Abnormal Psychology
Psychology 311
Fall 2015

Instructor: Leanne Parker, Ph.D.
Office Hrs: Monday 4:15 – 5:15, Tuesday 1 – 3, or by appointment
Office: Spalding 271
Phone: 792-2854
Email: lparker@lcsc.edu
Meeting Times: Monday, Wednesday, 1:30 – 2:45
Class Meeting Place: ADM 12
Final Exam Date: Monday, December 14

Texts Required:

Purpose: Abnormal Psychology is a junior level course designed to introduce students to the field of psychopathology, including overviews of history and treatment. Controversies and limitations of current conceptualizations of psychopathology will be reviewed, with the goal of providing a broad and diverse base for understanding the contexts within which the field currently operates.

Objectives:
1) Be able to articulate the contextual and subjective nature of abnormality.
2) Be able to articulate general principles of clinical treatment.
3) Demonstrate critical thinking skills regarding controversies in the field.
4) Demonstrate knowledge of general areas of psychopathology (e.g., anxiety, depression).

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above.

Grading:
Movie writing assignment 125 points
Reflections (6 total) 120 points (20 points each)
Tests (3 total, multiple choice, short answer, essay) 400 points total (2 @ 100 points, comprehensive final @ 200 points, approximately)

645 points (approximately)

Extra credit option:
Biography/Autobiography Reading 50 points

Other miscellaneous points or extra credit options may be added at professor’s discretion.
Grading:  
- 93 – 100% = A  
- 90 – 92.9% = A-  
- 87 – 89.9% = B+  
- 83 – 86.9% = B  
- 80 – 82.9% = B-  
- 77 – 79.9% = C+  
- 73 – 76.9% = C  
- 70 – 72.9% = C-  
- 67 – 69.9% = D+  
- 60 – 66.9% = D  
- 59% & below = F  

Elaboration of assignments  
**General:** All papers must be typewritten, with no more than 1 inch margins and 12 point font. Assignments must be turned in to me in hard copy form; NO assignments will be taken on disk, through email, or any other format. As always, grammar/punctuation/spelling are important and count as part of the total grade on any assignment. Late papers will be accepted for up to 3 days after the assignment is due; 10% of the paper’s worth will be taken for EACH day the paper is late (e.g., if a paper is 2 days late, 20% of the paper’s worth will be deducted before any other grading). No papers will be accepted more than 3 days late. If not turning in a paper during class, take it to the Social Sciences Division office and place it in my mailbox. All papers must be in APA format. Please note that APA format was revised in 2010 (6th edition). You must use the most recent revision. If you are not familiar with APA format, please see me.

Suggested or required paper lengths do not include cover page or reference page(s).

There are no makeup exams.

Please note: I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3 page excerpt to review at least a week before it is due, and it must be typewritten.

Note on attendance: You are responsible for anything covered in class during your absence. This includes lecture material, handouts, and any announcements or revisions made to the reading schedule. Please consult with a peer or myself when class is missed.

Classroom Etiquette: All students enrolled in this course shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Note: In this classroom, proper behavior conducive to a positive learning environment includes the stowing of all cell phones, iPads, laptops, and any other distracting electronic device. In other words, this class will be a “no technology zone.” If you feel strongly that you need to have a device out during class, feel free to try and convince me.

Movie writing assignment: From a list provided, you will select one film in which some form of psychopathology is presented. Based upon your viewing of the film, you will write a diagnostic report that includes the following:

A description of the character and a clear diagnosis of the behavior depicted. Make it clear how the behaviors portrayed in the movie fit the criteria for the diagnosis according to DSM-5. Thus, you will utilize the diagnostic criteria listed in the DSM-5, and examine each criterion and how it was or was not portrayed in the movie. Give specific examples of how the diagnostic criteria were or were not met. In general, the more detail provided the better the paper.

Choose only one diagnosis (the best and clearest), and only one character upon which to focus your paper.
There is no minimum as to paper length, however, I would be surprised if you could do a good job in less than 8 – 10 pages.

**Grading will be as follows:**

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Information from #1 above</td>
<td>75</td>
</tr>
<tr>
<td>Grammar/punctuation/use of APA style, etc.</td>
<td>25</td>
</tr>
<tr>
<td>Clarity and comprehensiveness</td>
<td>25</td>
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*** An example of a high quality movie assignment paper is on e-reserve in the library.

**Reflections:** There is a reflection required for the documentary *The Lobotomist*. Discuss your reactions to the film, and how Dr. Walter Freeman evolved as a person through his years performing and advocating for lobotomies.

Also, as we read *The Man Who Couldn’t Stop*, you have reflection questions to which you are to respond in written form.

**Reflections for a specific week are to be brought to class the day they are due, and handed in then. Papers should be typed, double spaced, and no less than 1 but no more than 2 pages. Clearly name and date each paper with a cover page and write out the reflection question itself.**

**Reflections are worth 20 points each. Grading is as follows:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Writing (including grammar, punctuation, etc.)</td>
<td>5</td>
</tr>
<tr>
<td>APA style</td>
<td>5</td>
</tr>
<tr>
<td>Content</td>
<td>10</td>
</tr>
</tbody>
</table>

**Extra credit option:** You MUST decide if you are taking part in the extra credit option by September 30, and notify/clear it with me by that time. No exceptions will be made to this policy.

**Biography/Autobiography Reading:** From the professor’s list, pick one book that is either written by an actual person who has a mental disorder, or a book that is written about an actual person with a mental disorder. This will likely contrast sharply with the movie depiction of mental illness that is the subject of your major paper above. After reading the book write a paper that includes, in clearly marked sections:

1) a general description of the mental disorder the subject of the book had, utilizing characteristics discussed in the DSM-5,
2) the symptoms they manifested,
3) the types of treatments they tried and how successful they were,
4) how their life was affected by the mental disorder (which includes social life, occupational life, family life, etc.), and
5) your personal thoughts/reactions to reading about the book and the person’s experience.

There is no minimum or maximum to this paper; it is done when you’ve thoughtfully and thoroughly covered the topics above.
Tentative Assigned Reading Schedule and Due Dates:

Week of:
August 24: Review syllabus; Chapter 1 – Abnormal Behavior: Past and Present

August 31: Chapter 2 – Models of Abnormality

September 7: No class on Labor Day
Chapter 2 (continued)

September 14: Chapter 3 – Clinical Assessment, Diagnosis, and Treatment

September 21: Chapter 3 (continued)
Wed, Sept 23, Exam 1 (Chapters 1 – 3, Lectures and Video)

September 28: Chapter 4 – Anxiety, Obsessive-Compulsive and Related Disorders

October 5: Chapter 5 – Disorders of Trauma and Stress
Chapters 1 – 3, The Man Who Couldn’t Stop

Reflection topic – What is the most significant event of David’s life in chapters 1 – 3, or what was the most important thing you learned? Use a quote from the book to support your position, explain why you consider this event or learning significant, and discuss the impact it has on his life. Be sure to cite your reference appropriately.
Due at the beginning of class October 7.

October 12: Reflection topic – Discuss your reactions to the documentary The Lobotomist, including how Dr. Walter Freeman evolved as a person through his years performing and advocating for lobotomies.
Due October 19

October 19: Chapter 8 – Disorders Featuring Somatic Symptoms
Chapters 4 – 6, The Man Who Couldn’t Stop

Reflection topic – What is the most significant event of David’s life in chapters 4 – 6, or what was the most important thing you learned? Use a quote from the book to support your position, explain why you consider this event or learning significant, and discuss the impact it has on his life. Be sure to cite your reference appropriately.
Due at the beginning of class October 21.

October 26: Chapter 6 – Disorders of Mood
Chapters 7 – 9, The Man Who Couldn’t Stop

Reflection topic – What is the most significant event of David’s life in chapters 7 – 9, or what was the most important thing you learned? Use a quote from the book to support your position, explain why you consider this event or learning significant, and discuss the impact it has on his life. Be sure to cite your reference appropriately.
Due at the beginning of class October 28.
November 2: Mon, November 2 Exam 2 (Chapters 4 – 6, 8, Lectures and Video)
Chapter 12 – Schizophrenia

Chapters 10 – 12, The Man Who Couldn’t Stop

Reflection topic – What is the most significant event of David’s life in chapters 10 – 12, or what was the most important thing you learned? Use a quote from the book to support your position, explain why you consider this event or learning significant, and discuss the impact it has on his life. Be sure to cite your reference appropriately.

Due at the beginning of class November 4.

**November 5, last day to withdraw from class(es) or college for the semester.**
Please note that I will not support petitions for late withdrawal except under unusual or extraordinary circumstances.

November 9: Chapter 12 – Schizophrenia (continued)

Chapters 13 – 16, The Man Who Couldn’t Stop

Reflection topic – The textbook discusses OCD, and by this point we have discussed this disorder in class. Select examples from The Man Who Couldn’t Stop of how David met the diagnostic criteria of OCD from the DSM-5. Use both your textbook and his autobiography as references.

Due at the beginning of class November 11.

November 16: Chapter 13 – Personality Disorders

November 23: Thanksgiving Break!

November 30: Chapter 13 (continued)
Chapter 11 – Disorders of Sex and Gender

**Movie writing assignment due December 4, in my box in Spalding Hall 101A by 5 p.m.**

December 7: Chapter 16 – Law, Society, and the Mental Health Professions

December 14: 1:30, Final Exam (comprehensive), AND **Extra Credit Option due at exam time (if chosen)**
Syllabus Addendum

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/student-consumer-information/

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014