

Rutgers University
LSH B269
Abnormal Psychology - PSY340 Section B6
Syllabus - Summer 2015

Course: PSY 340-B6 Abnormal Psychology, Credit Hours: 3
When: Tu/Th 6:00PM to 9:40 PM
Where: Lucy Stone Hall, Room B269
Instructor: Christopher D. Hughes, MA
Doctoral Candidate, Rutgers University
Email: Chris.Hughes@Rutgers.edu
Office Hours: By appointment, A233 Psychology Building, Busch Campus

Course Materials

Barlow & Durand *Abnormal Psychology: An Integrative Approach*, Seventh Edition

- Students may purchase the text at the Rutgers Barnes & Noble, NJ Books, or on Amazon.com

Course Website

An additional course website is available through Rutgers Sakai. Here, I will post the syllabus, resources, readings, assignments, discussion boards, and announcements.

<https://sakai.rutgers.edu/portal/site/72df2485-a767-4bb5-9723-d3490929f212>

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 including the interaction of biological, developmental, and social factors.

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 various 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 an instructor, I seek to engender a learning environment that is non-judgmental, open-minded, reflective, active and engaging. Thus, allowing facilitation of discussion and expression of alternating viewpoints. I aim to balance didactic lectures with interactive class discussions. You should feel free to express your opinion without worry of judgment from others.

Classroom Decorum

Arrive on time! Participation is paramount to the proper functioning of the class. Please be respectful of your instructor and fellow classmates. This means: do not make disparaging comments to classmates, refrain from using social media apps during class, turn off cell phones upon arrival to class, and refrain from side conversations—if they pertain to the class material, please don't rob the rest of the class from the opportunity to share in your learning by not sharing your thoughts/questions with the whole class; if they do not, wait until after class to have them.

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 maintain the integrity of the University community. (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 [or people you aren't fond of] exhibit the symptoms associated with a particular, or several, disorder(s). Remember that while many of these disorders' symptoms exist on a continuous spectrum, these disorders themselves 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 is 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 732-235-5700, after hours and on weekends.

Medical, Mental Health, and Personal Emergencies

If you miss multiple classes, problem sets, or exams due to a medical or personal emergency, please discuss your situation with me 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.

****NOTE: This syllabus is subject to change, with proper notice, throughout the semester.**

Course Requirements

Attendance Policy

Given the condensed time period of this course, attendance is paramount as we will cover a substantial amount of material each class. I will not necessarily take attendance daily, but given the size of the class your absence will be noticed. More importantly, attendance is necessary in order to succeed in this course. Exams will include material presented in the text, class lecture, video presentations, and class exercises; **I will not post the slides from class on Sakai**, so if you miss a class you will have a difficult time catching up on the material. 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 content from a classmate.

Participation

This class is relatively small and intimate. While such a setting can be intimidating, I encourage (and grade) participation. Active participation promotes understanding, analytical thinking, and cultural 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, so comments that interfere with participation will not be tolerated.

Readings

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

Exams (700 points)

This course will consist of three exams and will cover content covered during lecture, in the textbook, and outside readings. These exams will not be cumulative; however, they will often draw upon previously covered material. Each exam will consist of a mixture of multiple choice, true false, matching, and short answer questions. The first two exams will each constitute 20% of your final grade and the final exam will be worth 30% of your final grade. Exams will be conducted in class. Due to the condensed nature of the class, we will likely have a lecture during the second half of classes even when we have had an exam.

Final Exam

Although the exams are not cumulative, the final will include several concepts covered on previous exams and it will be counted towards your grade (30%).

Make-up Exams: If you cannot complete an exam on its given date and time, please contact me via e-mail immediately (preferably before hand). Missed exams will result in a zero unless you have a legitimate, documented reason (i.e. serious illness or family emergency). In these situations, you may make up the exam you missed within one week of its scheduled date.

Differential Diagnosis (200 points): You will be given a description of a person and be asked to identify their symptoms, give (and justify) a diagnosis, as well as discuss at least one other disorder that you ruled out (why you considered it, and how you ruled it out). You will get 4 of these over the course of the class and they will be worth 50 points each (5% of your total grade).

Extra Credit: Extra credit is **not planned** for this class. However, I may provide students with the opportunity to boost their grade with extra credit assignments if I feel the opportunity is warranted.

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% problem set 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 **1,000** points for this course:

Exam 1	200 pts
Exam 2	200 pts
Exam 3	300 pts
Differential Diagnosis 1	50 pts
Differential Diagnosis 2	50 pts
Differential Diagnosis 3	50 pts
Differential Diagnosis 4	50 pts
<u>Participation</u>	<u>100 pts</u>
TOTAL	1,000 pts

The final letter grade will be based on the total number of points you earn out of 1,000. This means that **grades will not be rounded up** for any assignment, exam, etc. Also, final grades will not be rounded.

<u>%</u>	<u>Number of Points</u>	<u>Grade</u>
90-100	(900-1000)	A (4.0)
87-89.99	(870-899.99)	B+ (3.5)
80-86.99	(800-869.99)	B (3.0)
77-79.99	(770-799.99)	C+ (2.5)
70-76.99	(700-769.99)	C (2.0)
60-69.99	(600-699.99)	D (1.0)
<60	(<600)	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	READING (READ <u>BEFORE</u> CLASS)
Tuesday, 5/26	Syllabus, Introduction to Course	n/a
Thursday, 5/28	What constitutes “Abnormal” Behavior?	Ch. 1-2
Tuesday, 6/2	Assessment & Diagnosis	Ch. 3-4
Thursday, 6/4	Fear-Based Disorders	Ch. 5
Tuesday, 6/9	Exam 1: Chapters 1-5 Somatic & Sexual Disorders	Ch. 6 & 10
Thursday, 6/11	Mood Disorders	Ch. 7
Tuesday, 6/16	Psychotic Disorders	Ch. 13
Thursday, 6/18	Substance Use Disorders	Ch. 11
Tuesday, 6/23	Exam 2: Chapters 6, 7, 10, 11, & 13 Developmental Disorders	Ch. 14 & 15
Thursday, 6/25	Eating & Sleep-Wake Disorders, Health Psychology	Ch. 8-9
Tuesday, 6/30	Personality Disorders	Ch. 12
Thursday, 7/2	Final Exam: Chapters 8, 9, & 12-15	n/a