

**Rutgers University**  
**Tillett 232**  
**Abnormal Psychology - PSY340 Section 4**  
**Syllabus - Spring 2016**

**Course:** PSY 340-04 Abnormal Psychology, Credit Hours: 3  
**When:** TF 10:20 AM to 11:40 AM  
**Where:** Tillett Hall, Room 254  
**Instructor:** Teresa M. Leyro, Ph.D.  
Assistant Professor, Rutgers University  
**Phone:** 848-445-2090  
**Email:** [teresa.leyro@rutgers.edu](mailto:teresa.leyro@rutgers.edu)  
**Office Hours:** TF 11:40 AM to 12:40 PM, 539 Tillett Hall

**Graduate Teaching Assistant:** Sarah Mann, M. A.  
**Email:** [slmann.mail@gmail.com](mailto:slmann.mail@gmail.com)  
**Office Hours:** By appointment only

### **Course Materials**

Durand/Barlow Abnormal Psychology: Essentials

- MindTap access + Loose leaf text
  - ISBN 978-1-305-69874-1
- MindTap alone
  - SBN 978-1-305-51024-1
- Students may purchase the text at the Rutgers Barnes & Noble

### **Course Website**

An additional course website is available through Rutgers Sakai. [Here](#), I will post the syllabus, discussion boards, and announcements. You will also be taking your exams through this website.

### **MindTap: Companion Material**

Course material for this class can be accessed directly through the course's Sakai website by clicking on the *Cengage MindTap* tab. MindTap is equipped with several apps, including an electronic version of your text, video tutorials, case studies, and problem sets. Please explore the resources provided through MindTap as they will immensely aid in your ability to learn and retain information. Some of the powerful features include flashcards, bookmarks, highlighters, note taking, and an auditory text companion option. Because the majority of course materials, including problem sets that will have to be taken regularly, are only available through MindTap, it is your responsibility to learn the site and how to use it.

### **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<sup>A</sup>
- Understand the historical and current biological, psychological, and sociocultural factors that inform the expression, course, and prevalence of the disorders reviewed<sup>D, A</sup>
- Understand how empirical research informs our knowledge of psychopathology<sup>D, A</sup>
- Familiarize yourself with the approach and scientific status of different clinical interventions<sup>D, A</sup>
- Increase empathy for the impact of psychopathology on patients and their families, as well as the stigma associated with these disorders<sup>A</sup>

<sup>D</sup>Departmental Learning Goal; <sup>A</sup>Additional Course Learning Goal

**Teaching Philosophy**

As a professor 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. You should feel free to express your opinion without worry of judgment from others.

**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. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. It is imperative that all students abide by the Academic Integrity Policy to maintain the integrity of the University community and via enrollment at Rutgers and in this course you are agreeing to follow the Academic Honor Code.

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. Students with disabilities requesting accommodations must follow the procedures outlined [here](#). Full disability policies and procedures can be found at [here](#). You may also 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). If you need accommodations, please 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](#) (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. You may also access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or table via the [Just In Case App](#).

Lastly, the [Office of Violence Prevention and Victim Assistance](#) provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**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 Structure and Requirements

### Attendance Policy

Attendance is expected in all courses at Rutgers (please see policy, [here](#)). 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. Exams will include material presented in the text, class lecture, video presentations, class exercises, and other material available through Aplia. If you expect to miss a class, please use the University absence reporting [website](#) to indicate the date and reason for your absence. An email is automatically sent to me. In addition, it is your responsibility to notify me or the TA, directly, 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. The University attendance and religious holiday policies can be found [here](#).

### 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 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 in the course syllabus. Supplemental readings may be assigned, and will be announced and posted on Sakai.

### Problem sets (100 points)

Each week, you will be assigned 1-2 problem sets to complete through MindTap. These problem sets 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 problem set.

At the end of the semester your **5 lowest problem sets 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 time on the 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 (10:40 AM through 11:50 AM) 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 problem set 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 problem set 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% problem set average (detailed above), and your final exam score of 0-100%. To calculate your grade, divide your total points by 4.

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

\*I will ensure that you are giving the highest grade possible. That is, if your Problem Set Average is lower than each your exam scores, your final grade will be based solely on your exam scores.

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, problem set, exam, etc. Also, final grades will not be rounded.

<u>%</u>	<u>Number of Points</u>	<u>Grade</u>
90-100	(360-400.99)	A (4.0)
87-89.99	(348-359.99)	B+ (3.5)
80-86.99	(320-347.99)	B (3.0)
77-79.99	(308-319.99)	C+ (2.5)
70-76.99	(280-307.99)	C (2.0)
60-69.99	(240-279.9)	D (1.0)
<60	(<240)	

### 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	PROBLEM SET
Tue, 1/19	<u>Introduction &amp; Syllabus</u>		Review Syllabus Intro to Aplia, Wed
Fri, 1/22	<u>Abnormal Behavior in Historical Content</u>	Ch. 1	Chapter 1, Sat
Tue, 1/26	<u>An Integrative Approach to Psychopathology – Part I</u>	Ch. 2, 2.1-2.3	
Fri, 1/29	<u>An Integrative Approach to Psychopathology – Part II</u>	Ch. 2, 2.4-2.9	Chapter 2, Sat
Tue, 2/2	<u>Clinical Assessment, Diagnosis and Research in Psychopathology</u>	Ch. 3, 3.1-3.2	
Fri, 2/4	<u>Clinical Assessment, Diagnosis and Research in Psychopathology</u>	Ch. 3, 3.3-3.7	Chapter 3, Sat
Tue, 2/9	<b><i>Exam 1: Chapters 1-3</i></b>	Ch. 1-3	
Fri, 2/12	<u>Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders – Part I: Generalized Anxiety Disorder, Panic Disorder, and Agoraphobia</u>	Ch. 4, 4.1-4.4	
Tue, 2/16	<u>Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders – Part II: Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding, Trichotillomania</u>	Ch. 4, 4.10-4.13	
Fri, 2/19	<u>Anxiety, Trauma, and Stress-Related and Obsessive-Compulsive Related Disorders – Part II: Specific Phobia, Social Anxiety Disorder, and Trauma and Stress-Related Disorders – VIDEO LECTURE WITH MIN-JEONG</u>	Ch. 4, 4.5-4.9; 4.14	Chapter 4, Sat
Tue, 2/23	<u>Mood Disorders and Suicide – Part I</u>	Ch. 6, 6.1-6.2	
Fri, 2/26	<u>Mood Disorders and Suicide – Part II</u>	Ch. 6, 6.3-6.4	
Tue, 3/1	<u>Mood Disorders and Suicide – Part III</u>	Ch. 6, 6.5-6.6	Chapter 6, Wed
Fri, 3/4	<b><i>Exam 2: Chapters 4 and 6</i></b>	Ch. 4, 6	
Tue, 3/8	<u>Substance-Related, Addictive, and Impulse-Control Disorders – Part I</u>	Ch. 10, 10.1-10.7	
Fri, 3/11	<u>Substance-Related, Addictive, and Impulse-Control Disorders – Part II</u>	Ch. 10, 10.8-10.12	Chapter 10, Sat
<b>3/14-3/18</b>	<b><i>Spring Break – No Classes</i></b>		
Tue, 3/22	<u>Physical Disorders and Health Psychology – Part I</u>	Ch. 7, 7.1-7.2	

Fri, 3/25	<u>Physical Disorders and Health Psychology – Part II</u>	Ch. 7, 7.3	Chapter 7, Sat
Tue, 3/29	<u>Eating and Sleep-Wake Disorders – Part I</u>	Ch. 8, 8.1-8.4	
Fri, 4/1	<u>Eating and Sleep-Wake Disorders – Part II</u>	Ch. 8, 8.5-8.7	Chapter 8, Sat
Tue, 4/5	<u>Somatic Symptom and Related Disorders and Dissociative Disorders and Exam Review</u>	Ch. 5	Chapter 5, Wed
Fri, 4/8	<b><i>Exam 3: Chapters 10, 7, and 8</i></b>	Ch. 10, 5, 7, 8	
Tues, 4/12	<u>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria – Part I</u> – VIDEO LECTURE WITH MIN-JEONG	Ch. 9, 9.1-9.3	
Fri, 4/15	<u>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria – Part II</u>	Ch. 9, 9.4-9.7	Chapter 9, Sat
Tue, 4/19	<u>Personality Disorders – Part I: Clusters B and C</u>	Ch. 11, 11.1, 11.3-11.4	
Fri, 4/22	<u>Personality Disorders – Part II: Cluster A</u> <u>Schizophrenia Spectrum and Other Psychotic Disorders – Part I</u>	Ch. 11, 11.2, 11.5 Ch. 12, 12.1, 12.2	Chapter 11, Sat
Tue, 4/26	<u>Schizophrenia Spectrum and Other Psychotic Disorders – Part II</u>	Ch. 12, 12.3-12.5	Chapter 12, Wed
Fri, 4/29	<b><i>Final Exam Review</i></b>	Ch. 9, 11, 12	
5/5-5/11	<b><i>Spring Exam Period – Final Exam on Chapters 9, 11, and 12</i></b> <b><i>Date: <u>May 11, 8 AM through 11 AM</u></i></b>	Ch. 9, 11, 12	