

Psych 3210: Abnormal Psychology

Fall 2008

Class Information

Time: Tuesday and Thursday 1:30-2:45
Location: ENGR 302
Required Text: Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2007). *Abnormal Psychology (10th ed.)*. Wiley & Sons, Inc.

Instructor Information

Professor: Mark Nafziger, Ph.D.
Office Location: TSC 306
Office Hours: Tuesday & Thursday 2:45-3:30 pm; M-W, 4:30-5:00; or by appointment
Contact information: (435) 797-1012
 mark.nafziger@usu.edu (**this is best way to contact me!**)

Please Note: This syllabus contains a description of the course (requirements and structure) and my expectations of and advice for students. A word to the wise: in order to achieve the grade you want in this class, please be aware of what is expected of you. It is very possible that some things may change due to factors beyond our control, but I will announce and forewarn you of any changes in class. It's up to you to be present so you are aware of any changes which occur.

Course Description and Objectives: This course will introduce students to the branch of psychology which deals with a diverse range of maladaptive human behaviors. Topics will include historical and theoretical perspectives on abnormal behavior, and related methods of assessment, research, and intervention which are prominent in this area of psychology. It will also include a detailed coverage of anxiety, stress, mood, thought, substance, personality, sexual, somatoform, and eating disorders, as well as disorders related to childhood and aging. Biological and psychosocial dimensions of these disorders will be considered, along with strategies for intervention which represent a variety of theoretical perspectives on treatment. When you have completed this course, you should be able to better recognize specific types of abnormal behavior, and also have a better understanding of the causes and treatment of these psychological problems. This course should also provide a sound foundation for students who will wish to pursue additional study in the area of clinical or counseling psychology.

Expectations: This class will be based on a combination of lectures, class discussion, and reading the assigned text. Lectures will generally follow the text, but some material will be presented in class that is not in the text (e.g., video presentations and information from other sources). Any material presented in class or in the text may be on the examinations. Therefore, it is important that you:

- Attend class lectures and participate in class discussions
- Read and study all assigned material

It is assumed that you have completed Psychology 1010 or an equivalent course in introductory psychology. If you have not completed that course you should do so before enrolling in this class. This course may also be taken with my permission.

Academic Conduct: Please help make this a great learning environment by treating your fellow students (and your professor) fairly and courteously.

- Please turn cell phones off during class
- If at all possible, please arrive before the start time and leave when class has completed.
- Please do not be loud, interruptive, or disruptive during class.
- Demonstrate an openness to hearing other's views and opinions on the topics we discuss.

Examinations: There will be five exams, each based on the assigned readings from the text and any material presented in the lectures. Each exam will be worth 50 points, and will be composed of multiple choice and possibly matching questions drawn from the material of the unit previously covered by the class. Exam number five will be semi-comprehensive, and also include some questions about the psychological disorders covered in units two, three, and four.

Preparation for Test: You are expected to bring your own scantrons and pencils to the exams. You are also expected to be on time for exams. No one will be allowed to take an exam after the first student has completed his or her exam.

Missed Examinations: Make-up examinations will be offered only rarely, in extreme circumstances. If you believe you are in this category, please provide documentation showing why you missed the exam. If the extreme circumstance is predictable, please inform me prior to the examination, and you may be offered the opportunity to take the exam prior to it being offered in class. Note that it may not be the same examination taken by the rest of the class.

Case Study Paper Option: Any student wishing to do so may write a case study paper and substitute the grade for his/her paper for that of a missed exam or the student's lowest exam score for Exams I-IV. The case study paper grade cannot be substituted for your grade on Exam 5. Should you choose this option, instructions for writing a case study paper are given below.

The case study paper will encourage students to synthesize and apply the concepts they have learned during this course through the analysis of an individual (real or fictional). The subject of your paper will be an individual whom you believe has or has had one of the disorders you've learned about during this course. This individual can be a friend, a relative, or even a fictional character (from a movie or book). You can also do a self-analysis if you wish. When choosing the subject of your paper remember: he or she should either be someone who you know well, or someone about whose life sufficient details are available to enable you to write a detailed psychological analysis. Your paper should be 4-6 pages (typed and double spaced), will be due by April 22 at the latest, and should contain the following:

1. A brief demographic description of the individual. Names may be changed to protect the individual's confidentiality.
2. A description of the characteristics/symptoms of his or her psychological disorder(s).
3. A complete DSM-IV diagnosis. You may also include information concerning the prevalence of his/her disorder(s).

4. An analysis of the etiology of his/her disorder. This should include a brief life history focused on any and all factors you believe were relevant to the development of the disorder. Depending on the specifics of the case, you may also want to analyze it from the perspective of one or more of the theoretical paradigms discussed in the book.
5. The final part of your paper should focus on treatment recommendations. Based on your knowledge, what specific therapies would you recommend to help this individual with his or her problem(s)? You can also briefly comment on the prognosis for the case.

Extra Credit: Extra credit points may be earned by participating in psychological research or by writing a film reaction paper.

Option 1: Research Participation: You will earn one point for each hour of participation (two points for every hour plus, three points for every two plus hours, etc.) up to a total of ten possible points. These opportunities may be announced in class or you may seek them out within the psychology department. You will only earn extra credit for participation in research studies related to this course and approved by your instructor.

Option 2: Extra Credit Film Analysis Paper: This extra credit assignment involves writing a 2-3 page (double-spaced) typed report on a movie that portrays a psychological disorder or mental illness. A maximum of 12 points will be available to students who complete this paper. Your report should contain the following types of information:

- Describe the main character and his/her psychological problem.
- What types of symptoms did s/he exhibit?
- When did the symptoms/problems begin, and what was the course of the disorder?
- How did it affect the character's life (such as the ability to work, physical health, social relationships, family, etc.)?
- How did the character cope with the disorder or learn about the disorder? Did the character believe s/he had a problem?
- Describe the plot of the film as it relates to this character's disorder.
- Did the character get treatment? If not, why not? If so, what kind of treatment? Was it effective?
- Was the information about the symptoms and the etiology of the disorder portrayed in the film consistent with what you learned in class or from the textbook? If not, how was it different?
- How was treatment portrayed? Was the treatment shown in the film consistent with the standard treatments for this disorder according to class lecture and the textbook?
- If the disorder portrayed in the film was not covered in lecture, base this part of your report on the information available in your textbook.

Below are a number of movies that you can review for this assignment, but feel free to suggest alternatives. A large list of movies dealing with psychological issues is also available on www.psychmovies.com.

- As Good As It Gets, Matchstick Men, The Aviator (OCD)
- The Three Faces of Eve, Sybil (Dissociative identity disorder)
- Ordinary People (Depression/suicide)
- Boys Don't Cry (Gender identity disorder)

- When a Man Loves a Woman (Alcohol abuse and dependence)
- Clean and Sober (Cocaine abuse and dependence)
- Girl Interrupted (Borderline personality disorder)
- A Beautiful Mind (Schizophrenia)
- I Am Sam, The Other Sister (Mental retardation)
- Rain Man (Autism)
- Iris (Alzheimer's disease)

Grading: Your grade in this class will be based on your exam scores or (exams scores and case study paper score) and any extra credit you earn. Your final grade will be determined by summing your total points (including any extra credit) and dividing by the total number of points possible in the class (250). All percentage grades will be rounded up or down to a whole number. The following is the grading scale that will be used in this class:

<u>Grade</u>	<u>Percent Range</u>	<u>Grade</u>	<u>Percent Range</u>
A	94-100%	C+	74-77%
A-	90-93%	C	70-73%
B+	86-89%	C-	66-69%
B	82-85%	D+	62-65%
B-	78-81%	D	55-61%
		F	0-54%

Class Schedule

Unit 1

January 8	Introduction to Abnormal Psychology, Introductions, Syllabus
January 10	Chapter 1, Introduction and Historical Overview
January 15	Chapter 2, Current Paradigms in Psychopathology
January 17	Chapter 2, Current Paradigms in Psychopathology
January 22	Chapter 3, Diagnosis and Assessment
January 24	Chapter 4, Research Methods in the Study of Psychopathology
January 29	Unit one review
January 31	Exam 1

Unit 2

February 5	Chapter 5, Anxiety Disorders
February 7	Chapter 5, Anxiety Disorders (continued)
February 12	Chapter 5, Anxiety Disorders (continued)
February 14	Chapter 6, Somatoform Disorders and Dissociative Disorders
February 19	No Class (students will attend their Monday classes)
February 21	Chapter 6, Somatoform Disorders and Dissociative Disorders
February 26	Chapter 7 Stress and Health
February 28	Exam 2

Unit 3

March 4	Chapter 8, Mood Disorders
March 6	Chapter 8, Mood Disorders
March 11 & 13	Spring Break

March 18	Chapter 9, Eating Disorders
March 20	Chapter 10, Substance-Related Disorders
March 25	Chapter 10, Substance-Related Disorders
March 27	Exam III
	<u>Unit 4</u>
April 1	Chapter 11, Schizophrenia
April 3	Chapter 11, Schizophrenia
April 8	Chapter 12, Personality Disorders
April 10	Chapter 13, Sexual and Gender Identity Disorders
April 15	Exam 4
	<u>Unit 5</u>
April 17	Chapter 14, Disorders of Childhood
April 22	Chapter 15, Late Life and Psychological Disorders
April 24	Chapters 16 & 17 Psychological Treatment; Legal & Ethical Issues
April 29	11:30 a.m. – 1:20 p.m. Final Exam

Note: An effort will be made to leave part of each class period prior to each exam free for a review of the material which the exam will cover.

Reactions to Material Presented: Students commonly react to an Abnormal Psychology class by feeling as though they (and other people they know) meet criteria for one or more of the disorders discussed. This occurs because all these disorders occur on a continuum; for example, we all feel depressed or anxious at times. If you feel as though you need professional assistance there are multiple options on the USU campus.

- USU Counseling Center 797-1012
- The Student Health and Wellness Center 797-1660
- USU Psychology Department Community Clinic: 797-3401

Academic Dishonesty: Participation in higher education is a privilege that should not be taken lightly. Sadly however, it is clear that honesty and integrity do not always reign supreme. In any case, the result of cheating on any test will be a grade of zero on that test and a referral to the University's Academic Standard Committee. The following are behaviors that are considered cheating on a test (note this list is not complete):

- Copying other's tests or letting other's copy your test
- Taking someone else's test or letting someone take your test
- Using aids (e.g., notes) during a test
- Talking to other students during a test
- Talking on a cell phone during a test
- Leaving the room (without permission) during a test

If you have a question during a test please ask me only, not the person sitting next to you!

Students with Disabilities: Any student with a disability who needs particular accommodations should contact me as early in the semester as possible. *Please give me sufficient lead time so I can work with the Disability Resource Center to help facilitate the appropriate accommodations.*