

Social Psychology 01:830:340:07

CLASS INFORMATION:

Fall 2013

Monday/Wednesday

5:00-6:20

LSH AUD

On line schedule of classes <http://www.acs.rutgers.edu/soc>

INSTRUCTOR:

Lyra Stein, Ph.D.

Email: Lyra@rci.rutgers.edu

Office: Tillett 313 <http://rumaps.rutgers.edu/?q=tillett+Hall>

Office Hours: Monday/Wednesday 3:30-4:30, Tuesday 3:00-3:30 pm or by appointment

TEACHING ASSISTANT:

Caroline Haimm

Email: cahaimm@gmail.com

Office: Psychology Building 319 <http://rumaps.rutgers.edu/?id=C70904>

Office Hours: Tuesday 4-5pm

COURSE DESCRIPTION:

This course provides an introduction to the description, classification, and academic study of human mental distress. In addition, we will explore various theoretical approaches to the causes and treatments of psychopathology.

COURSE OBJECTIVES:

- Introduce standard assessment practices for the diagnosis of mental disorders
- Foster competency in the use of the DSM-V for the classification of psychopathology
- Provide an overview of the symptoms, demographic features, and typical progression of major forms of psychopathology
- Balance a scientific diagnostic approach to psychopathology with an appreciation for the “real life” experiences of people who suffer from mental disorders.
- Review the major theoretical approaches to the cause and treatment of psychopathology-biological, psychodynamic, cognitive-behavioral and humanistic.

CURRENT ACADEMIC INTEGRITY POLICY:

<http://academicintegrity.rutgers.edu> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

General Academic Integrity Link:

<http://academicintegrity.rutgers.edu/>

Resources for instructors (and students) can be found at:

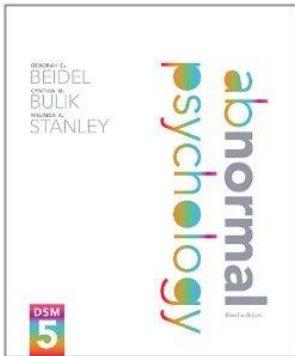
<http://academicintegrity.rutgers.edu/resources>

Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,
<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

LEARNING RESOURCES:

Required:

1. Beidel, D. C., Bulick, C. M. & Stanley, M. A. (2013). *Abnormal psychology* (3rd ed.). Boston, MA: Pearson. ISBN-13: 978-0205966547



2. iclicker
 Macmillan Higher Education ISBN: 9781464120152



Recommended:

3. Myer, R.G. & Weaver, C.M. (2012). *Case Studies in Abnormal Behavior* (9th ed). Pearson

4. Mypsyhlab access code

Loose-leaf version and etext version of the textbook are available in the bookstore for a reduced price.

<http://bookstore.rutgers.edu/index.shtml>

TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge.

INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, engage in class discussions, and view relevant online and audio-visual materials. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own.

Multitasking in Class: Research shows that when we do more than one thing at a time, we shift our attention from one thing to another and then back. In that shift, we lose focus, and it takes a little time to refocus on the new task. Multitasking is an inefficient use of time. I am going to do my part to do all I can to provide interesting class sessions so you won't feel the need to shift focus onto something else, and I am going to ask that you help with this by keeping your cell phone where you won't be tempted to check incoming texts. Thanks!

Do not leave lecture early: Besides distracting your fellow students, when I hear people leaving or packing their bag, I become very distracted. I lose my train of thought and will have to stop the lecture until the noise ceases. [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** so you won't distract everyone

Syllabus & Sakai Site: This contains everything you need to know about the course; keep this in your notebook and refer to it often. I will not remind you when quizzes are due; turning your assignments in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.

ATTENDANCE POLICY:

I will not accept notes for absences as there are more than enough chances to get clicker points even with missing 4-5 classes. If you have an extended absence for more than 6 class periods, please talk with me.

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent from class, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note to me.

Self-Reporting Absence Application: Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

FACEBOOK and TWITTER:

I created a Facebook group for this class called Abnormal Psychology at Rutgers <https://www.facebook.com/groups/394907930599321/> Please to join this group or friend me (Lyra Stein-Teaching) and I will add you. I will be posting articles and psychology related issues to enhance your knowledge of the area. Feel free to use this site to communicate with me and other students in the class. I find that many students have the same questions and this is a place for you to clarify any topics which are confusing.

I will also try to conduct question/answer sessions during class though Twitter. You will be able to send a question/comment to account-Lyra Stein Teaching, @LSteinTeaching. We will determine if this format works during the semester.

Please post general inquiries to the Facebook site as I do not want to send the same information to 300 students individually by email!

If you have a private concern, please email myself or Caroline. I have 1100 students this semester-please include your full name (as it appears on the roster), your class and section. I will try my best to return your email within 48 hours, however feel free to email Caroline.

ACCOMMODATIONS:

Appropriate accommodations will be made for students with disabilities.

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

CLASS PARTICIPATION:

The clicker system will allow for interactive class participation which is difficult in large classes. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered, and 2 points for each question answered correctly. This will be out of 120 points (I will usually have about 180-200 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 5 points received above 120 points.

The 2nd and 3rd lectures will count as practice It is important that you purchase your clicker as soon as possible after the first class session. If I do not have a clicker ID from you by the 6th class, I will list your name on the PowerPoint at the beginning of lecture and will email/message you until I get one.

Starting with the 4th lecture of the semester, responses will count toward your grade. There will be, on average, 5-10 questions per class.

I will not address clicker issues more than a week after the class in question. It is your responsibility to make sure your clicker points show up on Sakai within a week of each class period. Please do not contact me with clicker concerns more than a week after the class with missed clicker responses.

In addition, you will not be allowed to use more than one clicker during the class period. If you are found using more than one clicker, your transmitter will be taken for the remainder of the class period and you will receive a 0 for participation.

Please register your clicker on the **Sakai site** (tab iclicker), not the iclicker website.

ASSESSMENTS:

There will be three midterms (the best two of these will be averaged into your grade—one will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for the in-class exams. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period.* **Students caught cheating on any exam will get an F for the entire course.**

Each midterm will consist of 50 multiple choice items (75 for the final) **THERE ARE NO MAKE-UPS FOR THE MIDTERMS UNLESS THEY ARE ARRANGED IN ADVANCE OF THE EXAM.**

There will be eight quizzes which will consist of 20 questions each and will cover 2-3 chapters (your first quiz will address the syllabus). Quizzes will be accessible on Sakai and you will have 1 hour to complete each quiz. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

WRITING ASSIGNMENT:

You be required to choose one of the following writing assignments. You may choose to complete any of the other options aside from the one required assignment for 10 points of extra credit for each additional completed. **The required assignment and all extra credit assignments must be uploaded to your dropbox (not emailed) by December 4, 2013-NO EXCEPTIONS! No assignments or extra credit will be accepted by email.**

Option 1: Case History

- 1) Choose a well-known individual or a movie character that I am familiar with and write a 3 page paper including
- 2) the diagnosis
- 3) the reasoning for the diagnosis
- 4) what else you need to know to support the diagnosis
- 5) a course of treatment and

6) include how the individual's culture affects the symptoms for diagnosis.

Option 2: Suicide Analysis

- 1) Select a popular figure in society, such as a politician, celebrity, author, actor, comedian, etc., that has committed suicide and write a 3 page suicide analysis.
- 2) Use as many resources (i.e., Internet, books, magazines, etc.) to find out as much information on the individual that committed suicide.
- 3) Analyze changes in eating and sleeping habits, behavioral agitation, loss of interest, loss of energy, diminished ability to concentrate, feelings of worthlessness, withdrawal from family and friends, and drastic mood changes.
- 4) Did the individual talk about suicide, give away possessions, have an obsession with death, make plans to commit suicide, or buy a gun?
- 5) What information can you find on the individual's family life, relationships, alcohol and substance use history, quality of social support system, past problems or stressors?
- 6) Was there a family history of mental illness or prior hospitalizations or suicide attempts?

Option 3: Article Summaries

- 1) Find 2 articles relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.-I will be posting interesting articles on the FB site)
- 2) Summarize (about 1.5 pages each) the article and be sure to include how relate it to the topic covered in class.
- 3) make sure that you include the text in your reference page in addition to the article reference-in proper APA style.

Option 4: Engage in a public act abnormal behavior (MUST BE APPROVED BY ME BEFOREHAND).

- 1) The act cannot be illegal, dangerous (to the student, an observer, or the public), or against school rules.**
- 2) Go in pairs or a group, one engaging in the "abnormal" behavior and one as an observer who will take notes on the reactions of others in the environment.
- 3) Reverse these roles. Concentrate on your feelings as you behave abnormally, and the observer should concentrate on the reactions of others.
- 4) Record on video and upload the video or a link to your video
- 5) Write a 3 page analysis including the following items:
 - a. Describe the deviant behavior you chose to engage in.
 - b. What is it that makes you define this behavior as abnormal or deviant? Are there circumstances under which it would be normal?
 - c. Where did you engage in this behavior?
 - d. How many people observed you?
 - e. What were their reactions?
 - f. How did you feel as you engaged in this behavior? How did you feel when you observed the reactions of others?

All options should be written in essay format with the length filling 3 full pages or almost 3 full pages. For

options 1, 2 & 3-the in-text citations and a reference page must be included in APA style (you do not need a title page or abstract). Here are some links for APA Style:

<http://owl.english.purdue.edu/owl/resource/560/02/>

<http://owl.english.purdue.edu/owl/resource/560/03/>

<http://owl.english.purdue.edu/owl/resource/560/05/>

<http://owl.english.purdue.edu/owl/resource/560/06/>

<http://owl.english.purdue.edu/owl/resource/560/07/>

<http://owl.english.purdue.edu/owl/resource/560/08/>

<http://owl.english.purdue.edu/owl/resource/560/09/>

<http://owl.english.purdue.edu/owl/resource/560/10/>

<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact Caroline with any specific questions about APA style.

EVALUATION:

Evaluations are based on:

Two hourly exams (50 questions) 200 points (100 points each)

Final examination worth (75 questions) 150 points

Eight quizzes worth (20 questions each) 160 points

Writing assignment 70 points

Clicker points 120 points

Total Points possible **700**

A: 630-700 points, B+: 595-629 points, B: 560-594 points, C+: 525-559 points, C: 490-524 points, D: 420-489 points, F: 0-419 points

I grade on a point system, not a percentage system. I will also not change a grade once assigned, so please do not ask me.

ADDITIONAL CREDIT:

For every 5 clicker points above 120, you will be given an extra credit point

You may complete 3 of the other options (1 will automatically be counted toward your requirement) for 10 extra credit points each (maximum of 30 extra credit points for the writing assignments).

On 12/9 we will be discussing the validity of positive psychology and spiritual growth. For 15 EC points, write a 5 page paper empirically assessing the merits and drawbacks of positive psychology and the notion of "spiritual growth" from the empirical articles provided on Sakai. You must include a title page, abstract, at least 5 pages of content (properly referenced in APA style) and a reference page. This assignment will be due on 12/16.

I will probably have more opportunities throughout the semester.

STUDYING:

Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.

When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

READING THE TEXTBOOK:

Reading the text outside of class is essential for success in this course. Since our in-class time is limited, it will be impossible for us to discuss all of the relevant information in each chapter. You will, however, be responsible for the material from each chapter which will be listed on the chapter summary. My suggestion is for you to read each chapter before we discuss it in class so that you know what questions you want to ask.

This is an excellent book and the material is summarized well, and the textbook author brings out the important points in each chapter. In general, my goal in lecture will *not* be to review the book. I assume that you are able to competently review the book on your own. Rather, I will highlight interesting findings, to breathe life into the experiments mentioned in the text, to provide memorable experiences for you to anchor your learning to.

HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Always read the assigned material before class. Read it carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me, the TA or working with your classmates.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or Caroline to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text

material.

- Use the Facebook page and Twitter to communicate with me and other students in the course.
- **READ THE WHOLE SYLLBUS IN ENTIRETY!!!**

LECTURE TOPICS AND READING:

****(All dates are approximate and changes will be announced in class)****

I tend to spend more time engaging in discussion rather than trying to cram all topics into a semester.

Date	Topic	Reading	Assignments Due (5:00pm)
W 9/4	Abnormal Psychology: Historical and Modern Perspectives	Ch. 1	
M 9/9	Abnormal Psychology: Historical and Modern Perspectives	Ch. 1	
W 9/11	Research Methods in Abnormal Psychology	Ch. 2	
M 9/16	Research Methods in Abnormal Psychology/Assessment and Diagnosis	Ch. 2/Ch. 3	Quiz 1 covering the syllabus due
W 9/18	Assessments and Diagnosis	Ch. 3	Quiz 2 (chapters 1-2) due
M 9/23	Anxiety, Obsessive-Compulsive and Trauma- and Stress Related Disorders	Ch. 4	
W 9/25	Anxiety, Obsessive-Compulsive and Trauma- and Stress Related Disorders	Ch. 4	
M 9/30	EXAM 1-Chapters 1,2,3,4 in class		Quiz 3 (chapters 3-4) due
W 10/2	Somatic Symptoms, Dissociative and Factitious Disorders	Ch. 5	
M 10/7	Somatic Symptoms, Dissociative and Factitious Disorders	Ch. 5	
W 10/9	Bipolar and Depressive Disorders	Ch. 6	
M 10/14	Bipolar and Depressive Disorders	Ch. 6	
W 10/16	Feeding and Eating Disorders	Ch. 7	Quiz 4 (chapters 5-6) due
M 10/21	Feeding and Eating Disorders/ Gender Dysphoria, Sexual Dysfunctions and Paraphilic Disorders	Ch. 7/Ch. 8	
W 10/23	Gender Dysphoria, Sexual Dysfunctions and Paraphilic Disorders	Ch. 8	
M 10/28	Exam 2- Chapters 5,6,7,8 online		Quiz 5 (chapters 7-8) due
W 10/30	Substance Related and Addictive Disorders	Ch. 9	
M 11/4	Substance Related and Addictive	Ch. 9	

	Disorders		
W 11/6	Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 10	
M 11/11	Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 10	
W 11/13	Personality Disorders	Ch. 11	Quiz 6 (Chapters 9-10)
M 11/18	Personality Disorders	Ch. 11	
W 11/20	Neurodevelopmental, Disruptive, Conduct and Elimination Disorders	Ch. 12	
M 11/25	Exam 3-Chapters 9,10,11,12-in class		Quiz 7 (Chapters 11-12)
W 11/27	No Class-Friday Schedule		
M 12/2	Aging and Neurocognitive Disorders	Ch. 13	
W 12/4	Health Psychology	Ch. 14	Writing assignment and all extra credit due except positive psychology extra credit
M 12/9	Positive Psychology and spiritual growth-valid concepts?	Readings on Sakai	Take survey http://understandthyself.net/
W 12/11	Abnormal Psychology: Legal and Ethical Issues	Ch. 15	
M 12/16			Positive Psychology Extra Credit Due
T 12/17	Final-cumulative emphasis on last chapters		Quiz 8 (Chapters 13, 14, 15)