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**Syllabus: *PSY 214 – Abnormal Psychology***

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| <b>Course Information</b>                                      |                                   |
| Course Prefix/Number: PSY 214-1                                | Credit Hours: 3                   |
| Semester: Fall 2019  | Course Title: Abnormal Psychology |
| Class Days/Times: T @ 1:00-2:15pm<br>And online through Canvas | Room: MAIN-Gewkdag Son Ki, GSK #4 |

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| <b>Instructor Information</b><br>Dr. Marcia Valadez, EdD, MSW, LICSW | Phone : Voice/Text (651) 247-9313/ (520) 383-0331 x 1031<br>Email: mvaladez@tocc.edu<br>Office location: Ha-Mascamdah Ha-Ki #104<br>Office hours:<br>M 9-10, 11:45-1:00<br>T 10am-1:00;<br>W 11:45am-1:00, 2:30-3:30<br>Other days and time arranged. |
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**Course Description:**  
This course is an undergraduate level introduction to the concepts of abnormality, mental health and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, assessment, treatment, and possible prevention of mental disorders; including historical and current theoretical perspectives, classification systems, cultural perspectives and ethical issues.

- Student Learning Outcomes:**  
*Upon completion of the course, the student will be able to:*
- 1) Demonstrate knowledge of fundamental theoretical perspectives, principles, concepts, vocabulary and methodology of the study of abnormal psychology.
  - 2) Compare and contrast the major theoretical perspectives found in abnormal psychology.

- 3) Compare and contrast different classifications of psychological disorders and how culture and social changes influence individual's perceptions of these disorders.
- 4) Critically analyze information pertaining to abnormal psychology found in film, television, radio, print, and IT sources.
- 5) Describe the relevance of religion, race, class, gender, age, and ethnicity to understanding differences in the prevalence of disorders and the diagnosis, prognosis, and treatment of these disorders.

**Course Structure:**

The structure of this course involves hybrid delivery; this includes on ground lecture, class activities, student writing, and student presentations. Online learning supports student interaction through discussion and mastery of content. The goal is to provide the student with a broad survey of the field of sociology but allow the student to research areas of interest more specifically through class activities and assignments. Students are expected to be present, willing to ask questions, and ready to engage in on ground and online classroom activities.

**Texts and Materials**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed). Washington, DC: American Psychiatric Publishing (PDF located in Canvas)

Comer, R.J. (2013). *Abnormal psychology* (8<sup>th</sup> ed). New York, NY: Worth Publishing. (PDF located on Canvas)

Other articles, video viewing etc. will be assigned.

**Himdag Cultural Component:**

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each psychological concept is viewed through the lens of the *Himdag* and Tohono O'odham's way of life and experience.

This course honors the *Tohono O'odham Core Values (T-So:son)*:

Our Beliefs (T-Wohocudadag), Our Wellbeing (T-Apedag), Our Deepest Respect (T-Pi:k Elida), and Working Together (I-We:mta)

**Evaluation and Grading:**

| Points/Grade         | Learning Behaviors/Knowledge Guide  |
|----------------------|---|
| 90 and above is an A | Excellent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to |

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|---------------------|--|
|                     | information gained outside class. Excellent contribution to individual and group effort.   |
| 80 - 89 is a B      | Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Good contribution to individual and group effort.             |
| 70 - 79 is a C      | Fair attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Fair contribution to individual and group effort.                           |
| 60 - 69 is a D      | Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group effort. |
| Under 60 is Failing |  |

**Course Expectations and Assignments:**

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and in-class participation/engagement through discussions and speech demonstrations. Learning assessment consists of weekly in class discussions/activities, learning integration reflections, topic presentation and a final written examination. Additional assignments (other than below) may be added to allow opportunity for students' mastery during the semester. The total points possible for this course is 100.

**Assignment Descriptions**

1. Weekly engagement, participation and peer feedback:

2 points per week/30 points possible.

- This includes regular attendance behavior; arriving on time, remaining for the entire class period.
- Providing feedback to peers and exchanging in course topic discussions via preparation and critical thinking. (This may include mini written activities and/or end of week learning evaluations.)

2. Learning Integration Reflections

2 points per reflection/28points total

Because this is a hybrid delivered course, students will be provided with weekly online activities and focus questions related to the learning content and course objectives. Many of the reflections will be case-based. Students complete 14 reflections which are submitted in their Canvas portal.

### 3. Student Presentations:

15 points possible

- Each student will choose a topic of interest from the course topics. They will present a 15-minute lecture, case discussion, or class activity demonstrating their knowledge and mastery of concepts. Students may present individually or in pairs.
- Students are encouraged to be creative and articulate a topic that they are passionate about. A list of topic/focus suggestions will be provided by the instructor, or the student may propose a topic with instructor consent.
- This assignment includes a 10 to 15-minute presentation and submission of an outline or power point.
- An evaluation rubric guide will also be provided.

### 3. Final Written examination:

27 total points possible

The written exam demonstrates learning integration of terms, concepts, theories and strategies associated with course content knowledge, skills, and values.

- The Final Exam is a take-home assessment. Content will cover all learning accomplished throughout the course, reflecting course learning objectives.

## **Course Policies and Expectations**

### Student Participation and Engagement

1) Students are expected to attend all scheduled class meetings (Please refer to course schedule at the end of this syllabus.) This behavior includes arriving on time, prepared to work, discuss and learn; and attending the full duration of the course period. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.

2) Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.

3) If you believe that you will be tardy, must depart before the class is done, or unable to attend a class meeting, please do your best to alert the instructor *prior to the class meeting*.

An accepted absence may include physical illness, school or work-related travel, ceremony/religious observances and practices, or for personal or family emergency. The request for a ‘self-care’ day should be discussed with the instructor. Actual attendance in the class cannot be made-up, although written or speech assignments may be rescheduled with the consent of the instructor. *Bottomline, communication with the instructor is critical to your success.*

4) Cell phones, laptops and iPads must be turned off for the duration of the class unless they are to be used for a learning activity.

5) Food and beverages are allowed in the classroom; students are encouraged to partake discretely.

6) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement.

### Incomplete Grade Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

#### Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on *[date of 45<sup>th</sup> day found in Academic Calendar on TOCC website]* are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

#### Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by *[withdrawal deadline date found in Academic Calendar on TOCC website]* if you do not expect to complete the class, otherwise you may receive an "F" grade.

#### Special Withdrawal (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

#### Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. This process includes the student self-identifying themselves as a student with a disability and being approved for services through the Disability Resources Office (DRO). Through this contact, the DRO will determine appropriate accommodations and it is the student's responsibility to make known to the instructor his or her specific needs within the context of each class in order to receive these accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements. For more information or to request academic accommodations, please contact: Anthony Osborn, Disabilities Resources Coordinator, [aosborn@tocc.edu](mailto:aosborn@tocc.edu)

#### Academic Honesty

Academic dishonesty is a serious offense because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Plagiarism is one form of academic

dishonesty. Plagiarism is copying another person's work or turning in someone else's work. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them in a paper without citations/references. Any idea, even paraphrased ideas, which are used or borrowed, must be given credit by showing the source with an appropriate citation or reference. Any student who violates policies regarding Academic Honesty may receive a failing grade in this course.

#### Title IX/Conduct: Bias, Bullying, Discrimination & Harassment

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated in the learning environment consisting of the program's institutional setting; field education settings and with their clientele; the program's advisory or field committees; educational and social resources, seminars, and support groups; research or other initiatives, and within the faculty, staff, and student body.

Confidential support and academic advocacy can be found with TOCC Student Services.

#### Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, persons of color, gays, lesbians, bisexuals and transgender and other diverse and at-risk populations.

- All work is assessed for scholarly writing including: adhering to APA standards, critical content, accurate spelling, grammar, and organization/flow.
- Students are strongly encouraged to utilize college writing support resources to assist in meeting these standards.
- Students should refer to specific evaluation rubrics associated with each assignment.
- Assignments should be submitted in the *Canvas* course portal unless otherwise instructed. A 24-hour grace period from the due date may be granted by the instructor. Otherwise, assignments submitted after the due date, within 7 days, will forfeit 10% of their grade. Assignments submitted after the 7 days will not be accepted and receive 0 points.

#### Learning Progress Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed. E-mail, phone, and text messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of *Canvas*.

**PSY 214 Course Schedule**

The following topic description and course schedule provides students with the direction of topics and activities that will be discussed in this course. Depending on the learning needs and interests of students, these activities and assignment dates may change. Updates will be provided in print and through Canvas. The course outline is based on topical areas during the semester which meet the learning outcome requirements for this course. How quickly we get through each topic is based on the needs and interests of the class.

| <b>Week/Date</b>                     | <b>Weekly Topic*</b>  | <b>Preparation Activities**</b><br><i>Additional activities may be posted in Canvas</i> | <b>Assignments</b>   |
|--------------------------------------|---|---|--|
| Week One<br>8/20-27                  | Introduction<br>Setting the stage for learning.<br><br>Defining Abnormal Psychology | Read:<br>Comer- Chpt 1  | Reflection #1  |
| Week Two<br>8/27-9/3                 | Psychology and Role of Culture<br>Models of Abnormality                             | Read:<br>Comer Chpt 3   | 8/27 -Be prepared to discuss article pp. 3-6 Scientific Psychology and the Tohono O'odham Kekel Hasmacamakud T-So:son (Our Core).<br><br>Reflection #2 |
| Week Three<br>9/3-10                 | Models of Abnormality   | Read: assigned  | Reflection #3  |
| Week Four<br>9/10-17                 | Clinical Assessment, Diagnosis & Treatment  | Read:<br>Comer- Chpt 4<br>Review of DSM V (pp. 18-26**)                                 | Reflection #4  |
| Week Five<br>9/17-24                 | Anxiety Disorders   | Read:<br>Comer- Chpt 5<br>DSM V   | Reflection #5  |
| Week Six<br>9/24                     | Stress Disorders  | Read:<br>Comer- Chpt 6-7<br>DSM V   | Reflection #6  |
| Week Seven<br>NO CLASS<br>Fall Break |   |   |  |

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| Week Eight<br>10/8-15        | Mood Disorders and<br>Treatment                                 | Read:<br>Comer- Chpt 8-9<br>DSM V        | Reflection #8   |
| Week Nine<br>10/15-22        | Suicide<br>Mental Health First Aide                             | Read:<br>Comer- Chpt 10<br>DSM V         | Reflection #9   |
| Week Ten<br>10/22-29         | Eating Disorders<br>Substance Abuse<br>Mental Health First Aide | Read:<br>Comer – Chpt 11-<br>12<br>DSM V | Reflection 10   |
| Week Eleven<br>10/29-11/5    | Sexual/Gender Identity<br>Schizophrenia<br>Severe Mental Health | Read:<br>Comer – Chpt 13-<br>14<br>DSM V | Reflection #11  |
| Week Twelve<br>11/5-12       | Schizophrenia<br>Personality<br>Severe Mental Health            | Read:<br>Comer – Chpt 15-<br>16<br>DSM V | Reflection #12  |
| Week<br>Thirteen<br>11/12-19 | Child & Adolescence   | Read:<br>Comer – Chpt. 17<br>DSM V       | Reflection #13<br>Student Presentations (2)   |
| Week<br>Fourteen<br>11/19-26 | Child & Adolescence   | Read:<br>Comer– Chpt. 17<br>DSM V        | Reflection #14<br>Student Presentations (2)   |
| Week Fifteen<br>11/26-12/3   | Aging and Cognition   | Read:<br>Comer – Chpt 18<br>DSM V        | Student Presentations (2)   |
| Week Sixteen<br>12/3-10      | In-Class Final Exam<br>Catch-up<br><br>Celebrations!            |  | Student Presentations (2)<br><br>Due: FINAL EXAM<br>Submit in Canvas by 12/13<br>midnight |