

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
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1. COURSE IDENTIFICATION:

Dept	PSY	Course #	F345	No. of Credits	3
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COURSE TITLE	Abnormal Psychology
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2. ACTION DESIRED:

Change Course	XX	If Change, indicate below:	Drop Course	
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NUMBER		TITLE		DESCRIPTION	XX
PREQUISITES	XX			FREQUENCY OF OFFERING	XX
CREDITS (including credit distribution)				COURSE CLASSIFICATION	
CROSS-LISTED		Dept.			
STACKED (400/600)		Dept.		Course #	

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)		1		2		3		4		5		XX	6 weeks to full semester
OTHER FORMAT (specify all that apply)													
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	<input type="checkbox"/>	NO	<input type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated

How many times may the course be repeated for credit? 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? 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 F10. (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. (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. (3+0)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO

N
O

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:

XX

PASS/FAIL:

10. **ESTIMATED IMPACT**

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

FACULTY: 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

Yes

XX

Dr. Tim Lower spoke with Diane Ruess regarding all curriculum changes

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: 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.

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.

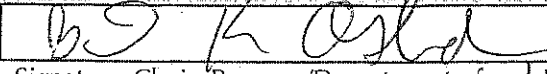
PREREQUISITE CHANGE: Regarding adding “permission of instructor”: Students should be aware that instructors have the ability to waive prerequisites in special circumstances.


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.

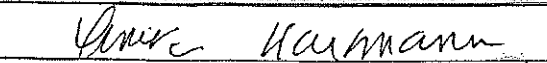
FREQUENCY OF OFFERING CHANGE: Budgetary pull-backs and subsequent unapproved requests to replace departing faculty have necessitated changes in course offerings. While students will have less access to this course, it will increase enrollment when it is offered and provide the department more flexibility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

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and

☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

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.

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 <i>*September 18</i>	Anxiety Disorders <i>Last day for drops (course does not appear on record)</i>	Chapter 5 (B&D)
September 21	Anxiety Disorders	Chapter 10 (C)
September 23	Dissociative & Somatoform Disorders	Chapter 6 (B&D)
September 25 <i>*September 25</i>	Dissociative & Somatoform Disorders <i>Book choice for final exam question DUE</i>	Chapter 13 (C) 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 * October 30	Substance abuse/Impulse Control Disorders <i>Last day for withdrawals (W grade given for course)</i>	Chapter 9 (C)
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 * November 13--Writing Assignment DUE	Psychology with the Elderly	Assigned readings
November 16	Cognitive Disorders	Chapter 15 (B&D)
November 18	Cognitive Disorders	Assigned readings
November 20	Neuropsychology and Clinical Psychology	Assigned readings
November 23	Psychopharmacology	Assigned readings
November 25 * November 26-29--Thanksgiving Holiday	No class	
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) Assigned readings
December 9	Controversial Issues in Clinical Psychology	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 907-474-5655, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html>.