

Syllabus followed by the planned class schedule

ABNORMAL PSYCHOLOGY (830:340:02) SPRING, 2020

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

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REQUIRED TEXTBOOK

Susan Nolen-Hoeksema's *Abnormal Psychology, 8th Edition*. The book is available from the Barnes and Nobles Rutgers Bookstore at 100 Somerset St. in downtown New Brunswick. There are a couple of ways to get the text book. Last semester, the loose leaf copy of the text is available for purchase (**\$131**) and rental (**\$118**). The regular, bound version of the text is available only for rental (**\$78**). I have not been told of any changes.

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 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.)

ATTENDANCE AND SCHOLARLY CONDUCT

Attendance in class is required. 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, I expect that cell phones will be turned off during all lectures and exams.

EXAMS

There will be four exams. Three will be shorter, monthly exams (40 questions or so on each) given during the regular class periods on

February 13, March 12 and April 14. There will also be a final. The final will have 80 questions.

The final will be held from 8-11 AM on May 8. It will almost certainly be in our classroom.

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.**

Exams will be accessed online: While exams will be held in our classroom, we are planning to have you access the questions for the exam online. Make sure you can get to the Sakai website from our class. You will find and answer the exam there. That will save a pile of trees. Alternative, hard copy forms of the exam will be available for anyone with major connectivity problems.

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

Preparing for exams: Most exams questions come from one or 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. Some of the time, lecture will provide more nuanced or alternative views. On exams, I may ask about the difference between these views and the more introductory level views in your text.

In the past I have drawn about 60- 67% of exam questions directly from your text and the remaining 33-40% from films and lectures in class. Therefore, you need both to study the text and come to class or (at the least) get detailed notes from fellow students to do well in this class.

Exam Coverage: Each of the monthly exams will cover material just studied. Exam 1 will cover Ch. 1-4 and class, Exam 2 will cover Ch 5-7 and class, Exam 3 will cover Ch. 8- 11 and class.

The final exam will comprise 80 questions. A little over half of the questions will cover Chapters 12-14 and the classes about those chapters. The other 30-38 questions will be cumulative, covering all class and text material from the beginning to the end of the course. We will specially try to avoid “pickiness” among any of those 30-35 questions. Also, occasional hints will be given in class that particular info may appear among those questions (e.g., In the *Three Psychotherapists* films shown at the beginning of the semester, which of Gloria’s therapists verbally fought with her.)

Going over your exams: There are only so many good questions that can be asked about these materials. 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.

Questions about the wording or answers to exam questions will be answered only in person, during my and your TA’s 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 place your books, papers and so on in the front of the classroom, then wait outside before the exam. 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 backpacks are allowed at your seat during exams. Please place them 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, someone seemed to be consulting a cheat sheet. When we looked there was such a sheet under his 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

All your exams, including the final, are planned to be in multiple choice/TF format. Except under specific circumstances, make-up exams will be very limited. Makeup exams will usually be in the same (multiple choice/TF format). However, if a makeup is not available in

that format, it may be given in essay format.

There are four exams during the semester. Please plan to attend them all. If you know now that you will be away during the week around an exam for a legitimate reason (e.g. you play soccer for Rutgers and have an away game), tell us on or before February 6 and give us relevant documentation.

If an unplanned problem arises (for example, if you become ill), you should notify Mr. Kellerman at least 24 hours before the exam.

If you must give us notice closer to an 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 both me and Mr. Kellerman an email **BEFORE** the exam.

There is always a departmental make-up for the final, usually held the last day of exam period.

Simply not showing for the 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 in a very good mood). For example, you were in a hospital emergency room after a car crash and your cell phone was crushed during the accident. You would then provide a copy of the hospital bill and a physician's note containing the time and cause of your being here.

When we hold a makeup for one of the three monthly exams, it 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 and I had a full-time TA. Now my classes are 2 to 6 times that size and your TA will also be involved in another course.

EXTRA CREDIT

Extra credit is available by completing book reviews. You may review up to two books from those listed below. Book reviews should be about 5 double-spaced pages. You should provide a good overview of the book as well as the answers to questions showing you have thought about the book, not just turned the pages (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?).

You will receive up to 3 points for each review you complete up to a maximum of 6 points of extra credit. (Grading will be: Good = 3 points, OK = 1 point, 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.

By the way, you can't hurt the curve, if there is one, by doing extra credit. We set the cutpoints of the curve before we add extra credit. Then, if the extra credit takes you past a cutpoint, great.

I view 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.

Here is a list of books that qualify for this purpose. Almost all the books noted below are available inexpensively in paperback on Amazon or other online bookstores when I last looked. Only books on this list

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: 2nd 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. 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)

Extra credit book reviews will be accepted only until midnight on April 17. Hand in an electronic copy in your drop box.

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.

TRIGGER WARNINGS:

This course is about abnormal psychology. Discussions of anxiety, depression, schizophrenia and the like can be disturbing.

Two discussions, one on dieting and eating disorders and the other on sexuality, both late in the semester, have upset a few students in the past. I have posted trigger warnings about these lectures in the class schedule. I am sure that occasionally other material is unduly upsetting.

If you can neither attend a class nor go over the text and slide material on a topic, please let us know. We will do whatever we can to help including providing an exam that minimizes such material, if necessary.

ACADEMIC DISHONESTY.

Any student caught cheating on an exam and/or plagiarizing extra credit assignments will be immediately reported to the appropriate Dean's office. If you have any questions, the University's academic integrity

policy, to which this class will adhere, can be reviewed at:<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>.

Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [documentation: https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at :[: https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form).

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will be glad to honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

COURSE GRADE AND CURVING

Your grade will be based on the cumulative points you earn from all exams and any extra credit points you earn. 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.

Please remember that curving can only help you, not hurt you. We only curve grades up, not down. Also, please note that extra credit is only added after cutpoints for the curve are chosen. That is, we set the cutpoints for grades of A, B+, B, C+, C and D before extra credit points are added to anyone's scores. So, your EC cannot hurt your classmates' grades.

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

1/21 Class business: Go over syllabus together. See first film if enough time. Film: *Three approaches to psychotherapy*. The parts of this set of films that we will see in class from 1/21-1/28 show 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. If you miss the Rogers, Perls or Ellis films in class, please watch it at home.

https://www.youtube.com/watch?v=5errJ-u2_eg&t=2s

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

3. Then read Ch.1 and review Ch.1 slides in the resources section on the class website on sakai.

1/23 & 1/28 Film. *Three approaches to psychotherapy, Rogers, Perls & Ellis.*

Brief Lecture (if time): The intertwining of psychopathology and psychotherapy. 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.) I guarantee that questions about Gloria with Rogers, Perls and Ellis will be on the first monthly exam and on the final.

1/30 Films and Brief Lecture: finish films and discussion of *Three Psychotherapists* if necessary.

Lecture: Chapter 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 review slides

2/4 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. If time, Sherwin Nuland on depression and ECT

2/6 Lecture: Chapter 3. Assessment of psychopathology. Psychological testing. MMPI, Behavioral Observation and the functional analysis of behavior, IQ. The highly questionable tests: Myers-Briggs and the Rorschach Inkblot Test.

Assigned: Read Chapter 4 and review slides

Note: Along with the chapter 2 and 3 lectures on 2/4 and 2/6, I will try to comment on the role of personality theory in the development of psychotherapy. I will go over the basics of 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.

2/11 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. Alternatives to RCTs.

Assigned: Review for exam.

2/13 FIRST MONTHLY EXAM. In class. Seats will be assigned. See description of exam format in syllabus above. Book. Lectures, films and so on will be covered. We will probably use scantrons. Bring enough #2 pencils and good erasers to class.

Assigned: Go through slides for Ch. 5.

2/18: Lecture: Anxiety disorders 1: RUN!! Real safety. When exposure does and doesn't work: Acute and post-traumatic stress disorders. PTSD has myriad 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 clips: Treatment of a snake phobia and simulated reality.

2/20 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 review slides. Also read the Karlin & Orne and the Geraerts articles in the Resources sections on Sakai website

2/25: **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.

Forgetting your keys vs. forgetting what your keys are for.) Conversion disorder: glove anesthesia vs carpal tunnel syndrome.

Assigned: Read the Karlin & Orne and the Geraerts articles in the Resources sections on Sakai website

2/27 **Lecture:** Dissociative disorders: 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. Film clips from *Three Faces of Eve* and *Sybil* featuring each key trauma. The possibility of 3 personalities vs. the impossibility of 17 personalities. Factitious disorder and malingering. Malingering in the forensic context.

Assigned: Read Ch 7 and review slides.

3/3 & 3/5 **Lecture:** Ch. 7 Mood disorders. The phenomenology of depression (Hint: it is not, basically, sadness.) The basics of mania. Films: Major depression & Bipolar 1 mania (inout v1). Ted Talk: Sherwin Nuland on ECT.

(http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy)
Description of manic episodes with delusional symptoms

<https://youtu.be/flspXVHv3QY>

3/10 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. The work of Edwin Shneidman. Psychological autopsy and psychache. More on suicide and self-harm. If it can be discussed it may well be able to be managed.

3/12 SECOND MONTHLY EXAM.

Assigned: Review for Exam 2

3/17 and 3/19 No class – Spring Break

Assigned: Review slides and read Ch. 8.

3/24 & 3/26 **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?)

Film clips: 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: Review slides and read Ch. 9

3/31: **Lecture:** The personality disorders: What is me and what is a disorder with which I must contend? The easy ones – Clusters A and C. The not so easy ones – Cluster B. Borderline, histrionic and narcissistic personality disorders.

Assigned: Review slides and read Chapter 10

4/2 **Lecture:** Brain Disorders

Films –Autism: Applied behavior analysis (ABA). 1st fifteen minutes

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

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

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

Delirium, the most underdiagnosed diagnosis. (Film Clip, if available)

Assigned: Read chapter 11 and review slides.

4/7 Lecture and discussion: Antisocial personality disorder and psychopathy: Real evil. Film: *The Hillside Stranglers*.

Clip (if time) Clover Boykin

Assigned: Review for third exam

4/9: NO CLASS

4/14: **THIRD MONTHLY EXAM Chapters 9-11 and class**

Assigned: Read Ch. 12 and review slides Also, take a look on at least one pro anorexia website (there are lots). For example:

<https://theproanatips.com/>

4/16 **Lecture:** Adult dieting – a problematic activity. (Please skip this lecture if it will make you feel uncomfortable. If you cannot attend this class nor review the chapter and slides because of discomfort, please let Mr. Kellerman know before class. He will provide a special hard copy form of the final exam.) Is obesity a socially acceptable prejudice (or not)? Can obese people who diet and exercise really lose significant amounts of weight (>15-20 pounds) 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. But it is not without problems. Treating bulimia and binge eating. Anorexia: 20% of the most successful dieters die.

Film clip: Anorexia (outin v1) https://www.youtube.com/watch?v=lsQg3aqix_A

Read Ch.13 and review slides.

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

4/21 **Lecture:** Ch. 13. (Please skip this lecture if it will make you feel uncomfortable. If you cannot attend this class nor review the chapter and slides because of discomfort, please let Mr. Kellerman know before class. He will provide a special hard copy form of the last exam.) 1. 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) our approaching the end to horrific reactions to differences.

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

Assigned: Read Ch14 and review slides

Please remember, ALL EXTRA CREDIT PROJECTS MUST BE IN YOUR DROP BOX BY MIDNIGHT ON 4/17 TO GIVE US TIME TO READ AND GRADE THEM.

4/23 **Lecture:** Ch. 14. 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)

4/28 & 4/30 Review for final (Cumulative)

5/8 Final Exam 8-11 AM. Almost certainly in our classroom, but watch Sakai and your email for any changes of room for the final.