

**Abnormal Psychology 340 -- Section 7**

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**My Goals:**

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.
  - critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) To acquire a basic understanding of the major areas in the study of abnormal psychology and how they interact to explain normal and abnormal human thoughts and behavior.

**Your Text:** Rosenberg, R. S., & Kosslyn, S. M. (2014) *Abnormal Psychology (2nd ed.)*. New York: Worth.

**Your Work:** Your grade will be assigned based on the points you earn from brief papers and exams. Each of these will be discussed more fully during class. Average work earns you an average grade of C, only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Favorite Terms	14	5% - 10%
Term Integrations	3	5% - 10%
Section Exams	3	60%- 70%
Final Exam	1	10%- 15%
Research Participation	7	--

A = >92    B+ = 87-92    B = 82-87    C+ = 76-82    C = 70-76    D = 60-70    F = <60

**Important Notes**

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. First offense is removal from that class, second offense you fail.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me. Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

**Academic Integrity:** Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency.

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

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics) Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

**Academic Accommodations:** If you require academic accommodations (e.g., additional testing time), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, [disabilityservices.rutgers.edu](http://disabilityservices.rutgers.edu)). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

### Assignments and Exams

**Favorite Terms:** For each chapter you will list your 3 favorite terms, then define each term in your own words. You will then provide a relationship for 2 of the terms.

These assignments must be typed in 12pt Times font, with one inch margins on all sides (you will need to change the defaults).

**Term Integrations:** For each section of the course you will provide relationships for your favorite term from each chapter from that section. Each chapter term will be listed and defined, then related to every other chapter term. This results in 6 different integrations when there are 4 chapters.

**Diagnose a Celebrity:** One pages single spaced paper. Pick your favorite celebrity, or your least favorite celebrity, and provide a diagnosis of their disorder. This will require important caveats:

- 1) no celebrity with a known disorder can be used
- 2) only living celebrities can be used
- 3) you must use tangible examples of behavior as evidence
- 4) you must link behavior to diagnosis

**Exams:** The exams will cover material from assigned readings and class discussions. Exams will be a mixture of multiple choice and short answer questions. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

**Cumulative Final Exam:** The final exam will cover basic information from across the semester. If you follow the study habits below for section outlines, you will be in good shape for the final exam. If you do not create section outlines as the semester progresses, the final exam will be quite difficult.

## Study habits that you should adopt

**Chapter Definitions:** Define, *in your own words*, the terms from each chapter. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

**Chapter Outlines:** Create an outline based on how *you* organize the chapter. Your outline will be most effective if you develop your own categories rather than simply follow the book.

**Section Outlines:** Create an outline of all the chapters included in a section of the course. These outlines should focus on links across chapters. Section outlines that are simply an amalgam of chapter outlines are not effective, you need to integrate the information across chapters.

## Empirical Articles

### Section 1

Gruber, J. (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in bipolar disorder. *Psychological Science, 20*, 217-221.

Watson, D., Clark, L. A., & Carey, G. (1988). Positive and negative affectivity and their relation to anxiety and depressive disorders. *Journal of Abnormal Psychology, 97*, 346-353.

Mathews, A., Mogg, K., Kentish, J., & Eysenck, M. (1995). Effect of psychological treatment on cognitive bias in generalized anxiety disorder. *Behaviour Research and Therapy, 33*, 293-303.

### Section 2

Bryant, R. A., Moulds, M. L., Guthrie, R. M., Dang, S. T., & Nixon, R. D. V. (2003). Imaginal exposure alone and imaginal exposure with cognitive restructuring in treatment of posttraumatic stress disorder. *Journal of Consulting and Clinical Psychology, 71*, 706-712.

West, L. J. (1993). A psychiatric overview of cult-related phenomena. *Journal of the American Academy of Psychoanalysis, 21*, 1-19.

Rozin, P., & Fallon, A. (1988). Body image, attitudes to weight, and misperceptions of figure preferences of the opposite sex: A comparison of men and women in two generations. *Journal of Abnormal Psychology, 97*, 342-345.

### Section 3

Voss, M., Moore, J., Hauser, M., Gallinat, J., Heinz, A., & Haggard, P. (2010). Altered awareness of action in schizophrenia: A specific deficit in predicting action consequences. *Brain, 133*, 3104-3112.

Czarna, A. Z., Wrobel, M., Dufner, M., & Zeigler-Hill, V. (2015). Narcissism and emotional contagion: Do narcissists "catch" the emotions of others? *Social Psychological and Personality Science, 6*, 318-324.

Psych 340 Section 6 -- Fall 2017 Schedule\*<sup>††</sup>

Wk	Date	Topic	Readings	Due
1	Sep 4	--	--	--
	Sep 6	Welcome to my world (can I get you a drink?)		
2	Sep 11	History	Ch 1	Favs 1
	Sep 13	Gender Dysphoria	Ch 11 pp 327-334	
3	Sep 18	Neuro-psycho-social approach	Ch 2	Favs 2
	Sep 20	Diagnosis and Assessment	Ch 3	
4	Sep 25	Mood disorders	Ch 5	Favs 3
	Sep 27			
5	Oct 2	Mood disorders	Gruber (2011)	
	Oct 4	Anxiety disorders	Ch 6	Favs 4
6	Oct 9	Anxiety disorders	Watson et al. (1988) Mathews et al. (1995)	
	Oct 11	--> EXAM 1	-->	Integration 1
7	Oct 16	Obsessive-Compulsive disorders	Ch 7	Favs 5
	Oct 18	Trauma disorders	Bryant et al. (2003)	
8	Oct 23	Dissociative & Somatic disorders	Ch 8	Favs 6
	Oct 25	Dissociative & Somatic disorders	West (1993)	
9	Oct 30	Substance Use disorders	Ch 9	Favs 7
	Nov 1	Eating disorders	Ch 10	
10	Nov 6	Eating disorders	Rozin & Fallon (1988)	
	Nov 8	--> EXAM 2	-->	Integration 2
11	Nov 13	Schizophrenia & Psychotic disorders	Ch 12	Favs 8
	Nov 15	Schizophrenia & Psychotic disorders	Voss et al. (2010)	
12	Nov 20	Personality disorders	Ch 13	Favs 9
	Nov 22	<b>Friday Classes -- we don't meet</b>	--	--
	Nov 23	<i>National Charred Dead Bird Flesh Day</i>		--
13	Nov 27	Personality disorders	Czarna et al. (2015)	Celeb Paper
	Nov 29	Neurodevelopmental & Disruptive	Ch 14	Favs 10
14	Dec 4	Neurodevelopmental & Disruptive		Favs 11
	Dec 6	Neurocognitive disorders	Ch 15	
15	Dec 11	Ethical & Legal issues	Ch 16	
	Dec 13	--> EXAM 3	-->	Integration 3

**Final Exam: Thursday December 21 @ 4:00pm**

\*Course ends December 13, 2017. Void where prohibited. <sup>††</sup>Schedule subject to change without notice. For further information see your instructor.