

COURSE SYLLABUS

Psychology 360: Abnormal Psychology

Fall Semester 2016

Tuesday & Thursday, 4:00pm – 5:50pm

Zumberge Hall of Science (ZHS), Room 159

Instructor: Robert A. Chernoff, Ph.D.

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Ofc. Hrs: Wed. 4:00pm – 5:00pm;
Thurs. 10:00am – 11:00am;
or by appointment.

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Ofc. Hrs: Tues. 10:00am – 12:00pm; or by
appointment.

Prerequisite:

Psychology 100 or its equivalent (e.g., AP Psychology, or transfer course from another college/university) must be completed in order for you to register for this course. This is a departmental requirement. To see if an equivalent course will fulfill this requirement (e.g., transfer course, AP course), you must consult with your undergraduate academic adviser.

Course Description:

This course will provide an overview of the scientific study of psychopathology. About 25% of the course will cover basic concepts and definitions, historical perspectives on psychopathology, different theoretical models of psychopathology, the assessment and diagnosis of mental illness, and research methods for studying mental disorders. The remaining 75% of the course will concern the etiology, description, and treatment of the leading categories of mental disorders among adults, children and adolescents. Legal and ethical issues pertaining to the assessment and treatment of mental illness will be discussed, as well as the role of culture and diversity in assessment and treatment. The course will at various times touch upon theory, empirical research, and clinical practice. Material will be presented via lectures, readings, DVDs, and class discussions and exercises. (The course is worth 4 units. The section number is 52566R.)

Learning Objectives:

- (1) Students will learn the categories and descriptions of the leading mental disorders.
- (2) Students will learn the different theoretical models explaining the causes of the disorders, and the empirical evidence linking biological, cognitive, emotional, behavioral, and social/cultural factors with each disorder.
- (3) Students will learn how mental disorders are assessed, and the leading evidence-based methods of treatment.
- (4) Students will learn how to use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues, including hypothetical clinical cases.

Readings:

- (1) The required textbook is: **Barlow, D. H. & Durand, V. M. (2015). *Abnormal Psychology: An Integrated Approach* (7th Ed.). Stamford, CT: Cengage Learning.** Available through Amazon or the USC Bookstore.

- (2) There are additional supplemental readings listed in the syllabus. These are required readings for the course. Some of these have not been selected yet, and some may be subject to change. Any changes to these readings will be posted in advance on Blackboard.

In the course outline in this syllabus, chapter references and page numbers refer to the Barlow & Durand text.

Class Attendance: You should make every effort to attend every class. If you miss a class, you should obtain notes from a classmate. Class notes are NOT available from the instructor. Questions are always encouraged during class, in office hours, and by e-mail.

Taking Notes: It is highly recommended that you take detailed notes during lectures, because the majority of exam questions will be based on lecture material. However, there will also be exam questions based on reading materials and DVDs shown in class. The PowerPoint slides will be available after each class and posted on Blackboard.

Blackboard: All students enrolled in the class should be enrolled in Blackboard. PowerPoint slides shown in class will be available on Blackboard. Required supplementary readings will be available and accessible on Blackboard. Finally, important announcements will be made on Blackboard throughout the course, including announcements related to exams.

Course Requirements: In this course, there will be three midterm examinations, and the final examination. Class participation will also be factored into the final grade. No paper is required for this course. Opportunities to earn extra credit points will also be available (see below).

Exams: Two of the three midterms and the final exam will include multiple choice and short essay questions. These 3 exams will be closed book, closed note. The exams will cover all material from the course, including the lecture material, assigned readings, and DVDs. The second midterm will be a take-home and open-book essay exam taken through Blackboard. (This will be the ONLY open-book exam of the 4 exams in the course.) More information about all of the exams will be available as the time of the exams approaches.

Students often ask what material from the course is the most important for the exams. The order of priority is as follows: (1) Material covered in both the lectures and readings will be the most emphasized; (2) material in the lectures only is the second most important; (3) material that appears in the readings only will be less emphasized, but there will definitely be some questions on the exams from the readings. Some exam questions will require recall of information, while other questions will require students to solve problems using concepts from the course.

Only two of the three midterms will count toward the final grade (i.e., the two highest scores). You will be allowed to drop your lowest midterm test score. If you miss a midterm, you may drop that score. No make-up exams will be given for ANY reason, and you may NOT drop the final exam for any reason.

The midterm exams will be non-cumulative, and will cover only those lectures, readings and videos for that segment of the course. *However, the final exam will be cumulative and will cover all lectures, readings, and DVD material.*

Class Participation: Interactive class discussions are an important part of this class. There are at least 3 ways in which students are asked to participate:

- (1) Making comments or asking questions during class – Always encouraged and welcomed!

- (2) Participating in exercises during class – These will usually include pairing up with other students in the class and sharing your thoughts about DVDs shown or discussion questions presented, or writing a brief “one minute paper” at the end of class.
- (3) Discussing supplemental readings in class – On those days when a supplemental reading is assigned, there will be discussion questions about the readings posted on Blackboard. About 6-10 students will be asked in advance to be the “experts” on that reading for that day. This will require putting comments on the Blackboard discussion board, and being available during that class to share their thoughts about the reading for that day with the class. All other students are also welcomed to comment on the readings at any time.
- (4) All class participation counts toward the participation part of the final grade (i.e., 15%). The more participation, the higher the point total for this part of the grade.

Extra Credit: There will be 2 ways to earn extra credit points in this class, for a maximum of 5 extra points added to the lowest midterm exam score:

- (1) Psychology subject pool – Volunteering in psychology studies through the Psychology Department, for a maximum of 5 hours. Details about how the subject pool works will be presented during class.
- (2) Joint Educational Project (JEP) – Volunteering for a project in the community through the JEP Office on campus, and completing a brief paper related to this experience. A representative from JEP will come to class and explain more details about this program.
- (3) These are the only ways to earn extra credit. No “extra credit paper” can be written to earn extra points.

Grading: The allocation of the final grade will be as follows:

Task	Points	% of Final Grade
Midterm 1 (highest midterm score)	100	25%
Midterm 2 (second highest midterm score)	100	25%
Final Exam	100	35%
Class Participation	100	15%
TOTAL	400	100%

Subject to the qualification below, final grades will be based on the following percentage ranges: A: 93-100%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%; D+: 67-69%; D: 63-66%; D-: 60-62%; F: 59 & below.

Qualification: Final grades may not necessarily be based strictly on the above point totals or percentages. In cases where a student is on the borderline between two grades, the instructor reserves the right to adjust the grade on the basis of multiple factors (e.g., student effort, requests for help, evidence of improvement over time, etc.).

If you wish to contest the grading of your midterms, you must do so in person with the instructor or TA no later than ONE WEEK after each midterm is returned in class. After that point, the grade is final. The deadline for contesting final exam grades and final grades for the course is ONE WEEK after the final grades are posted.

Cell Phones & Other Devices: Out of courtesy and consideration for your instructor and fellow classmates, PLEASE TURN OFF OR SILENCE ALL CELL PHONES OR ANY OTHER ELECTRONIC DEVICES DURING CLASS.

Course Outline

Week/Date	Topic	Required Readings
Week 1 8/23	1. What is “normal” vs. “abnormal”? Course Overview & Requirements	Ch. 1, pp. 1-6
Week 1 8/25	2. Historical Perspectives on Abnormal Behavior: Etiology & Treatment	Ch. 1, pp. 6-27
Week 2 8/30	3. Models of Psychopathology I: Psychodynamic; Humanistic; Behavioral	Ch. 2, pp. 28-52
Week 2 9/1	4. Models of Psychopathology II: Cognitive/Behavioral; Biological; Social/Cultural Factors	Ch. 2, pp. 53-66
Week 3 9/6	5. Clinical Assessment & Diagnosis I	Ch. 3, pp. 68-78; Rosenhan, <i>On Being Sane in Insane Places</i>
Week 3 9/8	6. Clinical Assessment & Diagnosis II	Ch. 3, pp. 78-97; Frances, <i>Saving Normal</i>
Week 3 9/9	<i>Last day to register, add a class, drop a class without mark of “W”, change to Pass/Not Pass</i>	
Week 4 9/13	Midterm #1	
Week 4 9/15	7. Research Methods	Ch. 4, pp. 98-120
Week 5 9/20	8. Depressive Disorders I	Ch. 7, pp. 212-227; Styron, <i>Darkness Visible</i>
Week 5 9/22	9. Depressive Disorders II	Ch. 7, pp. 227-239
Week 6 9/27	10. Bipolar Disorders I	Ch. 7, pp. 239-257; Jamison, <i>An Unquiet Mind</i>
Week 6 9/29	11. Bipolar Disorders II; Suicide	Ch. 7, pp. 257-267; Jamison, <i>Night Falls Fast</i>
Week 7 10/4	12. Schizophrenia Spectrum & Other Psychotic Disorders I	Ch. 13, pp. 476-494; Supp. Reading TBD
Week 7 10/6	13. Schizophrenia Spectrum & Other Psychotic Disorders II	Ch. 13, pp. 494-509; Saks, <i>The Center Cannot Hold</i>
Week 8 10/11	Midterm #2 (Take Home on Blackboard)	
Week 8 10/13	14. Dissociative Disorders	Ch. 6, pp. 195-207, 211
Week 9 10/18	15. Anxiety Disorders I	Ch. 5, pp. 122-140
Week 9 10/20	16. Anxiety Disorders II	Ch. 5, pp. 141-154
Week 10 10/25	17. Obsessive-Compulsive and Related Disorders	Ch. 5, pp. 163-179
Week 10 10/27	18. Autism & Neurodevelopmental Disorders	Ch. 14, pp. 510-541

Week 11 11/1	19. Substance Use Disorders I	Ch. 11, pp. 396-426; Supp. Reading TBD
Week 11 11/3	20. Substance Use Disorders II	Ch. 11, pp. 426-439; Ch. 6, pp. 180-195
Week 12 11/8	Midterm #3	
Week 12 11/10	21. Eating Disorders; Somatic Symptom and Related Disorders;	Ch. 8, pp. 268-295; Ch. 6, pp. 180-195
Week 12 11/11	<i>Last day to drop a class with mark of "W"</i> Veterans Day	
Week 13 11/15	22. Personality Disorders	Ch. 12, pp. 440-475; Supp. Reading TBD
Week 13 11/17	23. Trauma- and Stressor-Related Disorders	Ch. 5, pp. 155-163; Supp. Reading TBD
Week 14 11/22	24. Neurocognitive Disorders	Ch. 15, pp. 542-569
Week 14 11/24	Thanksgiving Holiday – NO CLASS	
Week 15 12/1	25. Sexual Dysfunctions, Paraphilic Disorders, & Gender Dysphoria	Ch. 10, pp. 354-395; Solomon, <i>Far From the Tree</i>
Week 15 12/2	26. Violence & Mental Health; Legal & Ethical Issues in Mental Health; Future Trends	Ch. 16, pp. 570-587
Week 16 12/8	FINAL EXAM: Thursday, 4:30PM – 6:30PM, in ZHS 159	

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. (Their offices have moved to GFS 120, at 3601 Watt Way.) A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), ability@usc.edu

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions re located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.