

Psychological Disorders
Psychology 224-01 – Fall 2007

Prof: Dr. Jennifer Stone
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Psychology Office: 110 Clough

Class time: W 6:30 PM-9:00 PM
Classroom: 114 Clough
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You may leave emails - but do not expect a response before the next class (when you need to initiate follow up). If you need to get a quicker response please leave a message at above phone number.

Office Hours: Wed. 6-6:30pm (and 9pm-9:30 when needed), plus other times by appointment.

Course Description

Welcome to this course! This course covers current perspectives on psychological disorders. The phenomenology, etiology, and treatment of the major forms of \psychological disorders including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will evaluate theory and research concerning these \disorders from a psychobiological, behavioral, cognitive, sociocultural, and psychodynamic perspectives.

Course Goals

Familiarize students with psychological disorders as presently understood. Gain perspective on related issues of learning, historical/social context, ethics, privilege, and power. Explore stigma often associated with mental problems and increase understanding and empathy. Develop a practical understandings so as to use relevant concepts in their lives. Help students think critically about relevant issues.

Required Readings and Materials

- (1) Kring, A. M., Davison, G.C., Neale and Johnson, S. L.. (2007). *Abnormal Psychology* (10th ed.). Wiley. (Abbreviated: Kring.)**
- (2) Osborne, R. E., Lafuze, J., Perkins, D. (2000). *Case Analyses for Abnormal Psychology*. Ann Arbor, MI: McGraw-Hill/Dushkin, 1999. (Abbreviated: Osborne.)**
- (3) *Speaking Out in Videos in Abnormal Psychology*, CD-ROM (Although typically included as a supplement to another textbook will be available on reserve) (The textbook this video typically supplements is Oltmans, T.F. & Emery, R.E. (2004, 2007) *Abnormal Psychology* (5th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall. (Abbreviated: Video.)**

- (4) Additional readings as assigned.

Supplemental Texts

- (5) American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. [Info also available at <http://www.lib.usm.edu/~instruct/guides/apa.html>]
- (6) American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*. Fourth Edition. Text Revision. DSM-IV-TR. (Any fourth Edition of the Diagnostic and Statistical manual DSM-IV - it must be # IV - will be acceptable for this purpose.)

Course Schedule:

- 1) Wednesday, August 22
Introduction and Historical Context of Disorders/Psychological Science
Assignment: Kring Ch.1
- 2) Wednesday, August 29
Historical Overview
Assignment: Kring Ch. 2
- 3) Wednesday, September 5
Psychological Paradigms
Assignment: Kring Chs. 3 & 4, and Osborne Intro., Chapters 1, 2, & 3.
- 4) Wednesday, September 12
Diagnosis and Research Methods
Assignment: Kring Ch. 5, and Osborne Chapters 8 and 11, and 13, and Videos on Anxiety Disorders
- 5) Wednesday, September 19
Anxiety Disorders
Assignment: Kring Ch. 6 & 7, and Osborne Ch. 14, and Somatoform, and videos on Dissociative & Facetious Disorders, and video on Adjustment Disorders
- 6) Wednesday, September 26
Somataform, Dissociative, and Stress Disorders
Assignment: Kring Ch. 8, and Osborne Ch. 5 & 6, see Mood Disorders videos
- 7) Wednesday, October 3
Midterm Exam
Mood Disorders
Assignment: Kring Chs. 9 and 10, and Osborne Ch. 10 and 12, and videos on Eating and Substance Use Disorders
- 8) Wednesday, October 10
Eating and Substance Use Disorders
Assignment: Kring Ch. 11, and Osborne Ch. 4, and videos on Schizophrenia and Other Psychotic Use Disorders

- 9) **Wednesday, October 17**
Schizophrenia and Psychotic Disorders
Assignment: Kring Chs. 12 & 13, and Osborne Ch. 7, and
see video on Personality and Gender Identity
- 10) **Wednesday, October 24**
Personality, Sexual, and Gender Identity Disorders
Assignment: Kring Chs. 14 & 15, Osborne Ch. 9,
see video on Childhood Disorders and Alzheimer's Disease
- 11) **Wednesday, October 31**
Childhood and Late Life Disorders
Assignment: Kring Ch. 16 & 17, and Osborne Ch. 15
- 12) **Wednesday, November 7**
Psychological Treatment and Ethical Issues
Readings: to be assigned
- 13) **Wednesday, November 14**
Avoiding Psychological Problems
Readings: to be assigned
Due: written reactions to the videos - 11/14
Thanksgiving Break
- 14) **Wednesday, November 28**
Special Topics and Review
Readings: none
- 15) **Wednesday, December 5**
Special Topics and Review
(the schedule for the exam remains to be determined since our
class time is not presently on the exam schedule)

Grading:

The grades for this course will be obtained as follows:

- 1) **Classroom presentation 10%**
- 2) **Research paper on classroom presentation topic: 10%**
- 3) **Midterm: 30%**
- 4) **Final Exam: 30%**
- 5) **Classroom participation: 10%**
- 6) **Quizzes (responses to video considered a quiz): 10%**
(one week's notice will be given regarding quizzes)

Grading Scale:

90-100	A
80 - 89+	B
70 - 79+	C
60- 69+	D
below	

(I reserve the right to give extra points for particularly constructive or insightful classroom participation, class presentations, and class papers.)

Re: Assignments:

- 1) **Classroom presentation:** will be selected by student from a provided list (Or with permission of the instructor student can select a new topic)
- 2) **Research paper on classroom presentation topic:** this will be on the same topic as the classroom presentation but will be: in written form and turned in to the instructor, will show additional research beyond what was presented to the class, and will be 10-20 pages and include at least 10 references.
- 3) **Midterm -** will include short answer, multiple choice and essay questions.
- 4) **Final Exam -** will be cumulative and include short answer, multiple choice and essay questions. Unexcused absences on exam date or assignment due dates will result in a score of -0- for the exam/assignment.
- 5) **Classroom participation-** This can include classroom attendance (unexcused absences considered), discussion participation, and the quality of discussion participation.
- 6) **Quizzes (responses to video considered a quiz)-** The number of quizzes will be determined as the semester continues. There may be none (with the video reactions comprising the quiz grade) or there may be one, two, or more. At least a week's notice will be given.

Responses to the all the video segments will involve your personal reactions to each video - at least a paragraph per video segment. The point of including this CD-ROM video in the course is to give students a sense of the experience of real live people coping with these psychological problems. My concern is that you see the videos and get whatever personal benefit you can from them. I understand that it may be more convenient for you to look at the videos in large chunks rather than check out the video each week. That is fine. In fact if you want to complete this assignment early you may watch all the videos and turn in your reactions at any point in the semester that you wish. You can turn your reactions in the second week if you want. You may want to look over all the videos, turn your reactions, in and then review them later in the semester for your own benefit. Beware however: I expect to be able to put only two CD-ROM videos on reserve - thus, do not leave this assignment to the end of the semester or close to the deadline - or you may not be able to get access to the videos in time. Your written reactions to the videos will be due November 14.

Additional Expectations:

- (1) To keep up with assigned readings, come to class prepared to ask or raise questions on issues in the readings, and to complete assigned exercises and assessment instruments in a timely fashion.
- (2) To attend all classes and participate in classroom discussions/activities. Excused absences need to be approved by the professor prior to the absence, excepting extreme unforeseen emergencies. Unexcused absences may affect your grade. *Note: It is your responsibility to ensure that you sign the attendance list.*
- (3) To show respect for one another and our case subjects.
- (4) To abide by the Honor Code standards as outlined in the Student Handbook.

If you have concerns regarding any of these assignments or grades please immediately discuss this individually with this instructor.

Attendance/and Late Assignments:

Needless to say I would prefer to have no assignments turned in late. However if we have to deal with this problem, late assignments will be penalized 10% of the final grade per day late. (Please do discuss with me if there is some emergency involved.) In cases where the late assignment has a direct impact on the rest of the class (such as being unprepared for a scheduled class presentation), the assignment may no longer be able to be accepted and could earn a grade of "0" points. The professor is under no obligation to make accommodations for such occurrences, although courtesy may be

extended for the most extreme of circumstances. (As an example "I forgot" is not acceptable whereas a death in the family merits alternate arrangements.)

I would like this course to be as beneficial and fun as possible for both you and me. I think our subject matter can be fascinating, helpful, and have important implications in many areas of life. I hope together we can enjoy the process of learning, reviewing, and discussing these materials and have grades, absences, and other concerns interfere as little as possible. Rather I hope we can support all class activities so as to best help you achieve your goals for this course.
