

Psychology 363
Adult Psychopathology
(aka Abnormal Psychology)
Spring 2013

MWF 11:00 – 11:50
LBC 316

Instructor: Dr. Rachael Reavis
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Office: LBC 305
Office Hours: drop-in & by appointment (not available on Tuesdays)

Textbooks:

Beidel, D., Bulik, C., & Stanley, M. (2012). *Abnormal psychology, 2nd edition*. Upper Saddle River, NJ: Prentice Hall.

Gorenstein, E. & Comer, R. (2002). *Case studies in abnormal psychology*. New York: Worth Publishers.

One of the following is also required. They are not available in the bookstore – you can get them online. **Do not purchase your book until you have signed up to present a specific memoir.**

Girl, Interrupted by Susanna Kaysen
Sickened by Julie Gregory
The Flock by Joan Frances Casey
An Unquiet Mind by Kay Redfield Jamison
The Quiet Room by Lori Schiller

Course documents and additional readings (listed on schedule) can be found on Moodle.

Course Description & Objectives:

In this course, we will work towards developing a sophisticated understanding of psychological disorders, their causes, their treatments, and the human suffering they entail, while acknowledging what remains to be known. We will be scientists, practitioners, and regular folk as we seek to understand the science of psychopathology, the experience of psychopathology, and the needs of those who are suffering.

“Although the world is full of suffering, it is full also of the overcoming of it.”
Helen Keller, 1903

Relevant Earlham General Education Goals:

The following general education goals are especially relevant for this course:

1. Gain skills in close and critical reading, thoughtful reflection, ready discussion, and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or in comparison with one another.
3. Practice and discipline in group learning.
4. The ability to gather information from print and electronic sources and critical capacity to evaluate the data gathered and the ideas encountered.

Psychology Department Goals:

The following psychology department goals (based on the APA guidelines) are especially relevant for this course:

1. Knowledge Base of Psychology (specifically in abnormal psychology)
2. Critical Thinking Skills
3. Application of Psychology
4. Values in Psychology
5. Communication Skills
6. Career Planning & Development

Specific Course Goals:

By the end of the semester, you should be able to:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder
2. Describe and evaluate current diagnostic criteria for the major groups of disorders
3. Identify and apply major theoretical approaches to understanding and treating disorders
4. Describe and evaluate empirical methodologies relevant to the study of psychopathology
5. Describe and evaluate current knowledge of therapeutic approaches/outcomes
6. Think critically about controversial topics including:
 - Is multiple personality disorder (DID) a real disorder?
 - Is alcoholism best thought of as a disease or a problem with self-control?
 - Are psychiatric medications (like Ritalin and Prozac) overprescribed?
 - Is electroconvulsive therapy (ECT) ethical?
 - How should we think about and treat individuals whose religious/moral beliefs are incompatible with their sexual orientation?
 - Is the forced treatment of the severely mentally ill justified?
 - Is psychological debriefing harmful for survivors of trauma?
 - Should Western understanding & treatment of mental illness be applied in other cultures?
 - Has deinstitutionalization of the chronically mentally ill worked?
 - Should MDMA (ecstasy) be used/researched for treating mental illness?
7. More fully empathize with individuals suffering from psychological dysfunction

Class Format

My primary goal for this course in adult psychopathology is to introduce you to research, theory, and clinical evidence about the causes and outcomes of disordered thoughts and behavior in adulthood. Although we will discuss childhood occasionally, the main focus of the course will be late adolescence and adulthood.

I firmly believe that learning is fundamentally an *active, collaborative* process. The course will be run in a conference-lecture format. In practice, this means that I will lecture when I feel it is needed to provide the necessary background and foundation for our discussion and when it is useful in answering the questions you raise, but you will learn more if you ask questions, comment, and come to class prepared to engage in discussion. Group/class discussion is a matter of balance; please try to participate frequently and thoughtfully without crowding out others who may want to speak. Also, I anticipate that class discussions may sometimes touch on topics that are personally sensitive for some class members; we will all need to be sensitive to one another, and to be considerate of each others' privacy both in and out of class. You will also be making a few formal presentations throughout the semester so that you have an opportunity to share your thoughts about our research articles and your clinical placements, and get feedback on your conceptualization and presentation skills.

You are expected to attend each meeting of all classes for which you are registered. Thus, absences in this class will affect your grade. If for some reason you need to miss a class, you are responsible for getting class notes and handouts from another student. In terms of etiquette, you are expected to arrive at class on time, refrain from disruptive or disrespectful behaviors, turn off cell phones, and stay for the entire class. My attention is wholly devoted to your learning during the times we are together, and I expect the same from you.

Evaluation:

- 1) **Research Article Presentation & Report.** Regardless of whether you are more interested in the research or clinical aspects of abnormal psychology, to be an informed scholar or clinician you need to be able to read and interpret empirical research. To help you develop your skills in this area, once during the semester, you will be asked (along with other group members) to locate a relevant *empirical* article for the unit. You will need to select this article two weeks prior to the discussion date. This will give me time to approve it and your classmates time to read it. You and your group will then *briefly* summarize the article during class and lead class discussion of the article. ***You are expected to meet with your group to plan the discussion.*** In addition, you will *each* write an analysis (4 page minimum, double-spaced) of the article including its purpose, methods and analyses used, results, and conclusions. ***Most importantly*** it should include your assessment of the paper, including its contributions and limitations, alternative interpretations, and how it fits into the theoretical frameworks we discuss in class. ***You will submit your report to Moodle by class time on the day that you present.*** Your report and discussion will account for 8% of your grade.
- 2) **Memoir Presentation & Report.** One of the goals of the course is to better understand how mental illness affects people in their actual lives. One way will address this goal is to read and discuss memoirs of individuals who have lived with various psychological disorders. We will discuss five memoirs (listed above as well as in the schedule) over the course of the semester. ***You only have to read one of them.*** Several students will sign up for the same memoir. On the day the memoir is listed on the schedule, those students will give a synopsis of the book to the rest of the class (most of whom will not have read it, so a longer synopsis will be appropriate). The assigned students will then lead a class discussion of the memoir, connecting back to class material. In addition, you will *each* complete a 4-page (minimum) reaction paper about the memoir. ***An assignment sheet will be distributed for each memoir to guide your reaction paper.*** Your written report is due via Moodle at **11:59 pm two days after you present.** (If you present on Friday, it is due at 11:59 pm on Sunday. If you present on Monday, it is due at 11:59 pm on Wednesday). Your memoir reports and discussion will account for 8% of your grade.
- 3) **Field Placement.** To enhance your understanding of abnormal psychology you will spend ***three hours per week*** as a volunteer in a local agency serving adults or teenagers. You may want to contact Bonner Center for Service and Vocation (BCSV) to register as a volunteer and to investigate volunteer opportunities in the community. I have attached a list of recommended sites that includes a brief sketch of the placement and a contact person. When you set up your placement, please let the contact person know that you are participating in a class and verify that the placement will include interaction or observation, rather than solely secretarial work. The goals and expectations for the placement are outlined to help facilitate this discussion. You are responsible for making contact and setting up your placement, but I will help in any way that I can. ***You need to make first contact by 1/23, and should have your placement finalized by 2/1.*** You are expected to make ***12 visits of 3 hours each*** to your placement over the course of the semester. If you have access to a car, you can arrange your visits at a time that is convenient to both yourself and the agency. ***If you do not have access to a car, you will need to use the transportation service of BCSV. Contact them to determine their hours before contacting your placement.*** You will be required to keep a log of your hours

(signed by someone at your placement) and a journal of your weekly experiences. Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (while preserving confidentiality.) They may be brief (1.5-2 pages per week, typed), but should demonstrate your *efforts to integrate your field experience with what you have learned in class each week*. They should include *critical reflections* on your experiences. (For example: What are you learning in your visits & how does it compare to class? What do you wonder about? What do you think of the program in which you are placed? Are the individuals getting the kind of help they need?) Most weeks, you will have prompts that you should respond to in addition to observations you are making. You will also be required to do some look up relevant empirical and theoretical articles related to what you are seeing in your placement. These will help you write your final paper (see below, #8). You will be asked to *turn in your journals at three points during the semester*. Journals should be uploaded to Moodle by 11:59 pm on the due date. Your field placement and journal writing will account for 12% of your final grade in this course.

- 4) **Assignments/Quizzes/Etc.** You will have at least one additional assigned reaction paper, due on 2/4. Smaller assignments are also listed on the syllabus and I may assign additional work not on the syllabus. I also reserve the right to give pop quizzes during the semester over your reading. These will be open-note, but not open-book. Pop quizzes will be one or two questions, which will come directly from the “Chapter Objectives” section of your textbook. Assignments and quizzes will account for 5% of your final grade in this course.
- 5) **Exams.** To help you master the material we will be studying in this course, we will have 3 noncumulative exams. The exams will be a combination of multiple choice, short answer, and essay questions. The exams will account for 30% of your grade (10% for each exam).
- 6) **Controversy paper.** There are many controversial topics in abnormal psychology. In fact, there are very few clear answers about much of psychopathology. For this paper, you will select a controversial topic (see course specific goal #6 for ideas, although you may choose something else with approval). You will explore this topic in depth and write a 5-7 page paper about it. In your paper, you will include (at a minimum) 1) a description of the opposing positions, 2) how those positions are justified, 3) errors/flaws/weaknesses and strengths of each argument, 4) your assessment of the controversy – including whether there is hope for a resolution with more research, whether the two sides are hopelessly polarized, whether there is value in adopting a middle ground position, etc. You will include at least **five references** (although very strong papers will likely have more). Two of these (one for each side of the controversy) must be from peer-reviewed psychology/psychiatry journals. The other references can be newspapers, reputable internet sources (talk to the librarian if you are unsure), or even interviews with someone in the mental health field. You will tell me your topic on 3/13 and your paper will be due on 4/8. You can turn in earlier drafts up to one week before the deadline for feedback. The paper will account for 12% of your final grade.
- 7) **Class participation & Attendance.** Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. Your class participation will account for 5% of your final grade.

- 8) **Final Paper.** To integrate your fieldwork and your coursework, you will be asked to write a final paper that is based on both. Your 10-12 page paper will apply one or more theoretical frameworks discussed in class to some aspect of your fieldwork. You could present a case that illustrates concepts/models/pathways we discussed in class; you could critically evaluate the treatment program you observed; you could propose an ideal treatment/prevention program that would benefit the individuals you observed; or you could develop a social policy proposal addressing needs or problems you encountered in your fieldwork. The paper should include reference to class materials, your placement, and additional research on your chosen topic. You will need at least **seven** resources, at least **five** of which must be **peer-reviewed empirical or theoretical articles**. At least **two** of those must be empirical articles (original research) not covered in class. ***Keep in mind that your final paper is serving as your final exam, and should clearly demonstrate that you have accomplished the goals set forth in the course.*** This paper will include formal writing and argument (unlike your journal responses, which are somewhat informal). You will tell me your general topic on 4/12, and will turn in an outline for feedback on 4/27. Your paper is due on 5/7. You can turn in drafts up to one week before the final deadline for feedback. On 5/1 & 5/3, students will make short 5-10 minute presentations to the class about their final papers. The grade you receive for your presentation will be part of your assignment grade. Your final paper will account for 20% of your grade.
- 9) **Extra Credit.** You may earn **1 point on your lowest test score for each research participation credit earned**, up to 10 extra credit points. You will be enrolled in a course on Moodle (called PSYC-999) in the first weeks of class. You can sign up there and keep track of your credits. Failing to show up or switching/canceling your appointment with less than 24-hours notice will result in a demerit. It is your responsibility to check that you are receiving credits you earned. If you determine that you are missing credits, you should contact the experimenter.

Late/Makeup Policy.

Reports/Journals/Papers: If you do not turn in your reports, journals, or papers on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in your extended family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** Most assignments will be uploaded on Moodle, and the times and dates are listed on the syllabus. (Some are due by class time, others due by 11:59 pm.) ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** I strongly recommend that you log out of Moodle, log back in, download, and open the file you attached to ensure that it opens properly. You are responsible for backing up your work.

Quizzes/In-Class Assignments: These cannot be made up for any reason.

Exams: Only in extreme circumstances will a make-up be allowed, such as the death of a family member that requires an absence from campus or a **serious** illness. Serious illness means fever and active vomiting. You will need to go to the health center **before** the exam. If they feel you are too ill to be in class, you can ask them to send me an email. If you wait to go until after the exam and ask for a retroactive “doctor’s note,” they will not give it to you. ***If you do not get an illness confirmed by Health Services, you will not be able to make up the exam.*** Be aware that the make-up test will be different and may be more difficult than the original. Exams may also be made up for Earlham activities, such as a sports game. ***Athletes must take their exams before the exam date.***

Grading:

Your final grade will be calculated according to the following formula.

8%	Research report & presentation
8%	Memoir report & presentation
12%	Field placement & journals
5%	Quizzes & assignments
12%	Controversy paper
30%	Exams (10% x3)
5%	Participation
20%	Final paper

A: 93%+; A-: 90%-92.9%; B+: 87%-89.9%; B: 83%-86.9%; B-: 80%-82.9%; C+: 77%-79.9%;
C: 73%-76.9%; C-: 70%-72.9%; D: 65%-69.9%; F: < 65%

Please note that I do not round grades.

Office hour: I do not have set office hours, but will be in my office most times I am not in class. You are welcome to drop in or set up an appointment. If we cannot find a time that works soon enough, we can communicate over email, use the IM function in Zimbra, or talk via Skype. I am not available on Tuesdays.

Email Etiquette:

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you comply to the following 'house rules': **Check the syllabus and Moodle *first*** to see if your question can be answered. If you ask a question that has already been answered, you will receive a reply telling you to find the answer yourself.

Please use appropriate etiquette when you e-mail and I will do the same in return. We have a professional relationship, and our emails should reflect that. That means proper capitalization, punctuation, and spelling. We are not tweeting or chatting. For the first email in an exchange, you should use a greeting, clearly state who you are and what you need, and end with an appropriate signature. If we get into a back and forth, you don't need greetings each time. If you fail to adhere to these guidelines, you will receive a reply that instructs you to consult these guidelines and to re-send your e-mail.

Proper e-mail etiquette is *extremely* important in that (a) it enables me to be more efficient in helping you because I won't lose time trying to figure out what you are asking; (b) it is a vital skill to have in the 'real world'. Professional relationships necessitate professional e-mail correspondence. Thanks in advance for your cooperation!

Academic Honesty:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism or fabrication of reports will be treated seriously and will be reported. **Professional misconduct in a placement setting will result in an F for the course.** Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

Students with Disabilities:

Please speak with me as soon as possible and let me know what accommodations Academic Support Services has suggested for you. Accommodation arrangements must be made in the first 2 weeks of the semester. Please see <http://www.earlham.edu/policies/learning-disabilities.html> for details.

Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

**Readings are due the day they are listed.*

1/16	Topic: Syllabus, Service Placement
1/18, 1/21, 1/23	Topic: Historical & Modern Perspectives Reading: Chapter 1, Chapter 15 (p. 545-550), Berman Case Study Make first contact for placement before class on 1/23 Berman assignment (3 theories) due via Moodle on 1/24 by 11:59 pm.
1/25	Topic: Research Methods in Abnormal Psychology Reading: Chapter 2, Chapter 15 (p. 565-572)
1/28	Topic: Research Methods in Abnormal Psychology
1/30, 2/1	Topic: Assessment & Diagnosis Reading: Chapter 3, Chapter 15 (p. 550-564) Placement should be finalized & visits should begin no later than next week. Berman assignment (assessment) due 1/31 on Moodle by 11:59 pm.
2/4	Topic: Assessment & Diagnosis Reading: Tyson Case Tyson reaction paper due on Moodle by class time.
2/6	Topic: Anxiety Disorders Reading: Chapter 4, Case 2
2/8	Topic: Anxiety Disorders Reading: Case 3
2/11	Topic: Anxiety Disorders Reading: Case 1
2/13	Topic: Factitious/Dissociative Disorders Reading: Chapter 5
2/15	Topic: Factitious Disorder Reading: Case 6 Optional Reading: <i>Sickened</i> First Journal due via Moodle by 11:59 pm
2/18	Topic: Dissociative Disorders Optional Reading: <i>The Flock</i>
2/20	Placement Discussion & Library Day, Attendance counts double
2/22	No Class, Early Semester Break
2/25	Topic: Mood Disorders Reading: Chapter 6, Case 4
2/27	Topic: Mood Disorders Reading: Case 5 Optional Reading: <i>An Unquiet Mind</i>
3/1	Topic: Mood Disorders Reading: Suicide interview (available on Moodle)

3/4	Topic: Mood/Factitious/DID/Anxiety Reading: Student-selected article – See Moodle
3/6	Test 1: Chapters 4, 5, & 6
3/8	Topic: Gender & Sexual Disorders Reading: Chapter 8, pg. 258-270
3/11, 3/13	Topic: Gender & Sexual Disorders Reading: Chapter 8, pg. 270-291; Case 11 GID assignment due on Moodle by class time on 3/13 Controversy paper topic due in class on 3/13
3/15	Placement Discussion Day, Attendance counts double Second Journal due on Moodle by 11:59 pm
3/18, 3/20, 3/22	<i>No Class, Spring Break</i>
3/25	Topic: Substance Abuse Disorder Reading: Chapter 9
3/27	Topic: Substance Abuse Disorder Reading: Case 10
3/29	Topic: Substance Abuse Disorder Talk about final paper
4/1	Topic: Substance Abuse/GID Reading: Student-selected article – See Moodle
4/3	Test 2: Chapters 8, & 9
4/5	Topic: Schizophrenia Reading: Chapter 10
4/8	Topic: Schizophrenia Reading: Case 12 Controversy paper due on Moodle by 11:59 pm.
4/10	Topic: Schizophrenia Optional Reading: <i>The Quiet Room</i>
4/12	Placement/Final Paper Topic Discussion Day, Attendance counts double Final paper topic due in class.
4/15	Topic: Personality Disorders Reading: Chapter 11
4/17	Topic: Personality Disorders Reading: Case 14 Personality Disorders homework assignment due on Moodle by class time.
4/19	Topic: Personality Disorders Reading: Case 13 Optional Reading: <i>Girl, Interrupted</i>
4/22	Topic: Personality/Schizophrenia Reading: Student-selected article – see Moodle

4/24	Test 3: Chapters 10 & 11
4/26	Topic: Aging & Cognitive Disorders Reading: Chapter 13 Final paper outline due on 4/27 by 11:59 pm
4/29	Topic: Aging & Cognitive Disorders Reading: Student-selected article – see Moodle
5/1, 5/3	Student Placement Presentations Third Journal due on 5/3 on Moodle by 11:59 pm
5/7	Final Paper due on Moodle by 11:59 pm