

**SYLLABUS ABNORMAL PSYCHOLOGY 830:340:01 & 02**  
Fall, 2012

Meeting Times:

Sec 1: TTH4, 1:40-3:00. Hill 114

Sec 2: TTH6, 5:00-6:20. Pharm 115

Professor R. Karlin

[rakarlin@rci.rutgers.edu](mailto:rakarlin@rci.rutgers.edu)

Office hours:

Rm. 333 Psychology Bldg. Thurs. 3:20 – 4:40. Phone 848-445-2047

Message 848-445-4036.

T.A.: Mr. C. Wyszynski, Office hours in Rm. TBA Psychology Bldg.

Tu and Wed 10-11AM & BA [christopher.wyszynski@gmail.com](mailto:christopher.wyszynski@gmail.com)

**Textbook:** *Essentials of Abnormal Psychology, 6<sup>th</sup> edition, Rutgers University*. by Durand and Barlow (DB) (You get both ebook and looseleaf versions of your text.): DB comes bundled with the CourseMate tutoring/testing program. CourseMate is an integral part of this course and you need to be a participant as 33% of your grade is earned in a series of online exams. The book and CourseMate are packaged together for about \$100. You can not get CourseMate without the ebook, The text and CourseMate (or rather, your key to the online material) should be available from NJ Books in downtown NB and the Rutgers bookstore by September 6<sup>th</sup>.

Due to a last-minute shift from the Aplia to CourseMate companion programs, please wait until Thursday to get your book. If you purchase your book before today, please hold onto your receipt and/or the Aplia code/material that came shrink wrapped with your book. That will allow replacement of Aplia with CourseMate. You can either bring the Aplia material back to the bookstore or bring them to class Thursday, 9/6. Ms. Reynolds, from the publisher, will come to class and trade them for the more current program.

If you have already purchased a used copy of the book, you should return it whence it came. You need CourseMate, and it is new.

### **Online material and readings**

Abnormal Psychology can be taught in one of two ways: it can be taught as an intro survey course or one can explore several questions in some depth. Given that it is a 300 level course, we have a choice. This year, we will be doing some exploring in depth, spending a lot of time on some material, ignoring other material both in class and on exams. In fact,

lectures and exams will focus on half of your book. As I will discuss below, you can cover the rest of the material in the text for extra credit.

What will you study in place of the other half of your text. There are video and interactive tests in the CourseMate supplement. Additionally, scholarly articles, published in research journals or books, will be available in the resources section of our Sakai website. Not all of them are there yet. I will also ask you to read a couple of Wikipedia articles and a youtube film or two.

### **In class films and supplementary material**

Class lectures and 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. On exams, you are responsible for all of these: the text, class presentations/lectures and the films (except as noted in the class schedule). So, along with carefully reading the book, you should plan on coming to class and taking notes.

As noted above, addition to the material in the text, I am placing articles and some films on our website. During September, these will focus on problems with anxiety (Chapter 4) such as phobias and obsessive-compulsive disorder. Also we will look at somatoform and dissociative problems (Chapter 5), specifically focusing on dissociative identity disorder (which, for several reasons, I will usually refer to as multiple personality disorder). “Multiples” are thought by some to be people having extreme responses to repressed memory for traumatic events in early childhood, usually memories of being sexually abused as a very young child. We will examine this issue in some depth as part of a discussion of fads in psychotherapy and classification (diagnosis).

### **Exams**

There will be two hour exams and a final exam. Each hour exam will comprise about 60 multiple choice questions. The first hour exam will be held on October 11. The second hour exam will not be a cumulative exam. It will be held on November 13. Both dates are subject to change, but you will be notified well in advance if they are.

The final for the 4<sup>th</sup> period class that meets in Hill 114 will be held on Monday, 12/17 from noon to 3 PM. The final for the 6<sup>th</sup> period class that meets in Pharmacy 115 will be held on Wednesday, 12/19. It will also be from noon to 3 PM. The final will comprise about 100 multiple choice questions and is cumulative.

Additionally, each chapter has online interactive exams as part of the CourseMate program. Please finish the ones for each chapter prior to its hour exam.

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 my 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 400+ students and lack of adequate TA resources dictates.)

There will be one makeup exam time for each hour exam and for the 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. 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. Students with documented disabilities who require extra time, a very quiet environment, a different exam format or the like should get in touch with the disabilities office to arrange such exams. They will contact me and the exam will be set up to be done at the disabilities office.

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 or answer sheets. 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 an answer, I will be glad to go over it with you during my office hours. Emailed questions about exam questions will never be answered. Such questions will only be answered in person, during office hours.

### **Where will the questions on exams come from?**

All CourseMate questions come quite directly from the book. CourseMate exams come with immediate feedback. You can take them as many times as you wish. Remember, an A on the coursemate exams requires an average of slightly over 23 of 25 questions. Your highest score is the one that counts.

In contrast, 30-40% of the questions on the hour exams and the final will reflect material covered in class, the online readings and the films/film clips seen in class. Thus, between 60% and 70% of the questions will directly reflect the information in your textbook or will require application of principles discussed there. The other 30-40% of the questions will be from material presented in class,

I will sometimes present a point of view that is stronger or different from that in your text. This will not happen all the time, but it will not be infrequent. You don't have to agree with me, but you do have to listen to and understand the two or three or four sides of each argument.

**Course grades:** This course is graded in terms of available points for each of the three equal sources of points CourseMate, the two hour exams, and the final. In each case A= 93% of the available points, B+= 88%, B = 83%, C+ =78%, C = 73%, D=65%.

You get a grade in each of the three parts of the course. The first source is your cumulative total from two hour exams . The second is your score on the final. The third is your total points earned through the use of the CourseMate program that comes with your text book. The material directly from the text on both the exams and CourseMate will only come from the eight assigned chapters (Chapters 4, 5, 6, 8, 9, 10, 11, 12). Grades from each of these sources are combined to give you a final grade.

Each source represents an equal 1/3 of your grade. Each is on a 0-4.0 scale. Cut points for final grades are an average across all three sources: 3.80+ for an A, 3.40-3.99 for a B+, 3.00-3.39 for a B, 2.60 – 2.99 for a C+, 2.0 – 2.59 for a C and 1.50-1.99 for a D.

For example, let us say that you obtain an A on the CourseMate questions, a B on the hour exams and a B+ on the final. Your grade would be  $(4+3+3.5)/3 = 3.50$ . That is falls into the B+ range (3.40-3.79).

### **Are grades curved in any way?**

The CourseMate program is a mastery oriented program. You can work on it until you get it right. CourseMate scores will not be curved. The 93/88/83/78/73/65 will be strictly applied here. The exams are different, Although we are trying to assess the same things, some years 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. However, curving can only help you, not hurt you.

We only curve grades up, not down. if the hour exams are too easy and 40% of students earn 93%+ on the hour exams and another 25% earn 88% and 20% earn 83% or more, and no one fails, you have lucked out. In that case, 85% of the class would get an A, B+ or B on the hour exams. Requisite percentages for each part of the course will never be higher than 93/88/83/78/73/65.

**Reviewing your exams:** Your TA will have your exam (they are not handed back) and you may go over it with him or her during 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 hour exams 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 8 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 along with 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 anything except you at your seat.** If you must have your book, laptop, ipad and/or notebook with you on exam day, make sure your name is in it. Place them in the front of the class before the exam starts. You may pick up your books after you hand in your exam.

### **Extra Credit: The rest of the textbook.**

We will be focusing on 8 chapters in your text,: Chapters 4, 5, 6, 8, 9, 10, 11 and 12. That means we are skipping Chapters 1, 2, 3, 7, 13 and 14.

Adding CourseMate to your text creates a good learning environment. After all, Mark Durand can and does talk about each chapter in the VCRs from a pretty expert position. Then there are flash cards and an unlimited amount of time during the semester to take exams and get As on each of the chapters we do not cover. It is a shame to waste the info in the other 6 chapters, but I have chosen depth rather than wide coverage this year, so we will not review them in class. However, you can earn extra credit by going over these chapters yourself.

If you read your book and work your way through the CourseMate program material, you will learn the basics of the classification of psychopathology as currently used by psychologists, psychiatrists and other mental health professionals.

To obtain extra credit, read one of the chapters we don't cover, watch Professor Durand's video concept reviews, use whatever other of the Coursemate tools you wish and take the interactive tests. You can take the tests as many times as you like, pretty much anytime before December. Your highest score is ultimately retained. Extra credit requires 92% correct on a chapter test (23 out of 25). You have time to look up the material as you take the test, and may take the tests as often as you like, so some diligent work should allow you to meet the 92% criterion fairly easily.

Your final exam is where the whole course comes together. Each of the 6 extra chapters is worth a 1 percent bump on the final. Doing all 6 gets an additional bonus of 2% to a maximum of 8%. Is it worth it. Let's do an example. if you got 85% of the questions on the final correct, you would ordinarily get a B. If you got ec for 4 chapters, that would make your grade 89% or a B+ on the final. If you got all 8%, your grade on the final would be 93, an A.

The only other possible source of extra credit is experimental participation. There may be an experiment or two announced in class. Participation may be worth .5 percent an hour on the final. Thus. 2 hours of experimental participation would be worth a bump of 1% on the final. That is probably easier than doing one of the extra chapters, but the ability to

participate in one or more experiments is iffy, while the extra chapters are a sure thing. In any event, the maximum amount of EC on the final exam is 10%.

By the way, if we curve the grades on the final exam, we apply the cut points before adding extra credit. Only after cut points for A, B+ and so on are set, do we add in the extra credit. So, you can only be helped by doing EC, not hurt by not doing it..

**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.

### **Lack of resources, its effects and a long term solution:**

I am teaching two Abnormal Psych sections this semester. The total enrollment in the two sections is now 439 students. A 300 level class with 150 – 250 students once was staffed with a full time TA. 400+ students merited 2 or 3 TAs. Now Mr. Wyszynski, a grad student who has to study about 70 hours/week, has, additionally, all of my 439 students.

We used to admit 6 to 8 doctoral students in the clinical program each year. Most would 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 3 to 4 clinical students/year for lack of funds, a 50% cut. TA support has been cut even more: about 67%

BTW, 300 level courses are now about TEN times the size of 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. (Multiple choice questions can only tell us what you don't know. Essays allow students to demonstrate what they do know.) That had to change a couple of decades ago. However, compared to even a few years ago, not only has there been a terrible cut in TA support, but also an 80% cut in the exam budget.

Did you know that NJ is almost always in the bottom ten 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 education than intellectual centers such as Arkansas and Montana.

Why is this happening? 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 assembly person. You are voters. **VOTE IN ALL THE ELECTIONS YOU CAN!** Whatever your party, whatever your views, vote.

Politicians pay attention to people who vote. Conversely, they don't pay attention to people who don't vote. Old people vote and they get medicare and social security. Young people may protest and make noise, but are often too busy/hung over/had too little sleep or a balky car to actually make it to the voting booth. So young people get nothing meaningful and what they have (for example, low interest college loans) get corrupted so

the Bank of America or their brethren can make a decent profit or are taken away. When I graduated from college if you became a teacher, there was a program that remitted 10%/year of your total loan for up to 50% of the total balance over five years. Does your loan have a similar provision? It would, if college students voted.

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

## **Part 1: Anxiety, Somatoform and dissociative disorders**

**Date: Lecture, activities and assignment**

**9/4 First class: Class business, brief lecture and film clips**

**Brief Lecture: A very brief history of dealing with the “mentally ill”.**

**Assigned: Get book ON THURSDAY. Explore website.**

**9/6 Lecture: The second generation of founders: Rogers, Perls, Ellis and Lazarus**

**Presentation on CourseMate:**

**Film: 3 psychotherapists - Rogers utube**

**Assigned Read Ch. 4 especially pps. 116-145 (top)**

**9/11 Lecture and film clips: Anxiety disorders 1: Gender differences & Hi levels of standard stress responses: Specific Phobias, Panic w & w/o agoraphobia, GAD, social phobia.**

**Assigned: 1. Review chapter. Focus on p. 145 on**

**2. Mark Durand’s Video Concept reviews (VCRs) for Ch 4.**

**3. Do practice test**

**9/13 Lecture: Anxiety disorders 2: Not so ordinary stress responding: OCD and PTSD. What would you do? Both respond to exposure. OCD can have purely physical roots. Or not. PTSD has a myriad of problems.**

**Assigned: 1. Watch the panic disorder film clips**

**2. Start doing your interactive tests for Ch. 4**



**9/18 NO CLASS – (ROSH HASHANAH)**

**9/20 Lecture: Treatment for the anxiety disorders, simple and complex**

**Assigned: Read Chapter 5 watch Durand's VCRs**

**9/25 Attendance not required: 1:40 – 3 HILL 114 ONLY; NO 5-6:20 CLASS TODAY  
Film: Gloria: Therapy by Fritz Perls and Al Ellis**

**(This class is not required. Any material covered today that is not covered elsewhere will not be on any exam.)**

**9/27 Somatoform and dissociative disorders 1: Diagnosis, misdiagnosis and missed diagnosis in physical medicine: 2. As dissociative symptoms move away from more common responses to stress, they sound weirder and weirder. At what point do we think about fantasy on the part of the classified and the classifiers.**

**Assigned: 1.Start interactive tests Ch. 5**

**2. Read Karlin and Orne and Geraerts et al. articles**

**10/2: Lecture a brief history of the memory wars.**

**Assigned: Further articles on multiple personality disorder. Greaves and Lillienfeld articles Also do more interactive tests.**

**10/4 Film in class: Sybil**

**Assigned: Review for hour exam. Ch 4 and 5, All in class materials**

**10/9 Review of Chapters 4 & 5 and class material for hour exam**

**10/11 First hour exam: Random seating if possible. No books or papers or computers of any kind at your desk**

**Assigned: Read Chapter 6. Go over VCRs**

**10/16 Lecture: Unipolar and bipolar affective disorder**

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

**Assigned 1. Review Ch 6. Begin interactive tests for Ch. 6**

**10/18 Lecture: The treatment of affective disorders. The NIMH neuron and behavioral activation.**

**Assigned: 1. CD: Shneidman on suicide**

**2. Read Ch 8. Begin VCRs**

**10/23 Lecture: Why diets don't work well (or at all)**

**Film clip: Anorexia (outin v1)**

**Assigned: 1. Read Chapter 9, Watch VCRs**

**2. Do Interactive tests for Ch. 8**

**10/25 Lecture: Treating sexual dysfunction and pain**

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

**Assigned: Review Ch. 9, Do interactive tests**

**10/30 Lecture: The paraphilias: Amazingly successful treatment**

**Film: Parts of the Hillside Strangler**

**Assigned: Read Ch.10 except Impulse Control Disorders (at end of Chapter 10).  
Watch VCRs**

**11/1 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: Review Ch 10. Interactive tests for Ch. 10**

**11/6 Lecture: Treatment: Abstinence vs. occasional drug use: Cigarettes and AA as  
models**

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

**Assigned: Review Ch. 6, 8, 9, 10**

**11/8 Review for Hour Exam Chapters 6, 8, 9, 10, 11 and class activities since we  
covered Chapter 5**

**Review for hour exam 2**

## **11/13 Hour Exam 2**

**Assigned: Read Chapter 11., View VCRs**

**11/15 Lecture: Personality disorders Cluster A: Strange, rigid and/or eccentric**

**Cluster C: What does ego syntonic really mean?**

**Begin Cluster B: Film clip: Clover Boykin**

**Assigned: Interactive tests for Ch. 11**

**11/20 Film: One Flew Over the Cuckoo's Nest**

**(Please come to class 10 minutes early or so)**

**Assigned: Read Chapter 12**

**11/22: NO CLASS - THANKSGIVING**

**11/27 Back to Category B personality disorders: 1.The history of the diagnosis of  
borderline personality disorder**

**2. Current treatment of BPD and tie in to MPD literature**

**3. Marriage and child rearing/abuse and Category B personality disorders**

**Assigned: Review Chapter 12, and go over VCRs**

**11/29 Lecture: Schizophrenia 1**

**Assigned: Interactive tests for Chapter 12**

**12/ 4 Lecture: Schizophrenia 2**

**Assigned: begin to review for final**

**12/6 Lecture: Schizophrenia 3 and begin review for Final**

**12/ 11 Last Class: Review for final**

**Assigned Review for final**

**12/17 FINAL Noon to 3 4<sup>TH</sup> PERIOD CLASS. Probably in our classroom.  
Cumulative**

**12/19 FINAL Noon to 3 6<sup>TH</sup> PERIOD CLASS Probably in our classroom. Cumulative**

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

**No books, notebooks or computers at your seat. Leave them in the front of the room.)**