

**Psychology 362**  
**Abnormal Psychology**  
**Dr. Lori Toedter, PHAC Room 227**

**Spring 2008**  
**M/W 5b**

Course Description: This course presents an opportunity for all of us to reconsider our notions of mental health and illness. One focus will be on the attempt to objectively define various behavior disorders using DSM-IV criteria. We will also look at contemporary research and theory concerning possible etiology, treatment and prevention of behavior disorders. Case presentations will be used to increase student awareness of the experiences of persons who are said to exhibit “abnormal” behavior. Student discussion and participation enliven the course and are thus highly valued.

Objectives: After successfully completing this course, you will be able to:

1. Use the Diagnostic & Statistical Manual-IV (DSM-IV) of the American Psychiatric Association to determine the most likely diagnosis based upon the symptoms presented in a case.
2. Apply your knowledge of research methodology in determining the validity of research results in the field of abnormal psychology.
3. Research and write a literature review to answer a question about a mental disorder of your choice.
4. Work in a group to develop and portray a case study for others to diagnose.
5. Discuss contemporary biopsychosocial theories and treatments for a variety of mental disorders.

Texts: Sarason, I., & Sarason, B. (2005) Abnormal Psychology (11<sup>th</sup> ed.) Upper Saddle River, NJ: Prentice-Hall.

Preston, J., & Johnson, J. (2003) Clinical Psychopharmacology Made Ridiculously Simple (5<sup>th</sup> ed.) Miami, FL: Medmaster.

DSM-IV Diagnostic Criteria (“DSM-IV” on reserve at Library)

***Students Please Note: I reserve the right to modify the class schedule/syllabus as needed to keep the course flowing smoothly. Only under extreme circumstances (e.g. multiple cancellations due to severe weather) will I change due dates for major assignments or exams.***

## Class Schedule

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(1) Mon 1/14	Introduction to Abnormal Psychology	None
(2) Wed 1/16	Biological Theories of Mental Illness (Genetics)	<u>Text</u> , Ch. 1 (pp. 3-28) <u>Text</u> , Ch. 2 <b>HW: History of MI</b>
<i>MLK Day---No classes held</i>		
(3) Wed 1/23	Biological Theories (Biochemistry) Therapeutic Approaches & Evaluation	<u>Text</u> , Ch. 3 <u>P&amp;J</u> , Ch. 1 <b>HW: List of Topics</b>
(4) Mon 1/28	Overview: DSM-IV	<u>Text</u> , Ch. 4, pp. 127-142 <b>HW: The Neuron</b>
(5) Wed 1/30	Stress-based Disorders	<u>Text</u> , Ch. 5 <b>HW: Therapeutic Approaches</b>
(6) Mon 2/4	Stress-based Disorders (cont.)	Read case handouts <b>Topic Sheet DUE</b>
(7) Wed 2/6	<b>EXAM #1 (Ch. 1-4)</b>	Prepare for Exam
(8) Mon 2/11	Anxiety Disorders	<u>Text</u> , Ch. 8 <b>HW: Justify your diagnosis DUE</b>
(9) Wed 2/13	Anxiety Disorders (cont.) <i>Case #1</i>	<u>P&amp;J</u> , Ch. 4
(10) Mon 2/18	Anxiety Disorders (cont.)	<b>Reference Sheet DUE</b>
(11) Wed 2/20	Schizophrenic Disorders	<u>Text</u> , Ch. 12 Begin ordering references
(12) Mon 2/25	Schizophrenic Disorders (cont.)	<u>P&amp;J</u> , Ch. 5

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(13) Wed 2/27	Schizophrenic Disorders (cont.) Overview: Personality Disorders	<u>Text</u> , Ch. 10
<b><i>Spring Break—Enjoy!!</i></b>		
(14) Mon 3/10	Personality Disorders (cont.) <b>Case #2</b>	<b><i>Last date for Reference Sheet approval</i></b>
(15) Wed 3/12	Personality Disorders (cont.) Overview: Mood Disorders	<b>HW: Completed Case Study packet</b>
(16) Mon 3/17	<b><i>Girl Interrupted</i></b>	Prepare for Exam
(17) Wed 3/19	<b>EXAM #2 (Ch. 5, 8, 10, 12)</b>	Prepare for Exam
<b><i>Easter Break—Enjoy!!</i></b>		
(18) Wed 3/26	<b><i>Girl Interrupted</i></b>	Work on Question Sheet
(19) Mon 3/31	Mood Disorders (cont.)	<u>Text</u> , Ch. 11, pp. 331-56 <b>HW: <i>Girl Interrupted</i> Question sheet DUE</b>
(20) Wed 4/2	Mood Disorders (cont.) <b>Case #3</b>	<u>P&amp;J</u> , Ch. 2 & 3 <u>Text</u> , Ch. 11, pp. 356-69
(21) Mon 4/7	Eating Disorders	<b>Literature Review DUE</b> <u>Text</u> , Ch. 6, pp. 190-8
(22) Wed 4/9	Substance-Related Disorders	<u>Text</u> , Ch. 14
(23) Mon 4/14	Substance-Related Disorders (cont.) Childhood Disorders: Internalizing <b>Case #4</b>	<u>Text</u> , Ch. 15, pp. 495-512
(24) Wed 4/16	Childhood Disorders: Externalizing	<u>Text</u> , Ch. 15, pp. 479-495
(25) Mon 4/21	Childhood Disorders: Externalizing <b>Case #5</b>	<u>P&amp;J</u> , Ch. 6 (ADD)
(26) Wed 4/23	Autism	<u>Text</u> , Ch. 16, pp. 515-32

**Final Exam:** Chap. 6 (pp. 190-8 only), Chap. 11, 14, 15, 16 (pp. 515-532 only)

Grading Procedure:

<b>Exam 1</b>	15%
<b>Exam 2</b>	15%
<b>Case Presentation</b>	15%
<b>Literature Review</b>	20%
<b>Attendance &amp; Homework</b>	15%
<b>Final Exam</b>	20%

The *in-class exams* will be approximately 60% multiple choice questions and 40% short essay and will not be cumulative. However, should a student miss an exam for any reason, or wish to raise a low grade, he or she will take *a cumulative final*. The score obtained on the cumulative exam will then count twice: once as the final exam and also as a replacement for the missed or low scoring exam.

*Case presentations* will involve students working in groups of three or four to present a case for the class to diagnose. Books of case studies are on reserve for the course at the library to help you with ideas. The case must be based on a disorder covered in class prior to the presentation date. **Cases selected must be approved by me before you begin!** The following format/procedure is suggested:

- (a) meet as a group to develop a case that will best illustrate the disorder(s) you will be portraying.
- (b) assign roles to group members (typically therapist, client and some “significant other” like a spouse, child, parent)
- (c) develop background “case history” material to introduce the case to the class (in real life this would often come out of the client’s file)
- (d) prepare a role play interview of the client and significant other by the therapist—be certain to review enough material about the disorder to know how the client would behave and how he/she would related to their significant other
- (e) be prepared to lead a discussion on diagnosis and treatment options

The *literature review* will involve the review of at least 5 articles on a disorder you will select. The disorder must appear in the textbook, although it does not need to be a disorder that we cover in class. I will schedule out-of class, optional *workshop sessions* to assist you in researching and writing the paper. Handouts from these sessions will be available for those who do not attend, although attendance is encouraged due to the hands-on approach that these workshops will use.

Please pay careful attention to the deadlines for the various phases of the paper research and writing process. Missing deadlines will result in 3 points per day deducted from the

Attendance/Assignments grade. Late papers will be accepted with a penalty of 3 points per day deducted from the literature review grade. ***Papers based on unapproved topics or references will not be accepted. The last date for approval of the final set of references that will appear in the reference list of your paper can be found on the Class Schedule.***

***Attendance and Homework*** will make up the final 15% of your grade. I will keep track of ***attendance*** by asking you to sign an attendance sheet each day. Please be aware that since attendance is a part of your grade, signing another student in, or asking another student to sign you in, is a breach of Academic Honesty. The attendance portion of this grade will start at 100 points and will be reduced by 4 points for an unexcused absence, 2 points with a valid excuse (e.g. doctor's note, note from other professor or from Student Services). Library assignments completed correctly and on time will count toward this grade, as will other homework assignments distributed during the semester.

### **Calculating your Grade:**

To calculate your final grade, I first add any extra credit points earned and then weight each grade according to the percentages given above. For example, if an exam is worth 15% and you score an 80 on it, I multiply (.15) (80) for a point total of 12. Adding these points together for all the grading components listed above will give you your final grade for the course (out of 100 points). These points are then converted to a letter grade as follows:

92.6-100	=	A
89.6 – 92.5	=	A-
86.6– 89.5	=	B+
82.6 – 86.5	=	B
79.6 – 82.5	=	B-
76.6 – 79.5	=	C+
72.6 – 76.5	=	C
69.6 – 72.5	=	C-
66.6 – 69.5	=	D+
62.6 – 66.5	=	D
59.6 – 62.5	=	D-
less than 59.6	=	F

***Students Please Note: It is within the course instructor's purview to use qualitative judgments in the assignment of grades. If at any time you have questions about where you stand in the course, please come see me.***

**Students with learning disabilities** who need special accommodations for this course should contact Ms. Laurie Roth, Director of Learning Services at 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from Learning Services based upon proper documentation of the conditions and needed accommodations. *Use of a laptop in class is an accommodation requiring such documentation.*

**Blackboard:**

Please log on to Blackboard for this course right away. In addition to posting my office hours and reminders, I will post the syllabus and other important handouts. I will also post your major grades.

**Academic Honesty:** The College has an official policy on Academic Honesty. If you are not familiar with the policy, a copy appears in your student handbook. The Psychology Department requires the use of APA format for referencing. Be sure you understand the definition of plagiarism. I will be happy to clarify any points you may not understand.

**Office Hours:** Posted on Blackboard (including any necessary changes on a weekly basis).

(email: [meljt01@moravian.edu](mailto:meljt01@moravian.edu)) (Telephone 610-861-1565)

e-mail is the preferred means of contacting me. Phone messages will be returned via e-mail, except for special circumstances. If you are using an e-mail address other than your college address, please let me know what it is.