

Psychological Disorders

Psych 224 – Fall 2004

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Class time: MWF 10:00 – 10:50 am

Class room: 114 Clough Hall

CRN: 10524

Office Hours:

Mondays 1:00-3:00 pm, Wednesdays 9:00 - 10:00 am, plus other times by appointment. As a general rule, the use of office hours and appointments is preferred over emails for significant communication needs.

Course Description:

This course is intended as an overview of psychopathology, the study of maladaptive or abnormal behavior. Issues of definition, historical and scientific trends, current paradigms, assessment and diagnosis, and research methods will be addressed. Additional focus will be spent examining the major types of abnormal behavior in the context of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV). Additionally, abnormal behavior will be examined through the lens of culture, race/ethnicity, gender, and class.

Primary Course Objectives:

- (1) To expose students to major classifications of psychological disorders, and the current research pertaining to their etiology, assessment, diagnosis, and treatment. (IDEA: gaining factual knowledge)
- (2) To help students integrate theory and research on the etiology, assessment, diagnosis, and treatment of disorders in order to apply the concepts to case examples. (IDEA: learning to apply course material)
- (3) To help students integrate theory and research on the etiology, assessment, diagnosis, and treatment of disorders in order to critically evaluate relevant controversies in the field. (IDEA: learning to critically evaluate ideas, arguments, and points of view)

Auxiliary Course Objectives:

- (4) To help students examine their personal attitudes regarding the stigma of mental illness and build understanding of and empathy for the experience of the mentally ill and their families.
- (5) To provide students with opportunities to develop, practice, and/or hone important academic and personal skills, such as written and verbal communication skills, via class participation and assignments. This class provides heavy emphasis on the use of verbal communication skills.

Required Readings and Materials:

- (1) Barlow, D. H., and Durand, V. M. (2005). Abnormal Psychology (4th ed.). Belmont, CA: Wadsworth/Thompson Learning.
- (2) Halgin, R. P. (2005). Taking Sides: Clashing Views on Controversial Issues in Abnormal Psychology (3rd ed.). Dubuque, IA: McGraw-Hill/Dushkin.

- (3) Additional readings as assigned.

Supplemental Text:

- (4) Brown, T. A., and Barlow, D. H. (2001). Casebook in Abnormal Psychology (2nd ed.). Pacific Grove, CA: Wadsworth/Thompson Learning.
- (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) Santogrossi, D.D. (2005). Study Guide for Abnormal Psychology(4th ed.). Belmont, CA: Wadsworth/Thompson Learning.

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 emergency. Unexcused absences will affect your grade. *Note: It is your responsibility to ensure that you sign the attendance list.*
- (3) To come to class with an open frame of mind and a willingness to take risks via classroom discussions and other participation.
- (4) To show respect for one another and our case subjects.
- (5) To abide by the Honor Code standards as outlined in the Student Handbook.

Tentative Course Outline¹:

DATE	TOPIC	READ ²	Examples ³
Aug. 25	Introduction	Syllabus	
Aug. 27	Historical Overview w/ Intro to “Models”	Ch. 1	
Aug. 30, Sept. 1	Models of Psychopathology	Ch. 2	
Sept. 3 Sept. 6 Sept. 8	Assessment and Diagnosis ** No Class – Labor Day **	Ch. 3 Issue #1	
Sept. 10, 13	Research Methods	Ch. 4	
Sept. 15, 17 Sept. 20	Mood Disorder	Ch. 7	Cases 8-9
Sept. 22, 24 Sept. 27	Anxiety Disorders	Ch. 5 Issue #12	Cases 1-5
Sept. 29, Oct. 1 Oct. 4	Eating Disorders	Ch. 8 (1 st half)	Case 10
Oct. 6, 8 Oct. 11	Somatoform and Dissociative Disorders	Ch. 6 Issue #3	Case 7
Oct. 13	Video: “Back from Madness”	Issue #14	

Oct. 15	Exam 1		
Oct. 15-20	** Fall recess **		
Oct. 20, 22 Oct. 25	Schizophrenia and Psychotic Disorders	Ch. 13	Cases 15
Oct. 27, 29 Nov. 1	Substance Related Disorders	Ch. 11 Issue #8	Case 13
Nov. 3, 5 Nov. 8	Personality Disorders	Ch. 12	Case 14
Nov. 10, 12 Nov. 15	Sexual and Gender ID Disorders	Ch. 10 Issue #20	Cases 11-12
Nov. 17, 19 Nov. 22	Developmental Disorders	Ch. 14 Issue #11	Case 16
Nov. 23-28	**Thanksgiving recess **		
Nov. 29	Differential Diagnosis Review/ Case Analysis Activity		Cases TBA
Dec. 1, 3, 6	Diagnostic Summary Presentations		
Dec. 8	Closing Observations (Class choice of final discussion topic!!!)	Issue TBA	
Dec. 10 [Friday], 5:30-8:00 pm	Exam 2/Final		

Note1: Given time constraints some disorders will not be covered in detail during this semester. These include, but are not limited to, sleeping disorders (Ch 8, 2nd half), cognitive disorders (Ch. 15), physical disorders (Ch. 9), impulse control disorders, and various disorders needing further study.

Note2: "Ch." references specified chapters in Barlow and Durand (2005) textbook. "Issue" refers to selected topics in Halgin's (2005) Taking Sides. Additional "Issue" readings may be assigned in preparation for student presentations.

Note3: Examples refer to cases in the Brown and Barlow's (2005) Casebook. These are similar in format to the cases that will be used on exams. Additional case examples, in alternate formats, may be found on the CD that accompanies your text.

Assignments and Grading Criteria:

- (1) Topic Presentation 100 pts
Students will select a psychopathology related topic to be researched during the semester. Students will submit a written review of the research and present their findings in class during the appropriate class segment. See handout for more details.
- (2) Diagnostic Summary & Presentation 100 pts
In small groups, students will select a fictional character to diagnose and present a detailed diagnostic summary explaining their conclusions. Real-life personalities may also be accepted pending instructor's approval. Each group will present their "subject" and diagnostic summary to the class. See handout for more details.
- (3) Exams 100 pts/125 pts 225 pts total

There will be two exams during this course. Exams may include multiple choice, fill in the blank, short answer, and/or essay questions. Exams will be comprehensive, in that differential diagnosis of cases may require understanding of previously discussed psychological disorders. More information will be provided prior to exam date.

Note: Makeup exams will be permitted only for reasonable and documented absences. REASONABLE = medical or personal. DOCUMENTED = note from a health professional, university official, etc. with a phone number for verification. Unexcused absences on exam date or assignment due dates will result in a score of -0- for the exam/assignment.

- (4) Daily Attendance and Participation 75 points
Attendance and participation will be noted daily. Participation is based on active participation in discussions and activities and the timely completion of assigned activities. Excessive absences will affect your grade such that you will lose points for every unexcused absence. (Excessive absences are defined as approx. 10% of scheduled classes, or 4+ absences). Note that frequent absences may result in your grade being reduced by one unit (i.e., from A to A-) or more.

Total **500 pts**

Grades will be based on individual learning and participation. Grades will be assigned based on the percentage of total points earned on the exams and assignments as follows:

Percent	Grade	Percent	Grade	Percent	Grade
94.0-100.0	A	80.0-83.9	B-	67.0-69.9	D+
90.0-93.9	A-	77.0-79.9	C+	64.0-66.9	D
87.0-89.9	B+	74.0-76.9	C	60.0-63.9	D-
84.0-86.9	B	70.0-73.9	C-	00.0-59.9	F

Important Note:

Please review the information in this syllabus (and any assignment handouts provided throughout the semester) carefully and ask questions about information that you do not understand. It is the professor's assumption that you have reviewed this syllabus and are aware of the objectives and expectations of this class. *It is best to decide now if you have enough time and effort to devote to the course as lack of preparation and/or late assignments could significantly lower your final grade.*

General Presentation Tips

1) *Dress appropriately and remember good posture*-- presenters should be dressed slightly above the level of their audience. Some experts suggest that dressing professionally encourages a more professional demeanor and presentation delivery. In addition, it tends to command respect from your audience.

2) *Speak clearly, project your voice, and use a comfortable rate of speech.* It helps to practice your presentation while speaking more slowly than normal since one's rate of speech tends to speed up due to nervousness during presentations,

3) *Look at and make eye contact with the audience* [the entire audience, not just the professor]. If the thought of looking into the eyes of your audience makes you too nervous, look above the heads of your audience. This avoids direct eye contact but still gives the illusion of contact thereby helping to engage and maintain the interest of your audience. Don't worry about the horrible faces of death and boredom worn by the audience. **ALL AUDIENCES LOOK LIKE THIS, ITS NOT JUST YOU!**

4) *DO NOT read word for word from a text.* Prepare an outline or use notecards to help organize your presentation and to make sure that you are covering what you have planned to cover.

5) *Don't use jargon or "buzz" words unless you define them.* Don't expect your peers to have previously learned vocabulary that you have just learned. Even if you define new vocabulary don't expect your audience to remember terms ten minutes later. It is best to use more common language than specific jargon if one can, however, should defining terminology be necessary, it will help to remind the audience what the term means or to provide a short vocabulary list.

6) *Avoid the excessive use of fillers*, such as "umm" and "you know". Also avoid statements that make the audience question your competence, such as "I don't know, but..." or "I really didn't understand this, but..." Practicing will help.

7) *Smile and be confident.* You've studied, researched, you analyzed, and prepared, and you know the material – at least better than the rest of the class, that's why YOU are presenting. Try not to be thrown off by questions or comments, even from the professor. At times professors may ask questions that you won't know the exact answer to in order to assess how you are thinking about the issue – breath deeply and answer confidently based on the knowledge that you've gained.

8) *Show some excitement in your topic.* Audiences will often pick up on and respond to this excitement.

A Note on the Use of Props and Illustrations

Illustrations can add great clarity to your presentations as well as introduce variety and excitement into a standard lecture... if they are well planned and use properly. Below are a couple of points that may help:

1) *Keep illustrations simple and large!* Illustrations and diagrams that cannot be seen at the back of the room add nothing and can actually detract from your presentation. Test them out before your presentation!

2) *Re-draw, blow-up, or highlight* complex illustrations or tables to show clearly and in a large format only the information which is important.

3) *Remember to orient your audience to a figure or diagram* before you discuss its content. Point out and explain the key scales, axes, data, trends, objects, etc.

4) *If you use a pointer, hold it stationary* so as not to distract your audience. Linear movements appear to be less distracting than circular movements.

“Practice Makes Perfect”

Use your friends as an audience and run through a complete, practice talk, without any stops, or apologies, as if it were the real thing. Have your friends make notes of comments to help you. Your practices will be the best help you can find. It is very hard to do a practice talk seriously and without stopping. You may take comfort in knowing that it is probably harder to give these practice talks in front of a few friends than to give the talk in front of a larger formal group. Admittedly, it is harder to get up and walk to the front of the "real" talk, but once you get started that it is easier than the practice in front of a few folks.