

Abnormal Psychology

01:830:340:03 MW 3:50-5:10pm AB 2225

Welcome to Abnormal Psychology! In this course, you will study the nature, causes, and treatment of clinical disorders, including the full range of psychopathology identified within the Diagnostic and Statistical Manual (DSM 5-TR). This course is designed to give you insight into real-life examples of psychopathology through diverse learning assignments. It also explores current events within the field of psychology.

I'm looking forward to the semester!

Dr. Lyra Stein



Instructor:

Lyra Stein, PhD (She/Her/Hers)

Email: Lyra@psych.rutgers.edu

I check email during the hours of 9am-7pm M-F

Office Hours on Zoom Mondays 12-1

<https://rutgers.zoom.us/j/99919510653?pwd=Mkx5SHp0Qmlac2t5TmR3VXdjMFpmZz09> Passcode 539623

In-Person Wednesdays 2-3 in Tillett 221

Graduate TA:

Danielle Hoyt

Email: danielle.hoyt@rutgers.edu

Office Hours: 9-10am on Thursdays over Zoom

<https://rutgers.zoom.us/j/99919510653?pwd=dEJSQ0VXYU9OSGVsZm1uZUxLYjlqUT09>

Password: 774532

LEARNING ASSISTANTS:

Learning assistants will attend the lectures and will hold supplemental sessions (you will earn 2 extra credit points for each session you attend with a max of 10 sessions). All of the LAs can help with course concepts and your final paper. You can sign up using this link: <https://rlc.rutgers.edu/student-services/study-groups>

Annmarie Elgendy ae424@scarletmail.rutgers.edu Monday, 5:40pm - 7:00pm, Online

Milindi Shah mds346@scarletmail.rutgers.edu Tuesday, 10:20am - 11:40am, AB 1150B (CA Learning Center)

Lamia Khondaker lkr47@scarletmail.rutgers.edu Wednesday, 2:30pm - 3:20pm, Online

Lamia Khondaker lkr47@scarletmail.rutgers.edu Thursday, 7:30pm - 8:50pm, SERC 104 (Busch Learning Center)

Annmarie Elgendy ae424@scarletmail.rutgers.edu Friday, 12:10pm - 1:30pm, Online

Feel free to contact Shriya or Madison with questions about course concepts or assistance with your final paper

Shriya Mandava sm2333@scarletmail.rutgers.edu

Madison Vigdor mpv59@scarletmail.rutgers.edu

Course Objectives

This course provides an introduction to the description, classification, and academic study of human mental distress. In addition, we will explore various theoretical approaches to the causes and treatments of psychopathology. You will:

- 1) Develop competency in the use of the DSM-V-TR for the classification of psychopathology.
 - Assessed through quizzes, exams, case study discussions, and the final paper
- 2) Differentiate the theoretical approaches to causes and treatments of psychopathology-biological, psychodynamic, cognitive-behavioral, and humanistic.
 - Assessed through quizzes, exams, and case study discussions
- 3) Evaluate “real life” experiences of individuals who suffer from psychopathology and integrate them with a scientific diagnostic approach.
 - Assessed through case studies and the final paper
- 4) Evaluate the effectiveness of the current diagnostic system and suggest a more parsimonious taxonomy of classification
 - Assessed through case study discussions and the final paper
- 5) Evaluate the classification and treatment of psychopathology by use of psychological scientific methods
 - Assessed through course discussion, group work, and the final paper
- 6) Learn skills that will be helpful after graduation such as critical thinking and collaborative learning
 - Assessed through group work and final paper

Instructional Resources



- 1) Oltmanns, T.F. & Emery, R.E. (2019). *Abnormal psychology* (9th ed.). Boston, MA: Pearson.
ISBN-13: 9780134899053

There will not be a heavy emphasis on the text and I will be providing resources, however, the course does follow the general outline of the text.

If you would like to use the eText, follow the steps below (**online access is not required**):
Revel Abnormal Psychology, 9e, the course materials for Oltmanns Abnormal Psychology 9e

Here's how:

Go to: <https://console.pearson.com/enrollment/113uw0>

2. Sign in to your Pearson Account or create one.

3. Purchase instant access online.

You can also access videos, extra quiz questions and activities with purchase of the eText

- 2) iclicker ISBN-13: 978-1498603058

- 3) Case studies provided on Canvas in the chapter modules

CLASS PARTICIPATION

The clicker system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and **receive 1 point for each question you answer correctly.**

The clicker total will be out of 30 points (I will present about 60 points worth of questions, therefore I am allowing for missed days). You will earn an extra credit point for every 10 points above 30 points. You may use the physical iclicker remote or the app. We will start counting points on the 4th class.

To register, go to <https://www.iclicker.com/> and search for Abnormal Psychology Stein. **It is very important that you register with the same Rutgers email that is connected to Canvas.**

Please address clicker issues within a week after the class in question.



TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending on time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will ask you to take part in group and class discussions. I hope these experiences will allow you to apply the material we cover to your own lives.

To prepare you with skills needed once you graduate, you will engage in critical thinking and collaborative learning. Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real-life social and employment situations.

In this course, you will engage in 6 collaborative learning sessions which will include annotations pertaining to case studies, preparation, and collaboration during the group session.

See <https://instructionalmoves.gse.harvard.edu/using-team-based-learning-prepare-students-real-world> for more information.

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please

let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

I acknowledge that we all come from different backgrounds and that we all can learn to be more understanding and well-versed on issues that do not directly affect us by providing a welcoming environment for all to discuss their experiences. With that being said, I intend for all class materials and activities to be respectful to all in the class.

CLASS ETIQUETTE:

In abnormal psychology, we will be discussing sensitive topics and persons with mental disabilities have often experienced discrimination. Please keep in mind that while we can (and should) critique and comment on scientific findings, methods, theories, etc., we will not critique and/or question our classmates' experiences or identities. Offensive and disruptive behavior will not be tolerated.

ATTENDANCE POLICY:

I understand issues may occur causing you to miss class from time to time. You do not need to inform me when you do not attend class. If you have extenuating circumstances, please have an undergraduate Dean send me an email. Please do not leave lecture early: Besides distracting your fellow students, when I hear people leaving or packing their bags, I become very distracted. (P.S.: I understand that occasionally people must miss part of a class. If you intend to do so, please sit close to the door so you won't distract everyone)

Syllabus & Canvas Site: This contains everything you need to know about the course; refer to it often. I may make changes to this syllabus on Canvas announcements so be on the lookout.



Quizzes

There will be 15 quizzes which will consist of 20 questions each will cover 1 chapter. You will have an hour to complete the quiz and will not be able to save the quiz once you begin.

Group Work

You will spend 6 lecture classes working in groups to elaborate on course material and professional development. Group work will be assessed as satisfactory (completed). If you miss a discussion due to an excused absence, you have 2 weeks to complete the assignment.

ASSESSMENTS:

There will be three midterm and one cumulative final exam which will be presented on Canvas. The exams will include multiple-choice, multiple answers, and an open-ended question. I will drop the lowest of the three midterms (the final will be factored into your grade). Test dates noted on the syllabus may be changed if needed; changes will be announced in class and on Canvas).

Each midterm will consist of 100 points (multiple choice, multiple answer and open-ended (150 points for the final)

ACCOMMODATIONS

Appropriate accommodations will be made for students who qualify through the disabilities office.

Students with disabilities requesting accommodations should follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html> and send me a copy of the accommodations

FINAL PAPER

This project is a fun assignment that will let you apply what you have learned this semester! First, choose a character from a movie, TV show or book (or video game). The project will involve critically analyzing a ***fictional*** character with one or more forms of mental illness that have been discussed in class. You will use information gleaned from your character to assess and diagnose a character with psychopathology. The paper should include the following:

- 1) Include the correct diagnosis(es) and the reasoning for the diagnosis(es) according to the DSM 5-TR diagnostic criteria. This should include the criteria for a diagnosis and evidence from specific scenes in the movie/show etc. **15 points**
- 2) Based on the diagnostic assessment and case formulation, you will recommend suitable treatment options in detail including the type of psychotherapy (and medication if needed) and the reasoning for the therapeutic techniques. This will include an analysis of **why** the recommended therapeutic technique will be helpful for the character, In addition, assess the character's prognosis with comment on the efficacy of the treatment. **15 points**
- 3) Indicate any issues with the diagnostic classification system found in the DSM V-TR in relation to your character's diagnosis. This can include issues with the categorical system, confusion over which diagnosis is suitable for the character, and other complications with the diagnostic system. **15 points**
- 4) Use the following guidelines to format your essay. **5 points**
 - a. Include in-text citations and a reference page
 - b. The paper should be at least 3 pages in length (double-spaced)
 - c. Times New Roman, 12 pt. font
 - d. **Submit the paper by April 19**

Please submit either a Word or PFD file (not a Google Doc). Make sure that you submit the correct version of the correct assignment before the due date.

You can use any format for references, here are some links for guidance.

<http://owl.english.purdue.edu/owl/resource/560/02/>
<http://owl.english.purdue.edu/owl/resource/560/03/>
<http://owl.english.purdue.edu/owl/resource/560/05/>
<http://owl.english.purdue.edu/owl/resource/560/06/>
<http://owl.english.purdue.edu/owl/resource/560/07/>
<http://owl.english.purdue.edu/owl/resource/560/08/>
<http://owl.english.purdue.edu/owl/resource/560/09/>
<http://owl.english.purdue.edu/owl/resource/560/10/>
<http://owl.english.purdue.edu/owl/resource/560/11/>

Please contact an LA with any specific questions concerning references.

Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.²

Honor pledge:

You are not allowed to screenshot questions, copy questions, or distribute the questions to any individual or onto any website. Anyone who does this will fail the exam and possibly the course. You also may not communicate with others during the exam, which is grounds for failure according to the Rutgers office of academic integrity and student conduct. By clicking "Begin Assessment," on the exams, you agree to these conditions.

¹ This web link was corrected on Sept. 13, 2015. S. Lawrence

² <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.

ADDITIONAL CREDIT

For every 10 Clicker points above 30, you will earn an extra credit point. You will earn 2 extra credit points for the supplemental LA sessions you attend (you can only earn 2 extra credit points for 10 sessions). You may complete **1 of the following extra credit assignments** listed below (not including the movie)



Option 1: Social Media Misinformation (5 points)

- 1) Find instances of misdiagnosis and stigmatizing information found on social media. Include the link or the actual video/media
- 2) Analyze why the content is specifically inaccurate (using course material) and how the perpetuation of such information can affect young people.
- 2) Discuss how the selected media presentation perpetuates misinformation and/or stigmatization of individuals suffering from mental illness.

Due 4/24 by 11:50pm

Option 2: Mental Health and Stigma (5 points)

In a three-page paper (double-spaced), discuss how can we reduce the stigma (negative attitudes) and address the myths about individuals living with a mental illness. Include information on how can we improve how people view mental health and mental illness.

In addition, racial/ethnic, gender, and sexual minorities often suffer from poor mental health outcomes due to multiple factors including inaccessibility of high-quality mental health care services, the cultural stigma surrounding mental health care, discrimination, and overall lack of awareness about mental health. Include a discussion of how can we ensure that minorities obtain proper mental health care.

You should include outside references along with a reference page that documents the sources.

Due 4/24 by 11:50pm

Option 3: : Engage in a class discussion (5 points) I have topics listed on the Canvas calendar where you can sign up.

- 1) Read the issue and decide if you would like to participate in the “yes” or “no” arguments. You can sign up on the Google Doc-the first column is for the *yes* argument and the second column is for the *no* argument.
- 2) Read the essays posted to Canvas under ”discussion topics” and prepare for a short presentation (1 min.).
- 3) You do not need to submit your arguments in writing, but they should be well-thought-out and logical.

You may only earn credit for 1 movie

During the semester I will be offering extra credit movies over Zoom (5 points). We will watch a movie together on Zoom and discuss the movie in the chat. To receive credit, you should post at least twice about **relevant information during the movie relating to class theories**. Make sure that the comment coincides with the scene in the film and that the comment is short enough that we can read and respond. In addition, you should be present on Zoom for the entire movie. A Google Doc will be available for you to sign out at the end of the movie. If you post inappropriate material, you will not receive credit.

Inevitably every semester there are students who are unhappy with their grades and are not concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend trying to understand the material, the better.



When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also, test yourself! Go through the lecture notes and fill out the study guide with an explanation of the concept in **your words**. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

COMMUNICATION:

I created a Facebook group for this class called Abnormal Psychology at Rutgers <https://www.facebook.com/groups/394907930599321/> I will be posting articles related class topics to enhance your knowledge of the area.



HOW TO PERFORM WELL IN THIS CLASS:

- Attend class and engage in class discussions.

- Complete every quiz on time.
- Read the assigned material carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials. Outline the chapters in your own words with information from the text and lecture.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your LA.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or your LA to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Work productively during class. During class, we will actively analyze, apply, and evaluate the course material.
- I would like you to learn professionalism during this class. This means conducting yourself as you would after graduation. This is time for you to practice professional communication and behavior.

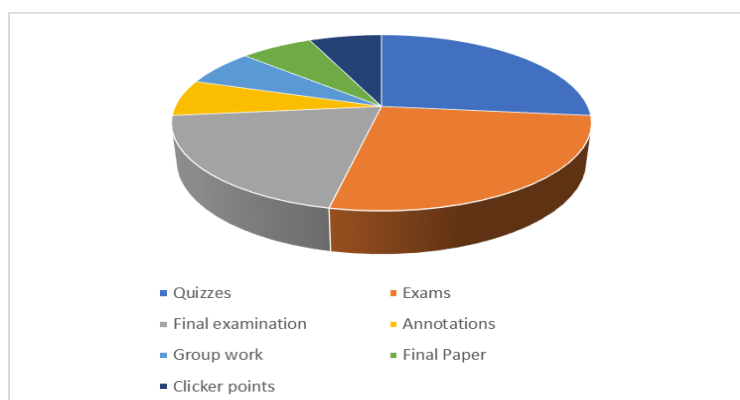
The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu.

EVALUATION

Evaluation is based on:

| | |
|------------------------------------|----------------------|
| Quizzes | 200 points (10 x 20) |
| Two hourly exams (100 points each) | 200 points (2 x 100) |
| Final examination | 150 points |
| Annotations | 60 points |
| Group work with case studies | 60 points |
| Final Paper | 50 points |
| Clicker points | <u>30 points</u> |
| Total Points possible | 750 |

A: 675-750 points, B+: 638-674 points, B: 600-637 points, C+ 563-599 points, C: 525-562 points, D: 450-524, F: 0-449



LECTURE TOPICS AND READINGS:

(All dates are approximate and changes may be announced in class)

| Date | In-class topics and activities | Learning Objective | Assignments Due by 3:50pm |
|--------------------------------|--|--------------------|--|
| W 1/18 | Examples and Definitions of Abnormal Behavior | 1, 5 | |
| M 1/23 | Causes of Abnormal Behavior | 1, 2 | |
| W 1/25 | Causes of Abnormal Behavior/ Treatment of Psychological Disorders | 1, 2, 4, 5 | |
| M 1/30 | Treatment of Psychological Disorders | 2, 4, 5 | |
| W 2/1 | Classification and Assessment of Abnormal Behavior Group Introductions | 1, 2, 5 | Chapter 1 Quiz due |
| M 2/6 | Mood Disorders and Suicide | 1, 2, 4, 5 | Chapter 2 Quiz due |
| W 2/8 | Mood Disorders and Suicide | 1, 2, 4, 5 | Chapter 3 Quiz due |
| M 2/13 | Group Work case study | 3, 4, 6 | Chapter 4 Quiz due |
| W 2/15 | Exam 1 On Canvas | | Chapter 5 Quiz due |
| M 2/20 | Anxiety Disorders | 1, 2, 4, 5 | |
| W 2/22 | Group work Case Study | 3, 4, 6 | Case study annotation |
| M 2/27 | Acute and Posttraumatic Stress Disorders, Dissociative Disorders and Somatic Symptom Disorders | 1, 2, 4, 5 | Chapter 6 quiz due |
| W 3/1 | Group work Case Study | 3, 4, 6 | Case study annotation |
| M 3/6 | Stress and Physical Health | 1, 2, 4, 5 | Chapter 7 quiz due |
| W 3/8 | Stress and Physical Health | 1, 2, 4, 5 | |
| M 3/13 W 3/15 | Spring Break | | Chapter 8 Quiz |
| M 3/20 | Exam 2-Canvas (chapters 6-8) | | |
| W 3/22 | Personality Disorders | 1, 2, 4, 5 | |
| M 3/27 | Group work Case Study- Bryan Kohberger | 3, 4, 6 | Case study annotation |
| W 3/29 | Eating Disorders | 1, 2, 4, 5 | Chapter 9 quiz due |
| M 4/3 | Substance Use Disorders | 1, 2, 4, 5 | |
| W 4/5 | Group work | 3, 4, 6 | Case study annotation Chapter 10 Quiz |

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|--------------------------|---|------------|---|
| M 4/10 | | | |
| W 4/12 | Exam 3 (chapters 9-11) will open on Monday 4/17 and close on Friday 4/21 | | |
| M 4/17 | Sexual Dysfunctions, Paraphilic Disorders | 1, 2, 4, 5 | |
| W 4/19 | Gender Dysphoria | 1, 2, 4, 5 | |
| M 4/24 | Schizophrenic Disorders | 1,2,4,5, | Final Paper Due |
| W 4/26 | Autism Disorders/ Psychological Disorders of Childhood Group work Case Study | 1, 2, 4, 5 | Chapter 13 Quiz due Case study annotation |
| M 5/1 | Psychological Disorders of Childhood/Positive Emotions | 2, 3, 4, 5 | Chapter 15 quiz due All extra credit due by 11:50pm |
| W 5/10 12-2pm | Final-cumulative emphasis on the last chapters (on Canvas) | | Chapter 16 quiz due |

Student-Wellness Services:

Just In Case Web App

<http://www.justincaseforcolleges.com/faq/>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy, and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and

faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

scarlet.listeners@gmail.com

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. If you've got something going on and would like someone to listen, you can reach out to our partner hotline, CONTACT We Care, at 908-232-2880, or the National Suicide Prevention Lifeline which is open 24/7 at 1-800-273-TALK (1-800-273-8255).