Abnormal Psychology; Psychology 282

Block 5, January 2019

**Time:** View class calendar as each day is different

**Place:** Law Hall 203

**Instructor:** Tiffany Zarifkar, MA, LMHC, NCC, RPT-S

**Office:**  104 Law Hall **Phone:** 319-895-4351 **E-mail:** TZarifkar@cornellcollege.edu

**Office hours:** View calendar or schedule by appointment

**Required Texts:** Comer, R. J. (2015). Abnormal Psychology (9th ed.). Worth Publishers: New

York.

American Psychiatric Association. (2013). Desk Reference to the Diagnostic Criteria from

DSM -5. Author: Washington, D. C.

**Course Objectives:** This course will consist of lecture, classroom discussions, videos, applied in-class activities, and guest speakers. The main course objective is to provide a comprehensive overview of the symptoms, correlates, and treatment of mental disorders. Specifically, students will examine the DSM-5 diagnostic criteria for mood disorders, anxiety disorders, stress-related disorders, somatoform disorders, schizophrenia, eating disorders, substance disorders, dissociative disorders, factitious disorders, personality disorders, and sexual/gender identity disorders that occur over the lifespan.

Students also will examine the biopsychosocial correlates of each type of mental disorder including, biological, emotional, behavioral, and sociocultural components. Finally, students will investigate treatment approaches from the biological, psychological, and sociocultural realms. In addition to gaining conceptual ideas regarding the causes and correlates of each disorder, students will practice diagnostic skills via applied diagnostic examinations of case studies.

Students will also increase their proficiency with scientific research in the area of abnormal psychology and making research more approachable by members of the community by conducting a public awareness project. This project will be designed to investigate a specific question surrounding a selected disorder (of the student’s choosing), identify key material that members of the community should know, and creatively engage the community with the material.

**Cornell College Educational Priorities and Outcomes:** Over the duration of this course, students will foster several skill sets which pertain to the Educational Priorities and Outcomes of Cornell College. First, students will increase their knowledge of the areas of Abnormal Psychology outlined in the Course Objectives section above (Cornell Objective: knowledge). Next students will strengthen their quantitative reasoning skills, critical thinking skills, written communication skills, and oral communication skills through research assignments related to the original research project (College Objectives: inquiry, reasoning, communication, knowledge). In addition, students will examine ethical principles related to the research and clinical practice of abnormal psychology (College Objective: ethical behavior). Finally, there will also be a professional development component to this course in which students will explore career and graduate training options related to abnormal psychology as students will be exposed to several speakers who are professionals practicing within the field (College Objective: Vocation).

In conclusion, this course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, communication, ethical behavior, and vocation.

**Knowledge Assessment:** Students’ mastery of course-related knowledge will be assessed via four methods: 1) Each student’s conceptual understanding of course concepts will be assessed via a mid-term exam and final comprehensive exam. 2) Student scientific writing skills will be assessed via the completion of a series of research activities culminating in a final literature review. 3) Student assessment skills will be determined through their ability to identify symptoms and possible diagnoses exhibited by characters from a movie of their choice. 4) Student’s oral presentation skills will be assessed via their ability to effectively and appropriately communicate their research to both members of a specified population and a class presentation.

**Attendance:** Attendance is imperative in order to perform well in this course. Therefore, students are allowed only ***2 absences*** over the duration of the term. Students should notify the instructor prior to the absence and will be responsible for contacting the instructor for any information missed due to an absence ***(this should occur during office hours and not prior to class)***. If more than 2 absences are accrued, the student’s grade will be lowered by one-third a letter grade/5% for each additional absence (ex: A to A-). Students are responsible for signing in daily on the attendance sheet provided. If a student fails to sign his or her name on the daily attendance sheet, it will be assumed he or she was absent that day. The instructor reserves the right to make alterations to this attendance policy in situations requiring unique considerations due to special circumstances. In such situations, early and frequent communication with the professor is critical.

**Reading Assignments:** The reading assignments are provided on the attached page. Students are expected to have read the material prior to the class period during which it will be discussed.

**Exams:** There will be one mid-term exam and one final comprehensive exam in this course. The exam will be composed of 40 multiple-choice questions worth 2 points each (80 points total), 2 short-answer essay questions (5 points each, 10 points total), and 1 long-answer essay (10 points total). Each exam will be worth 100 points (200 points total). Dates of exams are attached. ***No exams will be made-up without a documented excuse that the instructor deems sufficient to warrant missing the exam. Contact the instructor prior to the absence in order to verify that the excuse warrants an exam make-up.***

**Literature Review/Public Awareness Project:** In order to facilitate understanding of psychological research, as well as to enhance research writing, quantitative reasoning skills, and critical thinking skills, students will complete a literature review. Students will write an APA-style review based on the project.

In this paper, students will provide the following sections: 1) an APA style Title Page, 2) an APA style Abstract, 3) an APA style Introduction that reviews the primary literature related to the project in a way that provides a compelling rationale for the importance of the project to the scientific and public community based on existing theory and empirical evidence, 4) an APA style Methods section that describes the purpose of the research, the research design, hypotheses, measures, and procedure, and results 5) an APA style Discussion section which highlights conclusions based on research findings, delineates limitations to the research project, and **outlines content that the public should be made aware of and your intentions for making this information approachable to your identified population. This paper is significantly different from traditional papers in that it acts as a “jumping off” point for you to provide the background information for a public awareness project with the ultimate goal of making technical research results approachable/in laymen’s terms for the public.**

***Late work for any of the research activities related to the project will not be accepted without a documented excuse.*** Please know, I have carefully broken up the literature review/public awareness project into small, manageable pieces. Tardiness of any step may have a domino affect on completing the other tasks. My strictness in deadlines is meant to be helpful.

**Literature Review/Public Awareness Project Baby Steps and Deadlines:**

**Step 1: Topic Proposal:** By Wednesday of week 1, at the beginning of class, students should submit a 1-2 paragraphs identifying and explaining your interest in a specific mental health diagnosis and treatment approach or diagnosis-related question that you wish to research and increase public awareness about. This proposal should make a compelling argument of why this information is necessary to the public. The research proposal will be worth 10 points.

—Ex. 1: I want to research if psychodrama therapy is especially useful/effective with reducing depression rates among members of the acting community.

—Ex. 2: Do (and if so, how) adopted children benefit from Theraplay (attachment model) treatments?

**Step 2: Reference Page & Abstracts:** By the Thursday of week 1, at the beginning of class, students should submit an APA style references page citing 5 relevant peer-reviewed, primary journal articles and the abstracts for each article (the abstracts should be submitted separately from the references page). The articles should provide strong support for the proposed topic. At the instructor’s request, students may also be asked to submit copies of the 5 articles so the professor can assess perceived fit. This activity is worth 10 points.

**Step 3: Annotated Bibliography:** By the Monday of week 2, at the beginning of class, each student will re-submit their references page and write a paragraph beneath each reference giving a brief summary of the reading and how it will contribute to your paper.

Example:

Barlow, D. (Ed.) (2001). Clinical handbook of psychological disorders: A step-by-step treatment manual. New York: Guilford Press.

“This book explains the fight or flight response leading to panic attacks and explains what happens biologically, physically, and how symptoms arise. It is very helpful with looking at how normal anxiety functions and how misinterpretation of symptoms increases anxiety and fears of having future panic attacks (the very definition of Panic Disorder). It also gives an explanation of the various techniques of CBT therapy: cognitive reconstruction, breathing retraining, exposure to feared internal cues, and in-vivo exposure. “

This activity is worth 10 points.

***Late work will not be accepted without a documented excuse approved by the instructor for any research activities, course presentations, or other course components.***

**Step 4: Literature Review:** By the 2nd Wednesday, at the beginning of class, students will submit a final draft of the APA style literature review summarizing their questioned topic, why it is compelling and pertinent for the public to be made aware, what scientific research and professionals within the related field(s) find evident of the explored diagnosis-related question, and include a well-thought and articulated proposal of what you (the student) intend to do to make the public aware of this information in an approachable manner using laymen’s terms . This final draft should include the APA cover page, abstract, literature review with proposal, and a references page. This project is worth 100 points.

***Research activities will not be accepted late without an excuse approved by the instructor. Excuses will only be permitted in extreme circumstances (pending instructor approval). Failure to adequately prepare in advance for an assignment does not constitute an extreme circumstance. Late activities that are not excused by the instructor will receive no points. It is your responsibility to submit your activities on time on the day that they are due.***

**Step 5: Proof of Public Awareness Outreach:** By the 3rd Wednesday, at the beginning of class, students must submit some sort of proof (could be a video of your public presentation, a launched website or video, a children’s book you created along with a video of you reading it to kids—could be almost anything—your imagination is your only limitation) that you have conducted a public awareness/outreach component. Remember, the key to this activity is to make your research approachable and relevant to the population to which you present. For example, you research childhood PTSD that occurs following witnessing domestic violence and police response. Maybe you can share information with the local police about child reactions to police intervention and ways police can be soothing and non-traumatizing to children that are in the homes to which they respond. This assignment is worth 10 points.

**Step 6: Literature Review and Public Awareness Class Presentation:** Presentations will occur on the third Friday, fourth Monday, and fourth Tuesday. Students will sign up the first day of class for a presentation time. Dispensing research in a public forum is a critical function of psychologists. In order to enhance research presentation skills and oral speaking skills (key components of a quality liberal arts education), each student will develop and deliver a 15-minute research presentation based on their literature review and public awareness presentation. Microsoft PowerPoint will be used in all presentations. The presentation will be worth 50 points. ***No presentations will be made-up without a documented excuse that the instructor deems sufficient to warrant missing the presentation. Contact the instructor prior to the absence in order to verify that the excuse warrants presentation make-up.***

**Class Presentation Evaluation and Feedback:** Presentations will be graded based on an established rubric that will be used by your instructor and peers. The rubric will include scalable presentation criteria that will be averaged for a final score. When evaluating a peer, you should be very specific about the behaviors/specifics that led to your overall evaluation. You should also be sure to balance positive and negative feedback and to phrase negative feedback in a constructive manner. Suggestions for improvement or alternate behavior are very important when constructive criticism is offered. As a good group member you should strive to show the highest level of professionalism.

Each group member will evaluate your performance on the following dimensions: 1) clarity of the researched topic and ability to communicate a compelling argument for the importance of the topic 2) professionalism, respect for the 15 minute expectation, and preparedness in presentation, 3) quality of the Powerpoint, 4) understanding of the presented material and ability to communicate effectively, and 5) the appropriateness/effectiveness of the public awareness activity. ***DO NOT AWARD POINTS BASED ON PERSONALITY, FRIENDSHIP, OR LIKEABILITY. THIS SHOULD BE STRICTLY BASED ON PERFORMANCE AND YOU SHOULD CITE SPECIFIC EXAMPLES OF STRONG PERFORMANCE OR AREAS FOR IMPROVEMENT.***

**Movie Assessment/Case Study:** On the third Monday, at the beginning of class, students will turn in a 1-2 page case study of a movie character of their choice. This case study should give a brief summary of the movie and the challenges the character faced. Students will complete a formal mental health assessment on the character (like the example formats provided by the instructor) in which mental health diagnosis symptoms and one or more diagnoses, if appropriate, are identified. The assessment should include a treatment plan that identifies appropriate treatment modalities and goals for therapy. A final paragraph should include an explanation of ruled-out diagnoses that the character showed high traits of, but did not meet diagnostic criteria. This project is worth 50 points.

**Class Participation**: Student engagement in a course is a reliable predictor of learning outcomes. The ability to think deeply about material and integrate it one’s unique views and perspectives is vital to effective learning. Therefore, students are expected to participate regularly during class in an insightful and thoughtful manner which respects the viewpoints of other students and the instructor. Students are also expected to be attentive and nondisruptive during class. This includes arriving to class on-time, turning off all cell phones, remaining awake and alert, and avoiding distractions such as newspaper reading, knitting, web surfing, etc. Students choosing to engage in such behaviors will be asked to leave the class forfeiting their attendance points.

If the behavior 1) is habitual, 2) becomes significantly disruptive, 3) interferes with the instructor’s ability to teach effectively, or 4) disrupts the learning processes of other students***, the offender will be asked to leave the course immediately and a failing grade will result.***

***If a student is tardy by more than 10 minutes, the instructor reserves the right to count this as an absence.***

**Grading:** To support preventing grader bias, blind grading will be used as much as possible. Each student will select a number to represent them and will use this on any submitted test or assignment. This system cannot be used on presentations. Grades will be figured according to the following scale: 100-93% A; 92.9-90% A-; 89.9-87% B+; 86.9-83% B; 82.9-80% B-; 79.9-77% C+; 76.9-73% C; 72.9-70% C-; 69.9-67% D+; 69.9-63% D; 62.9-60% D-; 59% and below F.

**Point Distribution**

Exams: 2 exams, 100 pts each 200 points

Topic Proposal 10 points

Reference Page & Abstract 10 points

Annotated Bibliography 10 points

Class Presentation 50 points

Proof of Public Awareness 10 points

Movie Assessment/Case Study 50 points

Literature Review 100 points

Total 440 points

**Technology Requirements:** Students will be expected to regularly check Cornell College e-mail accounts for course-related announcements. Students will demonstrate proficiency in using Microsoft PowerPoint to deliver final presentations. Students will also be expected to effectively search online databases to conduct literature searches.

**Statement on Diversity:** A commitment to diversity has been widely recognized as a critical component shaping the future of psychology. Diversity considerations will be incorporated throughout in-class discussions, lectures, and applied laboratory activities.

**Academic Honesty: “**Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading ‘Academic Honesty’."

**Academic Accommodations:** “Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see [http://cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/documentation/index.shtml)Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.  
  
At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.”

Students requesting accommodations should bring a documented list of suggested accommodations from the Office of Academic Advising. The course instructor will review the accommodation list with the student and agree upon reasonable accommodations.

**Psychology 282**

**Course Schedule**

Date Topic Reading/Assignments

Jan 14 Course Introduction C(1): Chapters 1 & 2

Class: 8-11 am History of Abnormal Psych

Research in Abnormal Psych

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Jan 15 Models of Abnormality C: Chapter 3 & 4

Class: 8:15-10:15 am Clinical Assessment, Diagnosis, Treatment

Class 1-3

Office Hour: 10:15-11:10

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Jan 16 Anxiety Disorders C: Chapter 5

Class: 1-3 Obsessive Compulsive Disorders D(2): pg. 115-140

**Topic Proposal Due**

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Jan 17 Stress Disorders C: Chapter 6

Office Hour: 12-1 pm D: pg. 141-153

Class: 1-3 **Reference Page w/ 5 Abstracts Due**

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Jan 18 Mood Disorders C: Chapter 7 & 8

Class 8:15-11 am

Office Hour: 11-12 pm D: pg. 65-114

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Jan 21 Suicide C: Chapter 9

Class: 8:15-10:15 am **Annotated Bibliography Due**

Office Hour: 10:15-11:15 am

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Jan 22 Somatic Symptom Disorders C: Chapter 10

Office Hour: 12-1 pm D: pg. 161-167

Class: 1-3 pm

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Jan 23 Substance-Related Disorders C: Chapter 12:

Class: 8:15-11 am Addictive Disorders D: pg. 227-283

10 am Speaker: Tassie Crews **Paper Due**

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Jan 24 Eating Disorders C: Chapter 11

Office Hour: 11:30-12:30 pm D: pg. 169-176

Class: 12:30-3 pm

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Jan 25 **Exam 1**

Class: 8:15-11:15 am

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Jan 28 Disorders of Sex & Gender C: Chapter 13

Class: 8:15-11 am D: pg. 201-218

Office Hour: 11-12 pm **Case Study Due**

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Jan 29 Schizophrenia Spectrum C: Chapter 14 & 15

Office Hour: 12:15-1:15 pm Other Psychotic Disorders D: pg. 45-64

Class: 1:15-3 pm

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Jan 30 Personality Disorders C: Chapter 16

Office Hour: 11:15-12:15 pm D: pg. 321-332

Class: 12:15-3 pm/ 2 pm Speaker: Julie Gondek **Public Awareness Outreach Due**

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Jan 31 Disorders Common Among C: Chapter 17

**Class 8:15-11 am &** Children & Adolescents D: pg. 219-224

**Class 1-3 pm** **Bring items representing family members to class!**

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Feb 1 Disorders of Aging & Cognition C: Chapter 18

Class: 8:15-11:30 am D: pg. 685-729

**9** **Presentations**

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Feb 4 Law, Society, & Mental Health C: Chapter 19

Class: 8:15-11:15 am Related Careers **8 Presentations**

8:15 am Panel: Sabrina Rogers, Matt Reinert, Mary Schmidt-Luhring

Office Hour: 11:15-12:15 pm

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Feb 5 **8 Presentations**

Office Hour: 11:15-12:15 pm

Class: 12:15-3 pm

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Feb 6 **Comprehensive** **Final Exam**

Class: 8:15-11:15 am

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1Comer (2010). 2Desk Reference to the Diagnostic Criteria from DSM-V(2013).