

Rutgers University
Lucy Stone Hall A121
Abnormal Psychology - PSY340 Section B5
Syllabus - Summer 2018

Course: PSY 340-B5 Abnormal Psychology, Credit Hours: 3
When: Tuesdays & Thursdays, 1:00PM-5:00PM
Where: Lucy Stone Hall, Room A121
Instructor: Maribel Plasencia
Doctoral Student, Clinical Psychology
Rutgers University
Email: mp1278@scarletmail.rutgers.edu
Office Hours: By appointment, Tillett Hall, Room 407 (Livingston 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. On Sakai, you will find the syllabus, resources, readings, assignments, discussion boards, and announcements.

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 create a learning environment that is non-judgmental, open-minded, reflective, active and engaging. In class discussions, I will facilitate the discussion and expression of alternating viewpoints and aim to balance didactic lectures with interactive class discussions. You should feel free to express your opinion and ask questions 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, please 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, assignments, 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 before class**, 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 at least one week in advance (with the exception of illness or emergencies), 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 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. Participation is worth 10% of your grade and will be evaluated based on both discussion and smaller class activities.

Readings

Please **complete readings ahead of lecture** as specified in the course syllabus (except for day 1). Supplemental readings may be assigned, and will be announced and posted on Sakai.

Exams

This course will consist of two 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 two exams will **each** constitute 20% of your final grade.

Make-up Exams: If you cannot complete an exam on its given date and time, please contact me via e-mail immediately (preferably beforehand). Make-ups are generally reserved for emergencies, as I expect that if you are taking this class you have not planned to miss class ahead of time. 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.

Assignments (25% total): You will be asked to complete assignments, either alone or with a partner, regarding various topics during the course. These assignments can be completed in class or become homework depending on the nature of the assignment.

Papers (15%): Each of you will pick a paper topic related to a particular disorder. I require that you read 5 sources at minimum to develop an argument. We will pick these topics during the first class. Paper Instructions and Criteria:

1. Develop an argument
2. Length should be 6 pages (without references)
3. Make sure it is written in APA style (points will be deducted)
4. I will additionally grade on grammar. Make sure to proofread your paper and write in complete sentences.
5. You will have an opportunity to return your paper with feedback edited for half of the points missed.

Presentations (10%): You will be asked to give a presentation on your paper topic in pairs. This presentation should last no more than 10 minutes and will be divided between you and a partner. You will present using power-point and incorporate information from both of your papers into this presentation.

Sections should include a brief background, what you know about the development of the disorder, and the topic of the paper (for most topics, it is what treatment looks like and how effective it is)

Extra Credit: Except for making up points on your paper as described above, extra credit is **not planned** for this class. I do not make exceptions to this rule.

Grading/Evaluation:

Your final grade is based on two test scores, class assignments, 1 paper, 1 presentation (in partners), and participation.

Grading/Evaluation:

Exam 1	20%
Exam 2	20%
Assignments (1-5)	25%
Paper	15%
Final Presentation	10%
Participation	10%
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TOTAL	100%

Grading Scale

90-100	A (4.0)
87-89.99	B+ (3.5)
80-86.99	B (3.0)
77-79.99	C+ (2.5)
70-76.99	C (2.0)
60-69.99	D (1.0)
<60	F

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.

Tentative Course Schedule

Readings should be completed prior to class.

DATE	TOPICS/ASSIGNMENTS	DUE
5/29/18	Syllabus, Introduction to Course; What is “abnormal?”; Introduction to DSM; Research Methods > Pick paper topics	
5/31/18	Assessment & Diagnosis > Readings: Ch. 1-4; Dawes et al. (1989) > Assignment 1	A1
6/5/18	Fear Based Disorders (Anxiety, Trauma, OCD) > Readings: Ch. 5 > Assignment 2	A2
6/7/18	Eating Disorders and Obesity > Reading Ch. 8 (stop chapter at page 295) > Assignment 3	A3 G1 Papers Due
6/12/18	No CLASS	
6/14/18	Exam 1	G2 Papers Due
6/19/18	Mood Disorders; Psychotic Disorders > Readings: Ch. 7, 13, article on Sakai	G3 Papers Due
6/21/18	Psychotic disorders; Substance Use Disorders > Readings: Ch. 13, 11	G4 Papers Due
6/26/18	Personality Disorders Readings: Ch. 12 > Assignment 4	A4
6/28/18	Exam 2	
7/3/18	Sexual disorders and Gender Dysphoria; Dissemination and implementation > Readings: Ch. 10, article on Sakai > Assignment 5	A5
7/5/18	Final Presentations on Paper topics	