

Abnormal Psychology
Psychology 245, Section 003

Fall 2016
5:45pm-6:35p.m. MWF
Peabody Hall 203

Instructor: Matt Cohen, M.A.
Office: 245 Davie Hall
Office Hours: Wednesdays 4:30pm-5:30 p.m. in Davie 245, or by appointment
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Class Website: Sakai

Required Materials

Text: *Abnormal Psychology*, Susan Nolen-Hoeksema, 6th edition

Other materials: For this class, you will need to access the DSM-5, which is available for free online to UNC students: library.unc.edu → search for “DSM-5” and choose electronic version; direct link: <http://dsm.psychiatryonline.org.libproxy.lib.unc.edu/book.aspx?bookid=556>.

Course Description:

This course will provide an introduction to a variety of mental health issues and disorders that impact individuals throughout the lifespan. At the beginning part of the course we will explore maladaptive or abnormal behavior broadly, including discussing what constitutes “abnormal behavior” and how this definition has been shaped by historical or cultural influences. Additionally, we will explore the assessment, diagnosis, and treatment of abnormal behavior from a variety of theoretical orientations. For the rest of the course, we will examine various specific mental disorders in more depth, including their symptom patterns, theory and research on their etiology (causes), and their treatment. The goal of this course is not only for you to learn information related to the study of abnormal behavior (and abnormal thought patterns and emotional responses), but also for you to learn how to critically apply this information to case material. Additionally, a goal of this course is for you to think about the subject matter in a deeper way by applying what we are learning to real life situations.

The format of the course includes primarily lectures and group-based learning, with class discussions and short videos also incorporated into most class sessions. The primary written resource will be the textbook, though additional readings will also be assigned. Reading the chapters carefully, attending class consistently, participating in class, taking good notes, and regularly reviewing those notes will help you to optimize your experience and succeed in this course.

I will primarily use PowerPoint slides during class. **Class attendance is essential. PowerPoint slides simply provide an outline of the material I cover in class; to succeed on the exams, you must come to class every day and take careful notes on what we cover.**

I encourage you to speak with me individually regarding any questions, comments, or concerns you have regarding classroom policies and procedures, the content of this course, or psychology more broadly. Additionally, I am happy to discuss psychology research opportunities, graduate school options, and career options with you.

Important notes:

- Email is the best way to contact me. Please email me directly and do **not** send me messages through Sakai. *If you respond to a Sakai group email, it will not get to me.*
- You are responsible for checking the Sakai site regularly, as the syllabus, class slides, assignments, and other relevant material will be posted there. I will also use email to communicate announcements to you from Sakai; you are responsible for reading all emails fully and carefully.

Course Requirements:

The primary course assignments and assessments are summarized in this table; all course components are discussed in more detail in separate sections below.

<i>Assignment</i>	<i>Points</i>	<i>Date</i>
Response Paper	75	Paper due date: September 23 rd at 12:00pm (via email)
Exam 1	200	Wednesday, September 28 th
Exam 2	200	Monday, October 17 th
Final Paper	150	Paper due date: Monday, November 28 th at 10:00pm (via email)
Case Presentation	75	December 5 th /7 th in class
Exam 3 (Final Exam)	200	Monday, December 12 th at 4:00pm
Class Participation	100	--

Response Paper (75 total points):

There will be one response paper assignment as part of the class. You will be tasked with reading an article that I will assign on a specific abnormal psychology related topic and writing a two to three page response paper based on several response questions that I share. The paper should be written with the following guidelines: 12 point font, Times New Roman, double spaced, 1 inch margins).

Examinations (600 total points):

There will be three, *non-cumulative* exams, each worth 200 points. Two of these exams will be held during our usual class time, and the final exam will be held at the officially scheduled final exam. “Non-cumulative” means that I will only test you on material that we have discussed since the last exam. *However, the material will build on itself* over the course of the summer session; for example, before Exam 1 we will learn about theories of abnormality that we will then discuss throughout the course, and these theories will continue to show up on Exams 2 and 3 in relation to specific disorders. Exams will include both multiple-choice questions and a range of free-response questions (for example, fill in the blank, short answer). The exams will not only include questions regarding factual information learned, but also questions that ask you to use critical thinking skills and to apply the material you have learned to case examples. Thus, success on the exams requires a deep understanding of the material and how it applies to real people suffering from mental disorders, rather than simple memorization of facts.

Important note about missing exams: Make-up exams (in other words, exams taken at a different time than the scheduled time) will only be allowed in extreme circumstances, such as when you are in the hospital, and will require documentation of your reason for missing the scheduled exam. I will handle requests for make-up exams on a case-by-case basis. Unexcused exam absences will result in an exam grade of 0%. By “make-up exams,” I am not referring to “retaken exams.” I do not allow students to take an exam a second time under any circumstances.

Final Paper (150 points):

Description: A detailed paper assignment will be posted on Sakai early in the semester.

Case Presentations (75 points):

Description: A detailed description will be posted on Sakai early in the semester. Broadly, you will be working in groups to study a case involving psychopathology and will then present your findings to the class in a short presentation on the last day of class.

Class Participation (100 points):

Attending class regularly is an essential part of this course. It is important for you to attend class every day. My slides do not provide the material you will need to know in order to succeed on exams and on the final paper. Additionally, you will miss hearing the case examples that help bring this material to life. Past students consistently

tell me that coming to class regularly is the most important part of this course, in terms of (a) how much students can learn from the course, (b) how much students enjoy the course, and (c) how well students can perform on the graded components of the course. Additionally, abnormal psychology is a subject that generates a lot of interesting discussion, and all students are encouraged to participate in class discussions. Unsurprisingly, research shows that there is a strong association between class attendance and performance on the exams and final paper.

In order to partially determine your class participation grade, I will be using Poll Everywhere for most of our classes. Some Poll Everywhere questions are intended to evaluate your understanding of the content (e.g., the reading or past class discussions) while other questions will be more geared towards facilitating discussion (e.g., I might ask you which theorist you agree with in terms of treating a certain disorder). There will typically be a Poll Everywhere question to begin class, so it will be important for you to arrive at class on time

Abnormal Psych Watch:

One of the most fun and rewarding elements of this class is that you will find interesting connections between what you learn in this class and things going on in your own lives and in the world at large. If you see something in the media or pop culture that you think connects to what we are studying (e.g., a newspaper article, a movie, etc.), please email me and I will share it with the class when possible. This is a fun way to engage with the class material and apply concepts to the real world, and it will enhance your experience of the class. However, sending me material for Abnormal Psych Watch is optional and will not play a role in your final grade in the class.

Extra Credit:

Extra credit questions on exams: Each exam will involve a few extra credit questions that will reward close reading of the textbook and/or close listening during class time (for example, during lectures, discussions, and videos). Credit on those questions will be factored into your grade for that exam.

Final Notes About Grades: I strictly adhere to the following policies:

- I do not drop a student's lowest exam test grade.
- I do not give different weights to different exam grades (for example, rounding a course grade up based on improvement throughout the semester).
- I do not curve grades.
- I do not allow students to retake an exam (in other words, to take an exam a second time based on one's grade) or to do extra work to make up for a poor exam grade.
- I do not allow students to rewrite a final paper (in other words, to write a second version after receiving one's grade) or to do extra work to make up for a poor paper grade.
- I do not offer extra credit to specific students who are hoping to improve their grades; I only offer extra credit options that are available to all students (outlined above).

Grading Scale:

The following grading scale is used for this course:

A = 1000-925 A- = 924-895 B+ = 894-875 B = 874-825 B- = 824-795 C+ = 794-775
C = 774-725 C- = 724-695 D+ = 694-675 D = 674-595 F = 59 and below

Honor Code: As in all Carolina courses, the Honor Code is in effect. I will ask you to sign an honor pledge on your exams and final paper. Although you may study together for exams, all exams are to be taken without the assistance of other people, books, or notes. For both of your papers, while you may discuss your general paper ideas with other students, your written work must be your own. Ideas or information in your papers must be appropriately referenced, whether the original source is written or verbal. Five or more words taken verbatim from any source must be placed in quotation marks with the source appropriately referenced. If you have questions about any of these matters, please set up an appointment to chat about it or drop by my office hours.

Counseling and Psychological Services: You are likely to find that a topic covered in class has some personal relevance, either in your own life or in the lives of people close to you. It is important to note that I cannot serve in a therapeutic role for any students in my class, and I encourage you to visit Counseling & Psychological Services

(CAPS) if you need to speak to someone about a personal (non-academic) issue that this class brings up for you. During the academic year, registered full-time UNC students are eligible to walk in to CAPS for your 1st appointment anytime Monday through Friday between 9 a.m. & 12 p.m. or between 1 p.m. & 4 p.m.

Accessibility Services: If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me as soon as possible so I can be sure you know which UNC offices you need to go to in order to be certified for special services. To request academic accommodations (for example, a note-taker or extra time on tests), students must register with Accessibility Resources & Services (formerly Disability Services; <http://accessibility.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. I will accommodate the special needs of individuals if they have registered with this office and can produce documentation of this.

The Writing Center & The Learning Center: UNC has wonderful resources to help its students succeed - the Writing Center provides free online services and tutoring related to academic writing (<http://writingcenter.unc.edu/>). I *strongly* encourage students to visit the Writing Center while working on the final paper. I also encourage you to use the excellent online and in-person resources at the Learning Center (<http://learningcenter.unc.edu/>).

Tentative Course Schedule and Readings –

Note: Schedule likely to change during the semester! Chapters listed are the chapters relevant for that day's class period.

Note that there are many disorders we will not cover. For this class, I believe that it is more beneficial to students' learning to cover fewer disorders in greater depth, than to cover a greater number of disorders in less depth. Students will notice that there are disorders and topics in the textbook that I do not cover in this class. Students are welcome to request individual meetings during which we can talk about any topics related to abnormal psychology!

Date	Topic	Chapter/Assignment Due That Day
Wed. August 24 th	Welcome & Introduction	Read the syllabus
Fri. August 26 th	Looking at Abnormality	Chapter 1
Mon. August 29 th	Theories of Abnormality	Chapter 2 (Pg. 24-25, 36-37)
Wed. August 31 st	Assessing & Diagnosing Abnormality	Chapter 2 (Pg. 60-65)
Fri. September 2 nd	Assessing & Diagnosing Abnormality: Autism Spectrum Disorders	Chapter 2 (Pg. 71-79)
Mon. September 5 th	<i>No class – Labor Day</i>	--
Wed. September 7 th	The Research Endeavor (select topics)	Chapter 3 (Pg. 84-91)
Fri. September 9 th	The Research Endeavor (select topics)	Chapter 3 (Pg. 92-99)
Mon. September 12 th	Mood Disorders - Depression	Chapter 7 (Pg. 176-181), <i>All the Way Down</i>
Wed. September 14 th	Mood Disorders - Depression	Chapter 7 (Pg. 185-192) *Response paper directions posted to Sakai
Fri. September 16 th	Mood Disorders – Bipolar Disorder	Chapter 7 (Pg. 181-185)
Mon. September 19 th	Mood Disorders – Bipolar Disorder	Chapter 7 (Pg. 181-185)
Wed. September 21 st	Mood Disorders- Suicidality/Treatment	Chapter 7 (Pg. 193-212)
Fri. September 23 th	Mood Disorders – Treatment	* Response paper due via email at 12:00pm
Mon. September 26 th	Discussion on Response Papers & Mental Health and the Law	--
Wed. September 28 th	Exam 1	--
Fri. September 30 th	Eating Disorders	Chapter 12 (Pg. 339-346)
Mon. October 3 rd	Eating Disorders	Chapter 12 (Pg. 347 -359)
Wed. October 5 th	Eating Disorders	<i>Perfect Girls, Starving Daughters</i>
Fri. October 7 th	Personality Disorders	Chapter 9 (Pg. 252-262)
Mon. October 10 th	Personality Disorders	Chapter 9 (Pg. 262-267)
Wed. October 12 th	Personality Disorders	Assigned DBT reading
Fri. October 14 th	Personality Disorders	Chapter 9 (Pg. 267-278)
Mon. October 17 th	Exam 2	--
Wed. October 19 th	<i>No class – Fall Break</i>	<i>No class</i>
Fri. October 21 st	<i>No class – Fall Break</i>	<i>No class</i>
Mon. October 24 th	Discuss Final Paper (10 min)/Anxiety Disorders (including trauma disorders & OCD)	Chapter 5
Wed. October 26 th	Anxiety Disorders (including trauma disorders & OCD)	Chapter 5
Fri. October 28 th	Anxiety Disorders (including trauma disorders & OCD)	Chapter 5
Mon. October 31 st	Anxiety Disorders (including trauma disorders & OCD)	Chapter 5

Wed. November 2 nd	Anxiety Disorders (including trauma disorders & OCD)	Chapter 5
Fri. November 4 th	Treatment for Anxiety Disorders	Chapter 9
Mon. November 7 th	Treatment for Anxiety Disorders	Chapter 9
Wed. November 9 th	Schizophrenia Spectrum Disorders	Chapter 8
Fri. November 11 th	Schizophrenia Spectrum Disorders	Chapter 8
Mon. November 14 th	Schizophrenia Spectrum Disorders	Chapter 8
Wed. November 16 th	Substance Use Disorders	Chapter 14
Fri. November 18 th	Substance Use Disorders	Chapter 14
Mon. November 21 st	Substance Use Disorders	Chapter 14
Wed. November 23 rd	<i>No class – Thanksgiving Break</i>	<i>No class</i>
Fri. November 25 th	<i>No class – Thanksgiving Break</i>	<i>No class</i>
Mon. November 28 th	Flex Class	Chapter 14 *Papers due, 10 p.m.
Wed. November 30 th	Case Presentation Work Day	Read case materials
Fri. December 2 nd	Case Presentation Work Day	Read case materials
Mon. December 5 th	Case Study Presentations	--
Wed. December 7 th	Case Study Presentations	--
Monday. December 12th	Exam 3 – Final Exam (non-cumulative) 4:00pm-7:00pm	