



**Abnormal Psychology 01:830:340:07**

**CLASS INFORMATION:**

**Fall 2014**  
**Monday/Wednesday**  
**5:00-6:20pm**  
**Lucy Stone Hall AUD**  
On line schedule of classes <http://www.acs.rutgers.edu/soc>

**INSTRUCTOR:**

**Lyra Stein, Ph.D.**  
**Email:** [Lyra@rci.rutgers.edu](mailto:Lyra@rci.rutgers.edu)  
**Office:** Tillet 313 <http://rumaps.rutgers.edu/?q=tillet+Hall>  
**Office Hours:** Monday and Wednesday 2-4pm

**GRADUATE TEACHING ASSISTANT:**

**Kim Chaney**  
**Email:** [kimberly.chaney@rutgers.edu](mailto:kimberly.chaney@rutgers.edu)  
**Office:** Tillet 629  
**Office Hours:** Tuesday 11-12pm

**UNDERGRADUATE ASSISTANTS:**

Feel free to contact any of the assistants for tutoring or help with your paper

**Lori Aram** [Lori.aram@rutgers.edu](mailto:Lori.aram@rutgers.edu) Thursdays 3-4 Busch  
**Andrew Haroun** [ash120@scarletmail.rutgers.edu](mailto:ash120@scarletmail.rutgers.edu) Mondays 3-4 Douglass  
**Tiffany Garrett** [tiffany.lin14@yahoo.com](mailto:tiffany.lin14@yahoo.com) Wednesdays 3:30-4:30 Livingston  
**Maheen Javid** [maheenj@live.com](mailto:maheenj@live.com) Fridays 2-3 pm Busch  
**Will Mackey** [williammackey4@gmail.com](mailto:williammackey4@gmail.com) Mondays 2-3 College Ave  
**Frans Moncayo** [fam62@scarletmail.rutgers.edu](mailto:fam62@scarletmail.rutgers.edu) Fridays 11-12pm Busch  
**Barbara Owusu** [bo82@scarletmail.rutgers.edu](mailto:bo82@scarletmail.rutgers.edu) Wednesdays 12 -1pm Livingston  
**Rajvi Patel** [rajvipatel814@hotmail.com](mailto:rajvipatel814@hotmail.com) Fridays 11-12pm College Ave.  
**Kelly Skovron** [kellyskovron@gmail.com](mailto:kellyskovron@gmail.com) Mondays 5-6 Busch  
**Victor Wong** [vxw1@scarletmail.rutgers.edu](mailto:vxw1@scarletmail.rutgers.edu) Mondays 10-11am Livingston

**COURSE DESCRIPTION:**

This course provides an introduction to the description, classification, and academic study of human mental distress. In addition, we will explore various theoretical approaches to the causes and treatments of psychopathology.

**COURSE OBJECTIVES:**

- Introduce standard assessment practices for the diagnosis of mental disorders
- Foster competency in the use of the DSM-V for the classification of psychopathology
- Provide an overview of the symptoms, demographic features, and typical progression of major

forms of psychopathology

- Balance a scientific diagnostic approach to psychopathology with an appreciation for the “real life” experiences of people who suffer from mental disorders.
- Review the major theoretical approaches to the cause and treatment of psychopathology-biological, psychodynamic, cognitive-behavioral and humanistic.

### CURRENT ACADEMIC INTEGRITY POLICY:

<http://academicintegrity.rutgers.edu> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

General Academic Integrity Link:

<http://academicintegrity.rutgers.edu/>

Resources for instructors (and students) can be found at:

<http://academicintegrity.rutgers.edu/resources>

Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

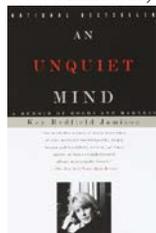
### LEARNING RESOURCES:

1. Oltmanns, T.F. & Emery, R.E.

(2014). *Abnormal psychology* (8<sup>th</sup> ed.). Boston, MA: Pearson.-The earlier edition does not have DSM 5 content. It is cheaper to purchase MyPsychLab with etext through Pearson directly-see directions in resources section.

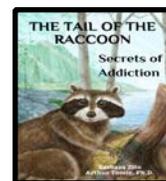
2 .MyPsychLab access code-This can be purchased through Pearson with the etext for a lower price than the bookstore-see instructions in syllabus

3. Jamison, K. R. (2009). *An unquiet mind: A memoir of moods and madness*. Random House LLC.



4. The Tail of the Raccoon: Secrets of Addixtion

The story is available as a Kindle e-Book (\$4.99) and free Kindle apps allow the story to be downloaded to any digital device. The story is also available in paperback (\$9.99).



5. Case studies provided on Sakai

6. TopHat Monocle in class response system-see instructions in resources section

### TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, work in small-groups, engage in class discussions, and view relevant online and audio-visual materials. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbooks. Lectures are not a substitute for reading and studying the course material on your own.

**Do not leave lecture early:** Besides distracting your fellow students, when I hear people leaving or packing their bag, I become very distracted. I lose my train of thought and will have to stop the lecture until the noise ceases. [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** so you won't distract everyone

**Syllabus & Sakai Site:** This contains everything you need to know about the course; keep this in your notebook and refer to it often. I will not remind you when quizzes are due; turning your assignments in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.

### ATTENDANCE POLICY:

I will not accept notes for absences as there are more than enough chances to get clicker points even with missing 4-5 classes. If you have an extended absence for more than 6 class periods, please talk with me.

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent from class, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note to me.

**Self-Reporting Absence Application:** Students are expected to attend all classes; if you expect to miss

one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

### COMMUNICATION

I created a Facebook group for this class called Abnormal Psychology at Rutgers <https://www.facebook.com/groups/394907930599321/> Please to join this group or friend me (Lyra Stein-Teaching) and I will add you. I will be posting articles and psychology related issues to enhance your knowledge of the area. Feel free to use this site to communicate with me and other students in the class. I find that many students have the same questions and this is a place for you to clarify any topics which are confusing.

If you have a private concern, please email myself, Kim, or one of the undergraduate assistants. In your email, please include your full name (as it appears on the roster), your class and section. I will try my best to return your email within 48 hours, however feel free to email a TA.

### ACCOMMODATIONS:

Appropriate accommodations will be made for students with disabilities.

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

### CLASS PARTICIPATION:

The TopHat response system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered whether correct or not. You will receive another 1 point for correct multiple choice questions. Your grade for in class responses will be out of 120 points. I will give you an extra credit point for every 5 points received above 120 points.

**I will not address Tophat issues more than a week after the class in question. It is your responsibility to make sure your points show up on the Tophat site within a week of each class period. Please do not contact me with clicker concerns more than a week after the class with missed clicker responses.**

### ASSESSMENTS:

There will be three midterms (the best two of these will be averaged into your grade-two will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You

will need a #2 pencil for the in-class exams. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period. **Students caught cheating on any exam will get an F for the entire course.***

Each midterm will consist of 50 multiple choice items (75 for the final) **THERE ARE NO MAKE-UPS FOR THE MIDTERMS UNLESS THEY ARE ARRANGED IN ADVANCE OF THE EXAM.**

There will be 14 pre-test quizzes which will consist of 20 questions each and will cover 1 chapter. You will not be timed on the pre-test quizzes and you take the assessment as many times as you like. There will be 15 post-test quizzes which will consist of 20 questions each and will cover 1 chapter. You will have 1 hour to complete each post-test quiz and will only have one chance to take the assessment. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

I will drop the lowest score for both post-tests and pre-tests. The pretest quizzes ensure that you read the material before coming to class and the post-test quizzes consolidate the material. Research has shown that pre- and post-tests for course material provide increased retention.

#### **WRITING ASSIGNMENT:**

You are required to complete a Case History. **The required assignment and all extra credit assignments must be uploaded to your dropbox (not emailed) by **December 1, 2014-NO EXCEPTIONS!** No assignments nor extra credit will be accepted by email.**

**Case History-YOU will diagnose the individual and propose a course of treatment from what you have learned in class.**

- 1) Choose a well-known individual or a movie character that I am familiar with and write a 3 page paper including
- 2) the diagnosis
- 3) the reasoning for the diagnosis
- 4) what else you need to know to support the diagnosis
- 5) a course of treatment and
- 6) the benefits and drawbacks of the DSM-V diagnostic system for the individual.

Be sure to include references to the book and course material. You must use APA style for in text citations and a reference page (you do not need a title page nor abstract).

#### **ADDITIONAL CREDIT:**

For every 5 clicker points above 120, you will be given an extra credit point

You may complete any of the options below for 5 extra credit points each (maximum of 15 extra credit points for the writing assignments). For extra credit you may not submit more than one assignment for each option.

**Option 1: Suicide Analysis-you must address all of the criteria below in your paper-DUE MONDAY 10/20.**

- 1) Select a popular figure in society, such as a politician, celebrity, author, actor, comedian, etc., that has committed suicide and write a 3 page suicide analysis.
- 2) Use as many resources (i.e., Internet, books, magazines, etc.) to find out as much information on the individual that committed suicide.
- 3) Analyze changes in eating and sleeping habits, behavioral agitation, loss of interest, loss of energy, diminished ability to concentrate, feelings of worthlessness, withdrawal from family and friends, and drastic mood changes.
- 4) Did the individual talk about suicide, give away possessions, have an obsession with death, make plans to commit suicide, or buy a gun?
- 5) What information can you find on the individual's family life, relationships, alcohol and substance use history, quality of social support system, past problems or stressors?
- 6) Was there a family history of mental illness or prior hospitalizations or suicide attempts?

**Option 2: Article Summaries-make sure to include information from the course (use the book as the reference) to expand on the concepts presented in the articles. YOU MUST REFERENCE COURSE MATERIAL.**

- 1) Find 2 articles relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.-I will be posting interesting articles on the FB site)
- 2) Summarize (about 1.5 pages each) the article and be sure to include how relate it to the topic covered in class.
- 3) make sure that you include in-text references along with a reference page -in proper APA style.
- 4) the articles do not have to be related to each other.

**Option 3: Engage in a public act abnormal behavior (MUST BE APPROVED BY ME BEFOREHAND-YOU MUST PARTICIPATE IN THE BEHAVIOR TO RECEIVE CREDIT!).**

**1) The act cannot be illegal, dangerous (to the student, an observer, or the public), or against school rules.**

- 2) Go in pairs or a group, one engaging in the "abnormal" behavior and one as an observer who will take notes on the reactions of others in the environment.
- 3) Reverse these roles. Concentrate on your feelings as you behave abnormally, and the observer should concentrate on the reactions of others.
- 4) Record on video and upload the video or a link to your video
- 5) Write an analysis including the following items:
  - a. Describe the deviant behavior you chose to engage in.
  - b. What is it that makes you define this behavior as abnormal or deviant? Are there circumstances under which it would be normal?
  - c. Where did you engage in this behavior?
  - d. How many people observed you?
  - e. What were their reactions?
  - f. How did you feel as you engaged in this behavior? How did you feel when you observed the reactions of others?

For options 1 and 2 you will need to present information from the course and use the book as the reference. I will be running the assignments through Turnitin-please be sure not to plagiarize.

**POSITIVE PSYCHOLOGY:** On 12/3 we will be discussing the validity of positive psychology. For 10 EC points, write a 5 page paper empirically assessing the merits and drawbacks of positive psychology from the empirical articles provided on Sakai. This should be a research paper with assertions supported by evidence in the articles provided or any other references that you may find on the topic. You must include a title page, abstract, at least 5 pages of content (properly referenced in APA style) and a reference page. This assignment will be due on 12/12 by 11:59pm.

All options should be written in essay format with the length filling 3 full pages or almost 3 full pages. **For options 1 and-the in-text citations and a reference page must be included in APA style (you do not need a title page nor an abstract).** Here are some links for APA Style:

<http://owl.english.purdue.edu/owl/resource/560/02/>  
<http://owl.english.purdue.edu/owl/resource/560/03/>  
<http://owl.english.purdue.edu/owl/resource/560/05/>  
<http://owl.english.purdue.edu/owl/resource/560/06/>  
<http://owl.english.purdue.edu/owl/resource/560/07/>  
<http://owl.english.purdue.edu/owl/resource/560/08/>  
<http://owl.english.purdue.edu/owl/resource/560/09/>  
<http://owl.english.purdue.edu/owl/resource/560/10/>  
<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact a TA with any specific questions about APA style.

### **STUDYING:**

Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.

When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in

a sentence or think of examples for each term.

### EVALUATION:

Evaluations are based on:

Pre-tests	260 points (13x 20)
Post-tests	280 points (14 x 20)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Writing Assignment	40 points
TopHat points	<u>120 points</u>
Total Points possible <b>1050</b>	

A: 945-1050 points, B+: 892-944 points, B: 840-891 points, C+ 787-839 points, C: 735-786 points, D: 630-734 points, F: 629-0 points

### HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the Tophat questions.
- Complete every quiz on time.
- Read the assigned material carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
- Access the mypsychlab materials on sakai
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your classmates.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or the TA's to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.
- Use the Facebook page to communicate with me and other students in the course.
- **READ THE WHOLE SYLLBUS IN ENTIRETY!!!**

### LECTURE TOPICS AND READING:

\*\*(All dates are approximate and changes will be announced in class)\*\*

Date	Topic	Reading	Assignments Due (5:00pm)
W 9/3	Examples and Definitions of Abnormal Behavior	Ch. 1	

M 9/8	Causes of Abnormal Behavior	Ch. 2	Chapter 02 PreTest
W 9/10	Treatment of Psychological Disorders	Ch. 3	Chapter 03 PreTest Chapter 01 PostTest
M 9/15	Treatment of Psychological Disorders	Ch. 3	Chapter 02 PostTest
W 9/17	Classification and Assessment of Abnormal Behavior	Ch. 4	Chapter 04 PreTest
M 9/22	Classification and Assessment of Abnormal Behavior	Ch. 4	Chapter 03 PostTest
<b>W 9/24</b>	<b>NO Class</b>		
<b>M 9/29</b>	<b>Exam 1-in Class</b>		Chapter 04 PostTest
W 10/1	Mood Disorders and Suicide	Ch. 5 Virtual case study on Sakai	Chapter 05 PreTest
M 10/6	Mood Disorders and Suicide	Ch. 5 Read –An Unquiet Mind	
W 10/8	Anxiety Disorders	Ch. 6	Chapter 06 PreTest
M 10/13	Anxiety Disorders	Ch, 6 Virtual Case Study on Sakai	Chapter 05 PostTest
W 10/15	Dissociative and Somatic Disorders	Ch. 7	Chapter 07 PreTest
M 10/20	Dissociative and Sleep Disorders	Ch. 7	Chapter 06 PostTest <b>Suicide Extra Credit Due</b>
W 10/22	Stress and Physical Health	Ch. 8	Chapter 08 PreTest  Chapter 07 PostTest
<b>M 10/27</b>	<b>Exam 2- Online</b>		Chapter 08 PostTest
W 10/29	Eating Disorders	Ch. 10  Virtual Case Study on Sakai	Chapter 10 PreTest
M 11/3	Personality Disorders	Ch. 9	Chapter 09 PreTest
W 11/5	Personality Disorders	Ch. 9	

M 11/10	Substance and Addictive Disorders	Ch. 11 Virtual Case Study on Sakai	Chapter 11 PreTest Chapter 9 PostTest
W 11/12	Substance and Addictive Disorders	Ch. 11 Tail of the Raccoon: Secrets of Addiction	Chapter 10 PostTest
M 11/17	Sexual and Gender Disorders	Ch. 12	Chapter 12 PreTest
W 11/19	Sexual and Gender Disorders	Ch. 12	Chapter 11 PostTest
<b>M 11/24</b>	<b>Exam 3-In Class</b>		Chapter 12 PostTest
M 12/1	Schizophrenic Disorders	Ch. 13	Chapter 13 PreTest <b>Writing assignment and all extra credit due except positive psychology extra credit</b>
W 12/3	Positive Psychology	Readings on Sakai	Chapter 13 PostTest
M 12/8	Intellectual and Autism Disorders	Ch. 15 Temple Grandin chapters on Biochemistry and Relationships	Chapter 15 PreTest
W 12/10	Disorders of Childhood	Ch. 16	Chapter 16 PreTest Chapter 15 PostTest
F 12/12			<b>Positive Psychology Extra Credit Due</b>
T 12/16 8-11am	<b>Final-cumulative emphasis on last chapters</b>		Chapter 16 PostTest