# Psychology 315: Abnormal Psychology

**Course Syllabus – McKendree University**                    **Fall 2013**

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## Instructor Information

Guy Boysen, Ph.D.

Office: Carnegie 201

Email:
gaboysen@mckendree.edu

Phone: 618-537-6882

Office hours:
MWF:
TR:

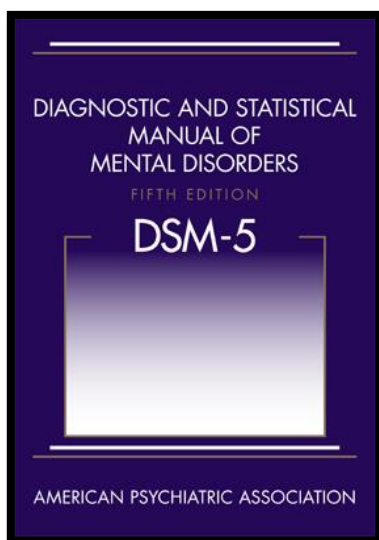## What will I learn in this course?

*Appreciation of Diversity:* Students will explain the typical experiences of individuals with disabilities. Students will outline the effects of culture on diagnosis and mental illness.

*Engagement:* Students will apply, evaluate, and synthesize course content during classroom discussions.

*Effective Communication:* Students will demonstrate the skills of preparation, active listening, and purposeful contribution during collaborative discussions of course content. Students will write professionally about abnormal psychology topics.



*Inquiry and Problem Solving:* Students will apply critical thinking skills – examining evidence, considering alternatives, and avoiding oversimplification – in the application of diagnostic criteria for mental illness.

*Discipline-Specific Competence:* Students will outline the major forms of mental illness and their features. Students will explain the major theoretical approaches to understanding and treating mental illness. Students will describe major professional issues in the study of mental illness such as research methods, assessment, and diagnosis.

DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS
FIFTH EDITION
DSM-5
AMERICAN PSYCHIATRIC ASSOCIATION

## How will I learn in this course?

A huge accumulation of research shows that people learn best when they are actively processing, rather than passively receiving, information; there is also a large research base demonstrating that active learning is particularly effective when people collaborate with others. These seem to be basic facts about human learning. As such, the majority of class time will be spent thinking about and talking about course material in groups.

In-class time will also consist of lecture, case studies, videos, and demonstrations. The most complex, difficult to understand material in the course is the diagnostic criteria for mental disorders. Thus, I use lecture primarily as a means to summarize and simplify those criteria for students.

## Course Information

Meeting time:
TR 10:00-11:50

Meeting place:
Old Main 201

Out of class time will primarily be spent reading the textbook, writing, and doing auxiliary reading.

Students will investigate a specific person with mental illness and a specific area of psychopathology research in a semester-long project.

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# What will I need for this course?
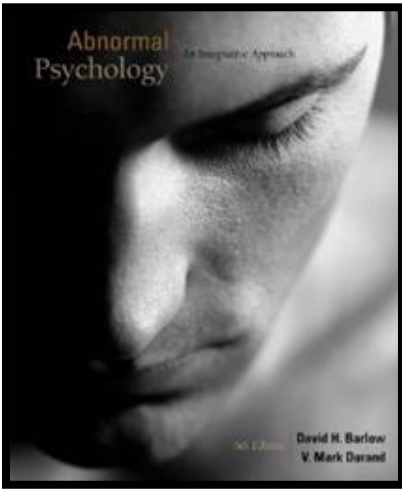
**Required textbooks**

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

Barlow, D. H., & Durand, V. M. (2013). *DSM-5 supplement.*

**Additional readings**

Caspi et al., (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science, 301,* 386-389.

Freud, S. (1909). *Five lectures on psycho-analysis.* In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 11, 9-55). London: Hogarth Press. (**First lecture ONLY, pp 9-20**).

Howes et al., (2007) Street slang and schizophrenia. *British Medical Journal, 335,* 1294. doi:10.1136/bmj.39413.798472.BE

Slutske et al., (2004). Do college students drink more than their non-college-attending peers? Evidence from a population-based longitudinal female twin study. *Journal of Abnormal Psychology, 113,* 530-540. doi: 10.1037/0021-843X.113.4.530

Szasz, T. (1960). The myth of mental illness. *American Psychologist, 15,* 113-118.

Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist, 47,* 373-388.

The course Blackboard webpage is an essential component of the course.

# How will I be graded?

| | |
|---|---|
| Quizzes (6 x 20 points) | = 120 points |
| Cumulative Final Exam | = 50 points |
| Case history paper | = 36 points |
| Case analysis paper | = 90 points |
| Prep guides (4 x 13) | = 52 points |
| Team Assignments (4 x 10) | = 130 points |
| Collaboration | = 30 points |
| TOTAL | = 487 points |

Grading Scale: 93% A, 90% A-, 87% B+, 83% B, 80% B-, 77% C+, 73% C, 70 C-, 60% D, < 60% F

## How to learn

Spaced practice

Repetition

Practice testing

Thinking of meaning

Collaboration

# How should I prepare for classes?

Look over the course schedule and complete all readings and assignments due that day of class. Do this at least the day before class so that you have time to complete in-depth reseedings and assignments.

Prepare for team assignments in class by bringing a printed copy of your answers to that day's prep guide questions, which are found on Blackboard.

# How do I know what I am supposed to learn?

There is no mystery in this class in terms of what students need to know or how they are evaluated. Detailed learning objectives are posted on Blackboard and should be printed out for use in reading and studying for quizzes. Detailed rubrics outlining how papers are graded are also available on Blackboard.

# How will team-based learning and assignments work?

### Prep Guides
The purpose of the prep guides is to allow students to be ready for collaborative learning in class. The relevant learning objectives are listed at the top of the prep guides. Thus, prep guides also allow students to focus their preparation for class using the course learning objectives.

*Task*
The prep guides can be found on Blackboard. Each prep guide will consist of a slightly different task, but they will all be based on a specific reading and require written answers to several questions. Answers should be written using complete sentences, using a professional tone, and citing any sources that are used outside of the texts assigned for class.

*Grading*
Prep guides are due as listed on the course schedule. Each one is worth 4 points. Complete, well-written, that show good effort to provide accurate answers will receive a score of 4. Failure to meet any of one of these expectations will result in a score of 2, and failure to meet any two of these expectations will result in a score of 1. Because these assignments are specifically designed to prepare students for team collaboration in class, late prep guides will not be accepted.

### Team Assignments
Team assignments provide students with the opportunity to work with others in understanding course material. Students have difficulty with certain concepts can receive help form their team members, and team members with more complete understanding can learn even better through assisting others. Teams also offer a unique opportunity to learn from others' perspectives on very interesting topics (suicide, orgasms, and drugs just to name a few).

*Task*
Students will be part of three assigned teams over the course of the semester. Teams will collaborate on in-class assignments. One team member will record group answers, and all group members will receive the same grade based on that one assignment.

*Grading*
Assignments are worth 10 points each and must be completed during class time. Full credit can be earned if there is one incorrect answer on the group assignment. Each subsequent incorrect answer will result in the loss of two points. Students who do not turn in a prep guide will receive no credit for the team assignment for that day.

### Collaboration Grade
Team members are expected to attend meetings, listen, contribute, move the group toward task completion, and maintain a professional attitude. In order to reinforce these behaviors, teams will anonymously evaluate each team member's contributions. I will use these ratings in my assignment of a collaboration grade. Students will receive a grade out of 10 points for each of their teams throughout the semester.

# How will I be tested?

Students often find this surprising, but testing is a highly effective method of learning. Time spend testing oneself leads to more learning than time reviewing. Think about flash cards and you get the idea. Based on this research, there will be many quizzes rather than big tests. Also, students should prepare for these quizzes by testing their ability to accomplish learning objectives without using the book or notes.

### Quizzes

There will be 6 quizzes and one comprehensive final exam. All questions on the quizzes will require written answers. Each of the quizzes will consist of two parts. First, there will be a short answer and essay portion generally covering the course learning objectives. Second, students will make a diagnosis with supporting rationale for a fictional case. Short answer will be worth 10 points, and the diagnosis will be worth 10 points.

Material on the quizzes will be based only on the learning objectives covered since the last quiz. Learning objectives that are organized by quiz are available in the Course Materials section of the course Blackboard webpage. Each quiz will start at the beginning of the class period and last for 25 minutes. Students who arrive late to class will not be allowed extra time on the quiz.

**Final Exam**
Research shows that students learn more when courses have cumulative finals and retain what they learn for longer; thus, there will be a cumulative final. The final exam will follow the same format as the quizzes, but there will be three cases and 20 short answer points leading to a total value of 50 points.

# What should I be working on for the case analysis project?

The case anlaysis project is a semester-long research and writing assignment that will allow students to become experts on a particular subject of psychopathology that is of interest to them. Students will write a case history on a famous person or character with a mental disorder. Then, students will provide a conceptualization of the subject from their case history. Finally, they will also read and synthesize research related to their case. The project will help students develop (a) writing skills, (b) critical thinking skills, (c) and psychology-based knowledge, which are all components of the McKendree University Mission.

Following the techniques of good writing, the assignment involves several incremental steps outlined below. I highly suggest that students read over the sections on the bibliography, the outline, and the final paper before beginning the assignment.

## <u>Step 1: The Case History</u>
***Subject***
A famous person or character from television, film, literature, or history must be selected. The person does not need to have been actually diagnosed with a mental disorder, but a strong case should be able to be made for the existence of one. Two papers will be written about this person; thus, choosing someone personally interesting and with a well-documented life is advantageous. Possible (unoriginal) ideas for people include Sheldon Cooper, Mort Rainy, Patty Duke, John Nash, Monk, Melvin Udal, Karen Carpenter, Marilyn Monroe, van Gogh, and Tyler Durden.

***Format***
Papers should be 3 pages maximum (double spaced, 12-point font, 1-inch margins). APA style should be used with regard to professional language and proper crediting of sources. Any sources that are used should be cited, and this includes the textbook. Only one quote can be used in the paper.

***Sections***
*Part 1: Case history.* Report on the person's personal history focusing on the significant factors related to mental disorder. The focus of this section is on exploring aspects of the person's life that might relate to the disorder; do not simply write a short biography. Three areas must be covered. One, discuss biological factors such as family history of mental disorder, medical problems, or brain disorders. Two, discuss psychological factors such as personality, unconscious conflict, cognitive styles, defense mechanisms, learning experiences, or psychological trauma. Third, discuss social factors such as family history, social relations, or cultural influences. All three areas need to be covered, and exemplary papers will include more than one factor in each area (e.g., personality and learning in the psychological area rather than just personality). If there is no information on an area, the reason for this omission must be stated explicitly.

*Part 2: Signs and symptoms of mental disorder.* Report all of the signs and symptoms of the mental disorder that the person exhibits. Signs and symptoms are found in the DSM criteria for mental disorders in the text. Although it is not necessary to copy DSM criteria exactly, I should be able to identify which criteria the person meets from the description of symptoms. If the person does not meet the required criteria exactly, make a case for why he or she should still receive the diagnosis. The diagnosis must be comprehensive for all behavior presented in the paper. If undiagnosed signs and symptoms are presented, explain why that disorder was not diagnosed.

*Part 3: Diagnosis.* A complete DSM diagnosis should be given for the person. List the diagnosis and how the person meets the criteria. Please pick a specific point in the person's life in order to make the diagnosis rather attempting to assign a diagnosis for their whole life.

### *Grading*
Papers will be worth 30 points. Grading is based on a rubric posted under Course Materials on Blackboard. An example of a high-quality paper is also available on Blackboard under Course Materials. Rough and final drafts are due to as listed on the syllabus. Both drafts should be submitted to the SafeAssign dropbox, but I only need a hard copy of the final paper. The late penalty is one half letter grade for every day overdue. Rough drafts are worth 6 points – two for each section of the paper. Late rough drafts will not be accepted.

I am available to read rough drafts of papers. Please send them to me electronically, and I will make comments on them using the Track Changes function in Word. I will not read papers that have not been proofread for spelling, grammar, and general clarity of writing.

## Step 2: The Case Conceptualization
### *Topic*
The purpose of the case conceptualization is to explain the mental disorder of the character from the case history. Choose a specific model of psychopathology (psychodynamic, biological, behavioral, cognitive, integrative, or another orientation with my approval). Summarize the important aspects of the model. Also, conceptualize the case by using the model to explain how the person's disorder originated and is maintained. Assume that the reader knows nothing about the particular model.

### *Format*
Formatting is the same as for the case history paper.

### *Grading*
Papers will be worth 30 points. Grading is based on a rubric posted under Course Materials on Blackboard. A hard copy and a submission to the SafeAssign dropbox are due to as listed on the syllabus. I will read and provide feedback on the conceptualizations, but they will be treated as drafts of the final paper; thus, they will be worth 4 points – two for each section. Late drafts will not be accepted.

## Step 3: Annotated Bibliography
The purpose of the annotated bibliography is to allow students to identify and evaluate sources related to a thesis. Students should search the scientific literature and find at least 8 sources related to their case history. The sources should focus on a very narrow topic related to the case such as an etiological model, prevention, a treatment method, assessment, associated controversies, or future status in the DSM. Sources may only include scholarly journals and books – these materials are found in the library catalog or through a library electronic database such as PsychINFO. In addition, the sources should mostly focus on the last few decades of research on abnormal psychology.

Develop a thesis statement using the sources. Thesis statements offer a conclusion that can be supported with evidence. The articles in the bibliography will be the evidence. Example of a thesis statement include: "Specialized testing reliably distinguishes real dissociation from faked dissociation, "

and "Exposure and response prevention is an effective treatment for obsessive compulsive disorder." A thesis should be very specific and cover a very narrow topic.

### *Format*
Bibliographies must contain (a) a thesis statement, (b) the APA style citation for each source, and (c) a brief summary of how each source supports the thesis. If the thesis is narrow enough, these statements may be very similar for the articles.

### *Grading*
Bibliographies are due as listed on the course schedule. Students should submit the bibliography before class to the dropbox found under the Assignments tab on Blackboard. I will read and provide online feedback on the bibliographies, but they will receive no grade. Rather, failure to turn in an acceptable bibliography will result in a full letter grade reduction in the paper's final score. I will judge a bibliography to be unacceptable if it fails to meet any two of the format requirements outlined above.

## Part 4: Literature Review Outline
The purpose of the outline is to help student organize their thoughts for the paper before writing the rough draft.

### *Format*
The outline should be written in formal language using complete sentences. Main points should be organized using bullets or letters/numbers to indicate their relative importance. Only the literature review and application sections need to be outlined (see Final Paper section below). For the literature review section, the first sentence should be the thesis statement. Subsequent sentences should represent the main points supporting the thesis. The main points should include citations in parentheses to indicate sources. Finally, include an APA style reference section with the cited sources listed alphabetically. At least 5 sources are required.

### *Grading*
Outlines are due as listed on the course schedule. Grading will be the same as for the annotated bibliography.

## Part 5: Final Case Analysis Paper
The final paper will bring together all parts of the project into one complete anlaysis.

### *Format*
Papers should be approximately 8-12 pages (double spaced, 12-point font, 1-inch margins). APA style with regard to professional language and proper crediting of sources should be used. The paper must include a reference section and indicate where sources are used in the text by using citations placed in parentheses. The textbook and course readings such as Slutskie et al. (2004) provide excellent examples of how to reference and cite in APA style. Only one quote can be used in the paper. Links to APA style guides are also available in Blackboard.

### *Sections*
*Introduction.* The introduction should preview the content and purpose of the paper in several ways. Briefly describe the person and diagnosis that was the focus of the case history. State the theoretical orientation used to conceptualize the case. Provide a thesis statement related to the literature review.

*Case History and Conceptualization.* These sections should include the revised versions of the previously submitted assignments.

*Literature review.* Building off the research done for the annotated bibliography, review a very narrow area of scholarly literature related to your case. At least 5 scholarly sources are required. Include an introduction to the literature review section that (a) previews the material to come, (b) introduces key

issues and/or defines key terms, and (c) restates the thesis. The body of the review should make points to support the thesis; these points should be supported with citations of scholarly sources. Organize the review by building logical arguments to support the thesis; do not simply summarize articles in no particular order. The literature review need not relate directly to the model used on the conceptualization section.

*Application.* This section integrates the literature review and the case history. Explain the specific insights that can be gained about the case from the literature review by applying the science in the review to the case. To provide just a sample of possible applications: if the review was about treatment, explain how the treatment would be conducted with the person from the case; if the review was about etiology, apply that etiology to explain the case; if the review was about a controversy, explain how the case supports or refutes the controversial arguments.

*Conclusion.* Signal the end of the paper with a conclusion. The conclusion section should (a) summarize major points, (b) connect ideas from separate sections of the paper, and (c) provide a final message for readers.

### Grading
The paper is worth 75 points. The grading rubric can be found under Course Materials on Blackboard. Rough and final drafts of the paper are due as listed on the course schedule. Both drafts should be submitted to the SafeAssign dropbox, but I only need a hard copy of the final paper.  The penalty for late papers is one half letter grade for every day overdue. Rough drafts are worth 5 points – two for each new section of the paper and one for the introduction and conclusion. Late rough drafts will not be accepted.

# What other course policies do I need to know about?

### Attendance
Attendance is mandatory for all class periods. Assignments and tests completed in class cannot be made up unless an excused absence is documented in writing.

### Plagiarism and Academic Honesty
As outlined in the college catalog, students must conduct themselves with academic integrity and honesty.  All forms of cheating and plagiarism constitute violations of academic honesty. Plagiarism is using the ideas or words of others without giving proper credit to the source. Students who plagiarize tend to (a) take just a few words or ideas from a source without giving credit, (b) use the exact words of a definition, (c) change some, but not all, key words when paraphrasing. Use of exact words from a source requires three steps to avoid plagiarism. First, quotation marks must be placed around the words. Second, the source must be identified. Third, the page number must be given. For example: Mental illness is best conceptualized as a "harmful dysfunction" (Wakefield, 1999, p. 1). Internet links to APA style guides are posted in the Course Materials section of the course Blackboard webpage. However, the textbook serves as a perfect example of how to cite and reference resources.

### Nondiscrimination
Appreciation for diversity is one of the foundational aspects of the McKendree University Mission. In addition, the Student Handbook states that "McKendree University does not discriminate on the basis of race, religion, gender, ethnic background, age, disability, sexual orientation, or gender expression." This class follows the same policy, and any failure to maintain these standards should be brought to my attention.

Mental illness is stigmatized. In order to reduce that stigma, please maintain an attitude of respect for people with disorders. Refrain from using pejorative slang such as crazy, nuts, schizo, and psycho. We will talk about disorders and people with disorders. Disorders are simply labels applied to people. As such, please refer to "people with a disorder" rather than disordered people. For example, use "people with schizophrenia" rather than "schizophrenics."

**Distraction-Free Environment Policy**
Humans can hold 7±2 items in their memory and can actively work with only about half of those items at one time. Attention is a limited resource and dividing attention leads to poor information processing and learning. As such, this class will be distraction free. Distracted students – primarily those using electronic devices – will be asked to leave class and return when they are ready to focus. The policy extends to exams, but during exams I will ask students using electronic devices to leave, I will assume they are cheating, and I may submit a formal charge of academic dishonesty.

**Students With Disabilities**
A student requiring assistance with the technical portions of the course should contact the Instructor or the Academic Support Center. Services for Students with disabilities are provided through the McKendree Academic Support Center in order to help the student integrate in the entire college experience. MASC provides coordination and implementation of special accommodations for students with documented disabilities.

# What do these marks mean on my paper?

| Feedback | Meaning |
|---|---|
| G | *Grammar.* Check the grammar. Read the sentence out loud to hear the error. |
| NS | *Not a sentence.* The sentence is not complete; it is missing a subject or a verb. |
| P | *Punctuation.* The use of punctuation is wrong. |
| AK | *Awkward.* The phrasing is cluttered, inelegant, or clumsy. Read the phrase out loud and think of less awkward phrasing. |
| I | *Informal.* The writing is too informal – e.g., slang, contractions, conversational tone, use of "you." |
| C | *Clarify.* The point is not clear. I do not know what you are trying to communicate. |
| T | *Transition.* You have jumped from one topic to another without connecting them. You should provide a clear bridge from the first topic to the second. |
| Circled Item | *Proofing error.* You have missed a typo, misspelling, or other basic error that should be caught in proofreading. |
| ORG | *Organization.* The structure of the paper is not clear. Ideas are not being presented in an order that makes sense. |
| OT | *Off topic.* The reason you are talking about the topic is not clear. It does not seem connected to the surrounding material. |
| ⌗ | *New paragraph.* Start a new paragraph. The ideas that follow are a new topic worthy of its own section in the paper. |
| D | *Development.* Expand the section or idea. Include more sentences if the paragraph has less than 3. |

# What will we be doing when? (a tentative plan)

| Date | Topic | Reading | Assignment |
|---|---|---|---|
| T 8/27 | Introduction | | |
| R 8/29 | Definitions; DSM diagnosis | Wakefield, 1992; Ch 3 (pp. 85-95) | Prep Guide 1 |
| T 9/3 | Models of psychopathology | Ch 1, Ch 2, Cognitive Therapy Video | Prep Guide 2 |
| R 9/5 | Anxiety disorders | Ch 5 | |
| T 9/10 | Continued | | Quiz 1 |
| R 9/12 | Continued | | Prep Guide 3 |
| T 9/17 | Somatoform and dissociative disorders | Ch 6 | |
| R 9/19 | Continued | Freud, 1910 | Prep Guide 4 |
| T 9/24 | Continued | | Prep Guide 5 Quiz 2 |
| R 9/26 | Mood disorders | Ch 7 | |
| T 10/1 | Continued | | |
| R 10/3 | Continued | Caspi et al., 2003 | Prep Guide 6 Case History Draft |
| T 10/8 | Eating disorders | Ch 8 (pp. 262-283) | Case History Final |
| R 10/10 | Continued | | Prep Guide 7 Quiz 3 |
| T 10/15 | Sexual and gender identity disorders | Ch 10 | |
| R 10/17 | Continued | | Case Conceptualization |
| T 10/22 | Continued | | Prep Guide 8 |
| R 10/24 | Substance and impulse control disorders | Ch 11 | Quiz 4 |
| T 10/29 | Continued | Slutske et al., 2004 | Prep Guide 9 Bibliography |
| R 10/31 | Personality disorders | Ch 12 | |
| T 11/5 | Continued | | |
| R 11/7 | Continued | | Prep Guide 10 |
| T 11/12 | Schizophrenia and psychotic disorders | Ch 13 | Outline |
| R 11/13 | Continued | | Quiz 5 |
| T 11/19 | Continued | Howes et al., 2007 | Prep Guide 11 Case Analysis Draft |
| R 11/21 | Developmental disorders | Ch 14, Ch 12 (pp. 448-449) | |
| T 11/26 | Continued | | Prep Guide 12 Case Analysis Final |
| R 11/28 | NO CLASS | | |

| T 12/3 | Legal | Ch 16; | Quiz 6 |
| R 12/5 | Myth of mental illness debate | Szasz, 1960 | Prep Guide 13 |
| T 12/11 | 10:30-12:30 | | Final Exam |