

ABNORMAL PSYCHOLOGY (830:340:02) Fall, 2013

TTH4, 1:40-3:00. Lucy Stone Auditorium

Professor R. Karlin (rakarlin@rci.rutgers.edu)

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Ms. Mann's office hours in Rm. ?? PSYCH? TILLETT?

**WHEN 12:00pm-1:00pm and 4:00pm-5:00pm**

Textbook: Durand and Barlow Aplia 1-Semester Printed Access Card for Durand/Barlow's Essentials of Abnormal Psychology, 6th Edition (DB)

The DB access card provides 6 month access to the text. (You can, and should, download and print all relevant parts of the text for future reference.) DB online comes bundled with the Aplia tutoring/testing program. The book and Aplia are packaged together for about \$110. You can not get Aplia without the book, The text and Aplia access card are both available from Cengage (the publisher) and from NJ Books in downtown NB (at the same price). It should also be available at the Rutgers bookstore for about the same price or a few dollars more. They are not available from Amazon.

If you have already purchased a used copy of the book, unless it was very inexpensive, you should return it whence it came. You need Aplia 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 a little more than half of your book. As I will discuss below, you can cover the rest of the material in the text for extra credit.

What is the advantage of doing it this way? Abnormal Psychology is a field in turmoil. There is increasing recognition that the diagnostic categories that were established in the late 1970s and early 1980s have severe problems. Nonetheless, everyone in the field, and almost all the research in the field, uses the professional slang of diagnostic categories as a shorthand way of conveying general impressions. Another way of describing such shorthand is to call the categories “stereotypes.” Stereotypes can act as pattern recognition devices when used as hypothesis generating devices. When used without question, or with our all too human tendency toward confirming our biases, they should be treated with all the negative connotations that the word “stereotypes” conveys.

So, at the same time you are getting to know the shorthand, you have to be aware of its limitations. Thus, you are being asked to be part of science in the making. This necessitates the ambiguity of learning concepts that we know to be flawed in order to understand both the field as it is and the field as it is evolving.

What will you study in place of the other half of your text? There are video clips, lectures and tests in the Aplia tutoring/testing program. 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 watch a youtube film or two.

### In class lectures, films and supplementary material

Class lectures and presentations will sometimes supplement your text. At times they will argue for a view somewhat different from the one presented in your text. (As you might imagine, in a quickly evolving field, authorities differ on a number of important points.) Additionally, a number of films and film segments will be shown in class. Finally, I will post many lengthy powerpoints reflecting much (but way less than all) of what I cover in lecture. However, some lectures still lack powerpoints

On exams, you are responsible for all of these: the text, Aplia tutorials, class presentations/lectures/powerpoints, resource material on Sakai and the films. Along with carefully reading the book and using Aplia, you should plan on coming to class and taking notes.

## Overview of the class this semester

We will start with a couple of history lectures. However, we will skip almost all of the first three chapters of your text. First, we will focus on problems with anxiety (Chapter 4) such as phobias, panic attacks and obsessive-compulsive disorder. For starters on aplan, watch the OCD film clip. It will give you a real sense of the problem, at least as it manifests in children.

Some anxiety symptoms respond well to exposure with response prevention (ERP), some do not. We will ask “Why?” We will also ask “Why do men and women appear to have different rates of different syndromes?” For example, more women develop specific phobias and depression, while a higher proportion of men than women drink much too much. On the other hand the same proportion of men and women develop OCD, bipolar disorder and schizophrenia. Why? Obviously, we cannot provide comprehensive answers, but some factors can be highlighted.

During this same period, we will look at three films from the 1960s. They show three great therapists doing psychotherapy. One of the therapists does a great job, one does a good job and one does a pretty awful job. See if you can tell which is which and figure out why.

Next we will look at somatoform and dissociative problems (Chapter 5), focusing on dissociative identity disorder (which, for several reasons, I will usually refer to as multiple personality disorder). Since about 1980, “multiples” have often been presented as people having extreme responses to repressed memory for traumatic events in early childhood. Usually these memories of trauma include being sexually abused as a very young child.

Until about 2000, “recovered” memories also routinely included reported memories of ritual abuse by a widespread Satanic cult. Interestingly, years of investigation by the FBI and other law enforcement agencies failed to find any evidence for the existence of this widespread cult. We will examine this issue in some depth as part of a discussion of fads in psychotherapy and classification (diagnosis). BTW, Freud ran into this issue over a hundred years ago, but no one had yet studied social psychology, specifically the effect of expectations. Thus, Freud can’t be blamed for misunderstanding what he was seeing (as modern “authorities” on MPD can). Your first hour exam will cover the course to this point.

Next, we will move on to the affective disorders (Chapter 6), focusing on major depression and bipolar disorder. These have been a focus for both drug research and psychotherapeutic endeavor for the past 40 years. We will examine the research literature for evidence of how far we have come in treating these disorders. In that vein, we will look at a couple of research papers involving a comparison among antidepressants and cognitive and interpersonal psychotherapies. We will also consider Kirsh's work on placebo controls and antidepressants.

We will skip Chapter 7. We will then spend a little time on the eating and sleep disorders (Chapter 8). Two plagues of college life (bulimia and sleep deprivation) fall into this discussion. We will see the effectiveness of ERP in bulimia as another example of the power of this technique. We will also consider the way our health seems caught between the rocks of obesity and the shoals of ineffective and destructive dieting. As for sleep deprivation, you will probably be amazed at the severity of its effects.

Then there are the sexual and gender identity disorders (Chapter 9). Your book does a pretty good (if brief) job in discussing LBGTQ issues. Instead of focusing on these areas, about which most young people in universities are moderately enlightened, we will spend most of our class time discussing widespread issues that occur across sexual orientations: sensuality, premature ejaculation, orgasmic dysfunction, differences in or lack of sexual desire and the dire effects of many widely prescribed antidepressants on sexual life. We will also briefly consider a theory-based social psychological intervention that seems to ameliorate the increase in marital dissatisfaction. Decreased marital satisfaction over time, with an especially nasty fall around the birth of one's first child, seems to occur in the vast majority of relationships. It would seem that companionate marriage is still in beta testing and is not faring well.

Next to last, we will look at parts of Chapters 10 and 11 in class. We will consider a war that is even more unbelievably expensive, destructive, historically absurd and pointless than usual, the war on drugs. (Prohibition, forbidding the use of a virtually non-compressible substance, alcohol, that had to be imported in large cargo ships or truck caravans, resulted only in funding a criminal conspiracy and deaths from bathtub gin. How can you stop suitcases of drugs getting into the country when international transport is at least a thousand times as great now than it was during prohibition of alcohol?)

In Chapter 11, we consider personality disorders. This set of categories is in even more transition than the other disorders we will study. Finally, in Chapter 12 we will examine the worst of mental illnesses, the group of disorders categorized as schizophrenia.

Exams and makeups: Hour exams, the final and (online) exams for each chapter

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 8<sup>th</sup>. The second hour exam will be on November 12<sup>th</sup>. Hour exams are not cumulative. Both dates are subject to change, but you will be notified well in advance if either is altered. Keep up to date with such changes by checking your email and announcements on the Sakai website.

The final for our class will be held on the morning of 12/16 from 8-11 **AM**. The final will comprise about 100 multiple choice questions and is cumulative. The exam will probably be held in LSH Auditorium, where we usually meet. However, the scheduling office can change this very close to the end of the semester. Again, keep up to date with such changes by checking announcements on the Sakai website.

Additionally, each chapter has an online exam as part of the Aplia program. You will have three chances at each chapter exam. Please finish the ones for each chapter prior to its due date. There are no makeups for missed online exams.

Note that the Aplia chapter tests are open book and open notes. You will have time to look up the material as you take the test, and may take the tests up to three times each, so some diligent work should allow you to meet the 93% criterion fairly easily.

**However, the due dates for the Chapter exams are hard deadlines. Unless you are incapacitated the entire time the exam is available, as attested by a written note with a contact phone number from your hospital or physician, you get a zero on any chapter exam you fail to take by its due date.**

**Note that it doesn't matter whose fault it is.** If the Aplia computer system goes down for the last two days before an exam is due, the hard deadline will still be enforced. If the system gets tied up or your computer blows up

or you can't access the Aplia exam for some other reason, the hard deadline will still be enforced. It has been at least 3 years and well over a thousand students, each taking 8 – 10 such exams, since anyone got a break on this kind of deadline. Almost always, problems with such deadlines result, at least in part, from waiting to do the exam until the last minute. **So, at all costs avoid that terrible disease, “last-minute-itis”.**

Additional problems caused by lack of resources.

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. 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 will 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 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 as early in the semester as possible.

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 appropriate exams. The disabilities office will contact me and the exam will be available 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 your exam. 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 my office hours. Emailed questions about exam questions/responses will never

be answered. Such questions will only be answered in person, during office hours.

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

All Aplia Chapter Exam questions come quite directly from the book or the Aplia tutorials. You can take each chapter exam up to three times. Your highest score is the one that counts. Again, note that these tests are open book and open notes. You will have time to look up the material as you take the test, and may take the tests up to three times each, so some diligent work should allow you to meet the 93% criterion fairly easily.

In contrast, 30-50% 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. The rest will be from the assigned chapters and Aplia tutorial material.

As noted above, 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, remember 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 Aplia chapter exams, the two hour exams, and the final. In each case A= 93% or more of the available points, B+= 88-92%, B = 83-87%, C+ =78-82%, C = 73=77%, D=65 - 72%. Usual rounding rules will apply.

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 Aplia program that comes with your text book.

The material directly from the text and the Aplia tutorial and film clips will only come from the eight assigned chapters (Chapters 4, 5, 6, 8, 9, 10, 11, 12) and the 6 or so assigned pages (total) from Chapters 1-3.

Grades from the Aplia exams, the hour exams and the final 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 Aplia, the 2 hour exams and the final: 3.80+ for an A, 3.40-3.79 for a B+. 2.80-3.39 for a B, 2.40 – 2.79 for a C+, 2.0 – 2.39 for a C and 1.50-1.99 for a D.

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

### Are grades curved in any way?

The Aplia program is a mastery oriented program. You have three chances at each test with only your highest score counting. Aplia scores will probably not be curved. The 93/88/83/78/73/65 will probably be strictly applied here. However, this is the first year for this set of Aplia questions. And if they are too hard, and few people get As or Bs, there will probably be some “up” curving. But don’t count on it.

Although we are trying to assess the same things each semester, 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.

**In all cases, 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. The same rules about curving grades will be applied to scores on the final and Chapter exams.

### Reviewing your exams

Your TA will have your hour exams (they are not handed back) and you may go over it with 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.



## Cheating and test libraries

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 5 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. Getting caught with a cheat sheet is also bad for your college career. 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 will earn no points at all.

All exams are closed book. Do not have anything except you and #2 pencils with erasers at your seat. If you must have your book, laptop, ipad and/or notebook with you on exam day, make sure your name is on 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. You are responsible if someone else goes home with your stuff. However, I have been doing exams this way for many years and that has yet to happen.

Not giving you your tests back is meant to prevent the creation of exam libraries. There are only so many good questions that can be created for these materials and we have to keep the evaluation procedure as fair as we can.

## 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 Aplia to your text creates a good learning environment. After all, Mark Durand can and does talk about each chapter in the Video Concept Reviews 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 Aplia 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 Aplia tools you wish and take the Chapter test. You can take each test up to three times. Your highest score is ultimately retained. Full extra credit requires 92%+ correct on a chapter test (23 out of 25). Half extra credit requires 84% (21 or 22 right) on each of these 6 chapters (1,2,3,7,13,14).

The deadline for completing these exams is 12/9. Again, note that these tests are open book and open notes. You will have time to look up the material as you take the test, and may take the tests up to three times each, so some diligent work should allow you to meet the 93% criterion fairly easily.

Your final exam is where the whole course comes together. Full extra credit for each of the 6 extra chapters is worth a 2 percent bump on the final. Half extra credit is worth a 1% bump. Getting at least half credit on all 6 gets an additional bonus of 2% to a maximum of 14%.

Is it worth it? Let's do an example. If you got 80% of the questions on the final correct, you would ordinarily get a C+. If you got full ec for 3 chapters and half credit for another 2 that would add 8 points, making your grade 88% or a B+ on the final. If you got all 14%, your grade on the final would be 94%, 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 0.5%/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 14%.

By the way, if we curve the grades on the final exam, we apply the cut points **before adding extra credit**. That is, 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 after the next two pages 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 Sakai course website. We will also try to send you an email.

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

I am teaching one of the four Abnormal Psych sections this semester. The enrollment in this section is now 320 students. A decade ago, a 300 level class with 150 – 250 students was staffed with a full time TA. 400+ students merited 2 TAs. Now Ms. Mann, a 3<sup>rd</sup> year clinical grad student who has to study, see patients and do research about 70 hours/week, has, additionally, all of my 320 students as **half** of her TA.

Why this change? 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.

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 assemblyperson. 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. The U.S. Treasury sends me about \$30,000 a year in the mail. Young people may protest and make noise, but are often too busy/hung over/had too little sleep or car trouble to actually make it to the voting booth. So young people get nothing meaningful and what they have (for example, low interest college loans) gets corrupted so the Bank of America or their brethren can make an indecent profit on your and your parents' backs.

When I graduated from college if you became a teacher or worked in a socially beneficial low paying job, there was a program that remitted 10%/year of your total loan each year for up to 5 years. I started as a social worker and later became a teacher. As a result, 50% of my total loan balance was "forgiven," simply wiped off the books. Does your student loan have a similar provision? I am pretty sure it doesn't. I think it would, if college students got off their butts and regularly voted.

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

Date: Lecture, activities and assignment

9/3

First class: Class business and brief lecture: Abnormal Psychology from Freud on. The role of personality theory in describing psychopathology and generating schools of therapy. Why it didn't and doesn't work.

Assigned: Get D/B and Aplia access card. Explore websites (Aplia and Sakai). Read Summary of Chapter 1 and the Conclusion and Summary pages of Chapters 2 and 3 (about 6 pages total). Read Chapter 4. Go through the film clips and

9/5

NO CLASS - Rosh Hashanah – Religious holiday

Assigned: Read Chapter 4. Go through the film clips and Durand's VCRs.

9/10

Lecture: Brief review of Chapters 1- 3. Also, Systems of classification. Is the DSM a bible or a dictionary of professional slang. What makes categorical systems good or bad. Why you have to know it in either case.

Assigned: Get ready for Chapter 4 exam based solely on the book, Aplia film clips and Duran's Video Concept Reviews (VCRs).

**Hard deadline for completing Chapter 4 exam = 9/23.** You have 3 tries; highest score counts.

9/12

Lecture: Anxiety disorders: Specific Phobias, Panic w & w/o agoraphobia, GAD, social phobia, Gender differences and what they mean. Why doesn't ERP work for social phobias and GAD?

Assigned: 1. Review chapter. Focus on p. 145 on. Also go thru Mark Durand's Video Concept reviews (VCRs) for Ch 4. Perhaps take an Aplia test for the first time.

9/17

Lecture: Anxiety disorders 2: OCD and PTSD, both respond to ERP. PTSD: Iraq, Afghanistan and the dissemination of ERP.

Assigned: Finish Chapter 4 exams

9/19

Film: *Three approaches to psychotherapy* - Rogers (classic psychotherapy). Beginning of Perls film. (Confrontation: Is Gloria a "phony"?)

Assigned: Read Ch. 5 especially first half

Remember: **Hard deadline for completing Chapter 4 exam = 9/23.**

9/24

Lecture on Somatoform disorder. How much is physical, how much psychological. Review older lit, then recent work of Woolfolk and Allen. Chronic pain, sensitization and mindfulness meditation.

Assigned: Review chapter. Focus on second half. Watch Durand's Video Concept reviews (VCRs) and film clips for Chapter 5. Start on Chapter 5 Aplia test

**Hard deadline for completing Chapter 5 exam = 10/7.**

9/26

Films *Three approaches to psychotherapy*. Remainder of Perls and Ellis. Who did what right?

Assigned: Read 1) Karlin and Orne and 2) Geraerts et al. articles. These are scholarly and research articles. Give yourself time to study them.

**NOTE 1:** Students missing classes on 9/19 and 9/26 should watch the films online. Links are in the resource section on the Sakai course website. Notes

on lectures should be obtained from classmates. Or come to my or Ms. Mann's office hours and discuss the films.

10/1

Lecture: A brief history of the memory wars. Clips from *Three Faces of Eve* (classic MPD) and *Sybil* (the new, destructive form of MPD)

Assigned: Finish Ch. 5 Aplia test

10/3

Finish films. Discuss films

Assigned: Review for hour exam. Chapters 4 and 5 and all other assigned material.

Remember: **Hard deadline for completing Chapter 5 exam = 10/7.**

10/8

**First hour exam:** Random seating. No books or papers or computers of any kind at your desk

Assigned: Read Chapter 6

**Hard deadline for completing Chapter 6 exam = 10/18.**

10/10

Lecture: Unipolar and bipolar affective disorder + Film clips: Major depression & Bipolar 1 mania (in/out v1)

Assigned Review Ch 6. Go over VCRs and film clips. Also read Elkin et al. (1989, 1992) Scholarly article in the resources tab of the Sakai website.

10/15

NO CLASS - Eid-UI-Adha – Religious holiday

10/17

Lecture: The treatment of affective disorders. The NIMH neuron, antidepressants and behavioral activation.

Read Ch 8. Begin Durand's VCRs (Note: Skip Chapter 7)

**Hard deadline for completing Chapter 8 exam = 10/28**

Remember **Hard deadline for completing Chapter 6 exam = 10/18.**

10/22

Lecture: Suicide. Also listen to CD of Edward Shneidman on suicide

Assigned: Review Chapter 8. Film clips and Durand VCRs.

**Hard deadline for completing Chapter 9 exam = 11/4**

10/24

Lecture: Why diets don't work well (or at all) Are diets more dangerous than yo yo dieting? Film clip: Anorexia (outline v1)

Assigned: 1. Read Chapter 9, Watch VCRs and film clips

Remember: **Hard deadline for completing Chapter 8 exam = 10/28**

10/29

Lecture: Treating sexual dysfunction and pain

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

Assigned: Review Ch. 9, Do Aplia tests.



10/31

Lecture: The paraphilias: Amazingly successful treatment has been reported. Do we believe it? Is it just prejudice?

Film: Parts of the Hillside Strangler

Assigned: Read Ch.10 . Watch VCRs and film clips

**Hard deadline for completing Chapter 10 exam = 11/11**

Remember: **Hard deadline for completing Chapter 9 exam = 11/4**

11/5

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. Do tests for Ch. 10

11/7

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

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

Remember: **Hard deadline for completing Chapter 10 exam = 11/11**

Assigned: Review Ch. 6, 8, 9, 10 and classroom activities for Hour Exam 2

11/12

**Hour Exam 2**

Assigned: Read Chapter 11. View VCRs and film clips

**Hard deadline for completing Chapter 11 exam = 11/25**

11/14

Lecture: The Personality disorders: What does ego syntonic really mean? Psychoanalysis terminable and interminable. Cluster A and Cluster C personality disorders.

Assigned: Review Chapter 11, Do exams

11/19

Cluster B personality disorders: History of diagnosis of BPD. Current treatment of BPD and tie in to MPD literature. Psychopathy in jail. Psychopathy, BPD and children. Film clip: Clover Boykin

Assigned: Read Chapter 12. View VCRs and film clips

**Hard deadline for completing Chapter 12 exam = 12/9**

11/21

Lecture: The Schizophrenias

Remember: **Hard deadline for completing Chapter 11 exam = 11/25**

11/26

Film: One Flew Over the Cuckoo's Nest

(Please come to class 10 minutes early or so)

11/28

NO CLASS – Thanksgiving

12/3

Film on life of someone with chronic psychosis. Problems of caretakers. Sitting on the front stoop of the halfway house reading trashy novels and developing diabetes/severe obesity as a pretty good outcome.

Assigned: Review for final

**Hard deadline for completing any and all EC Chapter tests = 12/9**

12/ 5

Lecture: Loose ends. Something about hypnosis and hypnotizability with brief demonstration or film (if time).

Assigned: Review for final

Remember: **Hard deadline for completing Chapter 12 exam and any and all EC Chapter tests = 12/9**

12/10

Last Class: Review for final

Assigned Review for final

12/16

FINAL 8-11 AM Probably in our classroom. Cumulative, but with some emphasis on material since Hour Exam 2.