

Rutgers University
Tillett 232
Abnormal Psychology - PSY340 Section 1
Syllabus - Spring 2014

Course PSY 340-01 Abnormal Psychology, Credit Hours: 3
When MW 3:20 PM to 4:40 PM
Where Tillett 232
Instructor Teresa M. Leyro, Ph.D.
Assistant Professor, Department of Psychology, Rutgers University
Email teresa.leyro@rutgers.edu
Office Hours MW 1:00 PM to 3:00 PM, 539 Tillett Hall

Teaching Assistant:

Email:

Office Hours:

Course Materials

Barlow/Durand Abnormal Psychology: An Integrative Approach, 7e + Aplia PAC (ISBN 9781305129429)

- Students may purchase the text at the Rutgers Barnes & Noble or NJ Books

Companion Website

The text for this class and course materials are located online through Aplia (www.aplia.com). Here you will find an electronic version of your text, video tutorials, supplemental material, and weekly quizzes. Aplia additionally has several powerful features including flashcards, bookmarks, highlighters, note taking, and an auditory text companion option. Because the majority of course materials, including quizzes that will have to be taken regularly, are located on Aplia, it is your responsibility to learn the site and how to use it.

Course Website

An additional course website is available through Rutgers Sakai. Here, I will post the syllabus, discussion boards, and announcements not found on Aplia. You will also be taking your exams through this website.

<https://sakai.rutgers.edu/portal/site/5d4700e6-cdfe-4ce5-a710-2e482bad8c7d>

Course Description

The purpose of this course is to provide students with an introduction to Abnormal Psychology. Broadly, we will study psychological dysfunction that is associated with distress or impaired functioning in a manner that is not typical, or expected, based on cultural and societal norms. Content will be organized in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course will use an integrative approach toward the study of abnormal psychology. This means that we will view psychopathology as influenced by interactive biological, developmental, and social factors. As such, mental disorders will be viewed as dimensional, or along a continuum of abnormality, and in the context of their overlapping biological, developmental, and social influences. By doing so, you will better understand how and why two separate mental disorders may appear similar, and in some cases, co-exist within an individual. In addition, we will discuss the newest research in the area of abnormal psychology, again, with great emphasis on dynamic and integrative biological, developmental, and social influences on behavior.

Course Objectives

- Identify the diagnostic features of the DSM-5 psychological disorders covered in this course.
- Understand the biological, psychological, and sociocultural factors that inform the expression, course, and prevalence of the disorders reviewed
- Understand how empirical research informs our knowledge of psychopathology
- Familiarize yourself with the approach and scientific status of different clinical interventions
- Increase empathy for the impact of psychopathology on patients and their families, as well as the stigma associated with these disorders.

Teaching Philosophy

As a professor I seek to engender a learning environment that is non-judgmental, open-minded, reflective, active and engaging. These goals are not mutually exclusive, but rather, work together. Students should feel free to express their opinion without worry of judgment from others. An open-minded stance will be taken in order to facilitate discussion and expression of alternating viewpoints. Both students and I will be encouraged to reflect upon the material and its successful transmission. Finally, I believe that the best way to facilitate these primary goals is through collaborating to create an active and engaged class. This will create class cohesion, promote learning, and foster a happy atmosphere for all.

Classroom Decorum

Please make your best effort to arrive on time! Please be respectful of your professor and fellow classmates. This means, refrain from using social media apps during class, turn off cell phones upon arrival to class (not vibrate, not silent), and refrain from side conversations.

Academic Honor Code

Students are expected to uphold the Academic Integrity Policy published by Rutgers. This policy is based on the premise that students must: (1) acknowledge and cite all use of ideas, results or words of others; (2) acknowledge all contributors of work; (3) submit work that is his/her own without the aid of impermissible materials or collaboration; (4) obtain data and results ethically and report with accuracy; (5) treat all students in a manner that preserves their integrity; and (6) uphold the ethical and professional code in accord with the profession you pursue. It is imperative that all students abide by the Academic Integrity Policy to ensure proper credit is received, students are evaluated failure, to foster the ethical development of students, and that the University's reputation is maintained and enhanced. (Paraphrased from <http://academicintegrity.rutgers.edu/academic-integrity-policy>)

Under no circumstances will cheating or plagiarism be tolerated.

Special Considerations for Students with Disabilities

The Americans with Disabilities Act (ADA) requires that all qualified person should have equal opportunity and access to education, regardless of the presence of any disabling conditions. If you have a documented disability and need special permissions, please contact the Office of Disability Services for Students, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A 145, Piscataway, NJ 08345 (Phone: 848.445.6809) and notify me during the first week of class. I will do whatever I can to accommodate your legitimate needs. All information and documentation of disability is strictly confidential.

Medical Student Syndrome

In Medical School, there is a term called, *Medical Student Syndrome*. During the course of this class you will learn about many disorders. It is not uncommon that learning about these disorders may result in the belief that you or your loved ones exhibit the symptoms associated with a particular, or several, disorder(s). Remember that these disorders are *relatively uncommon*, and that you are likely not the exception to the rule. However, if you are concerned that you or a loved one are suffering from a mental disorder, please seek help via Rutgers CAPS (<http://rhscaps.rutgers.edu/services>; Counseling, ADAP [Alcohol and Drug Abuse Program], & Psychiatric Services). During regular business hours (8:30AM – 4:30 PM), call 848.932.7884 (ask for on call counselor) and 732-235-570, after hours and on weekends.

Medical, Mental Health, and Personal Emergencies

If you miss multiple classes, quizzes/assignments, or exams due to a medical or personal emergency, please discuss your situation with you as soon as possible. I may ask that you supply me with a note from the emergency dean. Do not wait until the end of the semester or until the problem has been resolved to contact me.

Course Requirements

Attendance Policy

Attendance is expected in all courses at Rutgers. I will not take attendance daily, but do not be surprised if you are asked to sign-in. More importantly, attendance is necessary in order to succeed in this course. Examinations will include material presented in the text, class lecture, video presentations, class exercises, and other material available through Aplia. If you must miss a class, it is your responsibility to notify me or the TA at least one week in advance (with the exception of illness or emergency as described below), and to get all notes, assignments and class context from a classmate.

Participation

This class is large and diverse. While such a setting can be intimidating, I encourage participation. Active participation promotes understanding, analytical thinking, and cultural awareness sensitivity. Let's take advantage of the wealth of viewpoints we have available in the room. Finally, successful participation in class requires that each individual respects the diversity of viewpoints.

Readings

Please complete readings ahead of lecture as specified on the course Aplia. Supplemental readings may be assigned, and will be announced and posted on Aplia.

Quizzes (100 points)

Each week, you will be assigned 1-2 quizzes to complete on Aplia. These quizzes will help solidify each week's learning objectives as covered in the readings and classes through repetition, integration, and multimodal learning. You will have several attempts to complete each quiz.

At the end of the semester your **5 lowest quizzes will be dropped** and an average will be taken. This **average may be used to replace one of your first three exam scores**.

Exams (300 points)

This course will consist of four unit exams and will cover content covered during lecture, in the textbook, on Aplia, and outside readings. These exams will not be cumulative; however, they will often draw upon previously covered material. Each exam will consist of 50 multiple choice questions worth 2 points each. Each exam will be weighted equally at 25% of your final grade. Exams will be conducted ONLINE. Access will be available during class times on that exam day. You do not need to take the exam in class. I highly recommend that you use a wire connection to take the exam, rather than Wi-Fi; it is more reliable and once the clock starts, it cannot be stopped. On exam day, I will activate chat and our TA will monitor it in case you have questions/comments. Once you begin the exam, you will have 90 (3:30 PM to 5:00 PM) minutes to complete it. All exams must be taken independently. Late exams will be accepted until midnight and will be docked 5 points per hour late.

Final Exam

Although the final is not cumulative, everyone must take it and it will be counted towards your grade. That is, you may not use your quiz average to replace the final exam.

Make-up Exams: If you cannot complete an exam on its given date and time, please contact me via e-mail immediately. Missed exams will result in a zero unless you have a legitimate, documented reason. This includes illness or family emergency. In these situations, you may make up the exam you missed within one week of its scheduled date during my or the TA's office hours.

Extra Credit: Extra credit is not available for this class. However, you will have an opportunity to replace one of your first three exam scores based on your quiz performance. Please see above.

Grading/Evaluation:

A total of 400 points are possible. These points are based on the two best scores of 0-100% on your first three exams, your 0-100% quiz average (detailed above), and your final exam score of 0-100%. To calculate your grade, divide your total points by 4.

GRADING	
There will be a maximum of 400 points for this course:	
Exam 1	100 pts
Exam 2	100 pts
Exam 3	100 pts
Final Exam (non-cumulative)	100 pts
Quizzes Average	100 pts
<u>Lowest Exam (Exams 1-3)</u>	<u>-100 pts</u>
TOTAL	400 pts

The final letter grade will be based on the total number of points you earn out of 400. This means that grades will not be rounded up for any assignment, quiz, exam, etc. Also, final grades will not be rounded.

<u>%</u>	<u>Number of Points</u>	<u>Grade</u>
93-100	372-400	A
90-92.99	360-371	A-
87-89.99	348-359	B+
83-86.99	332-347	B
80-82.99	320-331	B-
77-79.99	308-319	C+
73-76.99	292-307	C
70-72.99	280-291	C-
67-69.99	268-279	D+
63-66.99	252-267	D
60-62.99	240-251	D-
<60	<240	F

Tentative Course Schedule

Copyright Statement

Some course materials may be copyrighted and provided in compliance with the provision of the Teach Act. This means that these materials are intended for use only by students registered and enrolled in the course and for activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.

DATE	TOPICS / IMPORTANT DATES	READING	ASSIGNMENT/QUIZ
Wed, 1/22	<u>Introduction & Syllabus</u>		Review Syllabus
Mon, 1/27	<u>Abnormal Behavior in Historical Content</u>	Ch. 1	
Wed, 1/29	<u>An Integrative Approach to Psychopathology – Part I</u>	Ch. 2	
Mon, 2/3	<u>An Integrative Approach to Psychopathology – Part II</u>	Ch. 2	
Wed, 2/5	<u>Clinical Assessment and Diagnosis</u>	Ch. 3	
Mon, 2/10	<u>Research Methods – Part I</u>	Ch. 4	
Wed, 2/12	<u>Research Methods – Part II</u>	Ch. 4	
Mon, 2/17	<i>Exam 1: Chapters 1-4</i>	Ch. 1-4	
Wed, 2/19	<u>Anxiety, Trauma, and Stress-Related and Obsessive-Compulsive Related Disorders – Part I</u>	Ch. 5	
Mon, 2/24	<u>Anxiety, Trauma, and Stress-Related and Obsessive-Compulsive Related Disorders – Part II</u>	Ch. 5	
Wed, 2/26	<u>Anxiety, Trauma, and Stress-Related and Obsessive-Compulsive Related Disorders – Part III</u>	Ch. 5	
Mon, 3/3	<u>Somatoform Symptom and Related Disorders and Dissociative Disorders</u>	Ch. 6	
Wed, 3/5	<u>Mood Disorders and Suicide – Part I</u>	Ch. 7	
Mon, 3/10	<u>Mood Disorders and Suicide – Part II</u>	Ch. 7	
Wed, 3/12	<i>Exam 2: Chapters 5-7</i>	Ch. 5-7	
3/15-3/23	<i>Spring Break – No Classes</i>		
Mon, 3/24	<u>Eating and Sleep-Wake Disorders – Part I</u>	Ch. 8	
Wed, 3/26	<u>Eating and Sleep-Wake Disorders – Part II</u>	Ch. 8	
Mon, 3/31	<u>Physical Disorders and Health Psychology</u>	Ch. 9	
Wed, 4/2	<u>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</u>	Ch. 10	
Mon, 4/7	<u>Substance-Related, Addictive, and Impulse-Control Disorders – Part I</u>	Ch. 11	
Wed, 4/9	<u>Substance-Related, Addictive, and Impulse-Control Disorders – Part II</u>	Ch. 11	

Mon, 4/14	<i>Exam 3: Chapters 8-11</i>	Ch. 8-11	
Wed, 4/16	<u>Personality Disorders – Part I</u>	Ch. 12	
Mon, 4/21	<u>Personality Disorders – Part II</u>	Ch. 12	
Wed, 4/23	<u>Schizophrenia and Other Psychotic Disorders – Part I</u>	Ch. 13	
Mon, 4/28	<u>Schizophrenia and Other Psychotic Disorders – Part II</u>	Ch. 13	
Wed, 4/30	<u>Neurodevelopmental Disorders</u>	Ch. 14	
Mon, 5/5	<u>Neurocognitive Disorders</u>	Ch. 15	
Wed, 5/7	<i>Final Exam Review</i>	Ch. 12-15	
5/8-5/14	<i>Spring Exam Period – Final Exam TBD</i>	Ch. 12-15	