

**Psychology 210: Adult Psychopathology**  
Spring 2007

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|-------------|--|---------------|---|
| Instructor: | Kenneth Carter, PhD<br>Associate Professor of Psychology | Office:       | Seney Hall 214A   |
| Phone:      | 404-201-2342   | Drop in Times | 11:30-12:30 M-Th<br><i>you can always make an appointment with me--check my calendar first...</i> |
| E-mail      | kenneth.carter@emory.edu                                 |               | click "where" in Bb   |

**TEXT:**

| <b>REQUIRED</b>   | <b>Recommended</b>  |
|---|---|
| Essentials of Abnormal Psychology (Paperbound with CD-ROM) (Paperback) Reference price<br>Price: \$74.76 (amazon.com)<br><b>ISBN:</b> 0495031283<br>Iclicker (from bookstore) | DSM IV TR Diagnostic Criteria Desk Reference<br><b>ISBN:</b> 0890420270<br>Or FREE from<br>Psychiatry online. We'll discuss this in class and I'll show you how to log in |

**COURSE OBJECTIVES AND LEARNING OUTCOMES**

In accordance with the National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (APA 2001) this course is designed to help develop and improve your critical thinking skills. You should leave this course with cognitive tools that can provide you with specific strategies for inquiry and well reasoned thought.

COURSE OBJECTIVES (What you will learn if you successfully complete this course)

1. To become more knowledgeable about criteria used to classify behavior as abnormal as well as diagnostic criteria for various psychological disorders.
2. To understand how multiple factors interact to influence the development of psychological disorders.
3. To develop a basic understanding of the methods used and the kinds of information gathered in clinical assessments.
4. To increase awareness of cultural and personal biases toward individuals diagnosed with psychological disorders and how these biases can influence diagnoses, treatments, and outcomes.
5. To acquire basic knowledge related to prevention strategies and current treatment options for various psychological disorders.
6. To develop an understanding of some of the legal and ethical issues involved in providing mental health services.

**REQUIREMENTS:**

There are three regularly scheduled exams, one intake report & case consultations in this class. The assignments are discussed below in greater detail.

**TESTS** There will be three exams (all cumulative). The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. If you feel that the answer you chose for a test question is better than the correct answer, submit your case in WRITING to me (after a 24 hour “cool down” period). Make up exams (all essay) will be allowed **ONLY** for officially excused absences when notice has been provided to me in advance of the exam.

| <u>Exam I 50 points</u><br><u>February 15</u>  | <u>Exam II 75 points</u><br><u>March 28th</u>  | <u>Test III (Final) 100 points during</u><br><u>Finals</u>   |
|--|--|--|
| Psychopathology<br>History and Systems<br>Dynamic Theories<br>Cognitive/Behavioral Theories<br>Biological Theories<br>Psychopharmacology<br>The DSM<br>Anxiety Disorders<br>Ethics and the Law<br>Adjustment Disorders | Previous Topics and<br>Mood Disorders<br>Suicide<br>Somatoform Disorders<br>Factitious Disorders<br>Dissociative Disorders<br>Eating and Sleep Disorders | Previous Topics and<br>Personality Disorders<br>Thought Disorders<br>Sexual Disorders<br>Treatments<br>final exam schedule |
| Chapters 1,2,3,5,16  | Previous chapters plus 6,7, 8  | Previous chapters plus 13,10,12  |

**INTAKE REPORT** (30 points)

The paper is due via Bb on **April 9th at 11:59pm**. Your assignment is to examine the way an autobiography portrays psychopathology. You will write up an intake report by using the sample one provided on my website. Your report should be no more than 4 single spaced typed pages. There is a penalty for late papers. You are to analyze the specific symptoms and diagnose the individual. Specific requirements are described in a separate part of the syllabus.

**iC** ( 25 points) You'll be able to earn participation and performance points during the semester. We'll use the iClicker (available in the bookstore) everyday. The first part of the class, you'll be awarded points for participation. After you get used to the system, you'll get MORE points for answering sample questions correctly and some consolation points (not many) for incorrect answers. Because of the nature of the iC points, you may not “make up” these assignments. Preparing for the iC points will decrease your study burden for the exams. You may earn up to 250 iC points during the semester.

**GRAND ROUNDS PRESENTATION AND CASE CONSULTATION**

(10 points for presentation 10 points for consultation)

Starting after the paper is due (date subject to change) I will call on individuals to do a 10 minute presentation of their intake report. When called on, you will come to the front of the class, present your case and answer questions about your “client”. Afterwards, each member of the class will give their idea of what the diagnosis and appropriate treatment for the client might be (the consultation). Each person will get 2 points a day for the diagnosis and the presenter will get up to 10 points for their presentation. Your points will be based on your ability to answer questions as well as elocution. There will be a penalty for going over time, so please edit and practice.

**EVALUATION** (325 points)

The final grade will be based on EXAM I (50 points), EXAM II (75 points), EXAM III (100 points), and the Intake Report (30 points) as well as your consultation points (10) and your Grand Rounds Presentation (10) for a total of and the iC points (25) for a total of 300 points. A letter grade will be assigned to the TOTAL points accumulated during the semester. For example, to earn an A, you will need to “collect” 90% of the 300 points available. Once you collect 270 points from any of the assignments, you have earned an A. I will **NOT** use plus/minus in this class. You'll be able to keep track of your grades on the snapgrades.net website.

**COURSE POLICIES**Subject to change

*The class outline on the following page should be considered very fluid.* Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

EMAIL (I reserve the right not to answer emails that do not follow this policy.)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an

informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don't ask questions you can easily find yourself like "When is the next test" or "When is the paper due?" You might consider the 'crossing the quad' rule. If you wouldn't cross the quad to ask me this question why email it to me?

### ***Statement of Academic Integrity***

*Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.*

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the [Honor Code](http://www.emory.edu/OXFORD/CampusLife/honor.html) and will result *in a failing grade for the entire course*. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code