

# Abnormal Psychology

Spring Semester 2018

Wednesdays, 9-12, Xianlin Campus I-112

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## Syllabus

1	03.07	What is abnormal psychology? Organization of class, project introduction, historical background	
2	03.14	Paradigms and etiology of mental disorders	Ch 3
3	03.21	Classification systems, assessment	Ch 4
4	03.28	Anxiety, obsessive compulsive, and related disorders	Ch 5
5	04.04	Anxiety, obsessive compulsive, and related disorders (cont'd)	
6	04.11	Depressive and bipolar disorders	Ch 7
7	04.18	Depressive and bipolar disorders (cont'd)	
8	04.25	<b>Midterm exam (2 hours)</b> , Movie analysis example	
9	05.02	Eating disorders	Ch 11
10	05.09	Substance use and addictive disorders	Ch 12
11	05.16	Schizophrenia	Ch 14
12	05.23	Schizophrenia (cont'd)	
13	05.30	Personality Disorders	Ch 16
14	06.06	Personality Disorders (cont'd) <b>DEADLINE movie analysis</b>	
15	06.13	Ethical and legal issues	Ch 19
16	06.20	Review, feedback	

## Textbook

Comer, R. J. (2015). *Abnormal psychology* (9th ed.). New York: Worth.

## Further sourcebooks for presentations

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Further original articles will be provided in class or as .pdf-files.

## Class objectives

- To get an overview over mental disorders, their aetiology, classification and treatment (basics)
- To become familiar with the key terms of clinical psychological language in English
- To be able to do basic research on a given topic and to present it in a limited period of time
- To be able to express one's opinion on a given topic clearly in written form
- To become wise consumers of reports about mental disorders
- To stimulate flexible thinking from multiple perspectives
- To learn how to give "crispy" feedback

## Grading

The final grade will be composed of 3 parts:

- 60% Exams (individual grades)
  - 15% midterm quiz (incl. correction)
  - 45% final exam
  - Goal: to test general knowledge about abnormal psychology
- 20% Presentation of one group project (group grade)
  - 15% Presentation
  - Goal: to test independent research skills and presenting skills
  - 5%: Reflection on the group project process and result
  - Goal: to test skills to reflect back on one's working process and learning
- 20% Movie analysis (individual grade)
  - Goal: to test writing skills and your skills to apply knowledge

**DEADLINE: June 6, 2018**

**Note:** You have to pass all of the parts except the midterm quiz in order to pass the whole course!

## Group projects

Everybody has to enter one of the group projects each of which will result in one short presentation of 20-30 minutes in English. You will have to do your own research on the respective disorder appointed to you in China, thereby adding a "mainland Chinese perspective" on the disorder presented in class. The leading question is: **What about this disorder in mainland China?** For example: Does it make sense at all? Are there different visible features? Is it less/more prevalent? Are there different risk factors or theoretical explanations for the disorder in China? You may check textbooks written in Chinese (careful: not simple translations of foreign language books!) and compare them with our textbook, find academic articles on Chinese databases, use articles in English about China, talk to a Chinese expert, etc.

The presentations will look very different depending on the phenomenon and available information. Present in a way that you personally would like your own presentation as a listener. That means: Make it "interesting" (!), but also reliable. After the presentation, every group member has to write a reflective statement on the group work process and her/his learning effects from the project.

## Movie analysis

Every student has to write one movie analysis. The paper is due on June 6, 2018. Detailed criteria on what is expected will be provided in class.

## Organization of class

I will try to make this class as interactive as possible. You are expected to take part in this class actively. Please be prepared, especially since time is limited and can only be used efficiently if some background is available!

To facilitate communication, there will be an email list, and the power point slides will be provided as .pdf-files via the email list. If you have any problems with receiving material, please inform me independently and in time. Make sure that you carry a little booklet or paper with you every class.

## Appointments

If you have any need for advice, please feel free to make an appointment with me. Please be sure to know exactly what you need from me (at best you tell me in advance) so that I can prepare information most efficiently. Every group is recommended to see me at least once for the presentation to avoid surprises.

## Feedback guidelines

When providing feedback, be CRISP:

**Concrete!** Be concrete, not “always” sweeping.

**Realistic!** Be realistic, not utopian!

**“I”!** Use the “I” statement.

**Suggest!** Give alternatives, wishes, improvements.

**Positive!** Start with positive elements.

When reacting to oral feedback, do not defend yourself, but rEACT:

**End!** Let the person giving feedback finish his/her feedback first.

**Attend!** Listen without defending or justifying yourself.

**Comprehend!** Ask, if you did not understand some aspects of the feedback.

**Thank!** Say thank you.

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