



## PSYCHOPATHOLOGY I (PSY 233)

Fall 2014 • Mondays & Wednesdays 2:30-3:45 • Goldstein 100

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Office hours: I'll be holding official office hours on Tuesdays from 2:00pm-4:00pm and Wednesdays from 9:00am-12:00pm but I have an open door policy—if I'm in my office, please feel free stop in. I'm also happy to set up an appointment with you if you can't make my normal office hours.

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### COURSE DESCRIPTION:

This course is designed to introduce you to the topic of abnormal psychology. As such we will spend time learning about the possible causes, symptoms, and treatment of various psychiatric disorders in addition to exploring current and historical theoretical paradigms that have influenced our perception of what is "abnormal" and discussing the public's attitudes toward individuals with psychological disorders. These aspects of psychopathology will be considered with reference to clinical theories, research, and practice. In order to register for the class students must have taken or be enrolled in PSY 111 and PSY 112.

### COURSE OBJECTIVES:

- 1) To provide you with an overview of the field of abnormal psychology;
- 2) To familiarize you with the multiple causes, symptoms, and treatments of psychological disorders as conceptualized from a number of different theoretical perspectives;
- 3) To encourage consideration of how cultural norms and biases contribute to perceptions of normality;
- 4) To promote critical thinking skills in the area of abnormal psychology.

### COURSE MATERIALS:

**Required text:** Lyons, C. & Martin, B. (2014). *Abnormal psychology: Clinical and scientific perspectives (DSM-5)* (5<sup>th</sup> ed.). Redding, CA: BVT Publishing, LLC.

**Additional readings will be made available via Canvas or handed out in class.**

### CLASS ETIQUETTE:

This class will use a combination of lecture, discussion, and experiential activities and will require you to work individually and in groups of various sizes. With that in mind, it is important that an atmosphere is created where we all feel comfortable sharing our ideas, challenging one another, and taking risks without fear of judgment or negative reprisals. During the first class meeting we will work as a group to create norms to foster this environment. It is my expectation, however, that regardless of whether we agree with one another's stated opinions, ideas, or values, we will respect and seek to understand one another. With that in mind, language that degrades any individual or group because of gender, age, ethnicity, nationality, race, socioeconomic status, disability status, religious preference, or sexual orientation will not be tolerated. If at any point in the semester you are feeling unsupported or disrespected please come and speak with me so we can address any issues that may be compromising your learning, growth, or comfort.

## COURSE POLICIES:

**1) Attendance, Preparation, and Participation:** It is my perspective that our peers are our greatest educational resources because of the different reactions and points of view held. Because of this, it is expected that you will attend, be prepared for, and engage in all class meetings—not just for your own sake, but for the sake of your classmates as well. This means completing the readings and/or assignments *prior to each class* and being prepared to discuss the readings, ask questions, and actively participate in any and all experiential activities. With that said, I recognize that extraordinary circumstances occasionally arise that make class attendance and active engagement impossible. Should one of these extraordinary circumstances arise it is essential that you come and speak to me preferably before (but certainly after) the event. Failure to notify me or follow up after an absence will result in that absence being considered unexcused. As extra incentive for your attendance, preparation, and participation, the following policies will be followed:

- You are allowed one “freebie” unexcused absence—no questions asked. However **all unexcused absences after the first will result in one point being deducted from your final grade.** Further, any unexcused absences for a test will result in a grade of 0.
- I’m a stickler about starting and ending on time. So to encourage your timely arrival for class, **a third of a point will be deducted from your final grade for each late arrival** (5 or more minutes)
- If you seem routinely unprepared for class or are not actively engaging in class activities you will be required to meet with me so we can determine the barriers to your engagement and how you might be able to participate more fully.
- If the class as a whole seems to be having difficulties coming to class prepared I reserve the right to implement a reading quiz at the beginning of any class.

**2) Writing:** Our ability to communicate in a written format is an essential component of our psychological training. For this reason, I hold high standards for your written assignments. All assignments are required to be in APA format (please see the 6<sup>th</sup> edition APA Style Manual and additional resources on Canvas as a reference) and should be *thoroughly* edited before being turned in. Paper organization and writing style, including proper grammar, punctuation, and spelling, comprise **20%** of each assignment rubric. If you feel that you could benefit from additional help with your writing, I encourage you to visit the writing center. Appointments can be scheduled through their website at <http://www.washcoll.edu/offices/writing-center/>

**3) Paper submissions:** In the service of moving towards an increasingly paperless society, I am asking that you submit all of your written assignments via Canvas. Instructions for how to submit assignments are available in the Canvas Help menu. Given that this submission process does not involve the actual “handing in” of papers during course meetings, you should plan to have your assignments completed and uploaded *prior to the class meeting time*. Assignments not received prior to the start of class will be considered late.

**4) Late assignments:** For the sake of fairness and to maintain the integrity of the course, **10% of the possible assignment points will be deducted each day for late assignments**, meaning that if you have not made prior arrangements with me and have not submitted your paper/assignment by class time on the due date, 10% of the possible points will be deducted. If the assignment is still not submitted by class time the following day, another 10% of the possible points will be deducted. With that said, I fully realize that circumstances arise that may preclude you from turning an assignment in on time. If you do not wish to be penalized for this, you are responsible for making arrangements with me *at least 48 hours before* the due date.

**5) Academic dishonesty:** As a reminder, you are expected to abide by the Honor Code and will be required to indicate your adherence to that code on all assignments. If it appears an honor code violation has occurred, actions will be taken in accordance with the honor code policy outlined in the Student Handbook (<https://www.washcoll.edu/live/files/2801-student-handbook-201314>)

**6) Laptop and cell phone usage:** You are welcome to use your laptop, iPad, etc. in class in order to take notes but ONLY to take notes. Other activities are distracting not only to you but also to those around you, including to me. I ask that if you are going to use a laptop or other device, you disable your internet connection during class time. **If it appears that you are using the device for purposes other than taking notes I reserve the right to prohibit you from bringing the device to class with you in the future.** I also ask that you SILENCE OR TURN OFF your phone (not just place on vibrate) for the duration of each class and also that you try not to look at it during class (even on breaks as this should be time that you are spending interacting with your peers and thinking about class material). **Again, if it seems as though your cell phone is serving as a distraction to you I reserve the right to prohibit you from bringing it to class in the future.**

**7) Learning Accommodations:** It is my goal to make this class accessible to all students, regardless of ability status. Therefore, I will do all that I can in order to accommodate for any disabilities that you have. The college's official policy states that if you have a documented disability that requires accommodations, you will need to first contact the Office of Academic Services at x7883 (2<sup>nd</sup> Floor, Miller Library). Please do this as soon as possible so that we can have a conversation about your needs and the recommended accommodations. You are welcome to meet with me in my office hours to discuss these accommodations, and I encourage you to do so early in the semester.

**8) Religious and cultural observance policy:** I will make every effort to accommodate all students who, because of religious or cultural obligations, have conflicts with scheduled tests, assignments, or other required attendance, provided I am notified well in advance (at least two weeks) of the scheduled conflict.

#### PROVISION OF CHANGES TO THE SYLLABUS:

The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

#### GRADING:

Final grades will be distributed as follows out of the total possible points:

A	93-100%	B-	80-82%	D+	68-69%
A-	90-92%	C+	78-79%	D	63-67%
B+	88-89%	C	73-77%	D-	60-62%
B	83-87%	C-	70-72%	F	0-59%

Please note that although I am very open to discussing grades on individual assignments and participation, final grades are not negotiable. If your final point tally falls between two letter grades I will use normal rounding up/down standards (i.e., 89.3% would round down to a B+, 89.7% would round up to an A-)

## COURSE ASSIGNMENTS

Assignment	Points per assignment	Total points
Exit slips	2	40
Tests	50	100
Media critiques	20	20
Movie critique		50
Paper	20	
Presentation	20	
Peer evaluation	10	
<b>TOTAL POINTS</b>		<b>170</b>

### 1) EXIT SLIPS—*To be completed at the end of class*

“Exit slips” serve two purposes: first, they provide you with a way to track what you’ve learned in a given class and what remains unclear; second, they provide me with feedback about topics that require greater exploration or coverage. The specific format of the exit slips will vary from week to week, but regardless of the format they will be completed in the last five minutes of class and will be returned to you the following week. Exit slips are graded as follows:

Points	Explanation
0	Incomplete or not attempted
1	Completed with minimal effort
2	Completed with evidence of thoughtful effort

### 2) TESTS—*Test #1: Monday, October 13<sup>th</sup>; Test #2: Friday, December 12<sup>th</sup> at 9am*

There will be two content-based tests in this class to help promote your learning about particulars of the content we cover. The tests will be **closed book** and will be comprised of a combination of multiple choice, matching, and short-answer questions. Time will be devoted in class, prior to each of the tests, to review test content. However I strongly encourage you to create a study group early on in the semester who you meet with regularly in order to continually review class content so you are not overwhelmed and forced to cram right before the tests. The content of each test is indicated below.

Test #	Content
1	Historical perspectives on abnormal psychology; theories of psychopathology; Diagnosis and assessment; Stress & Trauma-related disorders; Anxiety & OCD; Somatic symptoms
2	Dissociative disorders; Schizophrenia & Psychotic disorders; Mood disorders; Substance-abuse disorders

### 3) MEDIA CRITIQUES—*Due dates TBD, paper and original article to be submitted via Canvas*

Topics related to abnormal psychology are often talked about in popular media. Unfortunately, much of what is reported in the media is inaccurate or misleading. For this reason it is essential that you learn to evaluate what you read (or see) and consider how you think and feel about the topic. To help you build upon your critical thinking and evaluative skills, you will be asked to find and evaluate **1** popular media item (e.g., recent newspaper or magazine article, news report, etc.) focusing on psychopathology (e.g., posttraumatic stress disorder in Iraq War veterans) or psychotherapy (e.g., prescription of antidepressant drugs for children) and critically evaluate that item in a **2-3 page typed, double spaced, APA formatted paper** that you will present to the class on the day it is due. The paper should include:

- A brief (no more than one paragraph) summary of the article
- A description of your evaluation of the article in the following domains:
  - *Purpose*: What is the intention of the item? Is it a true news story reporting factually on an event? An editorial, commenting on recent events and expressing an opinion? A blog, representing an individual's opinion? A human-interest story intending to elicit emotions from readers?
  - *Authority*: Who is writing the piece and do they seem to have the background and expertise to write on the topic covered?
  - *Sources*: Who are the sources for the story? Are all interested parties represented? Are the stories based on "official" sources or does it also include the voices of others who are impacted?
  - *Audience*: Who is being targeted as a reader? Is there a level of writing that would include/exclude certain people? Does the bias show through?
  - *Point of view*: From whose point of view is the story reported? Media have embedded values and points of view; which ones are presented, or omitted, from the story that might be relevant?
  - *Stereotypes/Assumptions*: Does the story seem biased for or against a particular group? Are unrelated facts presented that do not actually have anything to do with the story in an attempt to sway your perception? Does the story and/or headline include emotional or value-laden language?

During the second course meeting you will have a chance to "sign up" for when you would like to complete and present your media critique. Completion of the assignment will include both the paper, *which will be submitted via Canvas along with an electronic copy of the original item*, and an in-class presentation.

Points	Rubric component
	<i>Paper</i>
1	APA formatting
2	Writing
2	Organization
1	Summary of item story
7	Evaluation of story
	<i>Presentation</i>
3	Clarity of presentation
4	Description of relevant information
<b>20</b>	<b>Total points</b>

**Note:** You must type the following honor code statement at the top of the first page of the paper:  
*I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment.*

*Source:* The State University of New York at Potsdam College Libraries. Evaluating Individual News Stories. Retrieved from: <http://potsdam.libguides.com/content.php?pid=221148&sid=1856872>

#### 4) MOVIE CRITIQUE—Due via Canvas on the day of in-class presentation (11/19 or 11/24)

In this group project you will have the opportunity to apply what we've learned about various psychiatric disorders by analyzing a feature film that deals with psychopathology.

To begin, you will be placed in groups of 3 or 4 people. As a group you will need to select a film that addresses one of the psychiatric disorders that we will discuss in class. **Film selections must be made by October 8<sup>th</sup>** and must be approved by me so that multiple groups do not use the same film.

Once your film has been approved, as a group you are to watch the film (at least once) and evaluate the authenticity of the disorder presented. In particular you'll want to evaluate the extent to which the film accurately addresses the cause, symptoms, life impact, and treatment of the disorder. You may want to ask yourself questions such as:

- How did the depiction of the disorder in the film compare to what you learned throughout the semester?
- Do you believe the film to be of educational value to the general public regarding its psychological content?
- Was the subject matter treated in a humorous manner? If so, do you think this took away from the seriousness of the psychological disorder being depicted in the film (or did it help by making a serious point without "blowing the audience away")?

In addition you'll want to note any specific scenes in the film that are especially accurate or inaccurate in their presentation of the disorder and how these scenes affected the overall value of the film in portraying the disorder.

As a group you will prepare a **15-minute presentation** of your findings. You should plan on showing important clips of the film during your presentation. In addition, each individual will compose a **3-4 page typed, double-spaced, APA formatted paper** addressing these issues. This paper should be submitted via Canvas on the day of the presentation.

Points	Rubric component
	<i>Paper</i>
1	APA formatting
2	Writing
2	Organization
15	Description of authenticity of disorder with specific examples
	<i>Presentation</i>
4	Organization of presentation
4	Presentation style/Team work
7	Description of authenticity of disorder
5	Effective use of film clips
	<i>Peer evaluation</i>
10	Group member evaluation of peer participation in project
<b>50</b>	<b>Total points</b>

*Note: You must type the following honor code statement at the top of the first page of the paper:  
I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment.*



## COURSE SCHEDULE

Date	Topic	Readings	Assignments
WEEK 1			
Mon. 8/25	Review of syllabus, introductions		
Wed. 8/27	Normal v. abnormal human experience	Ch. 1, p. 3-10 Rosenhan (1973)	
WEEK 2			
Mon. 9/1	Historical perspectives on abnormal beh.	Ch. 2	
Wed. 9/3	(con't)	Watters (2010)	
WEEK 3			
Mon. 9/8	Theories of psychopathology	Ch. 3, p. 49-65	
Wed. 9/10	(con't)	Ch. 3, p. 65-86	
WEEK 4			
Mon. 9/15	Diagnosis & Assessment	Ch. 4	
Wed. 9/17	(con't)	McQuaide (1999)	
WEEK 5			
Mon. 9/22	Stress	Ch. 5, p. 113-123	
Wed. 9/24	Trauma-related disorders	Ch. 5, p. 124-137	
WEEK 6			
Mon. 9/29	Anxiety disorders	Ch. 6, p. 139-152	
Wed. 10/1	Obsessive-compulsive disorders	Ch. 6, p. 152-164	
WEEK 7			
Mon. 10/6	Somatic disorders	Ch. 7, p. 165-176	
Wed. 10/8	Test review		Film selection
WEEK 8			
Mon. 10/13			Test #1
Wed. 10/15	Dissociative disorders	Ch. 7, p. 176-187	
WEEK 9			
Mon. 10/20	Schizophrenia & Psychotic disorders	Ch. 10	
Wed. 10/22	(con't)		
WEEK 10			
Mon. 10/27	Mood disorders	Ch. 11, p. 285-306	
Wed. 10/29	(con't)	Ch. 11, p. 306-318	
WEEK 11			
Mon. 11/3	(con't)		
Wed. 11/5	No class—Fall Advising Day		
WEEK 12			
Mon. 11/10	Substance-related & Addictive disorders	Ch. 12	
Wed. 11/12	(con't)		
WEEK 13			
Mon. 11/17			Movie critiques
Wed. 11/19			Movie critiques
WEEK 14			
Mon. 11/24			Movie critiques
Wed. 11/26	No Class—Happy Thanksgiving!		
WEEK 15			
Mon. 12/1	Wrap-up		
Wed. 12/3	Test Review		
Fri. 12/12 @ 9am			Test #2