

**Psychology 270: Abnormal Psychology**  
**Fall 2016 – 3 credit hours (CRN: 25933)**

**Instructor:** Julia Kim-Cohen, Ph.D. ([juliakim@uic.edu](mailto:juliakim@uic.edu))

Office: BSB 2056B

\*Office hours: WED 12:00-1:00pm & by appointment

**Teaching Assistants:** Elizabeth Boots ([eboots2@uic.edu](mailto:eboots2@uic.edu))

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\*Office Hours are by appointment only. We are happy to meet with you, but please email us first to schedule an appointment. This is done for your convenience so you don't find yourself waiting in a line of people who showed up before you. If you are not able to meet during any of our office hours, we will schedule another time. You may contact us via email (please include in the subject line "PSCH 270 – Fall 2016").

**Class Meetings:** Tues & Thurs 12:30-1:45 in Lecture Center D4

**Prerequisite:** PSCH 100

**Required Textbook & Readings:**

- Rosenberg, R. S., & Kosslyn, S. M. (2014). *Abnormal Psychology, 2<sup>nd</sup> edition*. New York: Worth Publishers.
- Journal articles and other readings will be available electronically via Blackboard
- In addition, students must have an **i>clicker2** to participate in in-class assessments and discussion (available for purchase at the UIC Bookstore or elsewhere).

**Course Description, Goals & Objectives:** The purpose of this course is to introduce students to fundamental concepts and scientific principles underlying atypical human behavior. The course is designed to introduce students to various clinical presentations of psychopathology that may occur throughout human development. The course will provide an overview of specific psychiatric disorders (e.g., anxiety, mood, psychotic disorders, etc.) as well as disorder-specific etiological (or causal) considerations, associated clinical features, defining characteristics, and diagnostic criteria. Current empirically-based psychotherapeutic interventions will also be reviewed, but will not be emphasized.

The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and sociocultural perspectives. Psychiatric disorders will be discussed according to DSM-V diagnostic nosology with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification.

Upon successful completion of this course, students will be able to:

- Acknowledge the scope of the problem that mental illness presents for individuals and for society
- Review psychological, biological, and sociocultural theoretical

- perspectives of abnormal behavior
- Integrate multiple causal factors and correlates that combine to predict risk for psychopathology over the life span
- Describe and explain theories of diagnostic categories of psychiatric disorders
- Summarize and evaluate a subset of current research on a particular mental disorder

**COURSE REQUIREMENTS & GRADING:** Three exams, a paper assignment, and participation in the class contribute toward the final grade with all points for all requirements aggregated at the end of the term for a final total point score. **(450 total)**

- 1. Exams (100 points per exam; 300 points total):** There will be 3 exams and no final exam. For all exams, on the scantron, you must include your name (last name first or else a -2 point penalty) and UIN (-2 points if missing or wrong) and in the bottom white margin “PSCH 270, Fall 2016.” Exam 1 will include syllabus questions.
  - a. Exams will be non-cumulative
  - b. They will consist of close-ended questions like multiple choice and true/false questions (and POSSIBLY open-ended questions, like short answer). Whatever the format of exams 1 and 2, exam 3 will be only multiple choice
  - c. Exam content will be based on readings **and** lecture material, some of which may not be in text
  - d. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/ death in family) that can be documented (e.g., doctor note). In such a case, Dr. Kim-Cohen must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam**. Persons who do not contact Dr. Kim-Cohen in this time frame will not be allowed to make up the missed exam.
  - e. Cell phone use (e.g., ringing/talking/texting) during an exam = minus 10 points.
- 2. Paper Assignment (100 points):** The details and format of the assignment will be discussed in class in the 3<sup>rd</sup> week. This assignment is an 8-10 page paper on one of the topics that will be provided on a handout. A grading rubric for the specific sections of the paper will also be provided so that students will know what is expected. The paper is due electronically on SafeAssign via Blackboard before the due date/time. SafeAssign submissions not received by the due date will lose 10 minutes per day late beginning one minute after the deadline as indicated on the **SCHEDULE** below. Please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded. **DUE DATE: SUNDAY NOV. 6<sup>th</sup> by 10PM.**
- 3. Participation (50 points):** i>clickers will be used in most class sessions, **starting week 3**, to encourage, identify and credit class participation. See i>clicker document on Blackboard-Course Information for description of registration process for i>clicker and other details. You must register your i>clicker before week 3.

**EXTRA CREDIT:** There will be extra credit offered on exams. In addition, there will be “surprise” EC opportunities offered in class only for students in attendance (no makeup opportunities provided).

**GRADING POLICY:** Final grades will be determined by total points as follows.

- A: 405 – 450
- B: 360 – 404
- C: 315 – 359
- D: 270 – 314
- F: less than 270

In the event of partial points, I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). Absolutely no exceptions will be made to these policies.

**Participation & Engagement:** Research has shown that you can only learn a limited amount from lectures alone, no matter how clear or entertaining. People learn much more from being actively engaged and grappling with the material while learning. Therefore, active participation and collaboration is an integral part of your learning in this course, and will be graded.

Participation includes (a) in-class activities and worksheets, (b) answering in-class questions via i>clicker2, and (c) discussing your answers with the students sitting around you when asked. In addition to helping you learn, these participation activities provide vital feedback to me about how the class is going, and what students understand or doesn't understand so I can adjust instruction accordingly.

**Electronics Use Policy:** Research has shown that using an electronic device with a screen during class distracts other students around you and hinders their learning. To eliminate the screen distraction effect on neighbors, we will have two different zones in the classroom to accommodate both those who want the freedom to use electronics, and those who wish not to see any electronics.

Students who would like to be guaranteed a “screen free” environment should sit in the FRONT half of the classroom. Students sitting in this area have committed to not using any electronic devices with a screen of any size (laptop, phone, tablet, iPod, etc.) for the entire 75 minutes of class. It is fine to use your devices before class starts, but students in this zone have agreed to put them entirely away when class begins and leave them away until class is over.

Students who will or might be using any electronic devices that have any kind of a screen, or who don't mind seeing others use such devices, should sit in the BACK half of the room. This applies regardless of the reason the student is using the device, even if it is a legitimate educational reason or an extenuating personal circumstance (e.g., laptop for notetaking, or checking texts for family emergency). This also applies regardless of the frequency and duration of the electronics use (e.g., glancing at just one text message or actively taking notes for all 75 minutes).

Students are free to change which zone they elect to sit in on any given day, depending on their personal circumstances and preferences on that day.

**Course Etiquette:** In order to create a harmonious and orderly class environment that is respectful to all and conducive to learning, especially in a large lecture classroom, we all need to act with extra consideration. The following guidelines will help us to

maintain our positive learning environment. Please see the instructor privately if you have any schedule conflicts or any other personal circumstances or concerns that you think might make it difficult for you to adhere to any of these:

- You will arrive on time.
- You will stay to the end of class (not leave early).
- You will not talk during class except as part of an activity – large lecture halls are designed to amplify small sounds, so even whispering is disruptive.
- You will not begin packing up your belongings until class is over to avoid the resulting disruptive noise and distracting movement.
- You will keep your phone set to vibrate, silent, or off for the duration of class.
- You will respect the electronics use policy set forth in the class (see above)

IN RETURN, THE INSTRUCTOR AGREES TO THE FOLLOWING:

- I will start and end class on time. I will not keep you late, past the scheduled class time. I will be respectful of your time.
- I will break up periods of lecture with other activities to help keep your attention and alertness.
- I will incorporate lots of pictures, movies, demos, and other multimedia where appropriate to help you visualize the material, and to try to make class more interesting and engaging.
- I will give you frequent opportunities to discuss concepts with each other.
- I will ask you questions in class that are designed to help improve your understanding of the material.
- I will provide a welcoming environment for you to ask questions both in and outside of class.
- I will display the course announcements on the projector before class each day, which will include reminders about upcoming due dates.

**Lecture Slides:** Due to popular demand, I will post content slides from my lectures online; however, the lecture slides will not contain all important or necessary information from lectures. In other words, lecture slides are not a substitute for attending lectures and participating in class. I also participate in **Lecture Capture**, which is a system that records and posts visual and audio information presented during lectures. You can review each lecture on Blackboard after it has been recorded.

**Academic Year Holidays and Religious Days of Special Observance:** Please inform me via email if you miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days: <http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

**Cheating & plagiarism: Plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.** If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an F for the course and the appropriate authorities within the university will be notified. I encourage all students to take a look at this excellent infographic on what plagiarism is and how to avoid it: <http://bit.ly/1Ksb2pv>.

**Accommodations for disabilities:** I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access

and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)."

### COURSE SCHEDULE

The course schedule, including topics and readings, is subject to change. Additional readings and videos may be assigned throughout the course. Changes will be announced in class and on Blackboard. Readings and assignments should be completed in advance of the class date (e.g., Chapter 1 of *Abnormal Psychology* and the *Rosenhan* article should be read prior to August 27<sup>th</sup>).

Week	Date	Topic	Reading Assignment
1	Aug 23	Introduction, Course Overview & Review Syllabus	
	Aug 25	History of Abnormal Psychology; Defining Abnormality	Ch. 1; Rosenhan (1973)
2	Aug 30	Neuropsychosocial Approach	Ch. 2
	Sept 1	Clinical Diagnosis & Assessment	Ch. 3
3	Sept 6	Research Methods	Ch. 4
	Sept 8	Discussion of Paper Assignment & Writing Workshop	Strunk & White excerpt
4	Sept 13	Introduction to Developmental Psychopathology; Child Maltreatment & Attachment Disorders	TBA
	Sept 15	ADHD	Ch. 14
5	Sept 20	ODD, CD, & Psychopathy	Ch. 14
	Sept 22	<b>Exam 1</b>	
6	Sept 27	Schizophrenia	Ch.12
	Sept 29	Schizophrenia (continued)	TBA
7	Oct 4	OCD	Ch. 7
	Oct 6	Eating Disorders	Ch. 10
8	Oct 11	Substance Use & Addictive Disorders	Ch. 9
	Oct 13	Substance Use & Addictive Disorders (cont.)	TBA
9	Oct 18	Disorders of Sex & Gender	Ch. 11
	Oct 20	Dissociative Disorders	Ch. 8
10	Oct 25	<b>Exam 2</b>	
	Oct 27	Paper Writing Workshop	
11	Nov 1	Mood Disorders & Suicide	Ch. 5
	Nov 3	Film <b>***Paper DUE Sunday Nov. 6<sup>th</sup> by 10PM</b>	
12	Nov 8	Anxiety Disorders	Ch. 6
	Nov 10	PTSD	Ch. 7
13	Nov 15	Personality Disorders	Ch. 13
	Nov 17	Ethical & Legal Issues	Ch. 16
14	Nov 22	Resilience & Wellness Promotion	Kim-Cohen (2007)
	Nov 24	Happy Thanksgiving! No Class Meeting	
15	Nov 29	Extra Credit Presentation Day	
	Dec 1	<b>Exam 3</b>	
16		<b>(NO EXAM DURING FINALS WEEK)</b>	

**UIC RESOURCES:**

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time and preferably early on (i.e., before an exam date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Undergraduate Success Center (USC) at 111 Stevenson Hall or [usc@uic.edu](mailto:usc@uic.edu).

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend 50 minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center ([www.counseling.uic.edu](http://www.counseling.uic.edu)). The Counseling Center is located on the 2nd floor in the Student Services Building or you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535 to contact InTouch.