

ABNORMAL PSYCHOLOGY

PSCH 270 (26229) | Spring Semester 2016 | Syllabus v2

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| Instructor: | Donald Tyler, Ph.D. | Office: | BSB 2056C |
| Location: | BSB 250 | Hours: | Wednesdays: 1:00 –2:00 |
| Day: | Mondays & Wednesdays | Phone: | (312) 996-1611 |
| Time: | 3:00pm – 4:15pm | E-mail: | dhtyler@uic.edu |

Teaching Assistants: Jennifer Stephens (jsteph23@uic.edu), Jessica Wilson (jwilso34@uic.edu), and Sophie DelDonno (sdeldo2@uic.edu)

Prerequisites

PSCH 100 and an Individual and Society course.

Required Textbook

Kring, A.M., Johnson, S.L., Davison, G., & Neale, J. (2015). *Abnormal Psychology* (13th ed).

Course Description

A survey course covering the conceptualization, description, etiology, assessment, and treatment of the psychological disorders defined in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition.

Course Requirements

- I. Participation in class
- II. Three Exams
- III. Annotated Bibliography & Final Paper

I. Participation

Students are required to participate in class discussion via small group activities during assigned weeks/days. Each student will join a group of students (5 preferably) who will work together to learn the material associated with a specific chapter of the text in particular. When the content of that chapter is discussed in class, students in the group(s) assigned to that chapter will be expected to respond to questions about the material provided by the instructor during class. The questions will involve students' understanding of psychological well-being, the core features of the disorders covered in the chapter, gender and/or cultural differences in symptom presentation, and the etiology and treatment of the specific disorders. Much of this discussion will revolve around a case presented by the instructor. Each student will earn up to 10 points for participation in the group activity and discussion during the assigned days.

II. Exams

Three exams will be given to evaluate student acquisition of knowledge at weeks six and twelve and the end of the term respectively. Exam 1 will cover material from the first third of the course, including chapters 1 through 3, plus 5 and 6 of the text as well additional content presented in class. Exam 2 will cover material from the second third of the course, including chapters 7 through 11 and additional

information provided in class. Exam 3 will cover material from the last third of the course, including chapters 12 through 16 of the text and additional content discussed in class. While the exams will not be comprehensive, they will involve theories and issues introduced and explained at earlier points in the course and discussed throughout the term.

Be advised, students will only be excused from an exam in the event of personal illness that requires immediate medical attention, in instances of death/serious illness of a close family member, or for other valid events (i.e. religious holy days, participation in NCAA team events) that occur at the time of the scheduled exam. *The instructor should be notified in advance or as soon as possible and appropriate documentation must be provided in all circumstances.* In such cases, students will need to take a make-up exam. (Make-up exams may include short answer or essay questions and therefore may be more challenging.) Missing an exam without a valid, documented excuse, or failure to provide appropriate documentation in a timely manner, may result in a grade of zero for the exam(s).

II. Annotated Bibliography and Final Paper

Students are required to develop an annotated bibliography over the course of the semester and to use the information collected in the bibliography along with other source material to write the Final Paper. The topic for the annotated bibliography is psychological well-being. Psychological well-being refers to the normal to optimal range of human psychological functioning and behavior. In order to fully understand abnormal psychology, it is important to comprehend psychological well-being (positive mental health, positive psychology, optimal psychology are other terms), which is relatively neglected in the field of psychology as well as common culture. Thus, the task is to identify *one* document per week (for ten weeks) that describes one or more aspects of psychological well-being and write an APA style citation and annotation regarding the document.

The documents may be journal articles, books, book chapters, other literature from a primary source (e.g. a psychologist or other expert who developed or is advancing the theory described), or material from a first-hand interview (conducted by you, the student) with a knowledgeable source or expert in field. (Information from a blog or material presented on an organization website should not be used. If there are original documents discussed on such websites, you should find the original document.) The documents do *not* have to be limited to the field of psychology and may include literature from any of the social sciences, health disciplines, humanities, religious/spiritual traditions, or other fields as long as the topic fits with the concept of psychological well-being. You should also include documents that present research evidence that supports theories of psychological well-being and that describe how psychological well-being develops.

The annotation of each document should include a comment about the author's expertise, a summary of the central theme and/or findings presented in the document, a description of the evidence supporting the author's position, a comparison and/or contrast with one or more other documents cited in your bibliography, and an explanation of how the material informs your understanding of psychological well-being and how it develops. Each annotation should be between 150 and 200 words. The one annotation that you complete each week should be typed on one page and submitted on Blackboard. By the 14^h week of the term (excluding weeks preceding exams) you will have *ten* citations and annotations.

The Final Paper will include three parts. First, you will synthesize the information that you collected in the annotated bibliography and use this information and other relevant material from the lectures to develop your position on the meaning and/or components of psychological well-being. The Final Paper will begin with an explanation of what psychological well-being is from your perspective. This part of the paper should also include a discussion of factors and processes that contribute to development of psychological well-being. If such information is not found in the literature regarding the aspects of

psychological well-being that you are discussing, indicate that this is the case and describe your thoughts about factors/processes that may contribute to the development of these aspects of well-being.

Second, you will select and utilize material from at least three additional primary sources to explain the development of psychopathology. In other words, you will explain how someone experiencing psychological well-being may develop a mental disorder or you will explain how someone may develop a mental disorder early in life, perhaps with minimal experience of psychological well-being. You may also explain how elements of psychological well-being and psychopathology can be experienced at the same time. You will be expected to incorporate one or more theories or paradigms derived from the course material (or other documents) that explain psychopathology. The theories must include at least one sociocultural factor (e.g. gender, race/ethnicity, socioeconomic status, culture). Integrating two or three theories will earn additional points. You are also expected to use one or more specific examples of mental disorder to make your case. Your explanation of how the disorder develops should include a description of the biological, psychological, interpersonal and/or sociocultural processes that are involved, as indicated by the theories that you discuss. The primary sources that you use in this component of the paper must be journal articles, books, or book chapters that describe research regarding the etiology of one or more mental disorders. (Utilize the resources of the UIC library, including electronic databases, e.g. PsycINFO, to find source material.) Material from the text and lectures may help to guide your conceptualization and literature search.

Third, you will select and use material from at least two additional primary sources to explain how one or more specific treatments may be utilized to restore psychological well-being among persons experiencing the mental disorder(s). Alternatively, you may explain how one or more interventions may be used to prevent the development of the disorder(s) and/or promote the development of psychological well-being in persons at-risk for the disorder(s) or who display early signs of the disorder(s). Your explanation of how the disorder(s) may be effectively treated or prevented should include a description of the mechanisms involved in the intervention that are related to improvement in functioning. Additional points will be earned if you discuss interventions (treatment or prevention) that have research support indicating that they are effective and if you discuss the effectiveness of combining two or more interventions. The primary sources that you use in this component of the paper must be journal articles, books, or book chapters that describe research regarding treatment or prevention of mental disorder and/or promotion of psychological well-being. (Use UIC library resources.) Material from the text and lectures may help to provide direction. Though not required, you are also encouraged to incorporate information that represents a culturally diverse (non-Western) perspective of psychological well-being, mental disorder, or effective treatment/intervention. The Final Paper will be due at the end of the semester. It should be 8-10 double-spaced pages in length (counting the text, not the references) and written APA style.

Grading

| | = | Points | | |
|---------------------------|---|------------|----|-----------|
| Participation | = | 10 | | |
| Exam 1 | = | 50 | A: | 90 – 100% |
| Exam 2 | = | 50 | B: | 80 – 89% |
| Exam 3 | = | 50 | C: | 70 – 79% |
| <u>Bibliography/Paper</u> | = | <u>70</u> | D: | 60 – 69% |
| TOTAL | = | 230 | F: | 0 – 59% |

Classroom Expectations and Course Policies

1. Entering & Leaving Class: Make every effort to be on time for class. If you do arrive late, please enter in a way which minimally disrupts the classroom environment (such as sitting in back). Students are expected to remain in class until dismissed. Early departure may be acceptable for legitimate reasons that are discussed with the instructor in advance.
2. Electronic Devices: Students are expected to devote their full attention to class activities. Cell phones and other communication or electronic devices should be turned off or set to silent mode and should not be used in class. Completion of work for other courses or involvement in social media during class time is strictly prohibited. Accordingly—with the exception of note-taking—use of laptops, netbooks, or tablets during class time is prohibited. Exceptions to this rule may be made for compelling educational reasons and must be approved in advance by the instructor.
3. Open-Mindedness and Respect: Come to class with an open mind and be willing to listen to alternative viewpoints and perspectives. Students are asked to respect diverse points of view and understand that each person's background and life experiences have shaped who they are today. Religious, moral, or political perspectives are welcome when appropriate, but speech which demeans or oppresses other individuals, or actions that disrupt the classroom will not be tolerated. Students who violate this policy may be asked to leave the classroom and the instructor will contact the appropriate officials in accord with university policy.
4. Clinical/Counseling Resources: It is not unusual for topics covered in psychology courses to elicit unexpected issues for students. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at (312) 996-3490. All services are free and completely confidential. In addition, the Office of Applied Psychological Services (OAPS) is an on-campus clinic that offers mental health services based on a sliding scale. Call (312) 996-2540 to make an appointment. UIC also offers an InTouch Crisis Hotline that is available every evening from 6:00pm to 10:30pm. The number to call is (312) 996-5535.
5. Students with Disabilities: Appropriate accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312/413-2103 (voice) or 312/413-0123 (TTY).
6. Academic Integrity: Cheating, plagiarism, fabrication, or other violations of the UIC Guidelines Regarding Academic Integrity will be addressed in accord with the policy's stipulations. Students who engage in academic misconduct will receive a grade of zero on each assignment or exam implicated and possibly a grade of "F" for the course. Furthermore, students will be subject to disciplinary actions by university officials and/or civil authorities. Refer to section 6.6 the student handbook (www.uic.edu/depts/oa/SMAAPP/guide.pdf) for specific rules regarding these matters.
7. Late Assignments: Assignments submitted after the due date will be accepted but points will be deducted each day past the deadline. Late assignments may be accepted without penalty in the event of personal illness that requires immediate medical attention, in instances of death/serious illness of a close family member, or for other valid events (i.e. religious holy days, participation in NCAA team events) that reasonably interfere with timely submission of work. *The instructor should be notified in advance or as soon as possible and appropriate documentation must be provided in all circumstances.*

8. SafeAssign & Blackboard: Part of the process of submitting assignments on Blackboard involves checking to see if your assignment has been successfully uploaded into the SafeAssign system. *Students are responsible for ensuring that their assignments have been uploaded correctly.* This can be done by checking in SafeAssign and also in the Gradebook, where an icon with a green exclamation mark will appear in place of the grade for the assignment until a grade is entered. 

If the green exclamation mark is not present in the Gradebook for that assignment, your paper has not been submitted and Blackboard will not have a record of your assignment. If other attempts to submit the assignment are unsuccessful, you must email the instructor and your TA, with your assignment as an attachment, as soon as possible. Late penalties will apply for assignments that were unsuccessfully uploaded onto Blackboard and were submitted late via email.

9. Grades: *Grades are earned*, not given. As such, grades will not be arbitrarily raised for any reason. If, for one reason or another, you absolutely must have an 'A' or other grade in this course, make sure you put start the semester by putting forth the required effort to earn an 'A' or other grade and be sure you continue with that effort until the term ends. This includes reading the text, studying the material well in advance of exams, and asking questions when you don't understand something. If you are having difficulties, make an appointment to meet with the instructor.
10. Syllabus and Course Changes: The syllabus may be modified at any time to meet the objectives of the course or accommodate the needs of students. This may include change in the order of events, alteration of requirements, or adjustment of grading procedures. In the event that such changes are necessary, students will be notified right away and a revised syllabus will be posted on Blackboard.

COURSE SCHEDULE

| WEEK | DAY | TOPICS & ACTIVITIES | ASSIGNMENTS (DUE) |
|--|------|--|---------------------------|
| 1 | 1/11 | Introduction & Overview (Ch 1) | |
| | 1/13 | Historical Overview & Current Paradigms (Ch 1 & 2) | |
| 2 | 1/18 | No class (MLK Day) | |
| | 1/20 | Diagnosis (Ch 3) | |
| 3 | 1/25 | Mood Disorders (Ch 5)^ | |
| | 1/27 | | Annotation (1/28)* |
| 4 | 2/1 | Anxiety Disorders (Ch 6)^ | |
| | 2/3 | | Annotation (2/4) |
| 5 | 2/8 | Obsessive-Compulsive & Trauma (Ch 7)^ | |
| | 2/10 | | |
| 6 | 2/15 | Exam 1 | |
| | 2/17 | Dissociative & Somatic-Symptom (Ch 8)^ | Annotation (2/18) |
| 7 | 2/22 | | |
| | 2/24 | Schizophrenia (Ch 9)^ | Annotation (2/25) |
| 8 | 2/29 | | |
| | 3/2 | Substance Use Disorders (Ch 10)^ | Annotation (3/3) |
| 9 | 3/7 | | |
| | 3/9 | Eating Disorders (Ch 11)^ | Annotation (3/10) |
| 10 | 3/14 | | |
| | 3/16 | Sexual Disorders (Ch 12)^ | Annotation (3/17) |
| 11 | 3/21 | No class (Spring Break) | |
| | 3/23 | | |
| 12 | 3/28 | Exam 2 | |
| | 3/30 | Sexual Disorders (Ch 12)^ | Annotation (3/31) |
| 13 | 4/4 | Disorders of Childhood (Ch 13)^ | |
| | 4/6 | | Annotation (4/7) |
| 14 | 4/11 | Neurocognitive Disorders (Ch 14)^ | |
| | 4/13 | | Annotation (4/14) |
| 15 | 4/18 | Personality Disorders (Ch 15)^ | |
| | 4/20 | | |
| 16 | 4/25 | Legal Issues (Ch 16) | Final Paper (4/25) |
| | 4/27 | | |
| Finals | 5/2 | Exam 3 (Monday 8:00-10:00) | |
| *1 Annotation is due on each day indicated ^ Groups are expected to participate in discussion during assigned weeks | | | |