

## Course Information

Date Submitted: 1/7/2013

Current Prefix and Number: PSY - Psychology , PSY 533 - ABNORMAL PSYCHOLOGY

Other Course:

Proposed Prefix and Number: PSY 333

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: Psychology

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Sung Hee Kim

Email: [shkim00@uky.edu](mailto:shkim00@uky.edu)

Phone: 257-4643

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: spring 2013

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ABNORMAL PSYCHOLOGY

Proposed Title: ABNORMAL PSYCHOLOGY

c. Current Transcript Title: ABNORMAL PSYCHOLOGY

Proposed Transcript Title: ABNORMAL PSYCHOLOGY

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A study of the major mental disorders, especially the psychoneuroses and the psychoses, and the biological, psychological, and sociological factors which contribute to their causation.

Proposed Course Description for Bulletin: A study of the major mental disorders, such as anxiety, mood, substance use, personality, and psychotic disorders, and the biological, psychological, and sociological factors which contribute to their causation.

2j. Current Prerequisites, if any: Prereq: PSY 100 or equivalent and one of the following: PSY 215, 216 or 223.

Proposed Prerequisites, if any: Prereq: PSY 100 or equivalent and one of the following: PSY 215, 216 or 223.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: Please note that the proposed change involves changing the course number. There are three main reasons for the change. One involves updating the course description so that it accurately reflects the course content (the existing one is very outdated). The second reason involves helping PSY majors determine whether they want to go into the more clinical and counseling fields earlier, as they would be taking 300-level courses in their sophomore or junior year. The third reason for this change stems from our ongoing efforts for streamlining our course numbers so as to minimize any confusion among PSY majors. In our current curriculum, almost all 500-level courses are capstone courses. The current course (PSY 533) is NOT part of our capstone courses. Despite the best advising efforts, some PSY majors automatically assume that all 500-level PSY courses are capstone courses and would take PSY 533, only later to realize that it is not part of the capstone courses. Such confusion causes a delay of graduation.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RLORCH|Robert F Lorch|Dept approval for ZCOURSE\_CHANGE PSY 533|20120717

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_CHANGE PSY 533|20120717

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_CHANGE PSY 533|20120925

**PSY 333: Abnormal Psychology**  
**August, 2012**

**Instructor:** David Berry, Ph.D.  
**Office Address:** 012D Kastle Hall  
**Email:** dtrb85@gmail.com  
**Office Phone:** 257-5451  
**Office Hours:** Tu, Th: 11:00 – 11:30 am  
or by appointment (please contact  
me if you can't meet during my office hours and I will make other  
arrangements)

Class Meeting Date: TBD  
Class Meeting Place: TBD

**Course Description:**

The goal of this class is to introduce you to assessment, classification and treatment of psychopathology. This survey course is divided into 3 major sections. In section 1, important background material is presented, providing a context and framework for sections 2 & 3 that focus on various groups of mental disorders. Based on comments from past students, you can expect this class to be time consuming but rewarding in terms of the depth and breadth of your introduction to abnormal psychology.

**Prerequisites:**

PSY 100 or equivalent and one of the following: PSY 215, 216 or 223.

**Student Learning Outcomes:**

After completing this course, the student will be able to:

1. Describe alternative definitions of mental illness
2. Understand the DSM-5 system for diagnosis of mental illness
3. Describe at least 2 major systems for conceptualizing and treating mental illness
4. Understand the major categories of mental illness

**Course goals or objectives:** Several sources of information are provided in the course, including lecture, reading in the primary textbook, reading in the casebook, and video materials presented during class. These multiple "channels" of information are intended to help you master the technical basis for the field as well as appreciate the phenomenology of various mental illnesses.

**Required Materials:**

Abnormal Psychology (10th ed.)  
(Kring, Davison, Neale, & Johnson, 2006)  
Case Studies in Abnormal Psychology (7<sup>th</sup>ed.)

(Oltmanns, Neale & Davison, 2006)

## **Description of Course Activities and Assignments**

### **Exams**

There are 4 exams. Exams will consist of objective (multiple choice) questions sampling from lectures, main text, case study book, and videos. Each exam will be over the immediately preceding material (non-cumulative).

### **Case Study Worksheets**

Another course requirement involves completing worksheets (attached) on assigned case studies from the Oltmanns et al. text. These worksheets are intended to help you process the case studies from different perspectives. Worksheets are due on the day the particular case study reading is assigned. You must complete worksheets on 7 cases. Please read and follow the rules carefully in order to receive full credit for these assignments.

### **Video Worksheets**

A final course requirement involves completing worksheets on the videotapes presented during class. These worksheets are intended to help you process the video and provide notes to help you review for exams. You must complete worksheets on 5 videotaped presentations. These must be turned in immediately following each video.

## **Course Assignments**

Exam 1	(22%)
Exam 2	(22%)
Exam 3	(22%)
Exam 4	(22%)
Case Worksheets	(7%)
Video Worksheets	(5%)

## **Course Grading**

I will grade on the following scale: A=90-100; B=80-89; C=70-79; D=60-69; E=<60. Final grades will be arrived at by summing the points earned for each of the assignments. If you ever have questions regarding your standing in the class, please make an appointment with me for a discussion. Please contact me as soon as you realize you are in difficulty!

## **Final Exam Information**

TBD

## **Mid-term Grades**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). Your mid-term grade will be based on your performance completed by October 10<sup>th</sup>.

## **Course Policies:**

### **Submission of Assignments:**

Late assignments will lose 1 letter grade per day they are late. In an emergency, if you contact me beforehand, I will explore other arrangements. No makeup examinations will be given unless a documented illness, personal emergency, religious holiday or an official university activity for which prior notice is given prevents taking the exam on the appointed date.

### **Attendance Policy:**

Although attendance is not required, I have observed that students who miss lectures do not do well. If you would like to make a good grade in the course, it will help to come to class regularly. I have also noticed that students who form study groups tend to do better in the class, and I encourage this.

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or

the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of



Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

### Tentative Course Schedule

		ASSIGNMENTS	
<u>Date</u>		<u>Topic</u>	<u>Reading</u>
August 27		Orientation/Syllabus Defining Abnormality	
September	1	History/Conceptual Issues	Kring Ch 1
	3	Major Paradigms	Kring Ch 2
	8	Treatment	
	10	Treatment Cont.	Kring Ch 16
	15	Treatment Cont.	
	17	Psychotherapy	Therapy Video
	22	<b>++Exam 1</b>	
	24	Classification & Diagnosis	Kring Ch 3
	29	Clinical Assessment <b>Deadline for approval of optional TP topic</b>	
October	1	Research Methods	Kring Ch 4
	6	Randomized Clinical Trials	
	8	<b>++Exam 2</b>	
	13	Anxiety Disorders	Kring Ch 5
	15	Anxiety Disorders Cont.	
	20	Anxiety Disorders Cont.	<b>*Oltmanns Ch 1,3</b> Anxiety DO Video
	22	Mood Disorders	Kring Ch 8

	27	Mood Disorders Cont.	<i>*Oltmanns Ch 7,8</i> Mood DO Video
	29	Personality Disorders	Kring Ch 12
November	3	Personality Disorders Cont.	<i>*Oltmanns Ch 19,20 +see footnote</i> Pers DO Video
	5	Schizophrenic Disorders	Kring Ch 11
	10	Schizophrenic Disorders Cont.	<i>*Oltmanns Ch 10</i> Schiz DO Video
	12	<b>++EXAM 3</b>	
	17	Childhood Disorders	Kring Ch 14
	19	Childhood Disorders Cont.	<i>*Oltmanns 21,22</i>
	24	Childhood Disorders Cont. <b>++Extra credit term paper due</b>	Child DO Video
	26	Thanksgiving Holiday	
December	1	Substance Abuse Disorders	Kring Ch 10 <i>*Oltmanns Ch 12</i>
	3	Somatoform, Factitious Disorders & Malingering	Kring Ch 6 <i>*Oltmanns Ch 9</i>
	8	Aging Disorders	Kring Ch 15
	10	Open	
	15	<b>++EXAM 4</b> (Tuesday, 8:00 am)	

Notes: Reading assignments should be completed before class on assigned dates. \* Case study worksheets due. + **Case 20 not actually in treatment. Modify worksheet answers to address how you would have worked with this individual.**

## Notes on Case Study Worksheets

You must complete worksheets on 7 case studies from the Oltmanns et al. Case Study Book. In order to receive credit for these worksheets:

1. **You may only review a case study which has been assigned to read in the Syllabus.** These will appear as "*Oltmanns Ch X*" in the right hand column of the Assignments page. Worksheets on case studies not assigned will receive NO credit.

2. **You must turn in worksheet answers by the end of class on the date the reading assignment appears on the Assignment page.** If the worksheet is turned in after the assigned date/time, NO credit will be given unless an excused absence, as outlined above, is documented.

3. If additional space is used for worksheet answers, **limit your complete answer to a maximum of 2 pages.** Please staple 2 or more pages together.

4. Note that there are 11 possible case studies assigned for reading. Seven case study worksheets are required. **Be sure to plan ahead to obtain all possible points.**

5. Case study worksheets **must be typed.** Handwritten worksheets will receive NO credit.

## WORKSHEET FOR CASE STUDIES

Instructions: You must complete this worksheet for 7 assigned cases from the Oltmanns et al. casebook. This worksheet should be incorporated into your word processing package. Your responses **must be typed** or printed using a word processing package. ***Please staple if more than one page (2 pages maximum)***. Handwritten worksheets will not receive credit.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

CHAPTER # & TITLE \_\_\_\_\_

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- A. SUMMARIZE THE MAIN SIGNS & SYMPTOMS OF THE PATIENT:
  
- B. FROM THE PERSPECTIVE OF ONE OF THE MAJOR THEORIES REGARDING THE CAUSES OF MENTAL ILLNESS (CHOOSE ONE: MEDICAL, PSYCHODYNAMIC, BEHAVIORAL/LEARNING OR COGNITIVE) WHAT FACTORS IN THE PATIENT'S BACKGROUND & HISTORY WOULD HAVE BEEN SEEN AS IMPORTANT FOR THE
  
- C. SUMMARIZE THE MAIN TREATMENT PROCEDURES ACTUALLY USED AND HOW SUCCESSFUL THE INTERVENTIONS WERE:
  
- D. WHAT PARADIGM(S) OTHER THAN THOSE ACTUALLY USED, MIGHT HAVE BEEN USEFUL FOR APPROACHING TREATMENT OF THIS CASE? BASED ON THE ALTERNATIVE CONCEPTUALIZATION YOU SUGGEST, WHAT OTHER INTERVENTIONS MIGHT HAVE BEEN HELPFUL FOR THE PATIENT?