one right answer to a multiple-choice question (and that the item they chose, while marked wrong, should actually be correct). If you believe that you deserve more points than you have earned on a particular assignment or quiz, you must state your argument in writing and email it to me; please include your full name and your email address on this document. You should be thorough in your argument, referring to page numbers in your text or outside references where appropriate. You must turn in these arguments within **ONE WEEK** of receiving the grade/score in question. After one week, your grade/score is permanent.

## LEARNING THE LECTURE MATERIAL

I will post a video of my lecture and a document with my lecture slides on Canvas each week. These slides provide only a basic overview of what I am talking about in class and, therefore, should NOT be thought of as a SUBSTITUTE for watching lecture videos or reading the textbook and assigned articles.

Scores for all assignments will be posted on the online gradebook. At the end of the quarter, if you have a fraction of a point on your total score, I will round to the nearest integer. This means if you have a .4 or lower, I will round down, and if you have a .5 or higher, I will round up.

## JOINING THE CLASS LATE

**On the waiting list before the quarter starts?** I am not able to add any students beyond the max cap. However, given that some students will drop this course during the first two weeks, you do have a chance of getting into the course – even when the course is full – by adding your name to the waiting list. If you are on the waiting list, I strongly encourage you to view all lectures and complete all assignments (as if you were enrolled).

## INCLUSIVE CLASSROOM POLICY

I will uphold the University of California, Irvine's commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI's community or if you have a need for any specific accommodations, please speak with me early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Diversity and Awareness at UCI - <http://www.studentaffairs.uci.edu/diverse/index.php>
- Disability Services Center - <http://disability.uci.edu>
- UCI LGBT Resource Center - <http://lgbtrc.uci.edu>
- Undocumented Student Support - <http://dreamers.uci.edu>
- UCI Counseling Center - <http://www.counseling.uci.edu>

Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support ([dos.uci.edu](mailto:dos.uci.edu); 949-824-5181). Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess. Also note the following resources available at UCI:

- Student Outreach and Retention Center (SOAR) – [soar.uci.edu](http://soar.uci.edu)
- SOAR Food Pantry – located at the FRESH Basic Needs Hub at 4079 Mesa Rd (Lot 5 trailers), open Mondays through Fridays from 11am to 5pm

## IMMIGRATION / CITIZENSHIP POLICY STATEMENT

The University of California welcomes and supports students without regard to their immigration or citizenship status. I personally support these university policies. Specialized services and consultations are available to students who are facing challenges related to their immigration status, or the status of their family members, through the UCI Dreamers Office, Anteater Community Resource Center (ACRC - located where the Lot 5 dining commons used to be). Phone: (949) 824-6390. Website: <http://dreamers.uci.edu/contact>. Finally, the undocumented students and their family members can receive legal services at the University of California Undocumented Legal Services Center: <https://law.ucdavis.edu/uc-undocumented/>.

## DISABILITY SERVICES

The University of California, Irvine is committed to providing a barrier-free environment for persons with documented disabilities. If you have a disability and feel you need accommodations in this course, please contact the Disability Services Center (DSC), located in Building 313, or apply for services online at [www.dsc.uci.edu](http://www.dsc.uci.edu). DSC-approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

## COUNSELING CENTER

The Counseling Center is the primary counseling and mental health agency for UC Irvine undergraduate and graduate students. They strive to assist students with their academic success by developing dimensions of well-

being. The Counseling Center provides short-term, time-limited individual, couples, group, and family counseling. The Center also assists students with urgent care and some psychological testing. Psychological evaluation and intervention are available on a limited basis for students concurrently seen in therapy. A wide range of workshops and courses related to interpersonal and developmental issues are offered annually, including workshops on cross-cultural interaction, intimacy and friendships, interpersonal communication, and coping and resiliency. In addition, the Counseling Center provides support to the university community through crisis intervention, training regarding mental health issues, and outreach and consultation services. The Center's services are available and free of charge to currently registered students. Students with chronic and severe mental health issues who need long-term and extensive services are referred to other appropriate community providers.

**Location:** On Ring Road across from the Student Center Starbucks

**Phone Number:** (949) 824-6457

**Website:** <http://www.counseling.uci.edu/>

**Hours:** Monday-Friday, 8am-5pm

## **SOCIAL ECOLOGY SERVICES**

If you need academic or administrative assistance, please contact Social Ecology's Student Services Office, 949-824-6861. Walk-in advisement opportunities are also available. More information can be found here, <https://students.sococo.uci.edu/pages/advising>.