

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 the new DSM-5 criteria. We will also consider contemporary research and theory concerning possible etiology, treatment and prevention of behavior disorders. Case presentations and discussion of movie clips 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-5 (DSM-5) 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 evidence-based research paper 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.

Text: Whitbourne, S.K., & Halgin, R.P. (2013) *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (7<sup>th</sup> ed.) New York: McGraw-Hill. [Selected chapters (price-reduced version available at the Bookstore only).]

DSM-5 Diagnostic Criteria (“DSM-5” 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) Tue 1/20	Introduction to Abnormal Psychology	None
(2) Thu 1/22	Overview: DSM-5	<u>Text</u> , Ch. 1
(3) Tue 1/27	DSM-5 (cont.) Introduction to EBM	<u>Quiz Ch 1</u> <u>Text</u> , Ch. 2
(4) Thu 1/29	Treatment Efficacy	<u>Quiz</u> , Ch 2 <b>HW: List of Topics</b>
(5) Tue 2/3	Theoretical Approaches	<u>Text</u> , Ch. 4 (OMIT sections as announced in class)
(6) Thu 2/5	Theoretical Approaches (cont.)	<u>Quiz</u> , Ch 4
(7) Tue 2/10	Anxiety Disorders	<b>Topic Sheet DUE</b>
(8) Thu 2/12	<b>EXAM #1 (Ch. 1,2,4)</b> <i>Ch. 4 personality material as take home</i>	<i>Prepare for Exam</i>
(9) Tue 2/17	Anxiety Disorders (cont.)	<u>Text</u> , Ch. 8 <b>Revised Topic Sheet DUE, if needed</b>
(10) Thu 2/19	Anxiety Disorders (cont.)	<u>Quiz</u> , Ch 8 <b>HW: Monk episode</b>
(11) Tue 2/24	Mood Disorders	<u>Text</u> , Ch. 7 <u>Quiz</u> , Ch 7
(12) Thu 2/26	Mood Disorders (cont.)	<b>Reference Sheet DUE</b>
(13) Tue 3/3	Mood Disorders (cont.)	
(14) Thu 3/5	<b>Case #1</b> Overview Personality Disorders	<u>Text</u> , Ch 14

***Spring Break—Enjoy!!***

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(15) Tue 3/17	Personality Disorders (cont.)	<i>Quiz, Ch 14</i> <b>HW:</b> Personality Disorder cases <b>Revised Reference Sheet DUE, if needed</b>
(16) Thu 3/19	<b>Case #2</b> Personality Disorders (cont.)	Work on obtaining articles for paper
(17) Tue 3/24	Overview: Schizophrenia	<i>Deadline for approval of all references for HW credit</i>
(18) Thu 3/26	<b>EXAM #2 (Ch. 7, 8, 14)</b>	<i>Prepare for Exam</i>
(19) Tue 3/31	Schizophrenia (cont.)	<u>Text</u> , Ch. 6 <i>Quiz, Ch 6</i> Absolute deadline for any additions to references list
(20) Thu 4/2	Schizophrenia (cont.)	<b>HW:</b> <i>Girl, Interrupted</i> <b>DUE</b> <b>Bring articles and 1 summary to class</b>
(21) Tue 4/7	Eating Disorders <b>Case # 3</b>	<u>Text</u> , Ch 10 (221-229) <i>Quiz, Ch 10</i>
(22) Thu 4/9	Eating Disorders (cont.)	<i>Work on paper</i>
(23) Tue 4/14	Substance Use Disorders	<b>EBM Research Paper DUE</b>
(24) Thu 4/16	Substance Use Disorders (cont.)	<u>Text</u> , Ch. 12 <i>Quiz, Ch 12</i>
(25) Tue 4/21	Developmental Disorders: Autism Spectrum & Intellectual Disability <b>Case #4</b>	<u>Text</u> , Ch. 5 (pp. 243-260 & Section 5.4 only)

<u>Class Meeting</u>	<u>Topic</u>	<u>Assignment DUE</u>
(26) Thu 4/23	Developmental Disorders: Externalizing <b>Case #5</b>	<u>Text</u> , Ch. 10 (pp. 233-239)
(27) Tue 4/28	<b>Case #6</b> Externalizing Disorders (cont.)	<i>Quiz, Ch 5</i>
(28) Thu 4/30	Developmental Disorders: Internalizing Review for Final	<i>Prepare for Final</i> <u>Text</u> , Ch. 8 (pp. 81-82)

**Final Exam: Friday, May 8th at 8:30am** Ch. 5\*, 6, 8\*, 10\*, 12 [\*only assigned pages]

Grading Procedure:

<b>Open Book Quizzes</b>	10%
<b>Exam 1</b>	15%
<b>Exam 2</b>	15%
<b>Case Presentation</b>	15%
<b>EBM Research Paper</b>	20%
<b>Attendance, Participation &amp; Homework</b>	10%
<b>Final Exam</b>	15%

There will be 10 open-book quizzes (one for each of the 10 chapters we cover) of 10 multiple choice items each. Each item will be worth one (1) point. Anyone earning 90 points total will get 100% for their **Open Book Quizzes** grade. Points earned above 90 will be applied as extra credit to one of your exams. The quizzes will be given at the beginning of class and will be timed (10 minutes). You will not have time to read the text for the first time during the quiz. Please come prepared, having read the portion of the text assigned, knowing where to locate needed information.

The two regular *exams* will consist of multiple choice, short answer and essays, and will not be cumulative. Details about test format will be given in advance of each exam. The regular final exam will be in the same format as Exam 2, and will not be cumulative.

Should a student miss an exam for any reason, or wish to raise a low grade on Exam 1 or 2, he or she will take a *cumulative final* in place of (and at the same time as) the regular final. This exam will be 50% identification of terms and 50% short essay. 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!** For the best grade, please follow the procedure below:

1. Meet as a group to select a diagnosis you wish to portray. Decide on the role each group member will play (typically therapist, client and some “significant other” like a spouse, child or parent).
2. Begin to develop some background “case history” material to introduce the case to the class and provide context for the client’s difficulties.
3. Meet with me to review your work to date and discuss ideas for the role play.
4. Prepare a role played interview of the client and significant other by the therapist. Avoid laying out all the symptoms for us-and make the role play long enough to give the class time to get to know the characters.

5. The therapist should prepare to lead a discussion on diagnosis and treatment options for the case.

6. Meet with me a day or two before the presentation to fine tune it (and enhance the realism, if needed).

The **EBM research paper** will involve the review of at least 5 articles on a disorder you will select. The disorder must appear in the DSM-5, although it does not need to be a disorder that we cover in class. A complete list of all the DSM-5 disorders is in the Psychology lounge for you to review. 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/Participation/Homework 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 including unapproved references will not be accepted.**

**Attendance, Participation and Homework** will make up 10% of your grade. I will keep track of **attendance** by asking you to sign an attendance sheet each day. 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). **Participation** will reflect your engagement in class discussions and your involvement in asking quality questions of the case presenters. Library assignments completed correctly and on time will count toward this portion of your grade, as will other **homework** assignments distributed during the semester, most of which are noted on the class schedule. Late homework will be accepted with a valid excuse (see above). Otherwise a 2 point per day penalty will be imposed. Homework will not be accepted for credit after it has been discussed in class.

**Extra Credit** (to be applied to your exams) is available through participation in the psychology department subject pool. You may earn up to 3 extra credit points (each ½ hour of participation is worth 1 point). In addition to these three points, other extra credit opportunities (e.g. attendance at presentations) will be announced as they arise during the semester. As noted above, quiz points in excess of 90 will also be applied as extra credit

### 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** who wish to request accommodations in this class for a disability should contact Elaine Mara, the Assistant Director of Academic and Disability Support, in the Academic Support Center located in Monocacy Hall (610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

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

**Portfolios:** For this class, your EBM research paper will be the writing assignment that will be copied for inclusion in your portfolio.

**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 and on AMOS. 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:** Mondays & Wednesdays 1:00-2:30 pm

Tuesdays: 4:00-5:00 pm

*or by appointment*

(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.