

**Course Syllabus**  
**Psychology 4310-01**  
**Abnormal Psychology**  
**Spring 2008**  
**Tuesday and Thursday 1:00-2:15 pm**  
**S.C. 128**

*"The mind is not a vessel to be filled, rather a flame to be kindled"*  
*-Ancient Greek Philosophy*

*"A mind, once stretched by a new thought, will never return to its original form"*  
*-James Harrison*

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**Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the:**  
**Southern Utah University**  
**Coordinator of Services for Students with Disabilities (SSD)**  
**Room 205C**  
**Sharwan Smith Center**  
**(435) 865-8022**

**SSD determines eligibility for and authorizes the provision of these services.**

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**Instructor:**

Dr. Steve Barney  
Office hours Tuesday Monday and Wednesday 9:00-10:00 a.m.; Tuesday, Thursday 10:00-11:30 a.m., or by appointment  
GC-308H  
586-7955 or Barney@SUU.EDU

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**Textbook:**

**Required**

**Fundamentals of Abnormal Psychology**, 5<sup>th</sup> ed., Comer, R. J. Worth:  
New York, USA. 2005. (ISBN 0-7167-8625-7)

**Useful Text:**

**Diagnostic and Statistical Manual of Mental Disorders**, 4th ed Text Revision (TR). (DSM-IV). American Psychiatric Association, 2000.

**Class Web-site** -I will post the syllabus, lecture outlines, study guides, and other cool things on the web for your convenience. You may want to download and print the lecture outlines and study guides. The URL is  
<http://suu.edu/faculty/barney/psy4310.html>

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**Course Outline and Goals**

This course reviews human behavior usually classified as "abnormal". We will explore definitions of "abnormal behavior" throughout human history to the current time. A review of nosology and diagnostic methods throughout the history of psychology will be among the first topic areas we will discuss. The current diagnostic criteria available (DSM-IV, TR) will be used throughout the course. Special care will be taken to humanize the mental conditions that will be discussed. In keeping with this goal, community site visits and/or special guest speakers may be scheduled throughout the semester. An exact schedule of these

visits is not available at this time. Because of this, a well-defined course schedule is impossible to produce. A general outline of class topics will follow. Emphasis will be placed on current research trends and methodologies for determining causes and treatments of these disorders.

Finally, the major goal of this class is to help students develop an empathic understanding of people who have the disorders discussed, listed in the text, or the DSM-IV.

A word of caution. In medical school there is a phenomenon known as the "Sophomore syndrome". It is in the second year of school when medical students begin to focus on pathological processes and diseases. Many students suddenly develop symptoms of the diseases they are studying. This also may occur when studying abnormal psychology. Many of you will recognize behavior patterns in yourselves, friends, partners, spouses, children, pets, etc. Don't be alarmed!! Most of these concerns are unfounded and will soon pass. However, if your concerns last and you really feel a problem may be significant, schedule a time to see me and we can explore options.

### **Student Expectations/Confidentiality**

Because the topic of abnormal behavior is so broad, students may come to class with different agendas. Students from varying and diverse fields of study may find the information in this course beneficial. However, this course is taught within the psychology department, and as such, will be geared toward the psychological aspects of human behavior (i.e., diagnosis, experimental studies, etiologic factors, relevant research, and treatment). Should any student have other needs from this course, feel free to meet with me early in the semester and we will decide if the class can accommodate your needs or if referral to another class would be most beneficial to you.

On occasion students will talk about some potentially personal material. In addition we visit sites where community members are being treated for mental illnesses. Because of these factors, complete and total confidentiality is required in this course. What we do and say in class needs to stay in class. If you find it necessary to share some of your experiences in this class with others, please be sensitive to **NEVER INCLUDE** identifying information about anyone that may have encountered through this course. Each of you will be asked to sign a confidentiality form.

### **Testing, Grading, and Evaluation**

Grades in the class will be given according to university policy and using standard grade cutoff scores. Incompletes and/or Unofficial Withdrawals will be assessed as per university policy. Add-Drop and Withdrawal dates will be announced in class, but it is your responsibility to know the deadlines and take what action you feel is best for you. If you have questions or concerns, please stop by during office hours, or whenever I am in my office.

### **Examinations:**

There will be 4 examinations in the class. While they are not technically "cumulative" in nature, information learned in previous sections will be helpful in future ones. Don't think you can learn and forget after the test is over. The examinations will include multiple choice, true-false, fill in the blank, and short answer questions. Make-up exams will not be given in most circumstances. If you know you will be out when an exam is scheduled, please arrange with me to take the test before you leave. A comprehensive final will be available to students who may wish to drop one test and replace it with the final. Study guides for each exam will be available on the web 2 weeks prior to the exam.

This is an advanced senior level course. I expect advanced senior-level work. You are responsible for all the material covered in class **AND ALL THE MATERIAL IN THE BOOK WHETHER WE TALK ABOUT IT IN CLASS OR NOT!**

### **Service Learning Project:**

In addition to scores on the exams, you will be required to complete and turn in a special service learning project.

The project consists of three components:

- 1). A review of the professional literature in an area (psychiatric illness) of your choice. You must review at least 5 legitimate articles from professional resources in addition to whatever information is found in your textbook
- 2). A minimum of 10 hours (more if the site requires more) of documented service provided for or with individuals who struggle with the effects of the psychiatric illness(es) you have studied or are studying in your literature review
- 3). A project portfolio that contains
  - a. a narrative of your literature review (a paper of at least 8 pages). This paper should be directly related to (maybe introduces) your service learning activity
  - b. a detailed account of your service activities (including time sheets and activity logs)
  - c. a thoughtful reflection paper relating what you learned from the entire experience and how it relates to the class as a whole. Pay attention to assumptions, attitudes, biases, misinformation, and prejudices you had before the activity; and how these have been changed, adjusted, modified, or reaffirmed through your service. Notice things like treatment models and assumptions about clients in the places you serve. The secret to a good reflective paper is making it tie back to what we have learned in class.

I have arranged several community partners and sites where you may choose to do your volunteer service. They include, but are not limited to:

1. **Danville Agency** provides employment support for those with developmental disabilities (mental retardation, head injuries, etc.). They need students to visit with and work with the people they serve. Opportunities in Cedar and in St. George. Contact Myrna @ 586-0390 in Cedar City, 634-1704 in St. George, or 619-1704 is her cell phone number.
2. **Oasis House** day services for people with chronic and disabling mental illness (schizophrenia, bipolar disorder, etc.). Oasis House always has need for people to come and visit and do volunteer work with their members; they also serve a great lunch every day at noon for a very reasonable. Contact C.J. @586-0213. You may need to complete a volunteer packet to work at this site. See me for details.
3. **Horizon House**- an inpatient treatment facility for substance addicts and/or abusers. Sponsors Alcoholics and Narcotics Anonymous meetings at the facility. Students are reminded of the importance of confidentiality and anonymity at these meetings. Your failure to keep things confidential could jeopardize future students from visiting these sites. Leslie @ 586-2515 is the program director.
4. **Canyon Creek Women's Crisis Center**- This agency provides crisis services for victims of domestic abuse/violence. They offer a 10-hour training and volunteer opportunities. Contact me for details.
5. **Kolob Regional Care Center/Emerald Pointe Assisted Living Center** These are care facilities that provide services for individuals who are aged, disabled, or otherwise incapacitated. Some of their clients have dementias due to age, some have residual effects of traumatic brain injuries, some have other forms of psychiatric illness along with medical complications. Each facility has a volunteer coordinator (Kolob -Becky Stock 865-3506; Emerald Point -Flora Bohne 867-0055).
6. **Cedar City Low Income Medical Clinic** Offer medical and mental health services to low income/homeless people in Cedar City. Marla Kohlberg 865-8573. There is need for assistance with medical clinic, assistance with mental health services, assistance gathering donated supplies for the clinic from medical offices, etc. Please see me if you are interested in applying for a position here.
7. **Southern Utah University Wellness Center** –There is a limited number of service opportunities in the Counseling Services here at SUU. Students would need to visit with Dr. Curt Hill (586-7718) to explore these opportunities. It is very likely that this placement would require greater than 10 hours of service. Students are needed to coordinate the National Depression Screening Day activities here on campus. Also, Dr. Hill may need students to help him organize and developing a web-site of mental health information and a guide for services.

8. **Active Minds** Active Minds is the nation's only peer-to-peer organization dedicated to the mental health of college students. Currently, no chapter exists in Utah. Their web-site is <http://www.activemindsoncampus.org/>  
A small group of students may consider exploring what it might take to start one up.
9. **Other ideas**-get with me early in the semester with your idea.

Service Learning Liability Statement-Engaging in a service project requires you to go out into the “real world” and do some form of service. As such, there may be potential “real world” risks to you. I ask that you approach this activity (to confront some of the stereotypes and biases you have) with an open mind, and be willing to “put yourself out there”, but also use good common sense and professional judgment. If a situation seems to pose any real threat to you, take what steps you feel are necessary to protect yourself (i.e., remove yourself from the situation, do the service with a friend or small group). If you are not sure whether a situation poses a real risk to you or is simply your biases and stereotypes interfering with your ability to serve, error on the side of safety to yourself and then be open to meeting with me during office hours to evaluate the situation.

Moreover, I ask that you be considerate of those you serve. Many of the individuals with whom you work are in a heightened state of vulnerability and could easily be exploited. Please be aware of their rights as human beings, and take every step necessary to show them the dignity and respect they deserve. Also, most have been diagnosed with serious mental illness. Occasionally, their illness produces situations in which clients may be in varying levels of reality. If a client is acting in a bizarre fashion, or is making accusatory statements about staff, family, the agency, etc, visit with a staff member about this. You may also contact me anytime a situation seems suspicious to you.

The University assumes no responsibility for damage you may incur while engaging in this service-learning project, nor will the University defend any damage you may cause as a result of your service.

**All Psychology Majors are required to follow APA Formatting for their papers!**

What you turn in for grading should be in portfolio form. Include a title page, a table of contents, page numbering, etc. Include all tracking sheets, attendance documents, and other items as appendices to the portfolio.

The portfolio is worth 100 points and I will grade them based on the criteria outlined above.

Feedback Forms: Written feedback will be turned in after each site visit and after each special speaker. Feedbacks **MUST** be turned in at class time following the event (unless you have made special arrangements with me). Feedback forms turned in after the beginning of class the same day will be worth ½ credit. Those turned in after will be interesting I’m sure, but worth 0 points. The feedback forms are worth 10 points each. They will be graded in depth and quality of work. Please type them! Handwritten forms will be given 1/2 credit. I am interested in your own personal experience during and after the event. Include if any stereotypes you may have had were reinforced or if they were dispelled. **I am looking for depth of thought and your own personal experience not just a recap of what the visit was about.**

Feedback forms are to be written on single sided paper with your name, the date, and the site or speaker followed by at least 10 spaces, then the written text. I will grade them, write your score on top, cut the text off and give the text to the site or the speaker for their use. Keep your returned score leaflet (I have been known to lose one or two on occasion).

Please follow this as a guide for the feedback forms:

- 1). **My ideas, thoughts, and feelings about this topic before the presentation were...**
- 2). **The experience affected me in the following ways...**
- 3). **My ideas, thoughts, and feelings have been modified or adjusted in the following ways...**

Grades will be based on points received on each of the above:

**Tests** **400 points**  
4 at 100pts

**Feedback Forms** **60 pts**  
\*6 at 10 pts

**Project** **100 pts**

**Total** **560 pts**  
\*Approximate Value

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Final Grades will be calculated as per standard schedule

A	93-100%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	00-59%
C+	77-79%		
C	73-76%		

**Academic Integrity:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior. Do your own work. **It is NOT ACCEPTABLE to work on an assignment together and turn in nearly identical versions of the work. You will each receive a zero for the assignment and you may be asked to withdraw from the class.**

**Any electronic device used during exams will be interpreted as cheating, and you will be given a zero on the exam.**

**Classroom Conduct:** To make this an enjoyable learning experience for everyone, here are some simple guidelines of classroom conduct I expect from students in the class. Violation of these may result in your name being reported to the Vice President of Student Services and you being asked to withdraw from the course (or we'll make you bring cookies for the entire class).

1. Be respectful of others' thoughts, ideas, and opinions
  2. Attend to class discussion and do not engage in "side conversations" either in class or via "texting"
  3. **Turn off all electronic devices upon entering the classroom**
  4. Arrive to class on time, **especially on days when we have student presentations and/or guest speakers!**
  5. If you must leave early, please take a seat by the door
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### **Deadlines and Tentative Class Schedule**

Below is a tentative schedule (As the instructor, I reserve the right to make changes in the following as I see fit. I will give as much notice as possible regarding any changes):

Tuesday, January 8	Intro, Syllabus, Confidentiality, Definition of Abnormal, DSM-IV Terminology, Clinical Professionals, etc. (Chapter 1)
Thursday January 10	Intro Defining Abnormal /Historical Perspectives (Chapter 1)
Tuesday, January 15	<b>Service Learning Site Orientation</b> /Historical Perspectives (Chapter 1)
Thursday, January 17	Historical Perspectives (Chapter 1)
Tuesday, January 22	Historical Perspectives (Chapter 1)
Thursday, January 24	<b>No Class</b>
Tuesday January 29	<b>Paul Thorpe LCSW</b> History of the Utah State Mental Hospital Presentation ( <b>Service Learning Project Ideas Due</b> )
Thursday, January 31	<b>Exam #1-(Syllabus, Chapter 1, Presentation)</b> , Schizophrenia (Chapter 12) ( <b>Paul Thorpe Feedback Due</b> )
Tuesday, February 5	<b>Dave Heaton LCSW</b> Southwest Center Schizophrenia
Thursday, February 7	Schizophrenia (Chapter 12) ( <b>Service Learning Project Proposal Due</b> ) ( <b>Dave Heaton Feedback Due</b> )
Tuesday, February 12	Schizophrenia (Chapter 12)
Thursday, February 14	<b>Oasis House Panel</b>
Tuesday, February 19	<b>Oasis House Visit</b> 2111 N. Main (586-0213) ( <b>Panel Feedback Forms Due</b> )
Thursday, February 21	Models of Abnormality (Chapter 2) ( <b>Oasis House Visit Feedback Forms Due</b> )
Tuesday, February 26	Mood Disorders (Chapter 7)/Suicide (Chapter 8) Civil Commitments (Chapter 16 p. 473-478)
Thursday, February 28	Mood Disorders (Chapter 7)/Suicide (Chapter 8) Civil Commitments (Chapter 16 p. 473-478)
Tuesday, March 4	Mood Disorders (Chapter 7)/Suicide (Chapter 8) Civil Commitments (Chapter 16 p. 473-478)
Thursday, March 6	<b>Exam #2 (Chapters 12, 2, 7, 8, 16)</b>
Tuesday, March 11	Substance-Related Disorders (Chapter 10)
Thursday, March 13	Personality Disorders (Chapter 13)
Tuesday, March 18	<b>No Class, Spring Break</b>
Thursday March 20	<b>No Class, Spring Break</b>
Tuesday, March 25	<b>Horizon House Visit</b> 54 N 200 E. (586-2515)
Thursday , March 27	Recap Horizon House/Personality Disorders (Chapter 13) ( <b>Horizon House Feedback Forms Due</b> )
Tuesday, April 1	Anxiety Disorders (Chapter 4)
Thursday, April 3	Stress Disorders (Chapter 5 p. 132-145)
Tuesday, April 8	<b>Exam #3 (Chapters 10,13,4, 5)</b>
Thursday, April 10	<b>No Class, RMPA Conference</b>
Tuesday, April 15	Organic Memory Disorders (Chapter 13 pps 393-401) and Mental Retardation (Chapter 15 pps 453-467) <b>Service Learning Project Due</b>
Thursday, April 17	<b>Danville Visit Group #2</b> (203 E. Cobble creek Dr. #150, 586-0390) Group #1 Watch Video
Tuesday, April 22	<b>Danville Visit Group #1</b> (203 E. Cobble creek Dr. #150, 586-0390) Group #2 Watch Video
Thursday, April 24	Eating Disorders (Chapter 9) <b>Take Home Exam Due back by Monday, April 28<sup>th</sup> 5:00 p.m. (Danville Feedback Forms Due)</b>
Thursday, May 1; 3:00-4:50 p.m.	<b>Final Examination (Optional)</b>

**NOTE:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advanced notice, as deemed appropriate by the instructor.

