

**Abnormal Psychology  
Psychology 311 – 01  
Fall 2022**

Instructor: Leanne Parker, Ph.D.

Office Hours: Monday 4:15 – 5:15 p.m., Tuesday 2 – 3 p.m., Wednesday 4:15 – 5:15 p.m., or by appointment  
(please request Zoom appointment if needed)

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Meeting Times: Monday, Wednesday 10:30 – 11:45

Class Meeting Place: MLH B 30

Final Exam: Monday, December 12, 10:30 a.m.

**Texts Required:**

Comer, R. J. & Comer, J. S. (2019). *Fundamentals of abnormal psychology* (9<sup>th</sup> ed.). Worth Publishers.

Fay, S. (2022). *Pathological: The true story of six misdiagnoses*. HarperOne.

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).

**COVID-19 Considerations:** Be aware that anything about the syllabus may change depending on evolving realities associated with the current pandemic. In general, you can expect that coursework scheduling will remain constant under normal circumstances. However, due to outside forces beyond the control of faculty and/or staff at LCSC, schedule and delivery modalities may change throughout the semester. While course times and meeting days should remain the same (excluding class cancellations), delivery modalities (face-to-face, virtual remote, online, etc.) may change due to extenuating circumstances. When circumstances warrant, assignment due dates or changes to assignments may be made. I will communicate such changes with students in a timely manner. Examples of extenuating circumstances include, but are not limited to: inclement weather, natural disaster, localized power outages, local or state directives, or instructor obligations (e.g., community or college service, professional development, injury/illness, etc.).

**At any point in the semester if you develop symptoms of COVID-19 or any other communicable illness, *do not attend any of your classes in person* and contact the LCSC Student Health Center right away: (208) 792-2251.** Please email me right away, so that we can adjust your participation as needed.

While this isn't new territory anymore, let's all do our best to be patient and understand that if things don't always go exactly as planned, we will try to creatively problem-solve any issues that arise. We will also periodically check-in with each other to see how things are working for everyone and readjust as necessary. **Our flexibility and understanding in this ongoing, fluid process will help make this semester a success!**

**Please check your LCSC email account at least once every day. It is the major way I communicate with you between class meetings.**

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. I'm also happy to work with Accessibility Services here on the LCSC campus.

Grading:

Discussion	20 points
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 tests @ 100 points, 3 <sup>rd</sup> test @ 200 points, approximately)
	665 points (approximately)

**Assignments may be modified at professor's discretion.**

Grading:	93 – 100%	= A	77 – 79.9%	= C+
	90 – 92.9%	= A-	73 – 76.9%	= C
	87 – 89.9%	= B+	70 – 72.9%	= C-
	83 – 86.9%	= B	67 – 69.9%	= D+
	80 – 82.9%	= B-	60 – 66.9%	= D
			59% & below	= F

**General:** All papers must be typed, with no more than 1-inch margins and 12-point font. Assignments must be turned in to me in hard copy form, unless otherwise specified. **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, or in the box outside the Social Sciences Division door. You may also slide it under my office door. All papers must be in APA format. Please note that APA format was revised in 2019 (7<sup>th</sup> 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); an abstract is not required.**

**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 typed.

**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.

## **Elaboration of assignments**

**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, please discuss with me privately.*

**Discussion:** Under the “Discussion” area of Canvas, there is a topic to which students are to respond. A meaningful post of at least 100 words is expected from each student (10 points). You must also respond with at least 1 meaningful response of at least 100 words (each) to 2 other, different students’ initial posts (5 points each, 10 points total).

If you miss the discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. This discussion will be open for approximately the first week of class due to a training I am attending on mindful self-compassion.

**Your personal post to the topic must be provided by Thursday, August 25. Your responses to the 2 other students must be provided by August 28. Points will be deducted for late initial posts, and for lack of meaningful content.**

**Grading of All Discussions:** While in general points are not deducted for minor grammatical, spelling, punctuation, and APA style errors, please write in standard English and do not use “texting” abbreviations. Continued use of nonstandard English will result in point loss.

**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 met, and note when no information is provided that would allow you to determine the presence of some criteria. In general, the more detail provided the better the paper.

**The criteria from the DSM-5, or DSM-5 TR, must be utilized, cited as direct quotes. Note that utilizing criteria from a source other than the DSM-5, or the DSM-5 TR, but citing them as coming from the DSM-5 (e.g., in the reference list), is a form of plagiarism and will be handled as such.**

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:**

Diagnosis and rationale, use of DSM-5	75 points
Grammar/punctuation/use of APA style, etc.	25 points
Clarity and comprehensiveness	25 points

\*\*\* An example of a high-quality movie assignment paper is available in my office, and can be reviewed.

**Reflections:** There is a reflection required for the documentary *Kill or Cure: A History of Medical Treatment*.

### Reference

Berentsen, Q., & Hall, M. (Producers). (2006). *Madness* [Documentary series episode]. In NHNZ Productions *Kill or cure: A history of medical treatment*. Films for the Sciences & Humanities.

Also, as we read *Pathological*, 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 in APA style and include the reflection question itself on the cover page.**

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

Writing (including grammar, punctuation, etc.)	5 points
APA style	5 points
Content	10 points

Resources for Assistance:

Suicide and Crisis Lifeline: 988

Student Counseling Services: (208) 792 – 2211, Sam Glenn 212 (free to all registered students)

TAO (Therapy Assistance Online) <https://www.lcsc.edu/student-counseling/tao-therapy-assisted-online-self-help>

**Tentative Assigned Reading Schedule and Due Dates:**

**Week of:**

**August 22:**

**Discussion Post**

**Watch documentary *Kill or Cure*.** Instructions to access in Canvas Discussion Review syllabus; Chapter 1 – Abnormal Behavior: Past and Present

**August 29:**

Chapter 2 – Models of Abnormality

**Reflection topic – *Kill or Cure: A History of Medical Treatment*.** Discuss your reactions to the film, and how our understanding of mental illness and its treatment has changed over time. Also comment on what hasn't seemed to change over time, despite increased knowledge and education. What is the most important change, in your opinion? **Due at the beginning of class August 31.**

**September 5:**

**No class on Labor Day**

Chapter 2 (continued)

**September 12:**

Chapter 2 (continued)

Chapter 3 – Clinical Assessment, Diagnosis, and Treatment

**September 19:**

Chapter 3 (continued)

**Wed, September 21, Exam 1 (Chapters 1 – 3, Lectures and Video)**

**September 26:**

Chapter 4 – Anxiety, Obsessive-Compulsive and Related Disorders

**October 3:**

Chapter 5 – Disorders of Trauma and Stress

*Pathological*, pages 1 (Prologue) to 62 (chapter 3)

**Reflection topic –** What is the most significant event of Sarah's life in these pages, 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 her life. Be sure to cite your reference appropriately, including the page number of the direct quote. **Due at the beginning of class October 5.**

**October 10:**

Chapter 8 – Disorders Featuring Somatic Symptoms

*Pathological*, pages 65 (chapter 4) to 96 (chapter 5)

**Reflection topic –** What is the most significant event of Sarah's life in these chapters, 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 her life. Be sure to cite your reference appropriately, including the page number of the direct quote. **Due at the beginning of class October 12.**

**October 17:**

Chapter 6 – Disorders of Mood

*Pathological*, pages 97 (chapter 6) to 149 (chapter 8)

**Reflection topic –** What is the most significant event of Sarah's life in these chapters, 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 her life. Be sure to cite your reference appropriately, including the page number of the direct quote. **Due at the beginning of class October 19.**

**October 24:** **Mon, March 21 Exam 2 (Chapters 4 – 6, 8, Lectures and Video)**  
Chapter 12 – Schizophrenia and Related Disorders

*Pathological*, pages 151 (chapter 9) to 206 (chapter 11)

**Reflection topic** – What is the most significant event of Sarah’s life in these chapters, 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 her life. Be sure to cite your reference appropriately, including the page number of the direct quote. **Due at the beginning of class**

**October 26.**

**October 31:** Chapter 12 (continued)

*Pathological*, pages 209 (chapter 12) to 264 (epilogue)

**Reflection topic** – What are your thoughts about diagnosis and the use of the DSM? What is helpful about the way we approach diagnosis and treatment in this country? What is not helpful about our approach? What’s the most important thing that could be changed to make our mental healthcare system function better? Use a quote from the book to support your thoughts and reflection on these questions. Be sure to cite your reference appropriately, including the page number of the direct quote. **Due at the beginning of class November 2.**

**\*\* November 3, 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 7:** Chapter 13 – Personality Disorders

**November 14:** Chapter 13 (continued)

**\*\*Movie writing assignment due Friday, November 18, by 5 p.m., in hard copy format. Turn into Social Sciences Division office, or slide under my office door.**

**November 21:** **Thanksgiving Break**

**November 28:** Chapter 11 – Sexual Disorders and Gender Variations

**December 5:** Chapter 16 – Law, Society, and the Mental Health Professions

**December 12:** **Monday, 10:30, Final Exam (comprehensive)**