

SYLLABUS ABNORMAL PSYCHOLOGY 830:340:02 Fall, 2011 R. Karlin

Meeting Time: TTH4, 1:40-3:00. Hill 116, Professor: R. Karlin, rakarlin@rci.rutgers.edu

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T.A.: TBA

Textbook: *Basics of Abnormal Psych., Rutgers University.* by Durand and Barlow (DB): Please note that this version of the text is in a loose leaf binder to make it less expensive. It is customized for and unique to this course. It includes the Powerpoints relevant to this book and course exams. (These will also be available online by 9/22.).

The text has been ordered from NJ Books in downtown NB. Presumably it is also available thru the Rutgers bookstore. As it was specially created for this class, It is not available thru Amazon.

If you wish to do well in the course, you need to read the assigned parts of Durand and Barlow carefully. Reviewing the powerpoints is nowhere near enough. NOTE THAT, IN GENERAL, LECTURES WILL NOT REVIEW THE CHAPTERS IN THE TEXT IN ANY DETAIL. THIS IS THE MOST READABLE TEXT LONG SEARCHING HAS REVEALED. YOU ARE RESPONSIBLE FOR READING IT AND LEARNING FROM IT. Class presentations will sometimes supplement your text and at times they will argue for an alternative view. Additionally, a number of films and film segments will be shown in class (see schedule below). On exams, you are responsible for all of these: the text, class presentations/lectures and the films. So, along with carefully reading the book, you should plan on coming to class and taking notes.

This can be an exciting course. I have been thinking about psychopathology and treating patients for over 40 years and continue to learn. Many of the topics we will cover are inherently interesting. However, some of the way the field is structured make for dry stretches, in which you are learning basic concepts and terminology. Several of the dry sections come at the beginning of the course. They are not typical. Work through these and the course becomes quite rewarding.

Exams

There will be two exams: A midterm (scheduled for October 25) and a final (December 19, Noon - 3).

Each will be about 30 questions. Given that there will be a total of about 500 points and a total of 50-70 questions, each question will be worth about 7-10 points. We try to create exams without ambiguous or tricky questions. Please assume each exam question is straightforward and without any trick. However, inevitably some students find some questions ambiguous or unintelligible. And sometimes they are right. If you bring such a question to our attention, we will change or eliminate the question from our question pool and be grateful to you. However, I regret that your score on the exam can not be changed. (If we change the allowable answer for you, everyone else who got your answer would have to get credit. We simply don't have the time to go back over the exam and make such changes, This is one of the problems that 300+ students and lack of adequate resources dictates.)

There will be one makeup exam time for the midterm and final at a time and place to be announced. The makeup exams will be a good deal more difficult than the ordinary exams and, at our discretion, may include one or more essays. Except under truly extraordinary circumstances, there will be no makeups for the makeup exam, no matter how inconvenient it is for you or what else you must miss. Again, I'm sorry to adopt this policy, but given our resources, it is the best we can do. If this raises problems when the exams occur, please contact your TA.

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 exam question sheets or answers. The TA will have them. If you want to go over your exam, it will be available during her office hours. If you want to

debate an answer, I will be glad to go over it with you during office hours. At the risk of repeating myself, emailed questions about exam questions will not be answered.

Lack of resources and its effects:

A 300 level class this size was once staffed with a full time TA or two. Now our TA has 3 courses. We used to admit 6 to 8 doctoral students in the clinical program to work as TAs. They would teach this course themselves in the summer. They knew the material and could and would help students. Now we are admitting about 3 clinical students/year for lack of funds, a 50% cut. TA support has been cut even more: about 67% or so.

For another thing, there were two or three exams during the semester, each about 50 questions long. Additionally, the final was about 100 questions. That was 200 to 250 questions in total. **This year there will only be a midterm and a final,**

Exams with a total of 200 - 250 questions will yield a better estimate of how much you learn than 60 to 80 questions total. (That is what grades are about: making an estimate, hopefully an accurate estimate, of how much you learned.) While it is easier and quicker to give and to answer 60 questions than 250, **What happens if you misunderstand two of the questions and get them wrong? With only 60 questions total, it counts a lot. The longer test format is simply more fair.**

Question: Why use fewer questions and get a less reliable and valid picture of what was learned? Answer: Until 2 years ago the Psych Dept. budget for xeroxing and answer forms was about \$25,000. Now it is under \$5,000, a cut of over 80%. We can't afford to Xerox the exams. Nor to set up legitimate on line exams,.

Also, classes at a 300 level are now about 10 times the size of the those I once taught at Rutgers. I once knew as people all the students in any 300 level course I taught. Exams were usually in essay form. That had to change a couple of decades ago. But, compared to even a few years ago, there has been a 67% cut in TA support and an 80% cut in the exam budget. Did you know that NJ is almost always in the bottom five out of the fifty states in terms of per capita spending on higher education? Last time I looked, NJ was spending less per capita on higher ed than intellectual centers such as Arkansas and Montana.

As I will state in class, if you want more resources available at your University, tell the Governor's office, your state senator and your assemblyperson. You are voters. **VOTE IN ALL THE ELECTIONS YOU CAN!** Whatever your party, whatever your views, vote.

Course grades: This course is graded in terms of total available points. A= 93% B+= 88%, B = 83%, C+ =78%, C = 70%, D=60%. Some years the exams are harder than other years. The requisite percentages may be moved down if this year's exams seem especially hard and produce unusually low point totals. If the exams prove easy and 40% of the students earn an A, another 30% earn a B+ or B, you have lucked out. Requisite percentages will not be higher than 93/88/83/78/70/60.

Reviewing your exam: The TA will have your exam (they are not handed back) and you may go over it with him or her during his office hours. TA office hours are the only times such reviews will be conducted. No discussion of exam grades/answers will be done by email.

Please don't cheat: The class will be seated randomly at the start of the midterm and final to avoid any temptation to collaborate with friends. Wait outside the classroom on exam days until we come out to seat the class. We will also be using over 10 different forms for each exam. The one form of cheating that invariably gets you thrown out of school is to have the correct answers for another form of the exam. For several reasons, your answer sheet must be handed in on top of your exam question sheet/booklet. Answer sheets without their question sheet/booklet will not be scored and earn no points at all.

All exams are closed book. **Do not have a copy of either the book or a notebook, open or closed, at your seat.** If you must have your book and/or notebook with you on exam day, make sure your name is in it.

Place them on the podium in the front of the class before the exam starts. You may pick up your books after you hand in your exam.

Extra Credit: I am putting a couple of lengthy articles on hypnosis online. One is about a court case, the other about problems with doing research on humans (as opposed to mice or pigeons). You can find the articles in the resources area of the website along with more instructions on the content of a good summary. (Instructions not yet written.) Summarize one of the articles in 4-5 double spaced typed pages, printed in Times Roman 12 point type with 1 inch margins. The extra credit project will be worth up to 15 points (A=15, B=10, C=5).

I **will try** to choose another couple of articles and put them on the website before 10/1. Also, there **may** or may not be a chance during the semester to earn more extra credit by taking part in experiments announced in class (usually 3 points/hour). **Only those experiments announced in class will get ec points.**

Maximum extra credit from all sources total is 15 points. Let me emphasize that: experimental credit, if available, and the ec together can only total 15 points. If you earn 18 or 21 ec points only 15 of them will count for extra credit.

How much are those 15 points worth? The exams will be worth about 500 points total, so ec can add up to 3% or so to your point total. Cut points for grades, (if lower than the standard 93%/88% etc.) are set before extra credit is considered. So you can only help yourself by doing ec. You can not be hurt by not doing ec. If ec moves you across the cut point between two grades, you get the higher grade. If not, no change in grade will occur.

Again, the Midterm Exam is on October 25th and will be held in class. Final exam is scheduled for Dec. 19 from 12-3 PM, location TBA (Probably in our usual classroom).

Class schedule is tentative: The class schedule starting on the next page is my best guess about when we will be covering specific material. My experience is that things happen and schedules get distorted. Any changes will be announced in class and on the course website on sakai.

PLANNED CLASS SCHEDULE

Date Lecture and assignment

9/1 First class: Class business

Note: Class schedule and syllabus are on the course sakai website

Assigned: Get book. Read Chapter 1 in textbook (omit pp. 8-14)

9/6 Lecture: Models of psychopathology and treatment

Brief Discussion: Client centered therapy

Film: 3 psychotherapists - Rogers utube

Assigned: See 9/1

9/8 NO CLASS - University scheduling decision.

9/13 Lecture: Vulnerability and stress

Brief Discussion: Gestalt therapy

Film: 3 psychotherapists: Perls

Assigned: Chapter 2, pp. 31-52 to "Implications"

9/15 Lecture: Synapses and neurotransmitters

Brief Discussion: Cognitive Behavior Therapy

Film: Film: 3 psychotherapists - Ellis

Assigned: Chapter 3, pp. 71-91

9/20 Lecture: 1. Gloria's Choice 2. Psychiatry's neurons

Assigned: Chapter 3, pp. 92-113

9/22 Lecture: Diagnosis: What is right (a little) and what is

wrong (lots) with the medical model

Assigned: Chapter 4. 117-123, 136-147, 154-158

9/27 Lecture: Correlational & Experimental Research. Also N=1 research: studying very specific people (multiple baseline, ABA designs and the loaded gun effect)

Demonstration: The Tajfel Task

Assigned: Read the rest of Chapter 4

9/29 NO CLASS

10/4 Lecture: 1. Classical and operant conditioning.

2. Unreinforced exposure in OCD, simple phobias, PTSD etc.

Film clips: Treatment of a snake phobia, OCD (inout v4, v1)

10/6 Lecture: Why we are not reading Chapter 5

Sometimes, in my view, your book has it badly wrong.

Accepting limits on what we know.

Film clips: Sybil

Assigned: Read Chapter 6 pp. 204-221

10/11 Lecture: Unipolar and bipolar affective disorder

Film clips: Major depression & Bipolar 1 mania (inout v1)

Assigned: Read the rest Chapter 6

10/13 Lecture: Suicide

CD: Shneidman on suicide

Assigned: Chapter 7, pp. 260-281

10/18 Lecture: Mind and body

Film clips: HIV/AIDS, Emotions & health, (inout v2, V4)

Assigned: Review for midterm

10/20 Lecture: Midterm review: Ch. 1-4, 6-7 & Films & lectures

Assigned: Review for Midterm

10/25 Midterm Exam: Ch. 1-4, 6-7; Films & lectures to this point.

(Before exams, please wait outside of class. We will assign seats.)

No textbook or notebooks at your seat, book bags closed

Assigned: Chapter 7 (Eating Disorders Only)

10/27 Lecture: Why diets don't work well (or at all)

Film clip: Anorexia (outin v1)

Assigned: Read Chapter 9 pp. 344-368

11/1 Lecture: Treating sexual dysfunction and pain

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

Assigned: Read rest of Chapter 9 pp. 369-380

11/3 Lecture: The paraphilias: Amazingly successful treatment

Film: Parts of the Hillside Strangler

Assigned: Read Ch.10 pp. 388-404 (up to opioids)

11/8 Lecture: The drug war: lost before it started. A war that is even more unbelievably expensive, destructive, historically absurd and pointless than usual

Film: Parts of "The French Connection"

Assigned: Read remainder of Chapter 10

11/10 Lecture: Treatment: Abstinence vs. occasional drug use: Cigarettes and AA as models

Film clip: Alcohol (Do you fit my category?)

Assigned: Chapter 11 pp. 432-438, 444-465

11/15 Lecture: Cluster B: The monsters among us

Cluster C: What does ego syntonic really mean?

Film clip: Clover Boykin

Assigned: Read Chapter 12 (all)

11/17 Lecture: Schizophrenia 1

Film: First part of "One flew over the cuckoo's nest"

Assigned: Read Chapter 12 (all)

11/22 Lecture: Schizophrenia 2

Film: Remainder of "One flew over the cuckoo's nest"

Assigned: Read Chapter 13, pp. 508-533

11/24 NO CLASS - Thanksgiving

11/29 Lecture: Autism and Asbergers

Film: Parts of "Teaching language to autistic children"

Assigned Rest of Chapter 13

12/1 Lecture: Delirium and dementia

Film Clip: TBA

Assigned Read Chapter 14,

12/6 Lecture: Legal aspects

Film: False Memory Syndrome

Assigned Review for final

12/8 Lecture: Divorce mediation: One way the legal/psychological interface is getting better

The mental health industry: Meds & psychotherapy

Discussion: Questions?

Assigned Review for final

12/13 Lecture: Review for final

Assigned Review for final

12/19 FINAL Noon to 3 Probably in our classroom. Cumulative, but focusing on Ch. 8-14

(Before exams, please wait outside of class. We will assign seats.)

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