

## Social Psychology 01:830:340:02

### CLASS INFORMATION:

Spring 2013

Tuesday/Thursday

1:40-3:00pm

Lucy Stone Hall AUD

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

### INSTRUCTOR:

Lyra Stein, Ph.D.

Email: [Lyra@rci.rutgers.edu](mailto:Lyra@rci.rutgers.edu)

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

Office Hours: Tuesday 12:15-1:15, Thursday 3:00-4:30 pm or by appointment

### TEACHING ASSISTANT:

Victoria Nowk

Email: [victoria.nowak@rutgers.edu](mailto:victoria.nowak@rutgers.edu)

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

Office Hours: Wednesday 9-10am or by appointment

### 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-IV-TR 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:

1. Oltmanns, T.F. & Emery, R.E.  
(2012). *Abnormal psychology* (7<sup>th</sup> ed.). Boston, MA: Pearson.

2. Myer, R.G. & Weaver, C.M.  
(2012). *Case Studies in Abnormal Behavior* (9<sup>th</sup> ed). Pearson

3. Mypsyhlab access code

The above 3 can be purchased as a package through Rutgers Bookstore.

4. iclicker

Macmillan Higher Education

<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. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, work in small-groups, 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 textbooks. 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:**

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 also have a twitter account-Lyra Stein Teaching, @LSteinTeaching and use #Lsteinabnormal. I know you all tweet during class, please use the hashtag to post any ideas, concerns, questions you may have during lecture.

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

**If you have a private concern, please email myself or Victoria. 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 Victoria.**

#### **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 100 points (I will usually have about 150 points worth of questions, therefore I am accounting for missed days).

The 2nd and 3rd lectures will count as extra credit to allow everyone to obtain and register their clickers. It is important that you purchase your clicker as soon as possible after the first class session. Starting with the 4th lecture of the semester, responses will count toward your grade. There will be, on average, 5-10 questions per class.

If you are absent and provide a Dean's note for an excused absence, the questions you missed will be dropped from your grade calculation. Note that if your transmitter is not working properly, which is not likely to happen, you can return it to the bookstore for a new unit.

**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). Please see the clicker handout for more details.

#### **ASSESSMENTS:**

There will be three midterms (the best two of these will be averaged into your grade-two 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 inclass 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 nine quizzes which will consist of 20 questions each and will cover 2 chapters. 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.

**EVALUATION:**

Evaluations are based on:

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

Final examination worth (75 questions) 150 points

Nine quizzes worth (20 questions each) 180 points

Clicker points 100 points

Total Points possible **630**

A: 567-630 points, B 535-566 points, B: 504-565 points, C+ 472-503 points, C: 441-471 points, D: 375-440 points, F: 374-0 points

**ADDITIONAL CREDIT:**

In addition to your extra credit clicker questions, there will be other opportunities for extra credit during the semester. I will be conducting demonstrations and asking EC questions during lecture.

Case history extra credit-Choose a well-known individual or a movie character that I am familiar with and write a 3 page paper on the diagnosis, the reasoning for the diagnosis what else you need to know to support the diagnosis, and a course of treatment. Also include how the individual's culture affects the symptoms for diagnosis (10 extra credit points)

Find an article relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.) and summarize (about 2 pages) the article and relate it to the topic covered in class for 5 extra credit points each (limit 2).

**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.
- Access the mypsychlab materials on sakai
- 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 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 Victoria 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)\*\*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due (1:30pm)</b>
T 1/22	Examples and Definitions of Abnormal Behavior	Ch. 1 Oltmanns  Ch. 1 Meyer	
Th 1/24	Causes of Abnormal Behavior	Ch. 2 Oltmanns	
T 1/29	Treatment of Psychological Disorders	Ch. 3 Oltmanns  Ch. 2 Meyer	Quiz 1 online (Chapters 1-2 Oltmanns; Chapter 1 Meyer)
Th 1/31	Treatment of Psychological Disorders/Classification and Assessment of Abnormal Behavior	Ch. 3/Ch. 4 Oltmann  Ch. 2 Meyer	
T 2/5	Classification and Assessment of Abnormal Behavior	Ch. 4 Oltmanns	
Th 2/7	<b>ONLINE EXAM 1 -Chapters 1-4 (Oltmann); Chapters 1-2 (Meyer)</b>		Quiz 2 online (Chapters 3-4 Oltmanns; Chapter 2 Meyer)
T 2/12	Mood Disorders and Suicide	Ch. 5 Oltmann  Ch. 7 Meyer	
Th 2/14	Mood Disorders and Suicide		
T 2/19	Anxiety Disorders	Ch. 6 Oltmann  Ch. 3 Meyer	
Th 2/21	Anxiety Disorders		
T 2/26	Dissociative and Sleep Disorders	Ch. 7 Oltmann  Ch. 4 Meyer	Quiz 3 online (Chapters 5-6 Oltmanns; Chapters 7 and 3 Meyer)
Th 2/28	Dissociative and Sleep Disorders/Stress and Physical Health	Ch. 7/8 Oltmann  Ch. 4 Meyer	
T 3/5	Personality Disorders	Ch. 9 Oltmann  Ch. 11 Meyer	
Th 3/7	Personality Disorders		Quiz 4 online (Chapters 7-8 Oltmanns; Chapter 4 Meyer)
T 3/12	Eating Disorders	Ch. 10 Oltmann	

		Ch. 10 Meyer	
Th 3/14	Eating Disorders		
<b>T 3/19</b>	<b>SPRING BREAK</b>		
<b>Th 3/21</b>	<b>SPRING BREAK</b>		
T 3/26	<b>Exam 2 IN CLASS (Chapters 5-10 Oltmanns; Chapters 3,4,7,10,11 Meyer)</b>		Quiz 5 online (Chapters 9-10 Oltmanns; Chapters 10-11 Meyer)
Th 3/28	Substance Use Disorders	Ch. 11 Oltmanns  Ch. 9 Meyer	
T 4/2	Substance Use Disorders/Sexual and Gender Disorders	Ch. 11/12 Oltmanns  Ch. 8/9 Meyer	
Th 4/4	Sexual and Gender Disorders	Ch. 12 Oltmanns  Ch. 8 Meyer	
T 4/9	Schizophrenic Disorders	Ch. 13 Oltmanns Ch. 6 Myer	Quiz 6 online (Chapters 11-12 Oltmanns; Chapters 8, 9 Meyer)
Th 4/11	Schizophrenic Disorders/ Dementia, Delirium and Amnesia	Ch. 13/14 Oltmanns  Ch. 6 Meyer	
T 4/16	<b>Exam 3 Online (Chapters 11-14 Oltmanns; Chapters 6,8,9 Meyer)</b>	Ch. 14 Oltmanns	Quiz 7 online (Chapters 13-14 Oltmanns; Chapter 6 Meyer)
Th 4/18	Intellectual Disabilities	Ch. 15 Oltmanns  Ch. 15 Meyer	
T 4/23	Intellectual Disabilities/Disorders of Childhood	Ch. 15/16 Oltmanns  Ch.14/15 Meyer	
Th 4/25	Disorders of Childhood	Ch. 16 Oltmanns  Ch. 14 Meyer	
T 4/30	Life-cycle Transitions	Ch. 17 Oltmanns	Quiz 8 online (Chapters 15-16 Oltmanns; Chapter 14-15 Meyer)
Th 5/2	Life-cycle Transitions/Mental Health and Law	Ch. 17/18 Oltmanns Ch. 16 Meyer	



M 5/13	<b>Final-cumulative emphasis on last chapters</b>		Quiz 9 online (Chapters 17-18 Oltmanns; Chapter 16 Meyer)