

ABNORMAL PSYCHOLOGY (830:340:02) Spring, 2015

TuTh4, 1:40-3:00. Lucy Stone Auditorium. NOTE: ANY CHANGE IN ROOM ASSIGNMENT WILL BE EMAILED TO YOU. LAST SEMESTER SOME IDIOT POSTED SIGNS SENDING STUDENTS TO DOUGLAS. WE WILL MEET IN LSH-AUDITORIUM THIS SEMESTER.

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REQUIRED TEXTBOOK

Durand, V. M., & Barlow, D. H. (2012). *Essentials of Abnormal Psychology*, (6th ed.). Belmont, CA: Cengage Learning.

The book originally retailed for over \$200. The publisher is selling an ebook version with electronic study aids for about \$55.. Here is what I have been told: For an inexpensive eBook, you may purchase an access card at NJ Books that grants you access to a fully interactive eBook with study materials. When you register the Aplia access card, you'll need to plug in this course key: 9HXS-UYBP-J2B5.

The interactive material included with the text will not be used. Please note that no assignments in Aplia will be graded or in any way obtain course credit.

The ebook will also be available at the Rutgers (B&N) Bookstore, where it will be more expensive. Used and rental copies of the (hard-copy) text will also be available on Amazon and similar sites. Some may also be available at the bookstore. Since only the text material will be used, a cheap, hardcopy of the text may be your best way to obtain the necessary materials.

There is a reason for the reduced price of the book. A new, 7th edition of this text just came out in January. The 7th edition (but not the 6th) includes the changes from the 4th edition to the 5th edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. So, why use this book this semester?

The answer is simple. This is the most readable Abnormal Psychology text I have ever found and, in this format, it is inexpensive. Further, I think the changes from DSM-IV to DSM-5 are quite unimportant unless you are coding billing forms or preparing a legal brief. (In that case, you would use DSM-5, not a textbook.)

WEB RESOURCES ON SAKAI

A variety of materials will be available on the course Sakai website. For example, there are the slides for each of the book's chapters we are covering. Also, there are some papers that are required reading. Additionally, there are a few sample exam questions for Exam 1.

Other Web Resources: The text publisher (Wadsworth/Cengage Learning) offers a book-specific website for students to access study tools including a glossary, flashcards, and quizzing. Students can (probably) access the website at www.cengagebrain.com. You may find the web resources easy or difficult to use. I will not be using these materials this semester.

COURSE OBJECTIVES.

(a) to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;

(b) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;

(c) to illustrate principles of the psychotherapy for different problems

(c) to provide an integrative view of research in the area of abnormal behavior;

(d) to discuss intervention and prevention strategies for psychological disorders;

(e) to promote critical thinking skills in the area of abnormal psychology.

To satisfy criteria e, you will often have to hold two conflicting ideas in your head simultaneously. For example, while we will often discuss “disorders” as if they were “real things” they are not. Psychological disorders are, generally, not “things” in the same way a bicycle or a broken arm is a “thing” They are stereotypes put together by experts on a committee. Such stereotypes are very useful if used judiciously. And you have to know them to be able to talk to other people in this field. But (We will discuss the “But” as the course goes on.

ATTENDANCE AND SCHOLARLY CONDUCT

Attendance in class is required, but it will not be policed. It is your responsibility to come to class, or to otherwise obtain information presented in class from another class member.

Please note that to do well on the exams, you will need to attend class lectures, as some of the material presented in lecture will not be found in your textbook or on the slides. Further, there may be occasional pop quizzes in class.

I expect that cell phones will be turned off during all lectures and exams.

EXAMS

Dates: Exam 1 will be held on February 19 and will comprise 40 questions each worth 1 point. Exam 2 will be held on April 2 and will comprise 60 questions, each worth one point. The final exam will be on May 8 from 8-11 AM. It will comprise 100 questions, also worth 1 point each. The final is cumulative. Thus, you can earn a total of 200 points in the course.

The first two exams will be held in our classroom, LSH-Aud. The final will almost certainly be in LSH-Auditorium, but check on Sakai later in the semester, when scheduling makes final room assignments.

All exams will be multiple-choice format and will cover material presented in lectures, on slides, on in-class videos, and during other assigned activities.

A few illustrative questions similar to those that will appear on the first exam are available in the resources section of the Sakai website. These questions are meant to familiarize you with the type of questions I will ask. The sample questions will probably be (or seem) easier than the ones you will answer on the real exams. Obviously, after the first exam, you will have a good sense of the kind of questions I ask.

Any changes in exam time or place will appear as an announcement on the Sakai website. **Please get in the habit of checking the Sakai website for these and other announcements.**

Important note on grades and exams: I try to create exams without ambiguous or tricky questions. Please assume each exam question is straightforward and without any trick. However, inevitably some students may find some questions ambiguous or unintelligible. And sometimes they are right. However, if you raise your hand during an exam and ask for clarification, it will seldom be given. However, if several people are confused by a question and let us know, I will make an announcement for the whole class about the question. That is, during exams we clarify questions only by announcing the problem to the whole class.

If you bring such a question to my attention after the exam, 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 cannot 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 250+ students and lack of adequate TA resources dictates. Your TA this semester also has another course with about 300 students to administer.)

Between 60% and 70% of the exam questions will directly reflect the information in your textbook or will require straightforward application of principles discussed there. The other 30-40% of the questions will be from material presented in class and online including readings from outside your textbook.

Note that places I disagree with your text or go beyond it are carefully chosen and may well appear as exam questions in the format “ Dr. Karlin noted in class that”

Students with documented disabilities who require extra time, a very quiet environment, a different exam format or the like should get in touch with the disabilities office to arrange such exams. The disabilities office will contact me and the exam will be made available there.

Going over your exam: There are only so many good questions that can be asked about these materials. To prevent the creation of exam libraries, we do not hand back exam question or answer sheets. Your TA will have them. If you want to go over your exam, it will be available during his office hours. If you want to debate an answer, I will be glad to go over it with you during my office hours. Emailed questions about exam questions will never be answered. Such questions will only be answered in person, during office hours or during the ten minutes or so that I am often available at the end of class.

RANDOM SEATING DURING EXAMS AND NO MATERIAL AT SEATS

Over the years I have tried to keep exams a “level playing field.” This is not a time to get a little help from your friends. To avoid leading anyone into temptation, you will be seated as randomly as possible for each exam. Please wait outside the classroom before exams. We will ask you to come in. Form two lines to enter. A proctor will ask you to sit in a specific seat. If you need a left hand desk, alert the proctor as you are being seated.

No books, papers or computers are allowed at your seat during exams. Please place book bags, backpacks and so on in front of the classroom a few minutes before the exam is scheduled, then return to the hall to wait. If you can’t get there early, place such things in the back of the class as you enter. (Upfront, security is better as everyone will be looking that way. However, I have been doing things this way for about a decade and no one’s things have been stolen yet.)

Not entirely facetiously, you might check under your seat for any papers that might be found there. A few years ago, a cheat sheet was noticed under someone’s chair. (That person had been acting a bit strangely.) The student denied ever having seen the paper before. Others, such as the disciplinary committee, had a good deal of difficulty believing him.

MAKE-UPS

Please note that, except under special circumstances, no make-up exams will be given. If you miss an exam without prior notification to both me and your TA, you will receive 0 points for that particular exam. If you know now that you will be away for a legitimate reason, tell us before February 3rd and give us relevant documentation. If a problem arises during the semester, you should notify us at least 24 hours before the exam. If you must give us notice closer to the exam than that, you will be held to stricter account. If you are suddenly taken ill, get a note from Hurtado or other treatment facility. If your car breaks down on the way to the exam, get a receipt from the tow truck operator or the garage. In either case, send Mr. Wyszynski an email asap, **BEFORE** the exam.

Note that simply not showing for an exam, and then contacting the instructor afterwards

with an excuse (however justified), is not a good idea. We will allow you to take a make up only if you were confronted by **extreme** circumstances and can provide complete documentation or because one of us is in a **very** good mood.. For example, you were in a hospital emergency room and your cell phone was crushed during the accident. You then provide a copy of the hospital bill and a physician's note containing the time and cause of your being there.

Makeups will be scheduled at the convenience of the TA. Usually, there will be only one scheduled makeup. **It will be up to you to deal with all other obligations and get to that makeup.** Again, except for really extreme circumstances there are no makeups for missed makeups.

Why the strict rules? Unfortunately, this is much too large a class for us to be flexible. When I started teaching at Rutgers, the maximum number of students in a 300 level course was 35. Now my classes are 8 to 10 times that size. Even a few years ago, a course this size had at least one full time TA. Now, we will share a TA with another 300 students studying different material.

EXTRA CREDIT

You may earn up to 6 pts of extra credit (3% of total available points) that will be applied toward your final cumulative grade point total. Extra credit is earned by doing any combination of book reviews and article summaries (two book reviews or one book review and one article summary or two article summaries). Articles are much shorter, but generally less fun to read at this level and far more dense than the recommended books.

Writing an article summary: For each article summary, you must read a recent article published between 2011 and now from one of the following journals (available in the Busch science library and through the online catalogue): *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, and *American Journal of Psychiatry*. The article must come from one of the above journals and it must be a data-based study (i.e., data were collected, presented, and analyzed), not a review or conceptual article (i.e., an article where no new data are presented). To receive credit for your summary, you must turn in a two page (double-spaced), typed summary of the article along with a copy of the full article stapled to your summary. (Obviously, the summary should not be a simple paraphrase of the article abstract.) At least one paragraph of your summary should be devoted to explaining the results (statistical analysis) section of the article. This may be difficult if you have not yet taken Quantitative Methods, 830:200, or a similar course or are very good at math. (In that case you might come to office hours for some help.) Your summary should address your thoughts about the article (e.g., What did you think about it? What did you learn?, How did it relate to ideas presented in the text or in class?, Did it raise other interesting questions for you?). Again, when you hand in your summary, please attach it to a complete copy of the article you summarized.

Writing a book review. Book reviews may be slightly longer (3 double spaced pages max). You should provide a good overview of the book as well as the answers to questions similar to those for summarized articles (e.g., What did you think about it?, What did you learn?, How did it relate to ideas presented in the text or in class?, Did it raise other interesting questions for you?). Here is a list of books that qualify for this purpose. Only summaries of these books will qualify for extra credit.

BTW, all the books noted here as suitable were available inexpensively in paperback at Amazon when I last looked.

Atwood, G. & Stolorow, R. 1979. *Faces in a cloud: Intersubjectivity in personality theory*. Lanham. MD: Jason Aronson. (210 pages.)

Erikson, E. 1980. *Identity and the life cycle*. NY: Norton (191 pages.)

Fairburn, C. 1995. *Overcoming binge eating*. NY: Guilford Press. (246 pages.)

Fisher, R., Ury, W. & Patton, B. 1991. *Getting to YES: 2nd edition*. NY: Penguin Press. (200 pages.)

Frank, J. 1974. *Persuasion and healing: Revised edition*. Baltimore: Johns Hopkins UP. (377 pages. You can stop at page 261, if you like.)

Freud, S. 1965. *Dora: An analysis of a case of hysteria*. NY: Macmillan (157 pages.)

Jamison, K. 1996. *An unquiet mind: A memoir of moods and madness*. NY: Random House.(223 pages.)

Jung, C. 1963. *Memories, dreams and reflections*. NY: Random House. (430 pages. You can stop at page 237, if you like.)

Kagan, J. 1998. *Three seductive ideas*. Cambridge, MA: Harvard UP (223 pages.)

Kagan, J. 2013. *The human spark: The science of human development*. NY: Basic Books. (333 pages. You can stop on page 256, if you like.)

Karp, H. 2004. *The happiest toddler on the block: The new way to stop the daily battle of wills and raise a secure and well-behaved one-to-four year old*. NY: Bantam Books. (297 pages of easy reading.)

Kirsch, I. 2010. *The emperor's new drugs: Exploding the antidepressant myth*. NY: Basic Books.(228 pages.)

Margulies, S. 2001. *Getting divorced without ruining your life*. NY: Simon and Schuster. (367 pages. Read only 9 – 185 and 214-287 if you like.)

Perls, F. 1970. *Gestalt therapy verbatim*. NY: Bantam Books. (306 pages. Read only pages 77-306 if you like.)

Yalom, I. 2002. *Love's executioner*. NY: Basic books

Book and article summaries will be accepted only at the second in-class exams, currently scheduled for April 2 (not at the final). Unless you provide a good reason AHEAD of TIME, article summaries and book reviews will not be accepted at any other time or place. Thus, nothing will be accepted for extra credit after the 2nd in class exam (now scheduled for April 2nd) Unless you can document a hospitalization or communicate with us at least 24 hours ahead of time, there will be no extensions of that due date and no exceptions. You will receive up to 3 pts for each summary you complete up to a maximum of 6 points of extra credit. (Grading will be: Good = 3 points, OK = 1 point, No good = 0 points). Sometimes that will make half a grade difference. Sometimes it won't. That depends on the cut points on the curve and your score after EC is added.

BTW, extra credit is an individual endeavor. If we receive multiple similar versions of summaries, OK will be the best grade available. Please note that we plan that no other type of extra credit will be accepted to improve your grade.

ACADEMIC DISHONESTY

Any student caught cheating on an exam and/or altering/plagiarizing extra credit assignments will be immediately reported to the appropriate Dean's office. Please refer to your student handbook for a description of what constitutes academic dishonesty. I would note that there will be multiple forms of the exam (4 - 8 different forms of each exam). One almost certain way to get thrown out of school is to get the right answers for the wrong form of the exam.

SPECIAL NEEDS

Any students with disabilities or other special needs that may require special accommodations for this course should make this known to both the instructor and the TA during the first week of the class. Requests for specific exam accommodations should be sent to us by the disabilities office.

COURSE GRADE AND CURVING

Your grade will be based on the cumulative points you earn from all exams and any extra credit. Keep in mind that you can earn an A in the course without doing extra credit.

Although we are trying to assess the same things, some years exam questions are harder than other years. If this year's exams prove especially hard and produce unusually low point totals, some curving will occur.

Curving can only help you, not hurt you. We only curve grades up, not down. If the exams are too easy and 40% of students earn 93%+ of the 200 available points 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. Requisite percentages for grades in this course will never be more rigorous than 93+=A/88-92= B+/83-87=B/78-82=C+/73-77=C/65-72=D/64 or less = F. I will explain precisely how the curve works in class.

Please note that extra credit is only added after cutpoints for the curve are chosen. Note that doing extra credit cannot affect the curve; it cannot hurt your classmates' grades. We do the curve before extra credit points are added to anyone's scores. Then, extra credit points are added to your cumulative total from the 2 hour exams and the final. If the extra credit points then take you up a grade, that is fine with us. Again, the curve can only help you, never hurt you.

One of the many problems with classes as big as this one is the need to use multiple choice questions, not essays, to assess learning. Essay exams allow an instructor to assess what you know. On the other hand, multiple choice exams largely tell me what you don't know.

To learn what you don't know, I have to ask some questions that are too difficult for many students. Also, some of the questions on the exam are meant to test your ability to use the material you have been learning to think about issues in the field. These latter questions cannot be easily answered by simply memorizing the slides and book. This means that my exams make it difficult to score high. That is one reason why I curve.

For example, last semester an A was obtained with 87% of the available points, not 93%. Other percentages were similarly about 5-10 percentage points lower than usual grading will allow. The difference for a C grade was even greater. **So, do not get discouraged with a point total lower than you would routinely expect.** Instead, study hard, then compare your grade to the announced mean and standard deviation for the class.

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

Date: Lecture, activities and assignment

(Part 1: Introductory material and the Anxiety Disorders)

1/20 Class business: Go over syllabus together.

Brief Lecture if time: The intertwined foci of abnormal psychology: psychopathology and psychotherapy.

Assigned: 1. Explore websites (Sakai and, if you wish, Cengage).

2. Get the textbook.

3. Then download Ch 1 slides on Sakai, and print Chapter 1 slides as handouts (3/page is the recommended format)

4. Read Chapter 1 and make notes on slides. Bring the hard copies to Chapter 1 lecture so you can take further notes on the slides.

(NOTE: This should be done as part of the instructions to read each specific chapter.

Assignments will say Read Ch X and download slides.”

1/22 Lecture: Outpatients: The role and roots of personality theory in describing the roots of psychopathology and creating appropriate therapies: The analytic tradition: Freud,

Jung, Adler, Reich (No slides yet.)

Film: *Three psychotherapists*: (This film demonstrates 3 classic forms of psychotherapy with internationally known therapists. Carl Rogers, Fritz Perls, and AI Ellis.

1/27 Lecture Ch 1.

Assigned: Read Ch. 2 and download slides.

1/29 Brief lecture: The 2nd generation of founders: Rogers, Perls, Lazarus, Lovaas, Ellis and Beck, Bandura and Mischel (No slides yet)

Film: *Three psychotherapists* –Rogers and Perls

2/3 Lecture Ch 2.

Assigned: Download slides and read Ch. 3.

2/5 Film: *Three Psychotherapists: Perls and some of Ellis*

Discussion of *Three Psychotherapists*. Which one did you think Gloria would chose to continue with and why? Why is it that Ellis is the one who has been most imitated?

2/10 Lecture Ch. 3

Film Clip: The other side of the picture: Elyn Saks on dealing with schizophrenia

Assigned: Download slides and read Ch. 4.

2/12 Lecture Ch 4: Part 1: Anxiety disorders:: Real safety and when exposure does and doesn't work: Specific Phobias, Panic w & w/o agoraphobia, GAD, social phobia, Gender differences in the epidemiology of psychopathology and what they mean.

Assigned: Review Chapters 1- 4 Check out Exam 1 model questions on sakai.

2/17 Lecture: Ch 4: Part 2: Anxiety disorders: Not so ordinary stress responding: OCD and PTSD. What would you do? Both respond to exposure. OCD can have purely physical roots. Or not. PTSD has a myriad of complications (even without dealing with complex grief problems). What happens when you are the one who creates the trauma instead of the one who is ostensibly traumatized?

Assigned: Review for Exam 1

2/19 Exam 1: Chapters 1-4 & all material covered in class and on films. Please remember, we will seat you as randomly as possible. No books or papers or computers of any kind at your desk. (If this is at all confusing, see section of the syllabus on exams.)

Assigned: Read Chapter 5 and download slides.

Part 2: Somatoform, dissociative, affective disorders. Also sleep and sex.

2/24 "Lecture: Ch. 5 focusing on somatoform disorders

Assigned: Read Karlin and Orne and the Geraerts articles in the Resources sections on Sakai website

2/26 Blaming someone outside the therapy dyad: when psychotherapy does harm, not good: A brief history of the memory wars. Also Dissociative Identity Disorder: Problems with this diagnosis

Film clips from *Three Faces of Eve* and *Sybil* featuring the key trauma in each.

Assigned: Read Ch 6 and download slides

3/3 Lecture: Ch. 6

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

3/5 Outcome research in psychotherapy: Depression and CBT: Views at odds with your textbook: The question of intellectual honesty and the fight against orthodoxy. Outcome research on antidepressants: As usual money and status don't talk, they scream.

Ted Talk: Sherwin Nuland on ECT

(http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy)

Assigned: Download slides and read Ch. 8. (Skip chapter 7)

3/10 Lecture: Ch 8 1: Is obesity currently a socially acceptable prejudice?: Can obese people who diet and exercise really lose significant amounts of weight if they really want to and have enough will power? The limits and risks of dieting: Treating bulimia and binge eating. Anorexia: 20% of the most successful dieters die.

Film clip: Anorexia (outin v1)

Assigned: Take a look on at least one pro anorexia website (there are lots) For example:

<https://www.google.com/search?q=pro+ana&biw=1338&bih=698&tbm=isch&tbo=u&source=univ&sa=X&ei=2HiUVNz5INDjsASx8IGoBA&ved=0CDsQsAQ>

3/12 Sleep disorders.

Film Clip: Sleep

TED Talk: Russell Foster on the Neuroscience of Sleep.

http://www.ted.com/talks/russell_foster_why_do_we_sleep/transcript?language=en

Demonstration (if time) Mindfulness

Participation in the demonstration of mindfulness is voluntary. Nothing from this part of the class will be on any exam. If you don't want to participate just leave at this time. We will be sitting with eyes closed, quietly for about 12-13 minutes listening to mindfulness instructions.

Assigned: Read Ch. 9 and download slides Read sensate focus and premature ejaculation guide on Sakai website.

3/17 and 3/19 No classes. SPRING BREAK

3/24 Lecture: Ch. 9. 1. Easy pleasant treatments for premature ejaculation and female orgasmic dysfunction. 2. Sensuality: Are you forgetting to be sensual like most other people who have "graduated" to sexual intercourse?

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

3/26 Lecture Ch 9 (continued): 1. Reports of amazingly successful treatment for the paraphilias. 2. Some suggestions about close dyadic relationships such as marriage.

Film: Gottman on relationships

Assigned: Review for Exam 2: Chapters 5, 6, 8 9, related discussion in class, film clips, Karlin and Orne and Geraerts et al. paper. Sensate focus paper

3/31 Lecture: (no slides yet) Part 1: The drug war: Lost before it started. (The drug war is the war that is even more unbelievably expensive, destructive, historically absurd and pointless than usual.) Question: Which drugs should be illegal? Also, what happened to the crack epidemic.

Film Clip (if time) The French Connection or Rent (illegal drugs and HIV)

Assigned: Review for Exam 2: Chapters 5, 6, 8 9, related discussion in class, film clips, Karlin and Orne and Geraerts et al. paper. Sensate focus

4/2 Exam 2

(Also HAND IN EXTRA CREDIT. THIS IS WHEN IT MUST BE HANDED IN!)

Assigned: Download slides and read Ch. 10.

4/7 Lecture: Ch 10. Drugs: the specifics. Also:Treatment: Abstinence vs. occasional drug use: Cigarettes, AA and eating as models

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

Assigned: Download slides and read Ch.11

4/9 Lecture: What about when hurting others feels like expressing who I am. Cluster B Personality disorders: Child abuse and tie in with DID (No slides yet)

Film clip: Cluster B (Clover Boykin)

Assigned: Read Ch 12 and download slides

4/14 Lecture Ch. 10. 1. The rest of the personality disorders 2. Schizophrenia, an introduction

4/16 Lecture Ch. 12 The group of the schizophrenias:

TED Talks Elyn Saks again (if time) Eleanor Longden on hearing voices.

Assigned: Read Ch. 13 Download slides

4/21 Lecture Ch 13

4/23 Film clips on autism (Temple Grandan TED talk) and schizophrenia (Clips from *One flew over the cuckoo's nest* and/or *A beautiful mind*).

4/28 Review for final

4/30 Review for final

5/8 Final 8-11AM. Almost certainly in LSH-Aud (but check announcements in Sakai).

