



Instructor: Dr. Laura Seligman
Office: 1880b University Hall
Email Address: Use the email function on our class home page
Office Hours: Monday 9-2 and By appointment:
If you have questions do not hesitate contact me or your TA. Do not wait until you do poorly on an exam – come see us beforehand.

Teaching Assistant: Tory Durham
Office Hours: TBA
Email Address: Use the email function on our class home page

The purpose of this course is to provide an introduction to the SCIENTIFIC STUDY of abnormal human behavior. The course will serve as an introduction to the definition, etiology, and treatment of abnormal behavior. In addition, we will examine theories of abnormal behavior, the cultural implications of abnormal behavior, and the (currently changing) diagnostic (DSM-IV/DSM-V) classification of abnormal behavior.

The primary purpose of the course is to help you think differently about abnormal behavior and its treatment by understanding how psychologists have applied the scientific method to understand behavior. You should expect to have your preconceptions of psychopathology (the term psychologists commonly use for abnormal behavior) and psychotherapy challenged and you should be critically analyzing your lay theories of behavior throughout the course.

By the end of the course you should be able to:

1. Discuss the ways psychologists use to determine whether a behavior is abnormal or not and to apply this knowledge to an example behavior or case study.
2. Identify the methods that psychologists use to research abnormal behavior, including being able to read a research study and classify the approach taken. Discuss the strengths and weaknesses to the various methodologies and choose the method best suited to studying a particular question.
3. Identify the theories that have been used to explain and derive treatments for abnormal behavior (both current and historical) and to critically analyze the scientific data for and against such theories.

4. List examples of the various methods that psychologists use to assess and diagnose abnormal behavior and examples of the types of information that can be gained using each method.
5. Identify the most common disorders included in the DSM, including the defining symptoms of each disorder and apply this knowledge to arrive at an accurate diagnosis for (beginning level) case examples.
6. Identify common ethical and legal issues faced by psychologists and provide a well-supported argument about ethical decision-making when provided with a case example.
7. Identify some questions that are currently facing the field of clinical psychology and the best methods to address these questions.

Psychology 1010 (Principles of Psychology)

We will be using digital textbook bundled with Aplia

The text we will be using is:

Barlow, D.H. & Durand, V. M. (2012). *Abnormal psychology: An integrative approach* (6th ed.). Belmont, CA: Wadsworth

Aplia is part of CengageBrain, which allows you to sign in to a single site to access your Cengage materials and courses.

1. Connect to <http://login.cengagebrain.com/>
2. From your Dashboard, enter your course key () in the box provided, and click the *Register* button.
click the *Create a New Account* button, and enter your course key when prompted: . Continue to follow the on-screen instructions.

Purchase access to your course (including the digital textbook) from the CengageBrain website.

Purchase access to Aplia from your bookstore. Check with the bookstore to find out what they offer for your course.

After paying, you will have the option to purchase a physical book at a discounted price. If you choose to pay later, you can use Aplia without paying until 11:59 PM on 01/27/2013.

All students should be comfortable and able to navigate online. If you do not have strong computer skills, I do not recommend taking this course. A basic level of computer skills is a prerequisite and I will not be teaching these skills in the course. If you have never taken an on-line course before I highly recommend visiting http://www.dl.utoledo.edu/help_desk/help.htm to learn how to work with the on-line course system.

- x For this course you will need to be competent in the following skills:
 - o Viewing/navigating webpages
 - o Sending & receiving email messages
 - o Opening and viewing video files

: I have set aside specific times in my weekly schedule when I will respond to student e-mail from this class. I will send out responses to your email questions and comments on Tuesdays and Thursdays evenings.

Consider all e-mails to me and your TA professional correspondence. This means that you should proof-read all correspondence and use proper grammar and spelling. Remember to use a grammar and spell-checker before sending your e-mails to us.

- o It is expected that you will explore all the multimedia materials associated with each chapter.
- o It is expected that all correspondence for the course will be written in a professional style. This means that you should use proper spelling and grammar and that you should refrain from using informal speech (e.g., abbreviations) and language.
- o It is expected that you will plan appropriately so as to have your discussion postings, aplia assignments, and exams completed by the designated deadlines. Meeting the designated deadlines is entirely your responsibility.

: I am not a computer expert. Therefore, if you are having technical problems, please contact the eLearning Help Desk number 866-886-5336 or use the online chat system.

: Technical problems with your computer are not a legitimate reason for failing to complete assignments or exams by posted deadlines. There are many computer options available to you, such as the many University of Toledo computer labs and the computers at public libraries. To find out the hours of the University of Toledo computer labs, you can call this number: 419-530-4636. Students are responsible for finding their own alternative methods or locations to complete exams and assignments by the given deadlines.

If you do not follow these steps you will not be able to complete the exam and your score will be equal to the number of completed correct items divided by the total number of items on the exam.

There will be a total of 631 points available for the class. Exams, aplia assignments, and discussion posts will be the basis for your grade. All discussion comments and aplia assignments must be completed on time or they will not be accepted. Exams must be completed on the designated exam days. (Note: I reserve the right to adjust the grading distribution based on the class' scores; however, you will never receive a lower grade than that indicated in the table below.)

Exams	400	63%
Discussion	40	6%
Aplia Assignments	191 ^a	30%

^aThere are 767 questions you must answer; each one is worth ¼ point.

^bThese figures are rounded so they are approximate and sum to more than 100%

A	100-95%
A-	94-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%

written, demonstrate knowledge of the material and critical thinking) will receive 9-10 points. Post your response under the appropriate topic on the discussion page with your name and topic under the subject heading. Please do not email me your discussion responses. Failure to participate in class discussions by the posted deadlines will result in 0 points for that topic.

I have set up assignments for each of the chapter in your text book that we are covering this semester. You should read the lecture notes, the text, and then complete the aplus assignment. Essentially, each assignment is a set of questions that assess your understanding of the material presented in the text. The assignments are set up so you can answer questions up to 3 times in order to help you master the material. Your best scores will become your final grade. You must complete all assignments by the due dates listed in the course schedule to receive credit. Completing these assignments should help

- This exam may be taken anytime January 31st or February 1st (Thursday or Friday) from 12:00 a.m. Thursday to 11:59 p.m. Friday.

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In this session we will begin the discussion of specific disorders. We will cover the anxiety disorders, somatoform and dissociative disorders, and eating disorders.

- Due Monday, February 25th.