

**PSY 216-01: ABNORMAL PSYCHOLOGY**  
Spring 2020  
TUESDAY/THURSDAY 2-3:15pm; Tsotsis 112

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**REQUIRED TEXT**

Durand, V. M., & Barlow, D. H. (2015). *Essentials of abnormal psychology* (7<sup>th</sup> ed.). Thomson Wadsworth: Belmont, CA.

**COURSE DESCRIPTION**

This course provides students with a detailed description and analysis of the forms of behavior seen as abnormal in our contemporary culture. Research relevant to these disorders and theoretical perspectives are presented. Throughout the course students will be asked to consider the implications of being labeled abnormal and to apply their knowledge to individual cases. Students will become familiar with the symptoms of disorders through reading of the text, case examples, class discussion, and video clips.

**COURSE OBJECTIVES**

Students will develop critical thinking, reading, and writing skills through thoughtful reading of the text, participation in class discussion, preparation for exams, and completing written assignments. These skills will be clearly demonstrated in students' written and spoken discussions of differential diagnosis.

**COURSE EXPECTATIONS**

Brightspace and e-mail: Course announcements, assignments, and updates to the syllabus will be provided on Brightspace. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings and handouts will also be available on Brightspace and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Brightspace and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday might not get a reply until 10am Monday on some weekends).

Course Readings & Lectures: Please refer to the “Projected Course Outline” for the due date and topic of each reading and lecture. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class. Specific attendance and punctuality policies are as follows (according to the Dean of Studies):

- **3 absences** (not excused by the Dean of Studies) will result in a grade reduction of at least one half of a letter grade.
- **4 -5 absences** (not excused by the Dean of Studies) will result in a full letter grade reduction for the course.
- **6 or more absences** (regardless of whether they are excused by the Dean of Studies or not) will necessitate that you either withdraw from the course or accept a failing grade for the course.
- **Chronic lateness** will be addressed and, if not eliminated, will negatively impact your attendance and participation grade and subsequently result in an overall grade reduction.

Make-Up Policy for Exams: You are expected to take all exams during the scheduled date. Make-up exams are strongly discouraged and will be allowed only under rare circumstances, such as serious illness or death in the family. If this is the case, you need to notify me as soon as possible and provide written documentation as proof (e.g., excused absence notice from the Dean’s Office).

Submission Policy & Late Assignments: All assignments should be e-mailed to me ([am.volungis@assumption.edu](mailto:am.volungis@assumption.edu)) no later than the due date. Late work (i.e., work that is submitted after the due date) will only be accepted within a 24-hour grace period and will be reduced by one full letter grade. After the 24-hour grace period, late work will not be accepted and a ‘0’ will be given for the assignment.

## **IMPORTANT NOTES**

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the professor. Academic dishonesty includes cheating on examinations or quizzes, as well as *plagiarism* (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services) of papers and other written assignments. Submitting one’s own work, in part or in whole, to more than one professor without proper notification is also academically dishonest and subject to appropriate disciplinary action. For more information, please consult Assumption College’s Student Handbook:

<https://www.assumption.edu/sites/default/files/resources/StudentHandbook.pdf>. *I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.*

*Students with Disabilities:* Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College's programs or services, then you should speak with me and contact Student Accessibility Services. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <https://www.assumption.edu/people-and-departments/organization-listing/student-accessibility-services>. *Students with disabilities are encouraged to contact me with any questions.*

*Academic Support Center:* The Academic Support Center, located on the second floor of the d'Alzon Library, offers free peer and professional tutoring in all subject areas of the curriculum and writing. The Center also offers workshops in time management, study skills, and test taking strategies. E-tutoring, tutoring accessible from your residence hall, is also available to you. You can contact them at x5232 to make an appointment. More information regarding the Academic Support Center is available at: <https://www.assumption.edu/people-and-departments/organization-listing/academic-support-center>.

*Smart Phones/Cell Phones/Pagers/MP3 Players and the like:* All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

*Laptops in Class:* *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

## **METHODS of EVALUATION**

1. *Exams (60%):* There will be 3 multiple-choice and short essay exams (20% each) throughout the semester covering the content from the readings and class lecture/discussion. Please note the chapters covered for each exam. **The examination dates are indicated below in the 'Projected Course Outline'**. Below is a list of the 3 exams and their corresponding chapters:
  - Exam 1 (chapters 1, 2, 3)
  - Exam 2 (chapters 4, 5, 6)
  - Exam 3 (chapters 8, 11, 12)
2. *Written Case Studies (30%):* For the purpose of promoting and demonstrating an integrated understanding of the etiology, assessment, and treatment of common psychological disorders there will be 2 written case study assignments (15% x2). For each assignment I will provide a specific case study and a separate handout with

instructions and a series of questions to guide your responses. Although each assignment will be discussed in class, you should refer to the specific requirements for each assignment (available at least two weeks prior to the due date). **The due dates are highlighted below in the “Projected Course Outline.”** *These assignments will only be accepted through e-mail at [am.volungis@assumption.edu](mailto:am.volungis@assumption.edu).*

--Written assignments will be graded on the following criteria:

- *Understanding of the Material* (70%): Papers should reflect critical reflection and analysis of the course readings, class discussions, and class experiences. Take time to really think about how you are communicating your ideas. Make sure you completely address all of the required questions.
  - *Clarity of Ideas* (20%): Express your thoughts in a coherent manner. Try reading your papers aloud to ensure they make sense. Do you have an introduction and concluding paragraph? Is there a clear transition between your ideas? Did you provide a complete response to all questions?
  - *Spelling, Grammar, and Professionalism* (10%): **Your written work should be in APA format** and an honest attempt of quality work. Case studies must be typed and double-spaced, in size 12 font Times New Roman, 1-inch margins. The use of spell check means that there should be no spelling mistakes. Have someone read through your papers and check for any mistakes that spell check may have missed (e.g., “form” instead of “from”). Avoid using slang (e.g., “It was such a cool experience”), conversational speech (e.g., “I kinda liked that”) and colloquialisms (e.g., “It was real good to find this out”). Also, avoid using contractions (e.g., use “do not” instead of “don’t”). Take time to really think about how you are communicating your ideas.
    - For APA formatting see: *APA Publication Manual* (7<sup>th</sup> ed.), <http://www.apastyle.org/index.aspx>, and/or <http://owl.english.purdue.edu/owl/resource/560/01>.
3. *Pop Quizzes/Attendance (10%)*: Attendance will be taken every class. However, there will be approximately 1 pop quiz for every chapter. Students will be given 10 minutes to respond to the questions based on the reading assignment for that day. These quizzes will be graded out of 5-15 points. The purpose for these quizzes is twofold: (1) an intermittent means to take attendance, (2) assure that you are keeping up with readings. **There are no make-ups for missing a Pop Quiz.**

### GRADE DISTRIBUTION SUMMARY

Exam 1	20%
Exam 2	20%
Exam 3	20%
Case Study 1	15%
Case Study 2	15%
Pop Quizzes/Attendance	10%
TOTAL = 100%	

### GRADING SCALE

<b>A</b>	<b>93.0-100</b>	<b>B</b>	<b>82.5-87.4</b>	<b>C</b>	<b>72.5-77.4</b>	<b>D</b>	<b>62.5-67.4</b>
<b>A-</b>	<b>90.0-92.9</b>	<b>B-</b>	<b>80.0-82.4</b>	<b>C-</b>	<b>70.0-72.4</b>	<b>D-</b>	<b>60.0-62.4</b>
<b>B+</b>	<b>87.5-89.9</b>	<b>C+</b>	<b>77.5-79.9</b>	<b>D+</b>	<b>67.5-69.9</b>	<b>F</b>	<b>&lt;60</b>

**PROJECTED COURSE OUTLINE**

<u>Date</u>	<u>*Topic/Assignment*</u>
<u>1/14/20</u>	Introduction & Review of Syllabus <b><u>Chapter 1 – Abnormal Behavior in Historical Context</u></b>
<u>1/16</u>	{Continue Chapter 1}
<u>1/21</u>	<b><u>Chapter 2 – An Integrative Approach to Psychopathology</u></b>
<u>1/23</u>	{Continue Chapter 2}
<u>1/28</u>	<b><u>Chapter 3 – Clinical Assessment, Diagnosis, &amp; Research in Psychopathology</u></b>
<u>1/30</u>	{Continue Chapter 3}
<u>2/4</u>	<b>***EXAM 1 (Chapters 1, 2, 3)***</b>
<u>2/6</u>	<b><u>Chapter 4 – Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders</u></b>
<u>2/11</u>	{Continue Chapter 4}
<u>2/13</u>	{Continue Chapter 4}
<u>2/18</u>	{Continue Chapter 4}
<u>2/20</u>	{Continue Chapter 4}
<u>2/25</u>	<b><u>Chapter 5 – Somatic Symptom and Related Disorders and Dissociative Disorders</u></b>
<u>2/27</u>	{Continue Chapter 5} <b>***CASE STUDY 1 DUE***</b>
<u>3/3</u>	{Continue Chapter 5}
<u>3/5</u>	<b><u>Chapter 6 – Mood Disorders and Suicide</u></b>
<u>3/10 &amp; 3/12</u>	<b>***SPRING BREAK***</b>
<u>3/17</u>	<b>***SPRING BREAK***</b>
	<b>***ONLINE***</b>
<u>3/19</u>	{Continue Chapter 6}
<u>3/24</u>	{Continue Chapter 6}
<u>3/26</u>	<b><u>Chapter 8 – Eating and Sleep-Wake Disorders</u></b>

**\*\*\*RETURN FACE-TO-FACE\*\*\***

<u>3/31</u>	<b>***EXAM 2 (Chapters 4, 5, 6)***</b>
<u>4/2</u>	{Continue Chapter 8}
<u>4/7</u>	<b><u>Chapter 11 – Personality Disorders</u></b>
<u>4/9</u>	<b>***EASTER BREAK***</b>
<u>4/14</u>	{Continue Chapter 11}
<u>4/16</u>	{Continue Chapter 11}
<u>4/21</u>	<b><u>Chapter 12 – Schizophrenia &amp; Other Psychotic Disorders</u></b>
<u>4/23</u>	{Continue Chapter 12} <b>***CASE STUDY 2 DUE***</b>
<u>5/4</u> <u>@ 3:30pm</u>	<b>***EXAM 3 (Chapters 8, 11, 12)***</b>

**Right of Revision Statement:** As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Brightspace.