HARRISBURG AREA COMMUNITY COLLEGE SYLLABUS
Department of Social Sciences – Psychology Discipline
ABNORMAL PSYCHOLOGY - PSYC 213
Fall 2019 – Crn # 22804 – Section # 502 – Credits: 3
Gettysburg Campus -- Room #147
Mondays and Wednesdays -- 9:45 - 11:00 am
August 26th through December 11th

Instructor: David R. Bailey, M.S.
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e-mail: drbailey@hacc.edu

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Room #910G-Upstairs (Faculty Offices)
Off-Campus Direct Line: (717) 339-3563
Faculty Secretary: Tonya Heckman-Hann - (717) 337-3855, Ext. 113506

Scheduled Office Hours:
Mondays/Wednesdays 11:30 am to 1:00 pm
Tuesdays 11:30 am to 5:30 pm
Thursdays 11:30 am to 1:30 pm
All Other Days/Times By Appointment
(Sometimes office hours are affected by college related meetings)

Prerequisites: Completion of General Psychology 101 with a grade of C or higher.


Collateral Reading: To be assigned in class.

Catalog Course Description: Survey of theories and etiology of abnormal behavior and its social significance; description of symptoms; consideration of techniques of therapy and theories of prevention. (Core B)

HACC COLLEGE HOMEPAGE: www.hacc.edu or http://www.hacc.edu
Remember to check your HAWKMAIL account or have it forwarded regularly for important email messages!
General Course Outline and Related Information:

I. **Class/Course Objectives**

A. Gain a working understanding of abnormal behavior, what it is, how it affects people, and how it is treated.

B. Understand the scope of the kinds of problems which are defined in the subject of abnormal behavior.

C. Understand the way abnormal behavior is diagnosed and how it is represented in the current version of the DSM and how the diagnoses have changed over time.

D. To foster a thirst and desire to pursue a further understand and knowledge of all that is abnormal psychology.

II. **Class Learning Objectives Statement**

As a result of this course, students will demonstrate an understanding of the following: what abnormal behavior is, how it develops, how it affects society, and how it is diagnosed and treated. These objectives are pursued with respect to a number of different theoretical orientations including but not limited to biological, psychodynamic, humanistic-existential, and behavioral.

III. **335 Course Learning Outcomes**

Upon successful completion of the course, the student will be able to:

- Distinguish between normal behavior, abnormal behavior, and psychological disorder
- Identify symptoms of the major categories of disorders listed in the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- Debate benefits and problems related to the current classification and diagnosis of mental disorders
- Compare and contrast the research methods used by scientists to study the etiology, epidemiology, and the treatment of psychological disorders
- Differentiate the major contemporary perspectives (Behavioral, Biological, Cognitive, Evolutionary, Humanistic, Psychodynamic, Sociocultural) and how each perspective provides a theoretical foundation to explain the development and treatment of mental disorders
- Compare and contrast the role of psychologists with the roles of professionals in other disciplines involved in mental health care
- Apply ethical principles, as addressed in professional ethics codes, that relate to the assessment and treatment of abnormal behavior
- Detect and reject claims arising from myths, stereotypes, and common fallacies regarding mental illness
- Apply a psychological principle to facilitate positive change in behavior
- Utilize primary sources in peer-reviewed journals to write essays, term papers, and/or complete other assignments
- Properly cite and reference sources in current American Psychological Association (APA) style
IV. **Methodology**

Class lecture, discussion, overheads, handouts, and visual aids will all be utilized at various times during the semester. Independent class work outside of scheduled class times will be necessary to be successful with class assignments and requirements. This may include but is not limited to library research, contact with the learning center, submission of your project to an online writing lab, and accessing the internet support sites whether at home or on campus. Some materials may only be available online and not always presented in class. Individual class presentations will also be incorporated. Additional presenters or guest speakers may be incorporated, if possible.

V. **Readings**

Reading should always be done prior to the class/lecture. This will assist you in your ability to participate, discuss and further understand the material. Reading the assigned text is required and is necessary to comprehend much of the material.

VI. **Grading**

A. Grades will be based as follows:

<table>
<thead>
<tr>
<th>1000 Maximum points possible</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 100 pts on Research Paper Project</td>
<td>900 - 1000* = A</td>
</tr>
<tr>
<td>2. 40 pts on Rough Draft</td>
<td>800 - 899 = B</td>
</tr>
<tr>
<td>3. 25 pts on APA Reference Page</td>
<td>700 - 799 = C</td>
</tr>
<tr>
<td>4. 100 pts on Class Presentation</td>
<td>600 - 699 = D</td>
</tr>
<tr>
<td>5. 120 pts on Mid-term Exam #1</td>
<td>0 - 599 = F</td>
</tr>
<tr>
<td>6. 120 pts on Mid-term Exam #2</td>
<td></td>
</tr>
<tr>
<td>7. 220 pts on Final Exam</td>
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</tr>
<tr>
<td>8. 275 pts on Chapter Quizzes*(Lowest 5 Quizzes Dropped)</td>
<td></td>
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</tbody>
</table>

(11 quizzes - 25 pts each)

B. Late assignments:

If you will be away when an assignment is due, the assignment MUST be handed in prior to the missed class unless explicit arrangements have been previously made. All late assignments will be penalized 20 points automatically prior to grading. Late papers will not be graded.

C. Additional grading consideration:

1. Bonus questions with bonus points will be available on each of the examinations (see below).
2. Class participation (see below) counts favorably towards the final grade.
3. Additional extra credit opportunities may become available during the semester BUT ARE NOT GUARANTEED.

VII. **Counselor Referrals**

If a student is not earning a “C” or above, a referral may be made to one of the college counselors to assist the student. A student may elect not to be referred, however, it is advisable to take advantage of counselor referrals since the counselors are very helpful in assisting with many study related problems.
VIII. **Chapter Quizzes (Online on D2L)**

To assess your learning and understanding of the material and to encourage regular reading of the material outside of class, short “Chapter Quizzes” will be utilized throughout the semester. Each Chapter Quiz will cover only one chapter. They will be multiple choice in nature and available ONLINE through Desire2Learn (D2L). They will be 25 questions in length and you will have three attempts to get the best grade possible. Since the questions are randomized, no two quizzes will be exactly alike. The chapter quizzes will be due on the days the material is SCHEDULED to be covered in class and you will have until 11:59 pm to complete them. Since they are ONLINE, you will need to access them outside of class. Because they will be based on the chapter from the textbook, you can take the exams prior to class or after class, but they must be completed before the expiration time/date. NO MAKEUP EXAMS WILL BE GIVEN. PLEASE MAKE SURE THAT YOU DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THESE EXAMS. D2L issues are not an acceptable excuse for non-completion.

There are a total of 16 chapters in this textbook. We will be covering all of them in class. The LOWEST FIVE (5) Chapter Quiz Grades will be dropped so only 11 grades will actually be used in the calculation of your final course grade.

ALL EXAMS MUST BE COMPLETED INDIVIDUALLY – YOU ARE NOT PERMITTED TO WORK WITH OTHER STUDENTS ON THE ANSWERS. If you are caught working with others on these quizzes, all students involved will be removed from the course with an “F” grade.

IX. **Midterm Exams (In-class)**

Two comprehensive midterm exams will be given during the semester which will focus on the MAJOR theories, disorders, concepts, and topics that have been discussed so far in class. They will be multiple choice in nature and will cover the broad topic of development. These exams will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not be allowed to leave the classroom and then return to continue working on the exam. No exceptions will be made. You are only allowed one make-up test per semester which may be harder and will not contain any possible bonus questions.

X. **Final Exam (In-class)**

A comprehensive final will be given on the last day of class during finals week which will focus on the MAJOR theories, disorders, concepts, and topics that have been discussed throughout the semester. It will be multiple choice in nature and will cover the broad topic of development. This exam will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not be allowed to leave the classroom and then return to continue working on the exam. No
exceptions will be made. Due to final grade deadlines, NO MAKEUP EXAMS will be
given for the Final.

XI. Make-up Policy

There are NO make-up exams for the online quizzes. For Midterm Exams, make-
up exams will only be given to those students who contact the instructor BEFORE
CLASS, or if the student has made prior arrangements with the instructor. Make-up
exams may be different than the standard test and may be more difficult. They may also
include an increased number of essay questions. Exams missed without an appropriate
cause, or without instructor notification, cannot be made up. Bonus questions will
not be included on any make-up exams. All exams must be made up within ONE week
of the original test date. You are allowed ONLY ONE MAKEUP EXAM a semester.
THERE WILL BE NO MAKE-UP EXAMS ALLOWED FOR THE FINAL.

Appropriate notification for a make-up exam is:
1. Getting a message to the instructor via his mail box on campus or email.
2. Contacting the instructor directly via the numbers on this syllabus.
3. All contact must be PRIOR to start of class.

XII. Term Paper/Case Study Project

You will be required to complete one research paper/case study project, nine to
eleven (9-11) pages in length, on one topic. For this assignment, you will focus on a
major psychiatric diagnosis/illness that was or will be discussed in the lecture or your
text, that has been depicted in a major motion picture. The paper/case study project will
be focused on your understanding of the characteristics, diagnostic criteria, treatment
options, and current research from reputable sources such as recent professional journals,
books, and current published research articles. You will utilize the motion picture as a
basis for the case study and must have at least 9 (nine) references (4 references from
the last six years) in addition to the material obtained from class. Internet website
references, reference materials and encyclopedias ARE NOT PERMITTED. Any
articles that are obtained via the internet MUST be academic in nature and must receive prior approval by submitted it to me prior to submission of the rough draft of
the project (explanation will be given in class). All topic/movie selections must be given
to the instructor for review at the beginning of the FOURTH DAY of class. The
research paper/case study project must be in APA format and you will be required to
submit a copy of each of your references.

You will also be required to submit a rough draft during the semester which will
be graded to check on your progress in researching the topic, understanding the
assignment, and in formatting the project. In addition, you will also be required to submit
a preliminary reference page/list of sources in APA format that will also be graded.
Further directions regarding the project’s format and the grading rubric will be discussed
in a related handout and at least one handout regarding APA style will be available. All
projects MUST be submitted in paper format and are due no later than the end of
class on:

Monday, November 18th.

NO LATE RESEARCH PAPERS WILL BE ACCEPTED.
XIII. **Class Presentation**

The class presentation will be of an individual nature and must be **10 minutes (12 minutes maximum)** in length. You may use any presentation format (i.e. handouts, overheads, audio/visual aids) to assist you in the presentation of your topic. Please let me know of your equipment needs **at least one week prior** to your presentation day. The general expectations for the presentations are for you to give an example of the behavioral or visual characteristics often associated with the psychological diagnosis or illness which you are writing your paper/case study project on and to share what you have found out from your research.

*I do not want you to simply read to the class. I want a brief synopsis of what you found in your research of your topic. I also want you to use “role-playing” to demonstrate to the class what a person might act like, dress like, and/or how they may communicate with others. If a “role-play” example is not possible or appropriate, you must still involve the class in your presentation in some way.*

Please be creative, and if you need help, see me. Further directions regarding the presentation’s format will be discussed later. Your presentations will be due on various dates throughout the semester. You will be notified by the beginning of the fourth week of class as to what day you will be expected to present your topic on. **No make-up presentations will be given AND it must be between 8-12 minutes in length. If the presentation exceeds 12 minutes you may be stopped so that class time may be maximized for other purposes and your score may be negatively impacted.**

XIV. **Class Participation and Attendance Points**

Class participation is viewed as both active participation in, and preparation for class. It is also evaluated on the way assignments are handled and the care with which they are completed. Attention, attitude, and attendance also reflect one's participation in the course. Grading may be derived from your attendance and participation in class so your participation does have an effect on your assigned grades. **In the event that participation is used for grading the following criteria will be utilized.**

- If you attend all scheduled classes, you will receive **10 points** of bonus on your final grade. You MUST sign the attendance sheet each class to get credit for attendance/participation for that day.
- If you leave early/arrive late, or if you are absent and unable to participate, **no credit** will be awarded. If you miss more than five classes during the semester, your grade will be lowered by 10 points, or you may be removed from the class roster for non-attendance.

XV. **Attendance Policy**

Students are expected to attend all classes and actively participate in all assignments and activities. If a student will miss more than two classes in a row, you must inform the instructor and discuss how you plan on making up the missed material. Attendance will be taken at all classes. Grading may be derived from attendance and attendance is interpreted favorably as part of class participation.

**** **EXCUSED Absences:** An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. **YOU MUST NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS FOR IT TO BE AN EXCUSED ABSENCE.**
**** UNEXCUSED Absences: An absence that occurred for reasons that were: a) within the student’s control to prevent, or b) not significant enough to reasonably prohibit attendance in class, even if uncontrollable. **IF YOU DO NOT NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS THEN THE ABSENCE WILL BE CONSIDERED UNEXCUSED.**

**** EXCESSIVE Absences: When unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course. **IF YOU HAVE EXCESSIVE ABSENCES AT THE TIME OF THE SECOND CONFIRMATION OF ATTENDANCE, YOU WILL BE REMOVED FROM THE COURSE.**

Material missed due to UNEXCUSED absences will not be able to be made-up or will be severely penalized. It is in your best interest to let me know well in advance of schedule conflicts and prior to class in more emergency situations.

**REMEMBER:** Attendance is necessary for you to be able to fully understand the information presented and for you to get full credit for your assignments.

XVI. Late Arrival/Leaving Early:

It is expected that you arrive on time for all scheduled classes and stay for the full class until you are released. If you must leave early, you need to notify me prior to class so that you can be assured of getting any needed materials or assignments without disrupting the rest of the class. In addition, if a pattern of leaving early or arriving late is noted, I may request supporting evidence of your need to do so. If it is deemed unnecessary, you will not be able to make-up any missed assignments. This behavior is disruptive to both the other students and the instructional process.

XVII. Academic Dishonesty Statement

Academic Dishonesty will not be tolerated. It is REQUIRED that each student will be responsible for his/her own work. For example, in your research project, you are required to put the information you read into YOUR OWN WORDS, not use summaries from others, and to use proper APA formatting for all quotes and paraphrasing.

Acts covered under this policy include (but are not limited to) cheating, plagiarism, interference, copying another’s test, bringing in or looking at notes during a test, using electronic devices to send or receive exam related material, submitting a previously graded project or paper which was completed for a different class, submitting a purchased paper from the internet or someone else, incomplete or inaccurate citation of source materials whether deliberate or accidental, having someone else do your work for you, and/or knowingly assisting someone who engages in any of the above acts. In addition, **assisting another student on online-quizzes is considered cheating and is prohibited. If you are seen helping someone else take a quiz, or if it reported that you have been doing so, disciplinary action WILL be taken.**

If you do not know what constitutes plagiarism, please ask me, or please refer the
Gettysburg Campus Learning Center, the school library, or class website for more information and explanations. Remember, anytime that you use ideas or words which are not your own, you must cite or document the original source of this information.

For this class, if you are suspected of academic dishonesty, the following penalties will apply:

- As per college policy, all incidents of academic dishonesty will be documented and included in the student’s institutional records.
- For the first offense, you will receive a zero for the assignment or exam.*
- For the second offense, you will receive an “F” for the course.

* If you are found to have repeatedly violated this policy, I reserve the right to remove you from the class on the first offense.

ASK YOURSELF… HOW DO I KNOW THIS INFORMATION? WHO DESERVES THE CREDIT FOR THE IDEA OR THE WORK?

XVIII. Withdrawal Policy and Roster Reconciliation:

All withdrawals from a class must be processed before 70% of the course has been completed. The withdrawal date is posted on the college website. Please click one of the following links or type them into your browser to see the registration deadlines or the last day to withdraw for this class.

Information Regarding Registration Deadlines
http://www.hacc.edu/Students/RegisterOnlineGuide/registration-dates-and-deadlines.cfm

Information Regarding Add-Drop Deadlines

If you wish to withdraw from this class, please notify me so we can discuss your options and how your choices can affect your financial aid. I hope that you will not need to consider withdrawing from this course, however, if you must, here are the course withdrawal policies. You may withdraw from this course with a “W” grade by completing the online withdrawal form through MyHACC anytime during the Drop/Withdrawal period. If you have violated the academic dishonesty policy, I will change the “W” to an “F” grade. If you are still registered for the class after the Drop Period has ended, you will be assigned a grade based on the grades you have earned in the course.

Periodically during the semester, the college asks faculty to review their class rosters and to remove those students who never attended or have stopped attending and participating. The purpose of this process is to minimize the student default rate for student loans and to have an accurate account of student attendance and participation. If you have excessive absences and are failing the class (have a current class average of less than 50%) or have violated the academic dishonesty policy, you will be removed from the class roster during the second confirmation of attendance and will be given an “F”.

An example of excessive absences is missing FOUR (4) or more classes in a row without contacting me, and/or failing to attempt or complete at least FOUR (4) scheduled online quizzes in a row.

XIX. Incomplete Grade Policy

If you fail to complete the required course work needed for this class by the end
of the semester, an incomplete grade form can be submitted if you notify me in advance of your extenuating circumstances that require additional time. You will be given a total of eight weeks into the following semester to complete the necessary course assignments and an “I” will be assigned as your grade. If you fail to complete the assignments in this time period, your grade will be changed to an “F”. Please discuss this option with me should you have extenuating circumstances that keep you from completing the class work on time. This must be done prior to the last week of class before the semester ends. Non-completion of your research project by the due date is not grounds for an Incomplete.

XX. Instructor Availability

I will be available by appointment or during my office hours. Students may also reach me at my office phone, or by my e-mail address. I enjoy talking about psychology and many related areas. If something interests you, set up a time and we can pursue it. If you don’t understand something, or if you are lost, please see me. If I can’t help you, maybe the Gettysburg Campus Learning Center, a peer, a peer tutor, or an academic counselor can. Remember, talking to me is always to your advantage!

Please note that at times, I may have faculty related meetings scheduled and they may interfere with scheduled office hours. I am usually on campus and if you contact me ahead of time to let me know that you want to talk to me, I can make sure that I am available to meet with you so that we can discuss your concerns or questions. Please do not wait until it is too late to talk to me.

XXI. General Class Expectations, Requirements, Guidelines, and Penalties:

A. Expectations:

- Missing deadlines and excessive absences/lateness are unacceptable and will contribute to a lower grade.

- In order to earn credit for a course, there must be successful completion of all requirements in that course. If you are absent or late from class, it is your responsibility to get lecture notes from a classmate and ask the instructor for handouts and materials.

- Students are responsible for meeting deadlines and bringing all required work to class for discussion. All work is DUE the day it appears on the Course Calendar.

- Students are expected to submit written work following the standards of the assignment, grammar, and spelling. All work must be typed, unless otherwise indicated by the instructor. **ALL WORK THAT IS MULTIPLE PAGES MUST BE STAPLED OR PLACED IN A BINDER FOR SUBMISSION.** Loose pages will not be accepted.

- **Cell phones are prohibited and should not be turned on in the classroom! If you are expecting a serious call (i.e. someone is hospitalized), let me know before class. NO TEXTING DURING CLASS.**

- Computer use that is NOT educational in nature or directly related to this class is prohibited. During lectures and class discussions, computers are NOT to be used unless you are taking notes. Violation of this rule will result in loss of this privilege for the remainder of the semester.
• Students who are disruptive and/or whose actions prevent the instructor or other classmates from achieving an optimal learning environment will be asked to leave the classroom until the behavior is corrected. Examples (but not limited to): constant and/or loud chatter independent of classroom discussion or lecture; walking in late and in a manner disruptive to the concentration and work or the instructor and/or classmates; listening to music and or audio on the computer without headphones.

B. Class Discussions:

• This course explores the diverse opinions of many psychologists, authors and students. You’ll learn that ideas, even those questionable to you, can strengthen your own arguments…knowing both sides allows you to see all the sides of an issue!

• Everyone in my classroom is free to express ideas in an appropriate manner. Anyone who disrupts the learning environment with an attacking and/or disrespectful manner will be asked to leave the classroom.

• Please be respectful of others and treat the classroom as a professional work environment. Please avoid excessive use of abusive language during discussions and in the classroom, in general.

XXII. Accommodations:

If you need accommodations or have documentation regarding accommodations that you would like to share or discuss with me, you **must** stop by my office to discuss your needs. Please do not simply put any documentation in my mailbox, or attempt to give it to me in the classroom, or in the hallways. Your accommodations are individualized and confidential, and this is the only way I can make sure that you receive all of the necessary opportunities to be successful.

Do you have any cool videos, movies, graphics, research, resources, and/or news stories that you have run across during your day that you would like to share or you think may enhance the class?

**IF SO**, please email me the link with a brief explanation of how it relates to what we are talking about and maybe I can share that information with the rest of the class or use it in future semesters!

HACC COLLEGE HOMEPAGE:  [www.hacc.edu](http://www.hacc.edu) or [http://www.hacc.edu](http://www.hacc.edu)

Remember to check your HAWKMAIL account or have it forwarded regularly for important email messages!
OTHER HELPFUL INFORMATION:

*Days of Operation and Hours vary, Please call for times or updates:*

GETTYSBURG CAMPUS LIBRARY Phone: 717-339-3577

GETTYSBURG CAMPUS LEARNING CENTER Phone: 717-339-3521

GETTYSBURG CAMPUS TESTING CENTER Phone: 717-339-3535

CURRENT COLLEGE CALENDER Link: College Calendars
(http://www.hacc.edu/Students/CollegeCalendars/index.cfm)

A General Guide to Access to the iTunesU Podcast Resources for HACC Classes

1st Go to: “http://www.hacc.edu/iTunesU.cfm” (HACC Main Webpage)

2nd Click on: “Enter HACC’s Podcasts” link
(This will open iTunes Software*.)

3rd Click on: ”Science & Medicine” link listed under the ”Categories” heading on the right side of the screen

4th Click on: The icon for your course (just look for my name & your course name)

From here you can download specific lectures or subscribe to the podcast series and then every new download will be downloaded the next time you open up the iTunes software. You can also look on D2L for more recent or current podcasts if your class is being recorded this semester.

*Please note: You must have iTunes software installed on your computer to use the recordings on iTunesU. This is a free download. If you need to install it on your computer, please go to the following site:

http://www.apple.com/itunes/download
HACC College Delayed Schedule/Closing Procedure
Due to Weather or Other Circumstances

Effective Fall 2015, HACC has revised the Delayed Opening Schedule for classes when weather or other incidents cause difficulties. One or more of the following messages will be communicated depending on the circumstances:

- **HACC is operating on a delayed schedule at all campuses. HACC has cancelled all classes beginning prior to 7:50 a.m. Subsequent classes will start 10 a.m. and meet on a compressed schedule of 35 minutes each. Employees will report at 9:30 a.m.**
- **All day classes are cancelled at all HACC campuses. Employees should not report to work. An update will be provided by 2 p.m. regarding classes scheduled to begin at 4:30 p.m. or later.**
- **HACC has cancelled all day and evening classes. Employees should not report to work.**
- **HACC will resume operations at 4 p.m. Classes beginning at 4:30 p.m. or later will meet on a normal schedule.**
- **HACC has cancelled all classes beginning at 4:30 p.m. or later. Employees should not report to work.**

**Please NOTE:** Online classes operate as normal when campus operations are cancelled, unless otherwise specified.

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**FOR THIS CLASS, IF YOU HEAR THAT HACC IS ON A DELAYED OPENING SCHEDULE, IT MEANS THAT OUR CLASS WILL START AT 10:45 A.M. AND END AT 11:20 A.M.**

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If a cancellation of class does occur, please check your HAWKmail for any UPDATES or changes in class assignments and schedules.

Faculty, staff, and students are encouraged to register for E2Campus to receive campus closing notices via text message or email.

To register, visit: [http://www.hacc.edu/AboutUs/Security/e2Campus-Emergency-Alert-Service-Signup.cfm](http://www.hacc.edu/AboutUs/Security/e2Campus-Emergency-Alert-Service-Signup.cfm).

Changes in HACC’s opening status will be communicated by means of:

- **HACC Home Page** [www.HACC.edu]
- **Voice Mail**
- **TV:** WHP, WHTM, WGAL, FOX, WLYH
- **FM RADIO STATIONS:** WTPA 93.5, WRBT 94.9, WLAN 96.9, WRVV 97.3, WYCR 98.5, WHKS 99.3, WQIC 100.1, WROZ 101.3, WARM 103.3, WNNK 104.1, WRKZ 106.7, WGTY 107.7, HOT 92
- **AM RADIO STATIONS:** WKBO 1230, WLBK 1270, WGET 1320, WLAN 1390, WTCY 1400
- Or, you can receive text messages on your cell phone… through HACC’s e2Campus Emergency Notification system.
EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:
Students with disabilities who are in need of accommodations should contact the campus Student Access Services director/coordinator listed below. Directors/Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:
It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, student access and/or student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAAct”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at http://www.phrc.pa.gov/Pages/default.aspx#.V2HOuiFuNS0.

HACC—Gettysburg
Campus
Erin Rose, Coordinator
Student Access Services
G 127E
Phone: 717-339-3533
Fax: 717-337-3015
Email: elrose@hacc.edu

HACC—Lancaster
Campus
Vicki Van Hise, Director,
Student Access Services
RM 221D
Phone: 717-358-2972
Fax: 717-358-2951
Email: vlvanhis@hacc.edu

HACC—Lebanon Campus
Deborah Bybee, Coordinator,
Student Access Services
D316
Phone: 717-270-6333
Email: dabybee@hacc.edu

HACC—Harrisburg
Campus/Virtual Learning
Carole Kerper, Director,
Student Access Services
Cooper C133D
Phone: 717-780-2614
Fax: 717-780-1165
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HACC—York Campus
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Updated: July 2019
# PSYCHOLOGY 213 – FALL 2019 TENTATIVE CLASS SCHEDULE

*(Subject to change as necessary)*

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<th>DATES</th>
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<td>Week One – Aug 26</td>
<td>Introduction</td>
<td>Orientation &amp; Introduction</td>
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<td>Week One – Aug 28</td>
<td>Chapter 1</td>
<td>Introduction</td>
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<td>Week Two – Sept 2</td>
<td><em>NO CLASS</em></td>
<td><em>LABOR DAY</em></td>
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<td>Week Two – Sept 4</td>
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<td>Week Three – Sept 9</td>
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<td>Week Three – Sept 11</td>
<td>Class Overflow Day</td>
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<td>Wednesday</td>
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**Extra Credit Session – Library/Research Orientation -- Room 120B**

Friday, September 13\(^{th}\) at 10:00 AM to 12:00 NOON

| Week Four – Sept 16   | Chapter 4     | Classification, Diagnosis, and Assessment |
| Monday                |               |                                     |
| Week Four – Sept 18   | Overflow Day  | APA Reference Page Due              |
| Wednesday             |               |                                     |
| Week Five – Sept 23   | Chapter 16    | Legal, Ethical, and Professional Issues in Abnormal Psychology |
| Monday                |               |                                     |
| Week Five – Sept 25   |               | Mid-Term Exam #1                    |
| Wednesday             |               |                                     |
| Week Six – Sept 30    | Review Test   | Adjustment Disorders and “V” Codes  |
| Monday                | Begin Chapter 5|                                     |
| Week Six – Oct 2      | Chapter 5     | Stress and Trauma-Related Disorders  |
| Wednesday             |               |                                     |
| Week Seven – Oct 7    | Chapter 6     | Anxiety and Obsessive-Compulsive Disorders |
| Monday                |               |                                     |
| Week Seven – Oct 9    | Chapter 7     | Somatic Symptom and Dissociative Disorders |
| Wednesday             |               |                                     |
| Week Eight – Oct 14 | NO CLASS | FALL BREAK |
| Week Eight – Oct 16 | Class Overflow Day | Presentation Day #1 |
| Week Nine – Oct 21 | Chapter 8 **Rough Draft Due** | Personality Disorders |
| Week Nine – Oct 23 | Chapter 9 | Sexual and Gender Disorders |
| Week Ten – Oct 28 | Class Overflow Day | Presentation Day #2 |
| Week Ten – Oct 30 | **Mid-Term Exam #2** | |
| Week Eleven – Nov 4 | Chapter 10 | Schizophrenia and Psychotic Disorders |
| Week Eleven – Nov 6 | Class Overflow Day | Presentation Day #3 |
| Week Twelve – Nov 11 | Chapter 11 **Final Paper Due (Early)** | Mood Disorders and Suicide |
| Week Twelve – Nov 13 | Chapter 12 | Substance-Related and Addictive Disorders |
| Week Thirteen – Nov 18 | Class Overflow Day **Final Paper Due (LAST)** | Presentation Day #4 |
| Week Thirteen – Nov 20 | Chapter 13 | Neurodevelopmental and Disruptive Disorders |
| Week Fourteen – Nov 25 | Chapter 14 | Eating, Sleep, and Elimination Disorders |
| Week Fourteen – Nov 27 | Chapter 15 | Neurocognitive Disorders |
| Week Fifteen – Dec 2 | Class Overflow Day | Presentation Day #5 |
| Week Fifteen – Dec 4 | Class Overflow Day | |
FALL 2019 - PSYC 213 - SYLLABUS

SOME FINAL THOUGHTS AND SUCCESS TIPS...

Sometimes Psychology can seem overwhelming or tediously obvious. Remember to look around you to see examples of what you’re learning in your environment and in your world. Sometime concepts may be difficult to understand or may require you to step beyond your comfort zone and to see alternate points of view that you may not always agree with. Remember that this class is not a therapy session and no confidentiality is implied or guaranteed. Use caution when sharing personal information. Even if you are only taking this class because you have too, look beyond the focus of what grade you want and look to see how your world and yourself has been effected by the mental health forces around you… How do you think these forces effected your parents, grandparents, or great grandparents? How do you think these forces will affect your children? How will you deal with others who are different or strange?

Remember that this college is interested in helping you succeed at your educational goals. Don't hesitate to approach the instructor or counselors with any problems you are experiencing. We will make a sincere effort to assist you. To be successful in this class you may want to consider the following suggestions:

- Review the textbook material BEFORE you come to class so that you are prepared for what we are about to discuss.

- Review the material we discussed in class AFTER class and before you go to sleep that night so that it is still fresh in your memory. Clear up any misconceptions or fill-in any blanks in your notes before you forget.

- Try to form a study group with a few other people in class. This makes studying more productive and often you will be able to learn from one another as well as from the class materials.

- Try to make connections to the real world with the information that you learning. How do the concepts related to what you already know or what you learned before?
Syllabus Contract Agreement/Info Form – Complete this about yourself and turn it in at the end of class.

Name: ________________________________ Nickname: ________________________ Student ID #: ______________

E-mail: ________________________________ Home Ph: _________________ Cell Ph: _______________

Address: ____________________________________________________________________________

Area of Study: ___________________ # Semesters of college: ________ Previous Psych Course? ______

What is your primary reason for taking this course? (circle all that apply)
A. Interest in topic
B. Requirement for major
C. Recommended by advisor/other faculty
D. General Education Fulfillment
E. Recommended by another student
F. Other (specify) ______________________________________________________________________

What topic in general, or introductory, psychology interested you the most? Why?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What do you expect to learn from this course in abnormal psychology?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are your hobbies, interests, and extracurricular activities?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What formal activities are you involved in college (e.g., athletic team, music, dance, on-campus jobs, etc.)?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What do you consider your academic strengths and challenges?
Strengths: ___________________________________________________________________________
Challenges: _______________________________________________________________________

(Ex: Strengths: interest in topic, like to read  Challenges: overextended, poor time management)

What is important to you for me to know about you?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Syllabus Statement of Understanding (Contract Agreement):
I have received and reviewed the Course Syllabus for PSYC213: Abnormal Psychology course with David Bailey as my instructor. I understand that I am responsible for following the syllabus and all of the requirements set forth in it, and by remaining in the course, I agree to abide by the terms and requirements outlined in the document. I understand that my education is ultimately my responsibility.

__________________________  __________________________
Print Name                   Student ID #
__________________________  __________________________
Signature                   Date