

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

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

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Ms. Mann's office hours TBA

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. It is not available from Amazon or elsewhere online.

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.

### Aplia

Your book is supplemented by the material in Aplia. There is a series of film clips with each chapter. There is also a set of very brief lecture segments by the book's first author, Mark Durand. They are called Video Concept Reviews (VCRs). Read the chapter, view the film clips and watch the VCRs. Then take the Aplia test.

You have three tries on each section of the Aplia test and the highest score counts. Between tries, the program will go over the concept that they are

trying to get at. Then similar questions in a different format are presented for your second and (if needed) third tries.

With the notable exception of a couple of chapters, I am asking you read each chapter and complete the Aplia assignment/test **before** I lecture about the materials. Here is the Aplia assignment schedule.

Aplia assignment schedule: Read Chapter, go over film clips and video concept reviews and take the Aplia test by following dates. These are hard deadlines. **If missed, you get no credit without regard to whose fault it is and what other deadlines you have.**

Chapter	Complete Aplia test by
Ch. 4	9/18
Ch. 5	9/23
Ch. 6	10/16
Ch. 8	10/23
Ch. 9	10/28
Ch. 10	11/4
Ch. 11	11/18
Ch. 12	11/25

Please check the section on Aplia deadlines and on using Aplia's Chapter 1 as a practice exam. It will appear after the lecture/film schedule. Extra credit for skipped chapters (2,3,8,13 and 14) - please see detailed syllabus appended to end of class schedule.

Other exams:

Hour exams: October 8 and November 12 in class at usual time.

Final: December 16<sup>th</sup> 8 -11AM. Probably in LSH Aud but check on Sakai

## Planned lecture/activity/exam schedule

9/3 First class: Class business. Mrs. Reynolds of Cengage will provide info on obtaining the text and Aplia access. If time, brief lecture: Abnormal Psychology from Freud on: Briefly review Ch. 1, 2 and 3.

Assigned: Get D/B and Aplia access card. Explore websites (Aplia and Sakai). Read Chapter 4, watch Aplia film clips and Durand's lectures (called Video Concept Reviews abbreviated below as VCRs).

9/5 NO CLASS - Rosh Hashanah – Religious holiday

9/10 Systems of classification. Is the DSM a bible or a dictionary of professional slang? Changes in DSM-5. What makes categorical systems good or bad? Why you have to know learn DSM categories in either case.

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 as well (or at all) for social phobias and GAD?

9/17 Lecture: Anxiety disorders 2 - OCD and PTSD, both respond to ERP  
PTSD: Iraq, Afghanistan and the dissemination of ERP.

9/19 Film: *Three approaches to psychotherapy* - Rogers (classic psychotherapy). Beginning of Perls film

9/24 Lecture: 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.

9/26 Films *Three approaches to psychotherapy*. Remainder of Perls and Ellis (Confrontation in therapy: Is Fritz right that Gloria is a "phony"? Should she follow Ellis' advice and stop fussing?) Who did what right?

**Sakai assignment:** 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 history of the memory wars.

10/3 Clips from *Three Faces of Eve* (classic MPD) and *Sybil* (the new, destructive form of MPD). Discuss films

10/8 **First hour exam:** (Chapters 4 and 5, Gloria, Sakai assignment and material presented in class) Note: Random seating at the exam. Wait in the hall to be seated. No books or papers or computers of any kind at your desk. Leave them at the front of the room.

10/10 Lecture: Unipolar and bipolar affective disorder + Film clips: Major depression & Bipolar 1 mania (in/out v1)

**Sakai assignment:** Read Elkin et al. (1989, 1992) and Kirsch article. These scholarly articles are in the resources tab of the Sakai website.

10/15 NO CLASS - Eid-Ul-Adha – Religious holiday

10/17 Lecture: The treatment of affective disorders. The NIMH neuron, antidepressants and CBT, IPT and behavioral activation.

10/22 Lecture: Suicide. Also listen to CD of Edward Shneidman on suicide

10/24 Lecture: Why diets don't work well (or at all). Is obesity more dangerous than yo yo dieting? Film clip: Anorexia (out/in v1)

10/29 Lecture: Treating sexual dysfunction and encouraging sensuality

Film clips: (if time) Erectile dysfunction & one other (in/out v1, v2)

10/31 Lecture: The paraphilias: Amazingly successful treatment has been reported. Do we believe it? Is disbelief just prejudice? Notes on our terrible history of predicting dangerousness.

Film: Parts of *The Hillside Strangler*

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.

11/7 Lecture: Treatment: Abstinence vs. occasional drug use: Cigarettes and AA as models. Diet as a countermodel. Film clip: Alcohol

11/12 **Hour Exam 2** (Chapters 6, 8, 9, 10, Sakai assignment and material presented in class) Note: Random seating at the exam. Wait in the hall. No books or papers or computers of any kind at your desk. Leave them all at the front of the room.

11/14 Lecture: The Personality disorders: What does ego syntonic really mean? Psychoanalysis - terminable and interminable. Cluster A and Cluster C personality disorders.

11/19 Cluster B personality disorders: History of diagnosis of BPD. Current treatment of BPD and tie in to MPD literature. Psychopaths in jail. Psychopathy, BPD and children. Film clip: Clover Boykin

11/21 Lecture: The Schizophrenias

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 followed by discussion. 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.

12/ 5 Lecture: Loose ends. Something about hypnosis and hypnotizability with brief demonstration or film (if time).

12/10 Last Class: Review for final

12/16 FINAL 8-11 AM Probably in our classroom. Cumulative, but with some emphasis on material since Hour Exam 2.

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

### Course grades

This course is graded in terms of available points for each of the three equal sources of points Aplaia 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 the two hour exams. The second is your score on the final. The third is your cumulative total from the Chapter 4, 5, 6, 8, 9, 10, 11 and 12 Aplaia assignments.

Grades from the Aplaia tests, the hour exams and the final exam are combined to give you a final grade. Each source represents an equal 1/3 of your grade. Each is on a 0.0-4.0 scale. Cut points for final grades are an average across all three: Aplaia, the 2 hour exams and the final. The cut points 3.80+ for an A, 3.50-3.79 for a B+. 2.80-3.49 for a B, 2.50 – 2.79 for a C+, 2.0 – 2.49 for a C and 1.50-1.99 for a D.

For example, let us say that you obtain an A on the Aplaia tests, 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 (3.50-3.79).

**MORE DETAIL ON THE COURSE CAN BE FOUND IN THE DETAILED SYLLABUS BELOW.** It has a fair amount of helpful information. Questions about the course assignments, extra credit and grading will be answered during office hours or, briefly, just after class. They will not be answered by email.

## Syllabus: Additional details on grades, extra credit and so on

### Course overview

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.

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 not led to solutions to major 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. Used that way, they can be very useful. 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, a few 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 may 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 (as opposed to on the graded Aplia assignments), 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.

### What will you hear in class lectures?

We will start with a couple of history lectures. However, we will skip almost all of the first three chapters of your text. Next, we will focus on problems with anxiety (Chapter 4) such as phobias, panic attacks and obsessive-compulsive disorder. For starters on Aplia, 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 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). Incidentally, 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 LGBTQ 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. This accounts, in part, for the terrible rates of divorce. (It

would seem that companionate marriage, as opposed to traditional marriage in which roles are ascribed by gender, is still in beta testing and is not faring well. Solutions to resulting dilemmas are not obvious.)

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 as it was during prohibition of alcohol? We can't stop lots of people from illegally crossing our borders, never mind far more easily concealable packages.)

In Chapter 11, we consider personality disorders. This set of categories is in even more trouble than the rest of the nomenclature 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 60 – 80 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>. The second hour exam is not cumulative. It will cover material after 10/8. Both exam 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 Monday, 12/16 from 8-11 **AM**. The final will comprise about 100 - 120 multiple choice questions and is cumulative. The exam will probably be held in LSH Auditorium, where we usually meet. However, the scheduling office has changed this in the past, sometimes very close to the end of the semester. Again, keep up to date with such changes by checking for class emails and announcements on the Sakai website.

## Aplia assignments and hard deadlines

Each chapter has an online exam as part of the Aplia program. I am asking you to do the Aplia assignments early, mostly before I lecture on the each chapter. You will have three chances at each Aplia test. 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 each part of the tests up to three times each. So, reasonably diligent work should allow you to meet the 93% criterion of total available Aplia points for an A on this 1/3 of your grade.

**However, the due dates for the Chapter exams are hard deadlines. Unless you are totally incapacitated for at least 10 days before the test is due, 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, there is no electricity in your dorm, someone steals your computer or your hard drive blows up or you can't answer the Aplia test for some other reason, the hard deadline will still be enforced. Remember, you can work on any Chapter's Aplia assignment well before it is due.

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, contagious, college disease, “last-minute-itis”.**

BTW, there is a practice Aplia test if you want to take one. You can find out what the exams are like by taking the Aplia test for Chapter 1. Scores on that Aplia test will not count for or against you. You can take the test as many times as you like, so that you can get accustomed to the Aplia tests and assignments.

## Makeups and problems with the exams

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.)

As noted above there are no makeups for missed Aplia exams. 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 exams - no matter how inconvenient it is for you, no matter 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 test questions come quite directly from the book or the Aplia tutorials. You can take each part of each chapter test 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. With some diligence, you should be able to earn close to 100% of the available Aplia points.

In contrast, 30-50% of the questions on the hour exams and the final will reflect material covered in class, the online readings on Sakai 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.

#### 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. Each exam is in an open book and open notes framework. Moreover, each question comes with an explanation of the concept being tested. So, 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 I doubt it.

Let's turn to the hour exams and final. 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.

## 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.

## Exam security

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 4 or more different forms for each exam with both question and answer format changing. 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 it 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. We are using the Aplia test in Chapter 1 as a practice test to acquaint you with the Aplia test system. That means we are entirely skipping Chapters 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. The video clips range from pretty good to great. There is an almost unlimited amount of time during the semester to take these Aplia tests and get As on each of the chapters we do not cover. It is a shame to waste the info in the other 5 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.

To obtain extra credit, read one of the chapters we don't cover (Chapters 2, 3, 7, 13 and 14). Then watch Professor Durand's video concept reviews and the film clips and take the Chapter Aplia test. As usual you can take each section of each test up to three times. Your highest score is ultimately retained. Full extra credit requires 93%+ of the available points on each chapter test. Half extra credit requires 85% of the available points on each of these 5 chapters (2, 3, 7, 13 and 14).

The deadline for completing these EC Aplia tests 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 each part of the tests up to three times, so some diligent work should allow you to meet the 93% criterion on each test.

How is extra credit applied? Your final exam is where the whole course comes together. Full extra credit for each of the 5 extra credit chapters is worth a 2 percent bump for each on the final. Half extra credit is worth a 1% bump.

Is it worth it? Let's do an example. If you got 78% of the questions on the final correct, you would ordinarily get a C+. If you got full EC for three chapters and half credit for another one that would add 7%. That would change your grade to 85% or a B on the final. If you got full credit for all 5 chapters that would add 10% and your original grade (78%) on the final would become 88%, a B+.

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

doing one of the extra chapters. However, the ability to participate in one or more experiments is quite “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 set 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.

Note: if you do the extra credit, don't pay attention to the fact that your scores on the tests may (or may not) be added into the scores from the required chapters, the ones we will cover in class (Ch. 4,5,6,8,9,10 and 12). The EC chapters and required chapters will be sorted and credited correctly when they are all loaded into an Excel or SAS file at the end of the semester.

### A professorial rant: 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 321 students. A few years ago, a 300 level class with 150 – 250 students was staffed with a full-time TA. 400+ students merited 2 full-time TAs. Now Ms. Mann, a 3<sup>rd</sup> year clinical grad student who must study, see patients and do research for a total of 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 into the clinical program each year. Most would work as TAs. 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%

Also, 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 every 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.) Because of lack of resources, that had to change a while 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. Let people know what you think. **AND 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 we get Medicare and social security. Does the government send you \$30,000 in the mail each year? For the last three years or so, they have been sending it to me!

College students 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 and their corporate brethren can make a truly indecent profit on your and your parents' backs.

We raised hell in college (it was the 60s) and voted as soon as we could. Interest on college loans was about 3%. When I graduated there was a program that remitted 10%/year of your total loan each year for up to 5 years. You had to become a teacher or work in a socially beneficial, low paying job to qualify. 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. If you want that to change, try getting together with your friends for a trip to the polls.