

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

| | | | |
|---------------|--|-----------------|--|
| Department | PSYCHOLOGY | College/School | College of Liberal Arts |
| Prepared by | Dani' Sheppard | Phone | x6163 |
| Email Contact | XXXXXXXX@alaska.edu jeschichnes@alaska.edu | Faculty Contact | XXXXXXXXXX Janet Schichnes |

1. COURSE IDENTIFICATION:

| | | | | | |
|------|-----|----------|------|----------------|---|
| Dept | PSY | Course # | F345 | No. of Credits | 3 |
|------|-----|----------|------|----------------|---|

| | |
|---------------------|---------------------|
| COURSE TITLE | Abnormal Psychology |
|---------------------|---------------------|

2. ACTION DESIRED:

Change Course If Change, indicate below: Drop Course

| | | | | | |
|---|----|-------|--|-----------------------|----|
| NUMBER | | TITLE | | DESCRIPTION | XX |
| PREQUISITES | XX | | | FREQUENCY OF OFFERING | XX |
| CREDITS (including credit distribution) | | | | COURSE CLASSIFICATION | |
| CROSS-LISTED | | Dept. | | | |
| STACKED (400/600) | | Dept. | | Course # | |
| OTHER (please specify) | | | | | |

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

| | | | | | | |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|--|
| COURSE FORMAT (check all that apply) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 weeks to full semester |
| OTHER FORMAT (specify all that apply) | Asynchronous, web-based delivery through CDE. | | | | | |
| Mode of delivery (specify lecture, field trips, labs, etc) | Lecture | | | | | |

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:
 O = Oral Intensive, Format 6 also submitted W = Writing Intensive, Format 7 submitted Natural Science, Format 8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated N/A

How many times may the course be repeated for credit? N/A TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? N/A CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

PSY F345 Abnormal Psychology (s)
 3 Credits Offered Fall
 A study of abnormal behavior, its causes, treatment and social impact. The major classifications of disorders are presented. Note: Meets department community service requirement for Psychology major. Prerequisites: PSY F101. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

PSY F345 Abnormal Psychology (s)

3 Credits Offered Fall Spring Even-numbered Years

A study of abnormal behavior, its causes, treatment and social impact. The major classifications of disorders are presented. Also available through the Center for Distance Education during some semesters. Note: Meets department community service requirement for Psychology major.

Prerequisites: PSY F101; or permission of instructor. Recommended: PSY F275. (3+0)

proposed final version:

PSY F345 Abnormal Psychology (s)

3 Credits Offered Spring Even-numbered Years

A study of abnormal behavior, its causes, treatment and social impact. The major classifications of disorders are presented. Also available through the Center for Distance Education during some semesters. Prerequisites: PSY F101; or permission of instructor. Recommended: PSY F275. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO NO

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

FACULTY: Adding the recommended prerequisite will have a positive impact on the faculty and instructors teaching this course. It will increase the chances that students taking the course have been introduced to research methodology, decreasing the amount of time instructors have to spend reviewing core concepts. Removing the community service component will allow (1) faculty easier management of sections with high enrollment, and (2) flexibility in whether to and in how to incorporate service learning.

BUDGET: This change is in response to budget pull-backs, providing a better match of curriculum offerings with faculty resources.

FACILITIES/SPACE: We anticipate higher enrollment since we are proposing to only offer it every other year; hence, we would likely need a larger classroom than the one currently used when it is offered.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

| | | | | |
|----|--------------------------|-----|-------------------------------------|--|
| No | <input type="checkbox"/> | Yes | <input checked="" type="checkbox"/> | Dr. Tim Lower spoke with Diane Ruess regarding all curriculum changes being submitted. |
|----|--------------------------|-----|-------------------------------------|--|

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No other programs should be impacted by these changes; they are internal to Psychology. We are not aware of any other department or program using this course in their curriculum.

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

POSITIVE: Psychology students will receive a more consistent message of the importance of PSY F275. The department will be able to move away from outdated concepts of 'community service' toward more current thinking around 'service learning'. Most importantly, the department will have much more flexibility in how to manage this course which historically has a higher enrollment.

NEGATIVE: Students will have less frequent access to course content.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

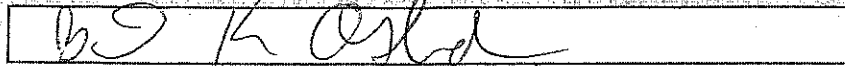
PREREQUISITE CHANGE: Our department wants to send a strong message regarding the importance of research methodology. We have made deliberate decisions regarding for which courses it will be required and which ones recommended. Regarding adding "permission of instructor": Students should be aware that instructors have the ability to waive prerequisites in special circumstances.

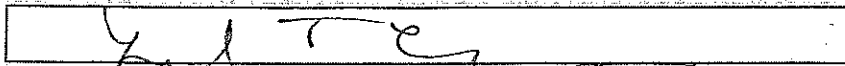
COMMUNITY SERVICE: In the ten years this requirement has been in place, several things have happened: (1) the research and thinking around incorporating service into academics has developed significantly, (2) our enrollments and number of majors has increased significantly (placing high burden on the community to support mandated service), (3) our need for adjuncts in this course has increased necessitating more flexibility in the course criteria, (4) the requirement and criteria as written has had some negative impact on our community partners, and (5) reviews of our outcomes assessment reveal a need for change. In the context of the program change, we are removing the community service requirement from designated courses and addressing the commitment to service learning through a different mechanism.

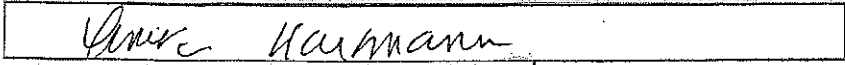
FREQUENCY OF OFFERING CHANGE: Budgetary pull-backs and subsequent unapproved requests to replace departing faculty have necessitated changes in course offerings. While students will have less access to this course, it will increase enrollment when it is offered and provide the department more flexibility in scheduling.

COURSE DESCRIPTION: The course is regularly offered via CDE.

APPROVALS:

| | | |
|--|------|----------|
|  | Date | 5/3/2011 |
| Signature, Chair, Program/Department of: PSYCHOLOGY | | |

| | | |
|---|------|----------|
|  | Date | 5/4/2011 |
| Signature, Chair, College/School Curriculum Council for: College of Liberal Arts | | |

| | | |
|--|------|----------|
|  | Date | 5/4/2011 |
| Signature, Dean, College/School of: College of Liberal Arts | | |

| | | |
|------|------|------|
| | Date | |
|------|------|------|

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

| | | |
|--|------|------|
| | Date | |
| Signature, Chair, UAF Faculty Senate Curriculum Review Committee | | |

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

| | | |
|--|------|------|
| | Date | |
| Signature, Chair, Program/Department of: | | |

| | | |
|--|------|------|
| | Date | |
| Signature, Chair, College/School Curriculum Council for: | | |

| | | |
|-------------------------------------|------|------|
| | Date | |
| Signature, Dean, College/School of: | | |

Abnormal Psychology
Psychology F345/Fall 2009/ 3 credits
Section 01/Gruening 208/MWF 1:00-2:00pm

Instructor: TBA
Office location: TBA
Office phone: 474-
Office hours: TBA
e-mail: TBA

PREREQUISITES:

PSY F101; or permission of instructor. Recommended: PSY F275.

COURSE DESCRIPTION:

UAF Catalog: A study of abnormal behavior, its causes, treatment and social impact. The major classifications of disorders are presented. Also available through the Center for Distance Education. Addendum: Course material investigates psychology of human experience when things go wrong. This course will focus on the incidence, etiology, and assessment of dysfunctional behavior patterns with children, adolescents, adults, and families. Students will learn models of assessment to evaluate human functioning throughout the life cycle, with emphasis on vulnerable and diverse populations. Major nosological systems, such as the Diagnostic and Statistical Manual of Mental Disorders, will be covered.

COURSE READINGS:

Barlow, D.H., & Durand, V.M. (2009). Abnormal Psychology: An Integrative Approach (Fifth Edition). Belmont, CA: Thomson Wadsworth.
<http://www.ichapters.com/market/isbn.html?isbn=0495095567&cid=D2S>

Castillo, R.J. (1997). Culture and Mental Illness: A Client-Centered Approach. Pacific Grove, CA: Brooks/Cole Publishing Company.
<http://www.ichapters.com/market/isbn.html?isbn=0534345581&cid=D2S>

Suggested reading: American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders, Fourth Edition Text Revision (DSM-IV-TR). Washington, D.C: APA.

*There is no fully searchable DSM-IV-TR available online. For more information on classification see http://psyweb.com/Mdisord/DSM_IV/jsp/dsm_iv.jsp

COURSE GOALS and STUDENT LEARNING OUTCOMES:

1. Identification and differentiation between biological, psychosocial, and cultural theories on the etiology of dysfunctional behavior patterns.
2. Application of multiple methods of assessment, including those developed through classification systems, standardized measures, and qualitative typologies.
3. Identify the relationship between assessment and intervention in clinical practice.
4. Adapt assessment models to reflect the needs of person of diverse social, economic, cultural or ethnic backgrounds, including understanding issues of gender, sexual orientation, and developmental abilities.
5. Critically evaluate different theoretical and assessment models as to their efficacy in given situations.
6. Identify the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations.

INSTRUCTIONAL METHODS:

Lecture, class discussions, videos, activities, case study, demonstrations, and use of Blackboard.

ATTENDANCE:

Attendance is not mandatory, but important for obtaining information from class sessions that will be pertinent to exams.

COURSE POLICIES:

- An absence at any time does not relieve you of your responsibility for material covered in class, assignments, or adhering to announced deadlines. Please try to get this information from your fellow students.
- I reserve the right to change portions of this syllabus, including the class schedule, presentation or quiz format, and grading criteria. If I do so, I will provide notification.
- Engaging in cheating or plagiarism will result in a failing grade for this course, as well as referral to the office of the Associate Vice Chancellor for Student Life.

***It is my policy to be available for students whenever possible. Please notify me if you have any problems or concerns with this class e.g., material, study skills, etc. I will be glad to make an appointment to speak with you.

EVALUATION:

2 Exams @ 100 points each
Writing Assignment
Total Points

POINT SCALE:

200 points
150 points
350 points

Final Grade

A = 315-350 (Superior Work)
B = 280-314 (Above Average Work)
C = 245-279 (Average Work)
D = 210-244 (Below Class Expectations)
F = below 210 (Failing Work)

An incomplete grade (I) for the course will be assigned ONLY if three conditions have been met: (1) arrangements are made with the instructor BEFORE the last day of class; (2) you have completed 3/4 of the course work, written assignments and tests, and earned a grade of "C" or better; AND (3) documented evidence is submitted to substantiate the fact that course completion was prevented by an emergency (e.g., medical or family emergency).

Normally, an "I" grade will be given only when the student has attended and participated in class until at least the last 2 weeks of the session. Failure to attend or complete the course, will result in a grade of "F," unless there has been an official course withdrawal.

EXAMS:

There will be two exams. Each will be worth 100 points. Your exams will contain information from class and your textbook (s) as well as supplemental handouts/journal articles and/or audio/visual materials I will present. **Exam dates: Friday, October 9 and Wednesday, December 16.**

*****IMPORTANT:** This is one of the questions for Exam Two (your Final Exam). You will turn it in on **December 16th** when you take Exam Two in class.

Chose and read one book, fiction or non-fiction. In 2 pages, apply what you have learned with regard to Abnormal Psychology. The document should be typed, double-spaced and clearly divided into three sections:

- a) Summary (10 points) - provide a brief summary of the book and main character,
- b) Abnormal Behavior (25 points) - describe actions, thoughts and feelings of this main character that might be considered abnormal,
- c) Possible Diagnoses (35 points) - provide a detailed discussion of how these actions, thoughts and feelings fit and/or do not fit into possible diagnoses of mental disorders as covered in this course.

I may award up to 10 extra points for a unique and especially interesting presentation of material.

Book choice. By **September 25th**, submit to me, in writing, the title of the book you plan to use for your analysis. It would be wise to discuss your choice with me ahead of this date.

Exams will be given on the dates and times listed. Any exceptions to this **MUST** be worked out with the instructor, in person, at least a week before the exam. If a truly unavoidable emergency prevents taking the exam, you **must** make contact with me within 24 hours of the scheduled exam time. By "contact," I mean actual feedback from myself personally via a phone call which you and I speak, in person in my office, or an email which I respond to. "Contact" is not leaving me an email or a phone call with no response from me and "assuming" everything is ok.

Also, there will be no exams and/or assignments due on a Monday, so there is no need to worry about finding me over a weekend. Requests for make-ups must be accompanied by written documentation describing the necessity. In the unlikely event of a make-up test, the format will be all essays and **MUST** be scheduled within 24 hours of the scheduled exam time. If you miss an exam you receive 0 Points for that work.

WRITING ASSIGNMENT:

There will be one writing assignment, worth 150 points. You will be given a case study and will have the opportunity to first discuss classification of the individual's mental health, then your recommendations for assessment and intervention. Recommendations will need to reflect a culturally appropriate client-centered approach. Your recommendations must be based on literature/research which supports your assessment/intervention plan. The assignment will be five pages long, typed and double spaced, APA format.

The rules of APA format, detailed in the Publication Manual of the American Psychological Association, offer sound guidance for writing with simplicity, power, and concision. APA Style has been adapted by many disciplines and is used by writers around the world. I will briefly present on APA style, but for more information, check out <http://www.apastyle.org/> **Due date: November 13th.**

LATE WORK

If your work is late, it will be reduced by one letter grade per day.

COURSE CALENDAR:

| <u>DATE</u> | <u>TOPIC</u> | <u>TEXT READING</u> |
|----------------------|--|----------------------------------|
| September 4 | Welcome/Explanation of Syllabus | |
| September 7 | No Class/Labor Day | |
| September 9 | Introduction to Psychopathology | Chapter 1 (B&D) |
| September 11 | Integrative Models for Etiology | Chapter 2 (B&D) |
| September 14 | Culture and Mental Illness | Chapter 1 & 2 (C) |
| September 16 | Assessment and Diagnosis (nosology) | Chapter 3 (B&D) Chapter 4 (C) |
| September 18 | Anxiety Disorders | Chapter 5 (B&D) |
| <i>*September 18</i> | <i>Last day for drops (course does not appear on record)</i> | |

| | | |
|----------------------|---|-------------------|
| September 21 | Anxiety Disorders | Chapter 10 (C) |
| September 23 | Dissociative & Somatoform Disorders | Chapter 6 (B&D) |
| September 25 | Dissociative & Somatoform Disorders | Chapter 13 (C) |
| <i>*September 25</i> | <i>Book choice for final exam question DUE</i> | Chapter 11 (C) |
| September 28 | Community and Rural Psychology | Assigned readings |
| September 30 | Mood Disorders | Chapter 7 (B&D) |
| October 2 | Mood Disorders | Chapter 12 (C) |
| October 5 | Eating and Sleep Disorders | Chapter 8 (B&D) |
| October 7 | Eating and Sleep Disorders | Assigned readings |
| October 9 | EXAM ONE | |
| October 12 | Challenges and Barriers in Bx Healthcare Delivery | Assigned readings |
| October 14 | Personality Disorders | Chapter 12 (B&D) |
| October 16 | Personality Disorders | Chapter 6 (C) |
| October 19 | Sexual & Gender Identity Disorders | Chapter 10 (B&D) |
| October 21 | Sexual & Gender Identity Disorders | Chapter 7 (C) |
| October 23 | Introduction to case conceptualization and therapeutic techniques | Assigned readings |
| October 26 | Case conceptualization/therapeutic technique | Assigned readings |
| October 28 | Substance abuse/Impulse Control Disorders | Chapter 11 (B&D) |
| October 30 | Substance abuse/Impulse Control Disorders | Chapter 9 (C) |
| <i>* October 30</i> | <i>Last day for withdrawals (W grade given for course)</i> | |
| November 2 | Psychosis | Chapter 13 (B&D) |
| November 4 | Psychosis | Chapter 14 (C) |
| November 6 | Socio-Contextual Variables | Assigned readings |
| November 9 | Developmental Disorders (and related conditions) | Chapter 14 (B&D) |
| November 11 | Developmental Disorders (and related conditions) | Assigned readings |
| November 13 | Psychology with the Elderly | Assigned readings |
| <i>* November 13</i> | <i>Writing Assignment DUE</i> | |
| November 16 | Cognitive Disorders | Chapter 15 (B&D) |
| November 18 | Cognitive Disorders | Assigned readings |

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|-------------|--|--|
| November 20 | Neuropsychology and Clinical Psychology | Assigned readings |
| November 23 | Psychopharmacology | Assigned readings |
| November 25 | No class | |
| | <i>*November 26-29--Thanksgiving Holiday</i> | |
| November 30 | Physical Disorders and Health Psychology | Chapter 9 (B&D) |
| December 2 | Child and Adolescents with SMI | Assigned readings |
| December 4 | Treating Children and Adolescents | Assigned readings |
| December 7 | Legal and Forensic Issues in Mental Health | Chapter 16 (B&D) |
| December 9 | Controversial Issues in Clinical Psychology | Assigned readings Assigned readings |
| December 11 | The Future of Psychological Research | Chapter 4 (B&D) Assigned readings |
| December 14 | Concluding remarks/review | |
| December 16 | EXAM TWO (FINAL EXAM) | |

SUPPORT SERVICES:

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. Other services are available for tutoring, financial assistance, workshops, etc. Please contact me for information on their availability.

DISABILITY SERVICES:

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 907-474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html>.