

## Syllabus followed by the planned class schedule

ABNORMAL PSYCHOLOGY (830:340:02) Fall 2019

TuTh4, 1:40-3:00. Tillett 254

NOTE: ANY CHANGE IN ROOM ASSIGNMENT WILL BE EMAILED TO YOU. WE WILL MEET IN Tillett 254 ALL OF THIS SEMESTER.

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### REQUIRED TEXTBOOK

Susan Nolen-Hoeksema's *Abnormal Psychology, 8<sup>th</sup> Edition*. The book costs about \$150. It is also available as a rental for under \$50.

### WEB RESOURCES ON SAKAI

A variety of materials will be available on the course Sakai website. Most can be found with the resources tab on the course website. For example, there are the slides for each of the book's chapters we are covering. Also, there are some papers that are required reading.

### COURSE OBJECTIVES.

- (a) to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;
- (b) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;
- (c) to illustrate principles of the psychotherapy for different problems;
- (d) to provide an integrative view of research in the area of abnormal behavior;
- (e) to discuss intervention and prevention strategies for psychological disorders;
- (f) to promote critical thinking skills in the area of abnormal psychology.

To satisfy criteria (f), you will often have to hold two conflicting ideas in your head simultaneously. For example, we will often discuss "disorders" as if they were "real things." However, psychological disorders are, generally, not "things" in the same way a bicycle or a broken arm is a "thing." They are stereotypes put together by experts on a committee. Such stereotypes are very useful if used

judiciously. And you have to know them to be able to talk to other people in this field. But .... (We will discuss the “But” as the course goes on[\[1\].KFE1](#) )

## ATTENDANCE AND SCHOLARLY CONDUCT

Attendance in class is required, but it will not be policed. It is your responsibility to come to class, or to otherwise obtain information presented in class from another class member. *Please note that to do well on the exams, you will need to attend class lectures, as some of the material presented in lecture will not be found in your textbook or on the slides.* Further, there may be occasional pop quizzes in class.

By the way, there will be no class on October 1 and October 8. Also. I expect that cell phones will be turned off during all lectures and exams.

## EXAMS

There will be a midterm and a final. Both will be multiple choice exams. The midterm will have 50 to 60 questions, the final will have 100 questions and will be cumulative. Any changes in exam time or place will appear as an announcement on the Sakai website. **Please get in the habit of checking your email and the Sakai website for these and other announcements.**

The midterm exam will be held in our classroom, Tillett 254. It is tentatively scheduled for October 1 during our usual class meeting. However, things happen. Please make sure you can also attend class on October 29 and November 5 in case we should need to move the exam back or forward one class. The final will be held from 8-11 AM on December 16. It will almost certainly be in our classroom. While it will be held in our classroom, we are planning to have the exam online. Make sure you can get to the Sakai website from our class. That will save a pile of trees. If not, the exam will be standard multiple-choice format with scantrons.

From the book or from class: Most exams come from two sources: what the book says and what I say in class. As noted above, this is an evolving field with different approaches and understandings seen as valid and important. I chose our text because I think the late Susan Nolen-Hoeksema created the most balanced textbook in the field. But as in any introductory text, issues get simplified. Lecture will provide more nuanced or alternative views some of the time. In the past I have drawn about 60- 67% of exam questions directly from your text and the remaining 33-40% from lectures in class. Therefore, you need both to study the text and come to class or get notes from fellow students to do well in this class.

Need for alternative time and/or space: If you need an especially quiet space to take an exam or more time to write, please consult the disabilities office. They will make such arrangements for you.

Going over your midterm exam: There are only so many good questions that can

be asked about these materials. To prevent the creation of exam libraries, we do not hand back exams. Your TA will have them. If you want to go over your exam, it will be available during his office hours. If you want to debate the correctness of an answer, I will be glad to go over it with you during my office hours. Emails about exam questions will never be answered. They will only be answered in person, during office hours or (more briefly) during the 10-15 minutes or so that I am usually available at the end of class.

Exam protocol: Random seating, no material at seats during exams, and “Do the best you can” instructions.

To avoid leading anyone into temptation, you will be seated as randomly as possible for each exam. Please wait outside the classroom before exams. We will ask you to come in. A proctor will ask you to sit in a specific seat. If your desk is very uncomfortable, please alert the proctor soon after you are seated.

**No books, papers or computers are allowed at your seat during exams.** Please place book bags, backpacks and so on in front of the classroom a few minutes before the exam is scheduled, then return to the hall to wait. If you can't get there early, place such things in the back of the class as you enter. (Security is better if you leave your bag in the front of the class as everyone will be looking that way. However, I have been doing things this way for over a decade and no one's things have been stolen from either the front or the back. However, if you have just won the lottery and your backpack is full of \$50 bills, I advise leaving it home or getting to the exam early.)

Not entirely facetiously, you might check under your seat for any papers that might be found there. A few years ago, a cheat sheet was noticed under someone's chair. The student denied ever having seen the paper before, but the disciplinary committee had a good deal of difficulty believing him.

If, on an exam, you are uncertain about the meaning of a question, you will almost always be told to “Do the best you can.” Over the years I have found it impossible to answer such questions without providing an unfair advantage. As an alternative, if the other proctors and I agree that a question is ambiguous and/or multiple students have similar problems with the same question, we may make an announcement to the whole class. We will also make sure to drop, or at least reword it, for next semester's abnormal class.

## MAKE-UPS

Please note that, except under specific circumstances, no make-up exams will be given. If you miss an exam without prior notification to both me and your TA, you will receive 0 points for that particular exam. If you know now that you will be

away during the week around the midterm for a legitimate reason, tell us before September 29th and give us relevant documentation. If a problem arises during the semester, you should notify us at least 24 hours before the exam.

If you must give us notice closer to the exam than that, you will be held to stricter account. If you are suddenly taken ill, get a note from Hurtado or other treatment facility saying you were there. If your car breaks down on the way to the exam, get a receipt from the tow truck operator or the garage. In either case, send me an email asap, BEFORE the exam.

Simply not showing for an exam, and then contacting the instructor afterwards with an excuse (however justified), is not a good idea. In that case we will allow you to take a makeup only if you were confronted by extreme circumstances and can provide complete documentation (or if you catch one of us is in a very good mood). For example, you were in a hospital emergency room and your cell phone was crushed during the accident. You then provide a copy of the hospital bill and a physician's note containing the time and cause of your being here.

When we actually hold a makeup, makeups will be scheduled at the convenience of the TA. Usually, there will be only one scheduled makeup for each exam. It will be up to you to deal with all other obligations and get to that makeup. Again, except for really extreme circumstances there are no makeups for missed makeups.

Why the strict rules? Unfortunately, this is much too large a class for us to be very flexible. When I started teaching at Rutgers the maximum number of students in a 300 level course was 35. Now my classes are 3 to 6 times that size.

### EXTRA CREDIT

You may review up to two books from the books listed below. Extra credit reviews of each book will be graded as good=4 points, ok=2 points and no good = 0 points.

Book reviews may be up to 5 double spaced pages max. You should provide a good overview of the book as well as the answers to questions showing you have thought about the book (e.g., What did you learn? How did it relate to ideas presented in the text or in class? Did it raise other interesting questions for you?). Here is a list of books that qualify for this purpose. Almost all the books noted below are available inexpensively in paperback at Amazon when I last looked. Only these books qualify for extra credit.

Atwood, G. & Stolorow, R. 1979. *Faces in a cloud: Intersubjectivity in personality theory*. Lanham, MD: Jason Aronson. (210 pages.)

Erikson, E. 1980. *Identity and the life cycle*. NY: Norton (191 pages.)

Fairburn, C. 1995. *Overcoming binge eating*. NY: Guilford Press. (246 pgs.)

Fisher, R., Ury, W. & Patton, B. 1991. *Getting to YES: 2<sup>nd</sup> edition*. NY: Penguin Press. (200 pages.)

Frank, J. 1974. *Persuasion and healing: Revised edition*. Baltimore: Johns Hopkins UP. (377 pages. You can stop at page 261, if you like.)

Freud, S. 1965. *Dora: An analysis of a case of hysteria*. NY: Macmillan (157 pages.)

Jamison, K. 1996. *An unquiet mind: A memoir of moods and madness*. NY: Random House. (223 pages.)

Jung, C. 1963. *Memories, dreams and reflections*. NY: Random House. (430 pages. You can stop at page 237, if you like.)

Kagan, J. 1998. *Three seductive ideas*. Cambridge, MA: Harvard UP (223 pages.)

Kagan, J. 2013. *The human spark: The science of human development*. NY: Basic Books. (333 pages. You can stop on page 256, if you like.)

Kirsch, I. 2010. *The emperor's new drugs: Exploding the antidepressant myth*. NY: Basic Books. (228 pages.)

Margulies, S. 2001. *Getting divorced without ruining your life*. NY: Simon and Schuster. (367 pages. Read only 9 – 185 and 214-287 if you like.)

Perls, F. 1970. *Gestalt therapy verbatim*. NY: Bantam Books. (306 pages. Read only pages 77-306 if you like.)

Woolfolk, R. 2015. *The value of psychotherapy: The talking cure in the age of clinical science*. NY: Guilford Press. (190 pages)

Yalom, I. 2002. *Love's executioner*. NY: Basic books (295 pages, easy read)

Book reviews will be accepted only until the end of November. Hand in an electronic copy in your drop box.

You will receive up to 4 pts for each review you complete up to a maximum of 8

points of extra credit. (Grading will be: Good = 4 points, OK = 2 points, No good = 0 points). Sometimes that will make half a grade difference, sometimes it won't. It depends on the cut points on the curve and your total score before and after EC is added.

BTW, extra credit is an individual endeavor. If we receive multiple similar reviews, OK will be the best grade available on each of them. So, an extra credit review that seemed good will have its grade changed to ok if it is thought to be one of a set.

Please note that we plan no other type of extra credit. But there is always the possibility of some research project coming to class and soliciting students from our class.

**ACADEMIC DISHONESTY.** I hate to say this, but any student caught cheating on an exam and/or plagiarizing extra credit assignments will be immediately reported to the appropriate Dean's office. Please refer to your student handbook for a description of what constitutes academic dishonesty.

## SPECIAL NEEDS

Any students with disabilities or other special needs that may require special accommodations for this course should make this known to both the instructor and the TA during the first week of the class. Requests for specific accommodations should be sent to us by the disabilities office. Please consult them and they will contact us.

## COURSE GRADE AND CURVING

Your grade will be based on the cumulative points you earn from both exams. Keep in mind that you can earn an A in the course without doing extra credit.

Although we are trying to assess the same things, some year's exam questions are harder than other years. If this year's exams prove especially hard and produce unusually low point totals, some curving will occur.

Curving can only help you, not hurt you. We only curve grades up, not down. Please note that extra credit is only added after cutpoints for the curve are chosen, so it cannot hurt your classmates' grades. We do the curve before extra credit

points are added to anyone's scores.

**PLANNED CLASS SCHEDULE** –This will almost certainly change as we go along. Keep checking the website and class announcements from Sakai.

9/3 Class business: Go over syllabus together. See first film if enough time. Film: *Three psychotherapists*: This film demonstrates 3 classic forms of psychotherapy with internationally known therapists. Carl Rogers, Fritz Perls, and Al Ellis. It was filmed in the mid 1960s, but is still relevant today.

Assigned: 1. The third session, Ellis and Gloria, starts at 1hr 16 minutes into the three-part film. If we don't have enough time to see it in class, please watch this part at home for the class on 9/12

[https://www.youtube.com/watch?v=5errJ-u2\\_eg&t=2s](https://www.youtube.com/watch?v=5errJ-u2_eg&t=2s)

2. Explore resources tab on Sakai. Get the textbook.

3. Then download Ch 1 slides on Sakai, and print Chapter 1 slides as handouts (3/page is the recommended format).

4. Read Chapter 1 and make notes on slides. Bring copies to class for Chapter 1 lecture on 9/12 so you can take further notes on the slides.

(NOTE: This should be done as part of the instructions to read each specific chapter. Assignments will say Read Ch X and download slides.”

9/5 More Gloria and her therapists

Brief Lecture (if time): The intertwining of psychopathology and psychotherapy.

9/10 Finish Gloria. Discuss the three Gloria films. (Please note that additional office hours to discuss the Gloria films will be available, by appointment, for those observing the Day of Ashura. Similar hours by appointment are available to those observing other religious holidays.)

9/12 Lecture Ch 1. The concept of abnormality and its problems: History and Reality. Has there been real progress from 1700 to now? Why do “primitive” societies seem to do at least as well as we do with severely impaired people? What is the difference between an asylum and a prison? In the US, what do we see when we compare rates of psychiatric hospitalization and incarceration in prisons over time?

Assigned: Read Ch. 2 and 3 and download slides

9/17 Lecture: Chapter 2. The diathesis (vulnerability) + stress model. The basic anatomy and physiology of the brain. Auto immune disorders and endocrine

problems. Genes and the environment: inheritance and activation. The antidepressant mess: the NIH reaction and neuroscience as a promissory note. Sherwin Nuland on ECT

9/19 Lecture Chapter 3. Assessment of psychopathology. Psychological testing. MMPI, Behavioral Observation and the functional analysis of behavior, IQ. The Rorschach Inkblot Test.

Assigned: Read Chapter 4 and download slides

Note: Along with the chapter 2 and 3 lectures on 9/17 and 9/19 I will try to comment on the role of personality theory in the development of psychotherapy: Freud, Jung, Adler, Reich, Rogers, Perls, Bandura, and Mischel. Those lacking an overall personality theory but who made pioneering inroads: Lovaas, Ellis, Lazarus, and Beck.

9/24 Lecture: Ch 4: Research strategies: Benefits and problems. Case studies. Correlational research and its problems. The logic of experimentation. Outcome research: Double blind designs and RCTs and their problems.

Assigned: Download slides and read Ch. 5.

9/26 Anxiety disorders 1: RUN!! Real safety. When exposure does and doesn't work: Acute and post-traumatic stress disorders. PTSD has a myriad of complications (even without dealing with complex grief problems). A soldier's problem - what happens when you are the one who creates the trauma instead of the one who is traumatized? Specific Phobias, Panic with and without agoraphobia.

Film clip: Treatment of a snake phobia and simulated reality.

## **10/1 No Class**

10/3 Lecture: Ch 5: Part 2: Anxiety disorders not easily treated with exposure: GAD and Social anxiety disorders. Also, not so ordinary stress responding: OCD. OCD can have purely physical roots. Or not. Exposure and OCD.

Assigned: 1. Read Chapter 6 and download slides.

2. Read Karlin & Orne and the Geraerts articles in the Resources sections on Sakai website

## **10/8 No Class**

10/10 "Lecture: Ch. 6- Somatoform disorders as puzzles. Anna O. and my own early case of pseudocyesis (false pregnancy). The mind has effects on the body but

the body has far stronger effects on the mind. Autoimmune disorders. Psychosis or (underdiagnosed) delirium. Why somatic symptoms as opposed to other stress related reactions. Illness anxiety disorder (care seeking or care avoidant). How can you realistically reduce anxiety. Boutique or other trusted doctors. Old people fear memory loss (tell your grandparents: forgetting your keys vs. forgetting what your keys are for.) Conversion disorder: glove anesthesia vs carpal tunnel syndrome. 10/15 Lecture: A not so brief history of the memory wars. Blaming someone outside the therapy dyad often does harm, not good. Dissociative Identity Disorder: Problems with this diagnosis. Factitious disorder and malingering. Malingering in the forensic context. Film clips from *Three Faces of Eve* and *Sybil* featuring each key trauma. 3 personalities vs. 17.

Assigned: Read Ch 7 and download slides

10/17 Lecture: Ch. 7 The basics of mood disorders. The phenomenology of depression (Hint: it is not, basically, sadness.) The basics of mania. Major depression & Bipolar 1 mania (inout v1). Ted Talk: Sherwin Nuland on ECT. (Repeat)

([http://www.ted.com/talks/sherwin\\_nuland\\_on\\_electroshock\\_therapy](http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy))

Description of manic episodes with delusional symptoms

<https://youtu.be/flspXVHv3QY>

10/22 Outcome research in psychotherapy: Depression and CBT: Views at odds with your textbook: RCTs and the fight for and against orthodoxy. Outcome research on antidepressants: As usual money does not talk, it screams.

10/24 Further discussion of affective disorders and suicide. The work of Edwin Shneidman. Psychological autopsy and psychache. More on suicide.

10/29 Lecture: Review for midterm: Chapters 1-7 and all other material until now.

10/31 **Midterm exam.** In class. Seats will be assigned. See description of exam format in syllabus above. Chapters 1-7. Book. Lectures, films and so on will be covered. Bring enough #2 pencils and good erasers to class.

Assigned: Download slides and read Ch. 8.

11/5 & 11/7 Lecture: Schizophrenia and how to hate it. Antipsychotic meds and long-term outcomes. (Is it possible to do much better than sitting on the porch of a group home?) Ted talks: Elyn Saks on an unusually successful life with schizophrenia. Eleanor Langdon on hearing voices. The problem with being a

smart schizophrenic. Film clips (if time) from *One Flew Over the Cuckoo's Nest*.  
Assigned: Download slides and read Ch. 9

11/12: Lecture: The personality disorders: What is me and what is a disorder? The easy ones – Cluster A and C. The not so easy ones – Borderline, histrionic and narcissistic personality disorders.

Assigned: Download slides and read Chapter 10

11/14 Lecture Ch. 10 Autism and Alzheimer's Disorder: The big two.

Films –Applied behavior analysis (ABA).

<https://www.youtube.com/watch?v=oGhIcAnBQZ4>

Functional communication <https://www.youtube.com/watch?v=WQHypB48x3I>

Enhanced milieu training <https://www.youtube.com/watch?v=5HgJqHDv07w>

Alzheimer's: Forgetting your keys vs. forgetting what your keys are for.

<https://www.youtube.com/watch?v=NGxsIzRseWE>

<https://www.youtube.com/watch?v=oGhIcAnBQZ4> (first 15 minutes)

Delirium, the most underdiagnosed diagnosis.

11/19 Lecture and discussion: Antisocial personality disorder and psychopathy:

Real evil. Film: *The Hillside Stranglers*. Clip (if time) Clover Boykin

Assigned: Read Ch. 12 and download slides Also, take a look on at least one pro anorexia website (there are lots). For example: <https://theproanatips.com/>

11/21 Lecture: Ch 12: Is obesity a socially acceptable prejudice? Can obese people who diet and exercise really lose significant amounts of weight if they really want to and have enough will power? The limits and risks of dieting and keeping weight off (or not). Yo-yo dieting. Real alternative (seemingly) = bariatric surgery.

Treating bulimia and binge eating. Anorexia: 20% of the most successful dieters die. Film clip: Anorexia (outin v1)

Read Ch.13 and download slides.

Also: read *Treating premature ejaculation* in resources section of sakai website.

11/26 Lecture: Ch. 13. 1. (Please skip this lecture if it will make you feel uncomfortable.) Easy pleasant treatments for premature ejaculation and female orgasmic dysfunction. 2. Sensuality: Did you forget being sensual (like most other people) after “graduating” to sexual intercourse? 3. Brief suggestions about close dyadic relationships 4. The many variations on sexual orientation and (hopefully) approaching the end to horrific reactions to differences.

Film clips (if time): Erectile dysfunction & gender id disorder (inout v1, v2);

Gottman on relationships

Read Ch14 and download slides

11/28 NO CLASS – THANKSGIVING

Please remember, ALL EXTRA CREDIT PROJECTS MUST BE IN YOUR DROP BOX BY MIDNIGHT ON 11/30 TO GIVE US TIME TO READ AND GRADE THEM.

12/3 Lecture Ch. 14 Part 1: The drug war: Lost before it started. (The drug war even more unbelievably expensive, destructive, historically absurd and pointless than our other wars.) 2. Question: Which drugs should be illegal? What happened to the crack epidemic and the street crime catastrophe that accompanied it? Also: Treatment: Abstinence vs. occasional drug use: Cigarettes, and alcohol as models. What about legalizing the recreational use of heroin? HIV and the effect of lack of prevention and antivirals.

Film clips (if time): Alcohol/Tim (Do you fit my category? Clips from *Rent* (illegal drugs and HIV)

12/5 & 12/10 Review for final (Cumulative, emphasis on Ch 5)

**12/16 Final Exam 8-11 AM.** Almost certainly in our classroom, but watch Sakai and your email for any changes of room for the final.

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[1] Once upon a time there was something called “behavioral assessment”. It was also called “functional assessment.” I still mourn its demise.