

**Rutgers University**  
Course Syllabus  
**Abnormal Psychology**  
01: 830: 340 H6 Summer3<sup>rd</sup> Session 2018

Date & Time: Monday and Wednesday – 6:00PM- 9:40PM  
Location: Lucy Stone Hall room B-112 Livingston Campus  
Instructor: Stevie M. McKenna MA, PhD candidate  
E-Mail: steviemc@psych.rutgers.edu  
Office Hours: by appt. Livingston campus Tillett bldg. room 333

**Please Note:** In past summer sessions there have been bogus notes posted on the doors of classrooms stating that the assigned classroom has been reassigned to a different location. *Please ignore these notes. You will receive an email from the psychology department or me if any changes in classroom assignment are made.*

**Policy:**

- **IMPORTANT** - All students are required to take all exams including the final exam or final make up exam despite earning an A otherwise. If a student does not complete the final exam or final make-up they will receive no higher than a C for the course.
- There will be no extra credit work for this course. Therefore, it is imperative that students complete all assigned work and exams to do well.
- **Grades bordering on any letter grade cannot be bumped up.**

**Course Objectives**

This course will introduce you to the study of abnormal behavior. We will examine such factors as: cultural norms, situational circumstances, cognitive, biological, social variables and how they interact to produce aberrant behavior.

We will compare various current theories of the development of behavioral and cognitive disorders as defined by the *Diagnostic Statistical Manual 5* (DSM-5) as well as the efficacy of various treatment modalities including pharmacological interventions. As a result, you will be able to better recognize and define abnormal behavior from behavior that is considered to be within the normal range.

Through small group discussions you will critically analyze current psychologically based topics. As you discuss these topics with students in your group, your understanding and knowledge of the topic and your appreciation for the viewpoints of others will be enhanced.

**Required Texts:**

**Abnormal Psychology 2<sup>nd</sup> Edition, Sage Publishing**  
**Author – William J. Ray**  
**ISBN # 978 1 5063 33359**

<b>Date</b>	<b>Topics</b>	<b>Assigned Chapters</b>
July 9 M	Course requirements (syllabus)	
	An Overview of Psychopathology and Changing Conceptualizations	Chapter 1
	Neuroscience Approaches to Understanding Psychopathology	Chapter 2
	<b>CLASS DISCUSSION</b>	



- *Some* videos that will be shown will not be available through the media center but are from my personal collection so you will not be able to find them at the media center or online. For this reason attendance is important. **If you are not able to attend class on the day that a video will be shown, you will need to obtain notes from another student via chat room.**
- **Study guides:** Study guides for each exam will be provided and posted on the Sakai website (resource section). These guides are to be used to prepare for each exam. Questions on the exams will reflect information given on the study guides.
- **Small groups work** – On days where we will be covering specific chapters, we will be breaking up into small groups to discuss relevant topics during a portion of the class period.

**Term paper (worth up to 10pt) due August 8<sup>th</sup> 11:00pm.**

Your term paper should explore a recognized DSM-5 disorder. **I WILL NOT ACCEPT** papers on the following disorders:

- Attention Deficit Hyperactivity Disorder (ADHD),
- Conduct Disorder
- Oppositional Defiant Disorder
- Separation Anxiety Disorder
- Autism or Pica

These disorders develop primarily in childhood which is not the focus of this course. (*See list*).

**YOUR PAPER SHOULD ADDRESS THE FOLLOWING POINTS:**

**A definitive clinical picture of the disorder you are researching.** Begin your paper with a very brief overview of the disorder you are researching. Each of the following bulleted components are worth 1 to 2 points each and should be from **2 to 4 paragraphs** each depending on the points involved.

- **Symptoms and Prevalence rates** – typical symptoms seen in the disorder you are researching.– Prevalence rates should include sub-cultures of the US such as African American, Asian American, Hispanic American populations as well as 2 or 3 countries. (If you choose to research alcohol abuse and dependence, you will need to include the Native American subculture.) (1pt.)
- **Cultural variables** – You should list what world cultures your disorder is found in and if it **presents with the same symptom picture** reported in the U.S. (Prevalence rates should be addressed in the Symptoms and Prevalence section above.) You should also include subcultures of the US (e.g. African American, Native American, Hispanic). (2pts)
- **Age of onset and Gender features** - What is the average age when symptoms appear that lead to a diagnosis? **For Gender features:** Does the symptom picture present differently in men compared to women? Is it more common in one sex as opposed to the other? ex. Bipolar is equally common among men and women, major depression is seen 2X more in women than in men etc. (1pt.)
- **Etiology** - Describe the biology and genetics involved in the disorder you are researching. (2pt.)
  - **Neurotransmitter systems and sub-cortical structures of the brain:** What are the neurotransmitter systems and sub-cortical brain structures that are dysregulated or atrophied in the disorder you are researching? Is it primarily a biological disorder such as schizophrenia or bipolar? Is it a trauma based disorder which affects the biology of the individual such as Post Traumatic Stress Disorder (PTSD), dissociative disorders, or depression etc.?
  - **Is the disorder you are researching inheritable?** Does it run in families such as depression and anxiety disorders, Alzheimer's disease etc.?
- **Course and Prognosis** – Does the disorder you are researching have a chronic course such as some anxiety disorders (e.g. generalized anxiety disorder or bipolar disorder?) Does it have a variable course such as

seen in borderline personality disorder, or possibly episodic as seen in depression?

**For Prognosis:** What is the end result you expect to see with regard to the symptom picture? E.g. What would the symptom picture look like when the person is age 70. E.g. Would the client still have to be on medication or still need to be in therapy? Would they still exhibit the complete criteria of symptoms of the disorder or would many of the symptoms abated by advanced age? (1pt)

- **Current treatment**- What is the most efficacious treatment model for the disorder you have chosen to research (Psychodynamic, Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Behavioral therapy, Interpersonal therapy, Gestalt therapy, etc.)
  - Explain the **main underlying theory** of the treatment used.
  - Give an example of **ONE** technique that would be used from the therapy used to treat someone with the disorder you are researching. (1pt.)
  
- **Differential diagnosis** – You should compare and contrast another disorder (ONE) which is similar and how to differentiate it from the disorder you have chosen to research. In what ways is it similar and in what ways is it dissimilar? (How do you tell it apart?) E.g. major depression vs Persistent Depressive Disorder (formerly known as Dysthymia). (2pt.)

Must be double spaced (12pt type and Times New Roman)

Must have **within text** citations. **THIS IS A MUST**

Articles, the DSM-5, books, and online sources are fine (.org more preferable but .com is fine with discretion). **Try to use empirical sources when possible. E.g. Journal of Abnormal Psychology ect.**

**NO WIKAPEDIA.**

**\*\*Do not use the text book or myself as an instructor as a source.**

**\*\*\*No longer than 10 pages including title and reference pages.**

**\*\*\* Minimum page length 9 pages including the title and reference pages.**

***Note: Pay particular attention to the genetic/biological component in the etiology section. Most disorders have a strong biological component to them.***

### **Paper Topics:**

- **Anxiety Disorders**
  - Panic attacks
  - Panic Disorder
  - Generalized Anxiety Disorder (GAD)
  - Agoraphobia
  - Specific Phobia
  - Separation Anxiety Disorder (SAD)
  - Social Phobia
  - Posttraumatic Stress Disorder (PTSD)
  - Obsessive Compulsive Disorder (OCD)
  - Body Dysmorphic Disorder
  - Body Integrity Identity Disorder (BIID)
  - Hoarding Disorder
  - Trichotillomania
  - Excoriation
  
- **Mood Disorders**
  - Major Depression
  - Persistent Depressive Disorder (Dysthymia)
  - Double depression
  - Seasonal Affective Disorder (SAD)
  - Bipolar I
  - Bipolar II
  - Cyclothymia

- Rapid Cycling Bipolar
- **Intellectual Disability (ID) present the different levels of ID (FOCUS ON ADULTHOOD)**
  - Mild
  - Moderate
  - Severe
  - Profound
- **Personality Disorders**
  - **Cluster A**
    - Paranoid
    - Schizoid
    - Schizotypal
  - **Cluster B**
    - Antisocial
    - Borderline
    - Narcissistic
    - Histrionic
  - **Cluster C**
    - Avoidant
    - Dependent
    - Obsessive Compulsive Personality Disorder
- **Schizophrenia**
  - Schizophreniform
  - Schizotypal
  - Schizoaffective
  - Psychotic Disorder
  - Brief Psychotic Disorder
- **Eating Disorders**
  - Binge Eating Disorder (BED)
  - Anorexia nervosa (cover both subtypes)
  - Bulimia nervosa (cover both subtypes)
- **Cognitive Disorders**
  - Delirium
  - Dementia -Alzheimer's type
  - Vascular dementia
  - Frontotemporal dementia
  - Dementia with Lewy bodies
- **Sexual disorders**
  - Gender Dysphoria Disorder
  - Erectile Disorder
  - Female Orgasm Disorder
  - Delayed Ejaculation Disorder/Early Ejaculation Disorder
  - Female Interest Arousal Disorder
  - Male Hypoactive Sexual Desire Disorder
  - Genital Pelvic Pain disorder/Penetration Disorder
  - Paraphilic Disorders
    - Exhibitionistic Disorder
    - Frotteuristic Disorder
    - Fetishistic Disorder
    - Pedophilic Disorder

- Masochism Disorder
  - Sadistic Disorder
  - Transvestic Disorder
  - Voyeuristic Disorder
- **Dissociative disorders**
    - Dissociative Identity Disorder (DID) (Formerly Multiple Personality Disorder)
    - Dissociative Amnesia
    - Dissociative Fugue Disorder
    - Depersonalization
    - Derealization
    - Fictitious Disorder- Imposed on another
    - Factitious Disorder- Imposed on self
  - **Substance abuse and dependence disorders (focus should be on one specific type of substance of abuse e.g. alcohol, heroin, etc.)** Your choice should cover both what is considered abuse and dependency.
    - **Gambling Disorder**

If you choose to do your paper on abuse, you must choose one type of abuse not all forms of abuse:

- Physical
- Emotional
- Sexual abuse
- Neglect (address its many forms)
  - Physical neglect
  - Emotional neglect
  - Educational neglect
  - Medical neglect

**If you choose to do your paper on abuse, you should address the long-term effects of the abuse into adulthood.**

#### **Attendance**

In-class participation is critical and expected. Regular communication with the me and your fellow classmates is encouraged as well as being prepared to provide needed input on critical psychological issues. ***You are responsible for any missed class presentation material.***

Please ask *fellow students* for any information you may have missed due to absence from class. **\*\*\*Doctors notes or other specific documentation are necessary for missing an exam and taking the make-up.**

#### **Disability Statement**

If you have a documented disability and wish to discuss academic accommodations, or if you need assistance in the event of an emergency evacuation, please contact me as soon as possible.

**Plagiarism:** This is the practice of using information from a source without citing the source and author in your text **(Do not use papers from other courses to submit in this course. It is not acceptable e.g. abnormal psychology paper submitted to this course).** This is a problem in some courses and will result in an F for the course.

**Cheating on Exams** – Anyone caught cheating on any of the exams will receive an F for the course.

**ABSOLUTELY NO CELL PHONES ARE TO BE OUT or ON DURING EXAMS.**

#### **Academic Integrity At Rutgers :**

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>