

syllabus Abnormal F2014

ABNORMAL PSYCHOLOGY (830:340:02) Fall, 2014

TTH4, 1:40-3:00. Lucy Stone Auditorium

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REQUIRED TEXTBOOK

Durand, V. M., & Barlow, D. H. (2012). *Essentials of Abnormal Psychology*, (6th ed.). Belmont, CA: Cengage Learning.

The book originally retailed for over \$200. The publisher is selling it online for \$71 with free delivery. <http://www.cengagebrain.com/micro/1-ISOS57D> It will also be available at the Rutgers (B&N) Bookstore, where it will be more expensive. Used and rental copies will also be available on Amazon and similar sites.

There is a reason for the reduced price. A new, 7th edition of this text will be available in January. Further, the 7th edition (but not the 6th) includes the changes from the 4th edition to the 5th edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. So, why use this book this semester?

The answer is simple. This is the most readable Abnormal Psychology text I have ever found. Further, I think the changes from DSM-IV to DSM-5 are quite unimportant unless you are coding billing forms or preparing a legal brief. (In that case, you would use DSM-5, not a textbook). So, I'm not sure who is in worse shape, you or those who have to buy the high priced new edition in the Spring.

WEB RESOURCES

The text publisher (Wadsworth/Cengage Learning) offers a book-specific website for students to access study tools including a glossary, flashcards, and quizzing. Students can access the website at www.cengagebrain.com. You may find the web resources easy or difficult to use. I doubt they will be very useful. Of course, you are welcome to try it.

COURSE OBJECTIVES

(a) to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;

(b) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;

(c) to illustrate principles of the psychotherapy for different problems

(c) to provide an integrative view of research in the area of abnormal behavior;

(d) to discuss intervention and prevention strategies for psychological disorders;

(e) to promote critical thinking skills in the area of abnormal psychology.

ATTENDANCE AND SCHOLARLY CONDUCT

Attendance in class is required, but it will not be policed. It is your responsibility to come to class, or to otherwise obtain information presented in class from another class member. ***Please note that to do well on the exams, you will need to attend class lectures, as some of the material presented in lecture will not be found in your textbook or on the slides.*** Further, there may be occasional pop quizzes in class.

I expect that cell phones will be turned off during all lectures and exams.

EXAMS

There will be four exams starting on October 7 and then approximately every three weeks. All exams will be multiple-choice format and will cover material presented in lectures, on slides, on in-class videos, and during other assigned activities. The first three exams will be 50 -60 questions long, will cover the most recent material and will be given during class time. Answers are worth 1 point each. I plan to hold these exams in class on October 7, October 28 and November 20. The final exam is scheduled for 8-11AM on Monday, December 15. It will be 100-120 questions worth 1 point each. **Unlike the inclass exams, the final will be cumulative.**

A few illustrative questions similar to those on the exams will be available in the resources section of the Sakai website before the first exam. These questions will probably be (or seem) easier than the ones you will answer on the real exams. After the first exam, you will have a good sense of the kind of questions I ask.

Any changes in exam time or place will appear as an announcement on the Sakai website. **Please get in the habit of checking the Sakai website for these and other announcements.**

I try to create exams without ambiguous or tricky questions. Please assume each exam question is straightforward and without any trick. However, inevitably some students may find some questions ambiguous or unintelligible. And sometimes they are right. If you bring such a question to my attention, we will change or eliminate the question from our question pool and be grateful to you. However, I regret that your score on the exam can not be changed. (If we change the allowable answer for you, everyone else who got your answer would have to get credit. We simply don't have the time to go back over the exam and make such changes, This is one of the problems that 250+ students and lack of adequate TA resources dictates. Your TA this year also has a personality course with about 300 students to administer.

Between 60% and 70% of the exam questions will directly reflect the information in your textbook or will require straightforward application of principles discussed there. The other 30-40% of the questions will be from material presented in class and online including readings from outside your textbook.

Note that places I disagree with your text or go beyond it are carefully chosen and may well appear as exam questions in the format " Dr. Karlin noted in class that"

Students with documented disabilities who require extra time, a very quiet environment, a different exam format or the like should get in touch with the disabilities office to arrange such exams. They will contact me and the exam will be available at the disabilities office.

There are only so many good questions that can be asked about these materials. To prevent the creation of exam libraries, we do not hand back exam question or answer sheets. Your TA will have them. If you want to go over your exam, it will be available during her office hours. If you want to debate an answer, I will be glad to go over it with you during my office hours. Emailed questions about exam questions will never be answered. Such questions will only be answered in person, during office hours.

RANDOM SEATING DURING EXAMS AND NO MATERIAL AT SEATS

Over the years I have tried to keep exams a "level playing field." This is not a time to get a little help from your friends. To avoid leading anyone into temptation, you will be seated as randomly as possible for each exam. Please wait outside the classroom before exams. We will ask you to come in. Form two lines to enter. A proctor will ask you to sit in a specific seat. If you need a left hand desk, alert the proctor as you are being seated.

No books, papers or computers are allowed at your seat during exams. Please place book bags, backpacks and so on in front of the classroom a few minutes before the exam is scheduled, then return to the hall to wait. If you can't get there early, place such things in the back of the class as you enter. (Upfront, security is better as everyone will be looking that way.) I have been doing things this way for about a decade and no one's things have been stolen yet.

Not entirely facetiously, you might check under your seat for any papers that might be found there. A few years ago, a cheat sheet was noticed under someone's chair. (That person had been acting a bit strangely.) The student denied ever having seen the paper before. Others, such as the disciplinary committee, had a good deal of difficulty believing him.

MAKE-UPS

Please note that, except under special circumstances, no make-up exams will be given. If you miss an exam without prior notification to both me and your TA, you will receive 0 points for that particular exam. If you

know now that you will be away for a legitimate reason, tell us before September 24th and give us relevant documentation. If a problem arises during the semester, you should notify us at least 48 hours before the exam. If you must give us notice closer to the exam than that, you will be held to stricter account. If you are suddenly taken ill, get a note from Hurtado or other treatment facility. If your car breaks down on the way to the exam, get a receipt from the tow truck operator or the garage.

Note that simply not showing for an exam, and then contacting the instructor afterwards with an excuse (however justified), is not a good idea. We will allow you to take a make up only if you were confronted by **extreme** circumstances and can provide complete documentation. For example, you were in a hospital emergency room and your cell phone was crushed during the accident. You then provide a copy of the hospital bill and a physician's note containing the time and cause of your being there.

Makeups will be scheduled at the convenience of the TA. Usually, there will be only one scheduled makeup. **It will be up to you to deal with all other obligations and get to that make up.** Again, except for extreme circumstances there are no makeups for missed makeups.

Unfortunately, this is much too large a class for us to be flexible. When I started teaching at Rutgers, the maximum number of students in a 300 level course was 35. Now my classes are 8 to 10 times that size. Even a few years ago, a course this size had at least one full time TA. Now, we will have a TA with another 300 students studying different material.

EXTRA CREDIT

You may earn up to 15 pts of extra credit that can be applied toward your final cumulative grade point total by doing any combination of book reviews and article summaries (for example, two book reviews and one article summary).

Summaries: You may earn extra credit by doing up to three summaries of articles from a relevant psychology journal and/or books. (Articles are much shorter, but generally less fun to read at this level and far more dense than the recommended books.)

Writing an article summary: For each article summary, you must read a recent article published between 2010 and now from one of the following journals (available in the Busch science library and through the online catalogue): *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *American Journal of Psychiatry*, and *Journal of Experimental Psychology: Applied*. The article must come from one of the above journals and it must be a data-based study (i.e., data were collected, presented, and analyzed), not a review or conceptual article (i.e., an article where no new data are presented). To receive credit for your summary, you must turn in a two page (double-spaced), typed summary of the article along with a copy of the full article stapled to your summary. (Obviously, the summary should not be a simple paraphrase of the article abstract.) At least one paragraph of your summary should be devoted to explaining the results (statistical analysis)

section of the article. This may be difficult if you have not yet taken Quantitative Methods, 830:200, or a similar course or are very good at math. (In that case you might come to office hours for some help.) Your summary should address your thoughts about the article (e.g., What did you think about it? What did you learn?, How did it relate to ideas presented in the text or in class?, Did it raise other interesting questions for you?). When you hand in your summary, please attach it to a complete copy of the article you summarized.

Writing a book review. Book reviews may be slightly longer (3 double spaced pages max). You should provide a good overview of the book as well as the answers to questions similar to those for summarized articles (e.g., What did you think about it?, What did you learn?, How did it relate to ideas presented in the text or in class?, Did it raise other interesting questions for you?). Here is a list of books that qualify for this purpose. Only summaries of these books will qualify for extra credit.

All the books noted here as suitable were available inexpensively in paperback at Amazon when I last looked.

Atwood, G. & Stolorow, R. 1979. *Faces in a cloud: Intersubjectivity in personality theory*. Lanham. MD: Jason Aronson. (210 pages.)

Erikson, E. 1980. *Identity and the life cycle*. NY: Norton (191 pages.)

Fairburn, C. 1995. *Overcoming binge eating*. NY: Guilford Press. (246 pages.)

Fisher, R., Ury, W. & Patton, B. 1991. *Getting to YES: 2nd edition*. NY: Penguin Press. (200 pages.)

Frank, J. 1974. *Persuasion and healing: Revised edition*. Baltimore: Johns Hopkins UP. (377 pages. You can stop at page 261, if you like.)

Freud, S. 1965. *Dora: An analysis of a case of hysteria*. NY: Macmillan (157 pages.)

Jamison, K. 1996. *An unquiet mind: A memoir of moods and madness*. NY: Random House.(223 pages.)

Jung, C. 1963. *Memories, dreams and reflections*. NY: Random House. (430 pages. You can stop at page 237,

if you like.)

Kagan, J. 1998. *Three seductive ideas*. Cambridge, MA: Harvard UP (223 pages.)

Kagan, J. 2013. *The human spark: The science of human development*. NY: Basic Books. (333 pages. You can stop on page 256, if you like.)

Karp, H. 2004. *The happiest toddler on the block: The new way to stop the daily battle of wills and raise a secure and well-behaved one-to-four year old*. NY: Bantam Books. (297 pages of easy reading.)

Kirsch, I. 2010. *The emperor's new drugs: Exploding the antidepressant myth*. NY: Basic Books.(228 pages.)

Margulies, S. 2001. *Getting divorced without ruining your life*. NY: Simon and Schuster. (367 pages. Read only 9 – 185 and 214-287 if you like.)

Perls, F. 1970. *Gestalt therapy verbatim*. NY: Bantam Books. (306 pages. Read only pages 77-306 if you like.)

Yalom, I. 2002. *Love's executioner*. NY: Basic books

Book and article summaries will be accepted only at each of the three in class exams (not at the final). You may turn in more than one summary or book review on a given day. Article summaries and book reviews will not be accepted at any other time or place. Thus, nothing will be accepted for extra credit after the 3rd in class exam (now scheduled for November 20th) Unless you can document a hospitalization there will be no extensions of that due date and no exceptions. You will receive up to 5 pts for each summary you complete up to a maximum of 15 pts of extra credit. (Grading will be: Good = 5 pts, OK = 3 points, No good = 0 points).

BTW, extra credit is an individual endeavor. If we receive multiple similar versions of summaries, OK will be the best grade available. Please note that no other type of extra credit will be accepted to improve your grade.

ACADEMIC DISHONESTY

Any student caught cheating on an exam and/or altering/plagiarizing extra credit assignments will be immediately reported to the appropriate Dean's office. Please refer to your student handbook for a description of what constitutes academic dishonesty. I would note that there will be multiple forms of the exam (4 - 8 different forms of each exam). One almost certain way to get thrown out of school is to get the right answers for the wrong form of the exam.

SPECIAL NEEDS

Any students with disabilities or other special needs that may require special accommodations for this course should make this known to both the instructor and the T during the first week of the class. Requests for specific exam accommodations should be sent to us by the disabilities office.

COURSE GRADE AND CURVING

Your grade will be based on the cumulative points you earn from all exams and any extra credit. Keep in mind that you can earn an A in the course without doing extra credit.

Although we are trying to assess the same things, some years exam questions are harder than other years. If this year's exams prove especially hard and produce unusually low point totals, some curving will occur. However, curving can only help you, not hurt you.

We only curve grades up, not down. if the exams are too easy and 40% of students earn 93%+ on the hour exams and another 25% earn 88% and 20% earn 83% or more, and no one fails, you have lucked out. In that case, 85% of the class would get an A, B+ or B on the hour exams. Requisite percentages for grades in this course will never be more rigorous than $93+=A/88-92= B+/83-87=B/78-82=c+/73-77=C/65-72=D/64$ or less = F.

Please note that extra credit is only added after cutpoints for the curve are chosen. Note that doing extra credit can not affect the curve; it can not hurt your classmates' grades. We do the curve before extra credit points are added to anyone's scores. Then, extra credit points are added to your cumulative total from the 3 hour exams and the final. If the extra credit points then take you up a grade, that is fine with us.

Incidentally, the last two years have seen lower than average scores on exams. As a result, I have curved more steeply than ever before. Feedback last spring, from a section with many seniors, suggested that some students were counting on such a curve. I do not think you can depend on that happening again!

PLANNED CLASS SCHEDULE –This will almost certainly change as we go along. Keep checking the website and class announcements from Sakai.

Part 1: Introductory material

Date: Lecture, activities and assignment

9/2 Class business, brief lecture and film clips

Brief Lecture: The intertwined foci of abnormal psychology: psychopathology and various therapies.

Film: (if time): Classic psychotherapy: *Three Psychotherapists: Part 1- Carl Rogers and Gloria*

Assigned: 1. Explore websites (Cengage and Sakai).

2. Get the textbook.

3. Then download Ch 1 slides, and print Chapter 1 slides as handouts (3/page is the recommended format)

4. Read Chapter 1 and make notes on slides. Bring both to Chapter 1 lecture.

(NOTE: This should be done as part of the instructions to read each specific chapter. Assignments will say Download slides and Read Ch X. If this is unclear, please see instructions on Slides and lectures in Course Syllabus.)

9/4 Lecture: Outpatients: The role and roots of personality theory in describing the roots of psychopathology and creating appropriate therapies: The analytic tradition: Freud, Jung, Adler, Reich (No slides yet.)

Film Clips: The other side of the picture: Psychoses and other severe disorder. TED talk by Elyn Saks.

9/9 Lecture Ch 1.

Assigned: Download slides and read Ch. 2.

9/11 Brief lecture: The 2nd generation of founders: Rogers, Perls, Lazarus, Lovaas, Ellis and Beck, Bandura and Mischel (No slides yet)

Film: *Three psychotherapists* – Rest of Rogers and Perls

9/16 Lecture Ch 2.

Assigned: Download slides and read Ch. 3.

9/18 Film: *Three Psychotherapists: Ellis*

Discussion of *Three Psychotherapists*. Which one did you think Gloria would chose to continue with and why? Why is it that Ellis is the one who has been most imitated?

9/23 Lecture Ch. 3

Assigned: Download slides and read Ch. 4.

9/25 No Class – religious holiday

9/30 Lecture Ch 4: Part 1: Anxiety disorders: Specific Phobias, Panic w & w/o agoraphobia, GAD, social phobia, Gender differences and what they mean.

Assigned: Download slides and read Ch.5.

10/2 Lecture: Ch 4: Part 2: Anxiety disorders: Not so ordinary stress responding: OCD and PTSD. What would you do? Both respond to exposure. OCD can have purely physical roots. Or not. PTSD has a myriad of complications (even without dealing with complex grief problems).

Assigned: Review for Exam 1.

10/7 Exam 1: Chapters 1-4 & all material covered in class and on films. Please remember, we will seat you as randomly as possible. No books or papers or computers of any kind at your desk. (If this is at all confusing, see section of the syllabus on exams.)

Assigned: Read the Karlin and Orne and the Geraerts et al. articles in resources section of the course Sakai website

10/9 Lecture: Ch. 5

Film clip (if time) *The Hillside Strangler* (Use of DID as a legal defense.)

Assigned: Download slides and read Ch. 6.

10/14 Lecture: A brief history of the memory wars. Dissociative Identity Disorder: Problems with this diagnosis (No slides yet.) Film clips from *Three Faces of Eve* and *Sybil* featuring the key trauma in each.

10/16 Lecture: Ch. 6

Film clips: Major depression & Bipolar 1 mania (inout v1)

Assigned: Download slides and read Ch. 8. (Skip Chapter 7)

10/21 Brief lecture: Suicide:

Audio CD: Edwin Shneidman on suicide

10/23 Lecture: Ch 8

Film clip: Anorexia (outin v1)

Assigned: Review for Exam 2: Chapters 5, 6 and 8, related discussion

in class, film clips, Karlin and Orne and Geraerts et al. paper

10/28 Exam 2

Assigned: Download slides and read Ch. 9.

10/30 Lecture Ch 9: Also treating sexual dysfunction and pain

Film clips: Erectile dysfunction & gender id disorder (inout v1, v2)

11/4 Lecture Ch 9 (continued): Reports of amazingly successful treatment for the paraphilias. Some suggestions about close dyadic relationships.

Assigned: Download slides and read Ch.10.

11/6 Lecture: (no slides yet) Part 1: The drug war: lost before it started. A war that is even more unbelievably expensive, destructive, historically absurd and pointless than usual

Part 2:Treatment: Abstinence vs. occasional drug use: Cigarettes, AA and eating as models

Film: Parts of "The French Connection"

11/11 Lecture: Ch 10

Film clip: Alcohol (Do you fit my category?)

Assigned: Download slides and read Ch.11

11/13 Lecture: What about when hurting others feels like expressing who I am. Cluster B Personality disorders: Child abuse and tie in with DID (No slides yet)

Film clip: Cluster B (Clover Boykin)

11/18 Lecture: Ch 11

Assigned: Review for Exam 3: Chapters 9, 10 and 11. Also related discussion in class and film clips.

11/20 Exam 3:

Assigned: Download slides and read Chapter 12.

11/25 Film: One Flew Over the Cuckoo's Nest

(Please come to class 10 minutes early or so)

Assigned: Download slides and read Chapter 12

11/27 No class – Thanksgiving

12/2 Lecture Ch. 12

12/4 Lecture Ch 12 continued.

Film clips: TED talks by Elyn Saks and Eleanor Longden

http://www.ted.com/talks/elyn_saks_seeing_mental_illness

http://www.ted.com/talks/eleanor_longden_the_voices_in_my_head.html?utm_medium=on.ted.com-static&awesm=on.ted.com_Longden&utm_campaign=&utm_content=awesm-publisher&utm_source=m.facebook.com

12/9 Review for final

12/15 Final 8-11AM. Almost certainly in LSH-Aud (but check announcements in Sakai).